

Texas School for the Blind and Visually Impaired

Annual Report

For School Year

2013-2014



Texas School for the Blind and Visually Impaired
A Center for Educational Services for All Blind
and Visually Impaired Students in Texas
1100 W. 45th Street, Austin, Texas 78756
(512) 454-8631 ✦ 1-800-TSB-KARE ✦ www.tsbvi.edu

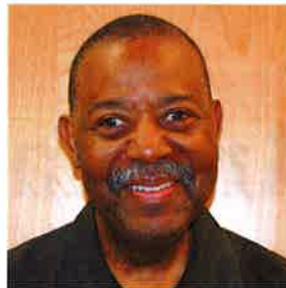
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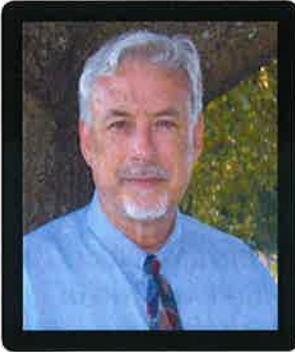


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TSBVI Administrative Staff

| | |
|-------------------|---|
| William Daugherty | Superintendent |
| Miles Fain | Principal of Comprehensive Programs |
| Sarah Merritt | Principal of Short-Term Programs |
| Cyral Miller | Director of Outreach Programs |
| Kate Oehlers | Director of Human Resources |
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A Message from the Superintendent 2013-2014



The 2013-2014 school year at the Texas School for the Blind and Visually Impaired (TSBVI) clearly shows that we are on the right path to maintain and grow our well-earned national and international reputation for excellence. This Annual Report provides a context for the school to reflect back on the past year and the accomplishments of its students, staff and collaborators on our shared mission. Reflection is especially important to a school such as TSBVI because our multiple educational programs on and off campus are in operation year-round providing services, and one year can easily blend into the next.

It is this year-round operation and the diversity of our service options that allows TSBVI to serve the entire state of Texas, not just the students enrolled on our campus. Our school focuses equally on statewide supports to families and local educational teams. Wherever there are advocacy groups or collaborative efforts trying to improve educational outcomes for students anywhere in Texas, TSBVI is likely to be there to lead, facilitate or support in any way that best fits the situation. This model of service gives the greatest possible return on the investment our state has made in TSBVI since its establishment by the Texas Legislature in 1856. Our pledge is to innovate and improve these statewide services based upon our continuous analysis of emerging trends and needs.

On the TSBVI campus our goal is to enroll full time only those students in clear need of our expertise and intensive services, and then to efficiently return them to their home communities in a highly structured transition process designed to build upon each student's newly gained independence as a learner. While students are enrolled at TSBVI, we are simultaneously working with the sending school districts to build their local capacity to serve students in their community. Through this model, more of the 9,000+ students in Texas who are blind or visually impaired have an opportunity to attend school on our Austin campus. Last year TSBVI graduated one of the largest classes in decades and many other students transitioned back to their local school districts. We are pleased to report here in November of 2014 that a like number of new students have come in to get their opportunity to learn and grow in independence at an accelerated rate. Some of the older students will stay to graduate from TSBVI, and many will return home during their school career. Among those who return to their local schools, some will come back to TSBVI as their educational needs change. It is this in-and-out flow based on individual student needs that we are seeking to make more seamless. This is an evolving process that we are getting better at each year, and the 2013-14 school year was one of small but continuous improvements.

Our commitment to serving all of Texas is well-evidenced in TSBVI's Statewide Outreach Technical Assistance and Short-Term programs. TSBVI Outreach Services have a major leadership role in improving services for all 9,000+ students in the state regardless of

where they attend school. Specialized statewide training for teachers is coupled with extensive parent-training efforts resulting in communities across the state increasingly able to successfully educate students at home. And for those not enrolled in TSBVI campus-based K-12 program, the school's Short-Term Program allows students from all over the state to come in for intensive week-long, weekend and summer programs designed to improve their academic success back home. Outreach and Short Term Programs are currently delivering the best services in their history, and both do so based upon a continuous analysis of statewide need.

TSBVI's national and international reputation owes much to the high regard the field holds for the school's website (www.tsbvi.edu) and for its curricular publications. Both are two of the most widely accessed resources of their types in the world. During 2013-14 both reached record audiences, and both, like our other programs and services, focused on bringing forward those things that were an expressed need among our stakeholders.

TSBVI's successes in 2013-14, like those that have passed and those to come, are highly connected to the success of our state as a whole. The Texas Legislature's consistent support for our mission expressed in our programs and services is the foundation of TSBVI's ability to continuously improve. Our highly articulated relationship between Texas Tech and Stephen F. Austin State Universities and the TSBVI Mentor program for new teachers, helps ensure the success of students and schools statewide by having an adequate supply of highly qualified Teachers of the Visually Impaired and Certified Orientation and Mobility Specialists. But as you'll see in the stakeholder survey results and comments in this report, the amazing staff at the Texas School for the Blind and Visually Impaired supplies the energy, expertise and commitment that is responsible for our global stature as a leadership school.

William Daugherty



TSBVI - Who We Are

A HISTORY OF THE SCHOOL

The School was established in 1856 and classes were first held at the residence of Mr. W. L. Hill in Austin, Texas. The School moved to the present day “Little Campus” in the current day Arno Nowotny Building/Custer House of the University of Texas. A second campus was established on Bull Creek Road in Austin in 1889. In 1915 the School’s name was changed to the Texas School for the Blind and the School moved to its present 45-acre campus on West 45th Street in Austin. A special program for deafblind children was initiated in 1972 and was housed in the former Confederate Widows’ Mansion on 38th Street. The deafblind program moved to the 45th Street campus in 1981. In 1989, the School was given its current name, the Texas School for the Blind and Visually Impaired (TSBVI), to reflect more accurately the population it serves. Major reconstruction of the campus began in 2008 and continued through the 2011-2012 school year. Virtually every building on the campus was replaced with new construction by the end of 2012.

The main functions of TSBVI include:

- To provide a free, appropriate public education that addresses the intense or specialized needs of visually impaired children and youth, including those with additional disabilities when the local district and parents agree that such services are not available in a local program.
- To conduct supplemental programs, such as summer and other short-term programs.
- To provide statewide services to parents of students, school districts, regional education service centers, and other agencies including training, consultation, technical assistance, and developing and disseminating materials such as curriculum, instructional methodology, and educational technology.
- To partner with Texas Tech University and Stephen F. Austin State University in preparation programs for teachers of the visually impaired.

OUR VISION

All students in Texas who are blind or visually impaired, including those with deafblindness or additional disabilities, will have high quality educational opportunities to develop the skills, knowledge and character to lead fulfilling and satisfying lives.

OUR MISSION

The Texas School for the Blind and Visually Impaired will serve as a leading center of expertise and supports, working in partnership with schools, families and organizations to improve educational outcomes for students who are blind or visually impaired, including those with deafblindness or additional disabilities.

OUR PHILOSOPHY

- ◆ We believe in the strength, competence and potential for independence of students who are blind or visually impaired, including those with deafblindness or additional disabilities. All staff at TSBVI foster and celebrate these attributes every day.
- ◆ We believe that our important mission, established by the people of Texas through our legislature, is to serve all students in the state through collaboration with local educational teams. By doing so, TSBVI ensures that Texas as a whole receives the greatest value for its investment in the promising future of these children and youths.
- ◆ We believe that the extraordinary blindness expertise developed at the Texas School for the Blind and Visually Impaired since its founding in 1856, continues to grow in its leadership for the entire state. We are committed to using this expertise for innovations that will eliminate all barriers to learning.
- ◆ We believe that the State of Texas has established a statewide educational system for these students that is widely recognized as among the very best in the nation. TSBVI is honored to play a key role in the achievement of this recognition.

The Staff

In 2013-2014 the staff of TSBVI was comprised of approximately 368 full-time and part-time positions including classroom teachers, teacher aides, job coaches, related service staff including orientation and mobility instructors, speech-language pathologists, occupational and physical therapists, psychologists, behavior specialists, counselors, social workers, health services staff, residential staff who work with students after school hours, clerical staff, business office staff, admissions and records staff, technology staff, maintenance workers, groundskeepers, food service workers, custodial staff, transportation and security staff, among others.

The Board of Trustees

The School is governed by a nine-member Board of Trustees, which is appointed by the Governor and confirmed by the Senate. The Board is comprised of three members who are blind or visually impaired, three who have experience working in the field of visual impairment, and three who are parents of a child who is blind or visually impaired. Public meetings of the Board are generally held 5-6 times per year.

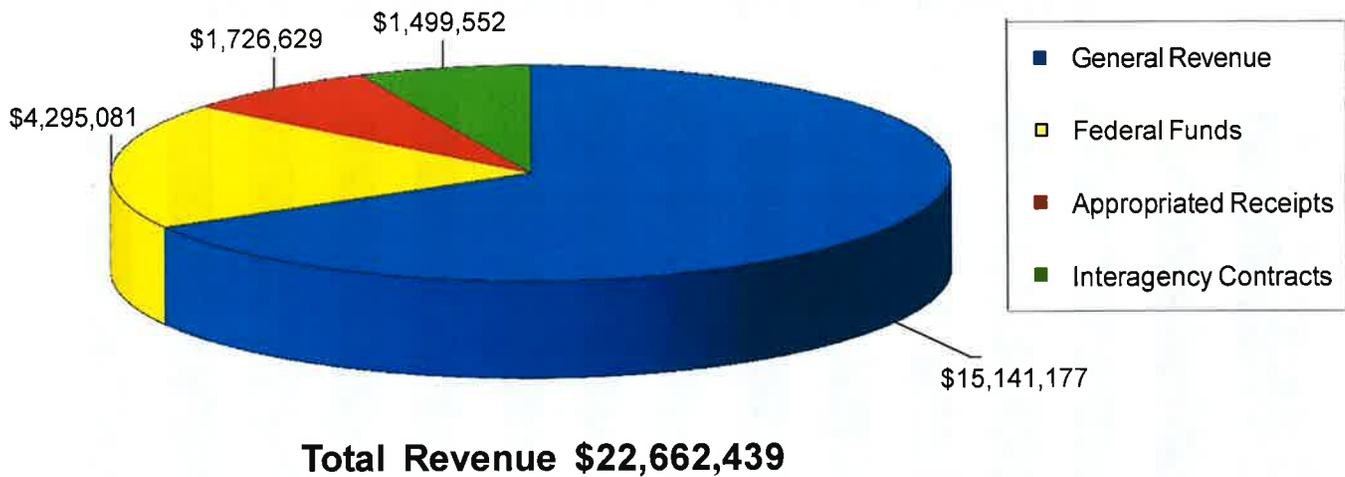
Our Partnerships

- Local school districts refer students to us for specific needs. Students are then shared between the school district and TSBVI, and information sharing and collaboration for the benefit of students is continuous.
- Education Service Centers are often a source of referrals to TSBVI, and the ESCs often are the point of contact when a student is returned to his/her community.
- Additional partners with whom TSBVI has a mutually productive and satisfying relationship are all local and state agencies and organizations of and for the blind.

Sources of Funding

The School is primarily funded through appropriations granted by the State Legislature. Other sources of funding include federal funds, appropriated receipts, interagency contracts, and donations.

SOURCES OF REVENUE 2013-2014



COMPREHENSIVE PROGRAMS

K-12 Program: TSBVI provides full-time comprehensive programs during the regular school year to students who are unable to receive an appropriate public education from the local school district. Districts refer students for placement to acquire a student-specific set of skills that, once learned, will allow the student to return to education in the home community. At TSBVI, students receive intensive instruction in all areas of the curriculum including braille reading and writing, orientation and mobility, assistive technology, career education, social skills, occupational and physical therapy, speech therapy, daily living skills training and many other disability-specific skill areas. TSBVI is the only placement in the State where all educational staff are specially trained and certified to teach students with visual impairments and all residential staff receive ongoing training in teaching independent living skills, including personal hygiene, dressing, grooming, and home care.



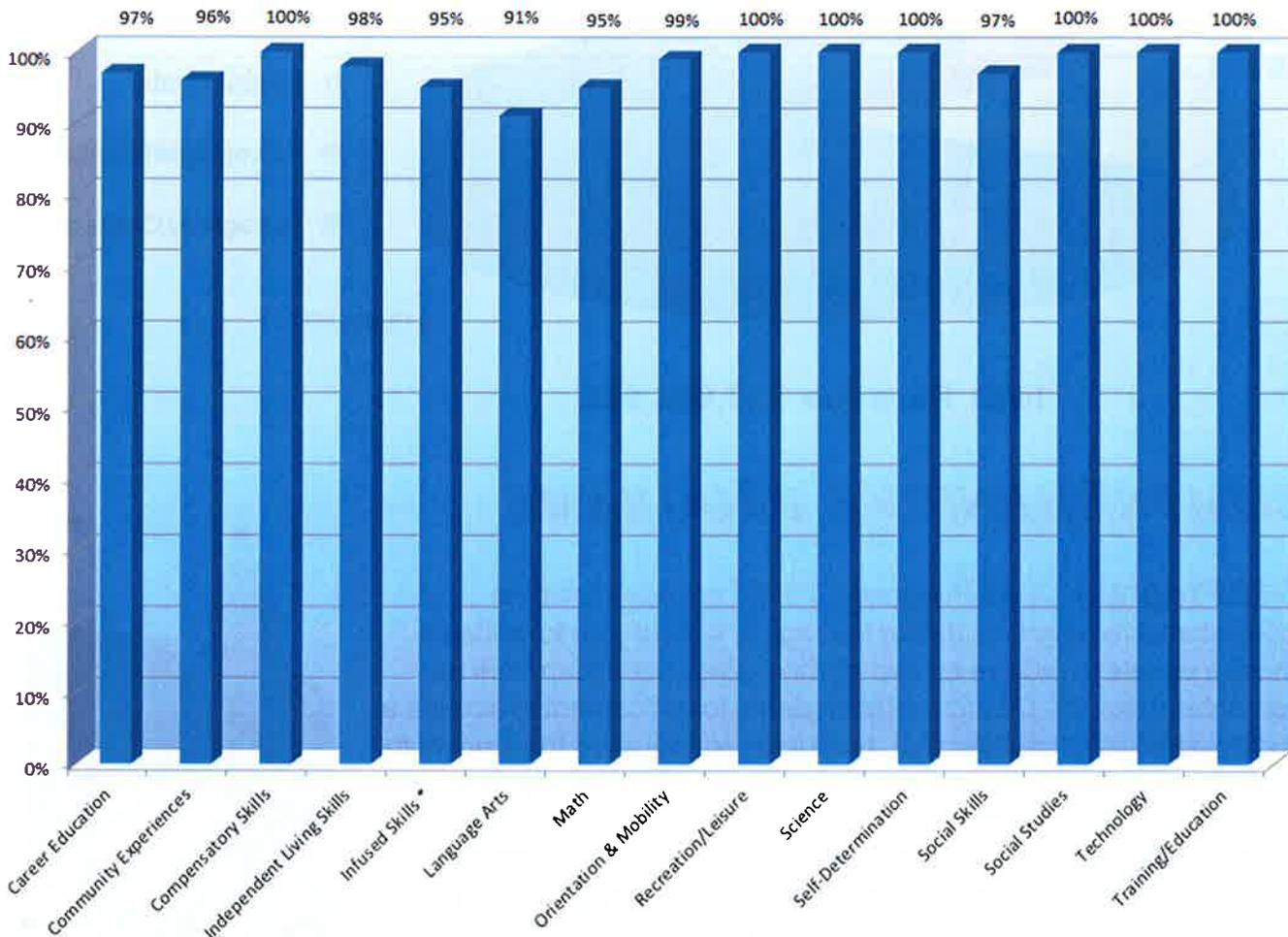
White Cane Day 2013

Post Secondary Program: This program, offered in partnership with the Texas Department of Assistive and Rehabilitative Services – Division of Blind Services, provides training for students who are legally blind and have a regular State Board of Education high school diploma or GED. Students seeking this post-secondary experience are in need of remedial academic, independent living and work related skills training. They will cultivate the skills, attitudes and opportunities necessary to meet the demands of competitive employment and adult living.

ACHIEVEMENTS IN THE 2013-2014 SCHOOL YEAR

- The school met and exceeded the performance standards established with the Texas Education Agency representing significant student progress in the following curricular areas. The school-wide subject area percentages of students assessed making moderate to substantial progress on curricular-based assessments were:

ACHIEVEMENTS IN THE 2013-2014 SCHOOL YEAR

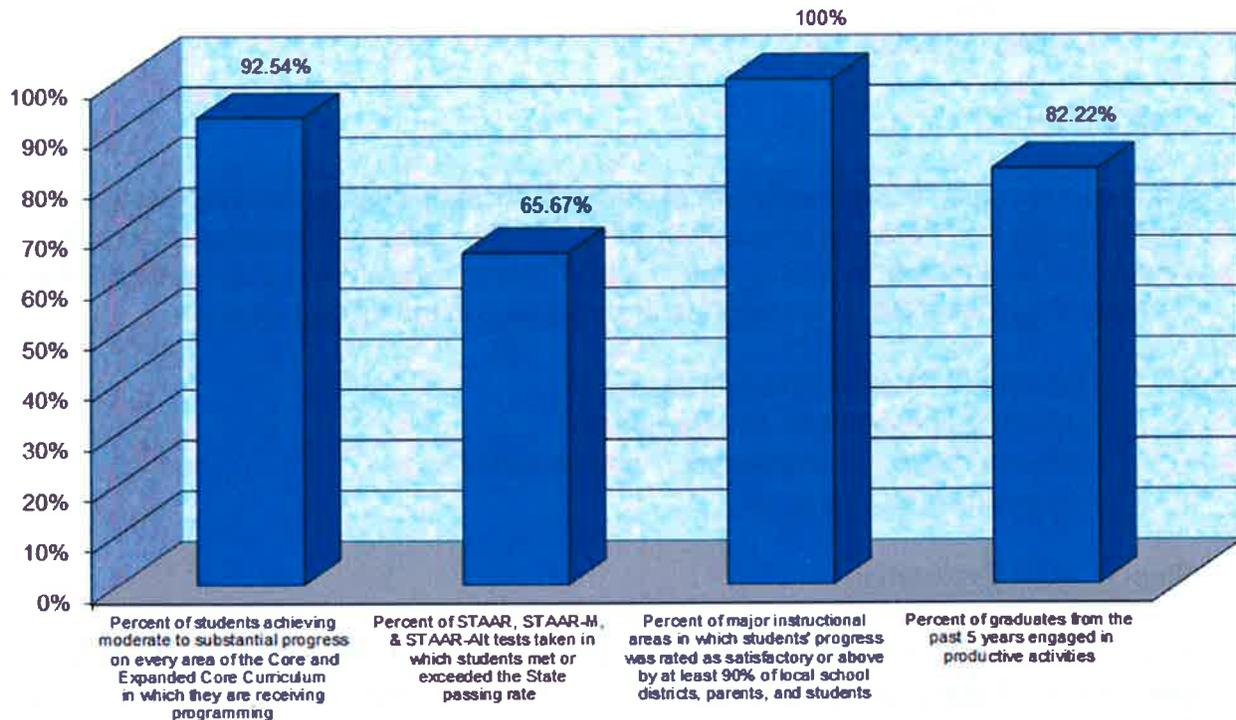


** Infused Skills (for multiply impaired students) – Social Communicative Interactions, Emotional Development, Senses and Motor Skills, Basic Concepts, Representation/ Cognition(including basic math and language arts skills)

- 88% of Comprehensive Program students achieved moderate to substantial progress on every area of the core and expanded core curriculum in which they received programming.
- 66% of STAAR, STAAR-M, and STAAR-Alt tests taken met or exceeded the state passing standards.
- Student progress in 100% of the ten major instructional areas was rated as satisfactory, very satisfactory, or outstanding by at least 90% of parents, local school districts and students.

- 82% of students surveyed who graduated from TSBVI from the past 5 years were engaged in productive life activities (work, post-secondary education or training, child care, or volunteer activities).
- 100% of teachers and paraprofessionals met No Child Left Behind highly qualified standards.

COMPREHENSIVE PROGRAMS MEASURES FOR 2013-2014



OTHER ACHIEVEMENTS

- There are many exciting initiatives underway in the Career Education Department. Thanks to feedback from a variety of current and former students and staff, we have developed a more systematic and sequential approach to career education. Steps in the sequence are described in order below.

Systematic/ Sequential approach to Career Education

Step 1: General Employability

The General Employability course, which has been approved by the Texas Education Agency for innovative course elective credit, provides instruction in general employability skills as well as the pre-requisite skills for general employability. This course is designed to guide students through learning the skills that can be



transferable among a variety of jobs and careers and are considered essential in any employment situation. Some of the skills and concepts addressed in this course:

- Personal hygiene and grooming
- Dressing and clothing care
- Effects of a balanced diet on job performance
- Social interaction skills
- Personal management (time management and organization)
- Problem solving
- Conflict resolution

Step 2: MAPS I

The second course in the continuum of Career Education courses is called Methodology for Academic and Personal Success (MAPS). The purpose of this course is to pick up where the General Employability course left off in preparing students for the world of work by increasing their skills, knowledge, and awareness in the following areas:

- Learning and communication styles
- Self-discipline, attitude, and resiliency
- Time management, organization, and study skills
- Leadership and character

Step 3: Work Exploration

Work Exploration is a year-long course for high school students that consists of seven five-week rotations designed to increase each student's awareness of work and self in order to help guide him or her in narrowing down future vocational pursuits. Rotation areas include:

- Animal Care
- Gardening
- Culinary Arts
- Coffee Shop
- Housekeeping (Wildcat Inn, laundry)
- Assembly and Production
- Customer Care

For elementary students and students with multiple impairments, the work exploration experience is based in either the elementary or secondary work centers and may include:

- Hospitality (coffee grinding and laundry)
- Shredding
- Recycling
- Assembly and Production (work center)
- Individual or group work projects



The length of time spent in each area depends upon individual interests and aptitudes.

Step 4: MAPS II

Methodology for Academic and Personal Success II (MAPS II) is designed to assist students with narrowing vocational goals and increasing awareness. With the teacher guidance, students in this course are expected to:

- Explore and analyze personal strengths, weaknesses, interests, and goals in order to establish a plan for success that continues throughout high school into post-secondary education, an internship, or training program.
- Research, analyze, and apply career information (including college investigation and job search skills as applicable).

Step 5: Work Training

After participating in the prior experiences, students have an increased awareness of interests, aptitudes, and career goals. Students are then placed in job settings, both on and off campus, that closely replicate natural work environments.



Additional Work Experiences

Competitive Employment

Students who express interest and who demonstrate the self-motivation and initiative to obtain competitive employment are supported and encouraged to the extent possible.

Links Program

We launched our “Links Program” in the spring of 2014. This program is a collaborative effort between TSBVI, the Department of Assistive and Rehabilitation Services/Division of Blind Services (DARS/DBS), and the Midtown Austin location of Holiday Inn in which two students earned the right (through a competitive application and interview process) to have a semester-long paid work experience. The students worked five four-hour shifts per week, rotating between four departments within the hotel: Housekeeping, Front Desk, Sales and Marketing, and Food and Beverage. The students were paid minimum wage and received job coach support.

The goal of the Links Program is to provide an in depth work experience for a specific employer with the hope of linking participants with employment opportunities for that employer in their home community.

Other Work Training Sites

During the 2013-2014 school year, 61 students participated in on-campus work training at the following sites:

- Animal Care
- Wildcat Coffee
- Wildcat Bistro
- Tactile Symbol production
- Wildcat Laundry
- Horticulture
- Hospitality (Wildcat Inn)
- Wildcat Customer Care
- Embroidery
- Accessibility testing with TSBVI Webmaster Jim Allan



Also, 32 students participated in off-campus work training at the following sites:

- National Federation of the Blind
 - Walmart Garden Center
 - Top Drawer Thrift Store
 - Holiday Inn
 - North Austin Medical Center
 - Goodwill
 - DADS Winter's Building: Texercise office
 - DADS Winter's Building: Cafeteria
 - Fish Gallery
 - Dragonslair Comic Books
 - Faith Lutheran Childcare
 - Walgreens
 - Chili's
 - Texas Coffee Traders
 - Appliance Associates
 - Austin Humane Society
- Participation in an array of beneficial after-school activities for students including: Robotics Club, archery, rowing, stand up paddle boarding, Yearbook Club, yoga, dance, art, group games, tandem biking, bicycle maintenance, Music Mania, Goalball, Spanish Club, swimming, swimming lessons, music recording, scrapbooking, cooking & baking, international foods, Drama Club, Walking & Running Club, hiking, jewelry making, Pep Squad, cheerleading, wrestling, Gardening Club, quiz night, Badger Dog Writing Club, Poker night, Leo Club, basketball, weight training, judo, bowling, private music lessons, kayaking, canoeing, rock wall climbing, Boy Scouts of America, and Venture Crew. Also, students were given



individualized instruction in self-directed leisure activities like beading, weaving, macramé, puzzles and clay modeling. For adult-age students, emphasis was placed on development of adult-oriented community-based fitness, leisure and recreational options.

- Braille and Reading Improvement Teacher Dr. Kay Pruett was honored as the 2014 Principal of Schools for the Blind Outstanding Teacher of Students who are Blind or Visually Impaired; EXIT Program Teacher Laura Lindsey-Ramirez received the 2014 Principal of Schools for the Blind Outstanding Teacher of Students with Multiple Impairments award; Speech Language Pathologist Kim Conlin was named the 2014 Principal of Schools for the Blind Outstanding Related Services Provider; and Independent Living Skills Coach Tony Riley was honored as the 2014 Principals of Schools for the Blind Outstanding Residential Life Staff Member.

SPECIAL ACTIVITIES IN 2013-2014

- Students participated in statewide White Cane Day activities in downtown Austin.
- A parent weekend conference was held with 97 students' families in attendance.
- The 2013-2014 Student Council provided an array of fun activities for the student body as well as service projects for the school and community. They helped sponsor the annual Red Ribbon Week drug-free celebration by providing and serving snacks. The Student Council visited a local nursing facility to play bingo with the residents. They also organized and led an activity for our elementary school students that included lots of games, music and fun. In addition, the Student Council partnered with AT&T Volunteers to bring the annual Easter egg hunt to TSBVI. They also hosted school spirit week and the fifth annual student talent show, featuring 26 performers. The Council concluded the year by sponsoring an end of year ice cream social. A student holiday music assembly and play were held in the auditorium.
- TSBVI proudly hosted the 2013-2014 South Central Association of Schools for the Blind Wrestling, Cheerleading and Performing Arts Meet. Alabama, Georgia, Louisiana, Mississippi, Oklahoma and of course Texas came ready to compete. The events started off on Friday with the schools showing off their talents with the Performing Arts program led by TSBVI's own Music Teacher Jane Rundquist. On Saturday the Wrestling and Cheer competition began. The TSBVI wrestlers worked hard with a very young team and brought home 4th place. In a very close competition the TSBVI cheerleaders got 2nd place missing out on 1st by only one point. The cheerleaders also won the Most Spirited School Award. Our Wildcat mascot got 3rd place and had the crowd dancing in the bleachers. We are very proud of all the teams and enjoyed hosting this great event.
- Twenty students, ages 8-19, participated in the annual Regional Braille Challenge competition at the Region XIII Education Service Center, on Feb. 1, 2014. These motivated students competed in Speed & Accuracy, Proofreading, Reading Comprehension, Charts & Graphs, and



Spelling at this national competition sponsored by the Braille Institute of America. TSBVI students took first, second and third place in the Apprentice Uncontracted Emergent Braille Division; first and second place in the Apprentice Contracted Emergent Braille Division; first, second and third place in the Freshman Emergent Braille Division; first and third place in the Sophomore Division; first place in the Junior Varsity Emergent Braille Division; and first and third place in the Junior Varsity Division. Most importantly, each participating student improved his or her braille literacy and love of reading.

- On October 18 and 19, in Irving, Texas, 75 TSBVI students participated in the 15th Annual Sports Extravaganza for students who are blind and visually impaired. Students competed in goalball, track and field, beeper ball, and archery. TSBVI brought home more than 235 medals and ribbons. In the goalball tournament, 12 TSBVI students competed, with the girls' team taking first place. The boys' teams came in first and second place.
- TSBVI's boys' and girls' 2013 goalball teams competed at the High School Goalball National Championships, along with 18 other goalball teams in St. Augustine, Florida, November 7-9, 2013. The boys' and the girls' TSBVI teams advanced into the semi-finals and both made it into the medal rounds on the final day. In the medal rounds, the TSBVI teams met up with the four goalball "powerhouse" teams. The TSBVI boys faced Arizona and hometown favorite, Florida, in the medal rounds. The TSBVI girls competed with California and Utah in the medal rounds. The TSBVI teams gave it their all and played with passion. Both TSBVI Teams finished in fourth place in the High School Nationals. TSBVI competed in Talledega, Alabama for the South Central Association of Schools for the Blind Track and Field and Performing Arts Meet, April 11-13, 2014, with schools for the blind represented from the following states: Alabama, Louisiana, Mississippi, Georgia, and Texas. The TSBVI the boys' team came in first overall and the girls' team came in third place overall.
- Students participated in a Red Ribbon Safe and Drug-free Schools assembly and poster contest.
- Black Heritage and Fiesta Day activities were held at the School.
- A senior banquet took place in the cafeteria as well as the junior/senior prom with a theme of "Mardi Gras" at the Crowne Plaza Hotel.



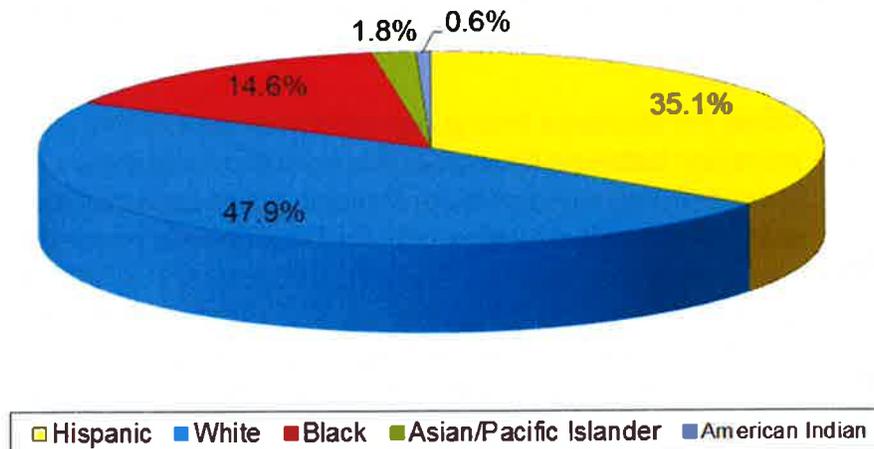


ENROLLMENT STATISTICS

In the 2013-2014 school year, 165 students representing 110 local school districts throughout Texas were enrolled in the Comprehensive Programs of TSBVI.

| COMPREHENSIVE PROGRAMS | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|------------------------|-----------|-----------|-----------|-----------|-----------|
| Elementary Program | 26 | 30 | 31 | 32 | 27 |
| Secondary Program | 117 | 126 | 133 | 137 | 129 |
| Post-Secondary Program | 8 | 7 | 7 | 7 | 9 |
| TOTAL | 151 | 163 | 171 | 176 | 165 |

**ETHNICITY OF STUDENTS ENROLLED
IN 2013-2014 COMPREHENSIVE PROGRAMS**



Comprehensive Program Survey Responses from Parents and Local School Districts

I thank "God" for this school. All seemed lost when we realized our son was going blind and that nothing could be done. Thank you to the school and staff who have given my son and my family hope we are going to get through this.

My daughter has had a wonderful experience this year at TSBVI. She loves all her activities and staff. It is a place where she feels accepted and secure knowing that every day she is getting closer to her goals. It is the best place for her to be, where we know that her educational and living skills are getting better with time.

My daughter has shown a great improvement across the board while attending TSBVI. I feel it is in her best interest to stay through graduation! TSBVI has so much to offer her both academically and socially. I am very proud of the improvements she has been making and am ready to watch her blossom into the beautiful young lady she will become.

My son has flourished since attending TSBVI thanks to the program and outstanding staff. The curriculum is high quality, the instruction is thorough and encourages participation not only in the classroom but in all areas of school, social life. I am so proud of his accomplishments, his high level of maturity and this commitment to succeed. All this I attribute to TSBVI. You have become family and I also am treated with love and concern when I visit. Thanks does not seem enough but thanks very, very much.

I am very pleased with my daughter's progress and find everyone at the school very kind, helpful, and wonderful educators. Thanks for all the effort and hard work with my daughter. Amazing change in her and she has only been at TSBVI 1 year.

My son's educational advances have been fantastic at TSBVI. He has had excellent teachers and aides. His development has been miraculous.

TSBVI is a terrific school with caring and compassionate teachers and staff. Our student has grown in her academics and social skills beyond our expectation. We know she still has a ways to go but we are so thankful for the 4 years she has had at your school. I hope she returns one day to sharpen her skills before she graduates. Thank you all for the love and patience you have shown these kids.



While the student's time in our school district has been very short, the transition between his previous school district and ours has been very successful because of the professional and caring attitude of the TSBVI staff. There was no interruption in this student's needed services and that was greatly appreciated. My limited contact with TSBVI has been through ARD committee meetings and our ISD personnel. All progress and communication has been outstanding. I am ecstatic about our student's progress and foresee him doing great things in his future. You have been a blessing to him and his family.

Thank you for everything you do for our student! He couldn't be in a better place to work on transition to adult life.



We are excited for her. Your staff is very professional and the facility/programs are outstanding. I'm looking forward to her showing me new braille skills this summer! I think the additional year at TSBVI will enable her to be more successful and happy in our district.

I am very thankful my student has had the opportunity to attend TSBVI. There were social behaviors that really needed to be addressed in order for academic improvement to occur. She has made leaps &

bounds! I am excited to continue to work with TSB staff when she returns to her home campus.

My student's progress from the beginning of the school year to the present has been outstanding. The care & patience taken by the staff goes above and beyond; which shows in my student's improved self-esteem and fewer negative behaviors and self-stimulation, and increased communication skills. I have observed him in varying settings and with varying teachers and support staff and find TSBVI provides a safe and encouraging environment to promote learning and the ultimate goal of independence. Love your new buildings and dorms which serve as functional space and are attractive and clean! Thank you for taking good care of him and helping him to achieved his goals. I am so proud of his accomplishments at TSBVI and look forward to helping to further his journey!

My student's progress at TSBVI has been continuous and focused. When he began your program he had few skills and abilities; he is now more able to care for himself and will be more successful in living in the community after leaving. TSBVI has truly made a difference in this young man's life.

I am very pleased with the program offered by TSBVI. My student has shown his most growth with his social, self-help, travel skills, and independent living skills.

Since the first time I saw my student at TSBVI two years ago, she has made remarkable progress. I am very impressed with her program. It is skillfully designed to meet all of her needs. Teacher assistants and teachers worked with her giving her gentle guidance and allowing her time to be as independent as possible. I did not know the student when she attended high school in our district, but I have heard many accounts of her struggles there. She is a totally different child/young adult who is truly being supported to reach her full potential at TSBVI.

My student went to TSBVI as a sophomore. She came to me as a blind student, telling me she wanted to learn how to be a successful vision teacher and be all that she can be. It was no question that acquiring her education at TSBVI would be what she would need. Since she has been there, we have seen her grow and develop skills she needs to be a successful college student.

TSBVI served a unique purpose in educating this young man. The expanded core curriculum, staff and on campus facility made a huge difference in the post-secondary outcomes for this student. Thank you for your services.



SHORT-TERM PROGRAMS

SUMMER SHORT-TERM PROGRAMS

Summer programs serve students who are not full-time students at TSBVI during the regular school year. They emphasize those skills from the Expanded Core Curriculum for Students with Visual Impairments that may be challenging for districts to teach during the school year. Students are served through six different summer programs: Academic Secondary Enrichment, Practical Academic Secondary Enrichment, Elementary Summer Enrichment, SWEAT (an exit level work program for academic students), WALIC (an exit level work program for practical academic students), and Life Skills Camp. Instruction includes:

- Applying academic skills within functional, real-life situations such as independent living or having a job;
- Improving skills of independent living such as personal care, home care, money management, travel, responsibility and organization, and interacting well with others;
- Introducing a range of recreational and leisure activities that might lead to future interest and skill development;
- Participating in activities on campus and in the community;
- Enhancing one's sense of confidence and well-being, self-knowledge, and self-advocacy, which can grow from being away from home on one's own, as well as from interacting with other successful visually impaired students and adults;
- Becoming familiar with concepts and skills that lay the foundation for future career exploration and employment.



Students who attend summer programs are often the only visually impaired student in their school. These summer classes introduce them to empowering experiences and ideas related to living with visual impairment, and provide a socially supportive peer group that reduces feelings of isolation, difference and loneliness. Many students develop enduring friendships and support networks that can last a lifetime. This support can be an important complement to the education they receive in their local districts, and even increase their motivation to learn more in school.

ACHIEVEMENTS IN THE 2014 SUMMER PROGRAMS

1. Achievements are enumerated below for each summer program. The newly developed database proved to be an invaluable tool in effectively and efficiently managing the data for the summer program while the leadership transitioned from Lauren Newton to Sara Merritt. The continued expansion of our new database is a high priority and will improve our ability to keep accurate records and document student gains in a professional and accessible manner.
2. Classes for academic secondary students are theme oriented rather than subject matter oriented. For example, students took classes such as Visual Arts, Wildcat Bistro, Writer's

Workshop, Web Masters, or Rock Band, rather than Math, Science or Language Arts. The students then practice academic and vision-specific skills within the context of these appealing, real-life settings (e.g., developing a budget, shopping for goods, writing documents to advertise products, evaluating effectiveness). In our 2014 academic secondary classes we offered a range of themes, serving 126 students in 15 different classes.

3. Our practical academic secondary students also participated in theme oriented classes: Adventures in Sports, Independence Exploration, Art from the Heart, Culinary Arts, and Career Connections. Within these real-life contexts they practiced a broad array of skills such as functional literacy and math, personal care and home management, recreation and leisure, work, social skills, and self-determination. In summer 2014 we served 40 practical academic secondary students in 8 different classes.
4. Elementary summer enrichment classes were similar to secondary classes in structure: they provided opportunities for students to practice academic and vision-related skills in activities such as thematic units, music, community outings, self-care, shopping, cooking, arts and crafts, and recreational activities. Examples of classroom themes were: Transition to Middle School, I Dig Rocks, the Sweet Taste of Geography, Smartville, Game On, and BFF: Best Furry Friends. Each summer we modify our original offerings based on consumer requests (the applications). This year, we served 73 elementary students in 10 one- or two-week classes.
5. 29 high-school students participated in paid jobs (stipend or minimum wage) throughout the Austin community (listed below). They received intensive training in all aspects of work – getting a job, keeping a job, workplace protocol, specific job skills, managing money, traveling independently to work, and solving problems that arise at work. They also received training in independent living at home and in the community. This included managing a house or apartment; domestic skills such as cleanliness, cooking, shopping, recreation in the community; and achieving a balance between independence and interdependence.
6. 46 visually impaired students with significant multiple impairments, including deafblindness, were provided the opportunity to be away from home (often for the first time) in our Life Skills Camp, participating in skills of independent living and recreational activities in the community.
7. 94% of responding school districts and parents rated their experience in summer programs as very satisfactory or outstanding.



HIGHLIGHTS FROM SUMMER 2014

1. Secondary academic classes were offered in five major areas:
 - ◆ Fine Arts: Camp Fine Arts; Art from the Heart; Rock Band; Performing Arts Intensive; Writer's Workshop
 - ◆ Physical Education & Adventure: Individual Sports (PE for SBOE credit); Camp Challenge
 - ◆ Expanded Core Independent Living, Mobility & More: Middle School Enrichment; Getting There; Taste of Independence
 - ◆ Small Business Endeavors: Wildcat Bistro & Catering
 - ◆ Technology: Web Masters
2. Our procedure is to advertise a large variety of classes in our application form, and then provide only those that best match actual student selections. Only one class (Geocaching) offered for Summer 2014 did not receive enough applications to create a viable class. All other advertised classes filled and were offered.
3. Our programs for academic middle school age students were in very high demand. We served 13 students in our two-week Middle School Enrichment (MSE) classes, and 13 students in our one-week MSE classes. Fifteen students were served in our Transition to Middle School classes.
4. The Transition to Middle School classes are offered each summer to the oldest elementary students who are about to move into a middle school setting. This is an especially difficult transition for students with visual impairments. The summer classes address issues such as personal organization (managing lockers, organizing materials and day timers, retrieving information, dealing with time and deadlines); self-advocacy (explaining your needs to teachers and other students); social skills (caring for personal appearance; initiating conversations and meeting new people); adaptive tools and technology (exposure to scanning software, magnification systems, and homework and classroom aids); orientation and mobility (changing classes, negotiating crowded hallways).
5. 29 high school students participated in jobs at the following community locations:
 - ◆ SWEAT Academic (individual job sites): Dragon's Lair retail bookstore, Austin YMCA, Texas Department of Aging and Disabilities Services (DADS), Garbo A Salon and Day Spa, Holy Roast Coffee Shop at the Dell Children's Medical Center, Zinger Hardware, Umlauf Sculpture Garden, The Wesley School, Austin Humane Society, Perks Coffee and Gift Shop at the Dell Children's Medical Center, Emancipet, 10,000 Villages retail shop.
 - ◆ WALIC Practical Academic (3-4 students per site): Top Drawer Thrift Shop, Wal-Mart, Department of Aging and Disability Services, Goodwill.

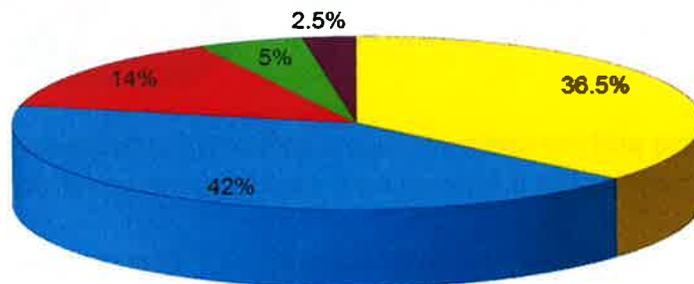


ENROLLMENT STATISTICS

In the 2014 Summer Programs, 314 students were served, representing all 18 of the 20 Education Service Center regions and 151 local school districts throughout Texas.

| YEAR | 2010 | 2011 | 2012 | 2013 | 2014 |
|-----------------|------|------|------|------|------|
| SUMMER PROGRAMS | 298 | 335 | 320 | 328 | 314 |

ETHNICITY OF STUDENTS ENROLLED IN 2014 SUMMER PROGRAMS



Summer Short-Term Program Survey Responses From Parents and Local School Districts

I am grateful for any time my daughter has at the school. She enjoys it very much herself and has grown during her times at the school. It has made her more open about her visual impairment and not so angry about it. That is huge! Thank you so much.

Very thankful to have such great opportunities for our VI daughter. The variety of programs offered are diverse to meet a wide range of interests and needs plus the social interactions embedded within the programs provide a nice balance.

Our child thoroughly enjoyed the program, made many friends and is looking forward to returning. She learned many things that will help her in the future in being independent.



We are glad to have TSBVI. You guys do great work with our blind and VI children!

Everything was just perfect.

My daughter had a great time and enjoyed being around kids that were like her. She learned a lot about her disability and how to live with it. Thank you very much. I think it's the best program ever!

My son had a wonderful experience at camp. He would like to return next year. This was the first time he saw children with nystagmus and it helped him be more secure. It was surprising to see him so confident after only 5 days away from home. Thank you for making my son feel at home. He can't stop talking about it. He is looking forward to next year.

My son absolutely loves TSBVI summer program. He grows and matures from it. I see so much confidence gained by him. I love the program because it makes him very happy!!!



The staff was very positive and my son was left in a safe and friendly environment. I feel we learned more about his needs after attending summer camp than a full year in a public school.

My camper would come for the whole summer if you let her! This program provides a safe and interactive way for kids in Life Skills to have a place of their own – to have fun. The friendships here are like nowhere else and that is to be treasured.

This four days experience was incredible for the children. They learn to live away from home. This is very important for us, the parents. All my family, especially my son were very happy with this experience. Thank you very much for giving us the opportunity. We hope we will see you next year.

I love this program. It has shown my daughter she can do a lot of things on her own. She has really grown to a beautiful young lady since she has been in this program the last two year.

My son had a blast!! He did not want it to end. He said it needed to be longer than 2 weeks.

Our daughter enjoys her experience at TSBVI. While she is generally happy and positive, spending time with peers like her really motivates her! I love all the things she learns and teaches me when she returns home! Thank you all!!!

My son thoroughly enjoys the TSBVI program which he has benefitted from for the past 2 years. We would really love to reinforce his newly learned skills and behavioral modifications year-round. Thanks for this continued growth opportunity!!

I feel that every time my child goes to TSBVI, she learns a lot, feels comfortable, enjoys herself, and is always treated very well. She always loves her teachers, and all the people she works with during her time there. She absolutely loves it. Her face lights up when she learns that she will be going. She enjoys every minute of her time there, and always has a wonderful time.

This was my son's first time away from home (with a non-relative). As parents of a low vision child, we tend to over shelter him, which we are finding out is NOT in his best interests. This program is EXACTLY what he and we needed. He enjoyed his first real taste of freedom in an environment that we knew to be safe. He came back with more confidence and able to do things that we had not let him try for fear that he would get hurt due to his low vision. He came home bursting with news of programs that are out there for him, of how he learned to ride a city bus and request a

stop and of how he learned how to cook for himself - he has made the family omelettes several times since his return from camp. This is an outstanding program for both the low vision individual AND their parents/caregivers. TWO THUMBS UP! The staff was AWESOME. Many were low vision individual, which helped both parents and the children see that it is possible to be VERY independent no matter the level of vision. Outstanding program. I wish we had known of this YEARS earlier. As our son told us on the way home from summer camp with y'all, "BEST SUMMER EVER"! We look forward to next year.

Our daughter made remarkable progress over the course of her time in the program and has continued to progress since. You could see that she gained a better understanding of how to live in the context of her own set of abilities, and she has a confidence now that is owed in large part to her time at TSBVI. She made great gains from her time at TSBVI; greater than we could communicate here. It is our hope she will attend this or another program in summer 2013 to continue the progress made. Thank you for developing and offering such an amazing experience for our daughter and the many other children who benefit. Thank you again for giving her a life-changing experience.

TSBVI HAS THE BEST STAFF EVER!!! Everyone is so caring, and willing to help teach new skills, and build on existing ones. We are SO at ease when our daughter is at camp (of course we miss her) but we know she is in excellent hands. Seriously, wonderful staff!!!

The TSBVI staff is second to none. I have always had positive interactions and felt that the student was always considered first. Great guidance and services provided! Without a doubt the experience expanded his own image of himself and generated positive reflection of his experiences. He was grateful and happy to be lucky to be part of the summer program. He shared his perception of the other students, staff and challenges. He felt the staff cared about him and enjoyed being with the kids. He has requested for me to seek further learning opportunities for him at TSBVI! Thank you for offering these programs. These small windows of time may be some of the best and only positive experiences of significance for our students. I speak very highly of TSBVI to parents and peer professionals and I put a lot of stock in the human resources at TSBVI. Again thank you for all the planning, and time sacrifices made for these programs.

Staff is always very professional and courteous. I have always been impressed with the quality of education for my academic students with visual impairments and how the staff goes out of their way to help out.

This is the first camp experience my student has had away from home. This experience was a really beneficial one for him. I believe he made a friend that lives close and he is now interested in participating in more Expanded Core Curriculum activities in the future.

My student reported that he had an awesome experience. He would like to participate in a 3 week program next year. He returned to school with more self-confidence and more organizational skills. He is determined to try to make this year better than ever and to apply strategies to make himself most successful.

Keep on doing what you do! I think TSBVI provides excellent opportunities to allow students to take advantage of being with similarly abled peers in a safe environment where there are high expectations for independence. It is difficult to provide such experiences in the home school districts, and short term programs and summer programs provide a great stop-gap!

SCHOOL YEAR SHORT-TERM PROGRAMS

School year Short-Term Programs (STP) were initiated in September 1999 in response to local districts' requests for assistance with the unique needs of students who are academically successful and near grade level, but need to learn special adaptive skills in order to access the core curriculum and participate fully in the learning and social environment. Between September and May we offer intensive classes, from three to five days in length, in areas such as adaptive technology, math tools and strategies, low vision tools and strategies, etc. In addition to working on the objectives for which they are referred, students receive instruction in other aspects of the Expanded Core Curriculum (ECC) for Students with Visual Impairments. This includes access skills related to independent living, travel, recreation and leisure, social interaction, and self-determination – in the company of peers with visual impairments who are also practicing these skills. Instruction begins when students wake up (e.g., breakfast preparation before class) and ends at bedtime (with residential activities such as domestic and personal care, food preparation, community access, organization and responsibility, homework, self-knowledge and self-advocacy). Participants also meet other students and adults with visual impairments, which is often the significant ingredient contributing to a change of attitude that can impact their educational, vocational, and social success.

TSBVI provides four types of short-term classes during the school year:

1. Individualized instruction to promote access to and success with the core curriculum (TEKS)

Local districts refer students to work on aspects of the ECC that support academic success. Each student's individualized objectives are jointly determined between STP staff and the local Teacher of the Visually Impaired. Parents may also contribute to the selection of objectives.

2. Special topic classes

Classes are offered on specific topics pertinent to students with visual impairments.

Special topic classes offered during the 2013-14 school year were:

- High School Skills Workshop (math, technology topics)
- Access to Chemistry
- Astronomy
- Low Vision Tools and Strategies: Elementary
- Low Vision Tools and Strategies: Secondary
- College Prep
- Accessible Math Tools and Strategies
- Looking Good (self-care, physical presentation, social skills)
- City Travel (orientation and mobility in a big city)
- Elementary Tech for Tykes (a 3-part series)
- Elementary Math for Munchkins (a 3-part series)
- In The Driver's Seat

- JAWS: Don't be Afraid with students and their TVIs (distance learning component)

3. Independence weekends

Students participate in theme-oriented classes that provide opportunities to apply and practice skills of independent living, mobility, academics, self-determination, communication, recreation and leisure. Classes offered during the 2013-14 school year were:

- Camping (high school)
- Adventures in Sports (middle school)
- Texas Pioneers (elementary)
- Outdoor Adventures (elementary)
- Prom Weekend
- Iron Chef (food management and preparation)
- Capitol Experience (state legislative process)



4. Off-campus classes

Since the 2008-09 school year, Short-Term Programs has offered to travel to large districts or regional service centers to provide the on-site class "Low Vision on the Road." This class teaches students with low vision about their vision, as well as strategies for maximizing use of vision. The four-phase program includes a distance education teacher training component, a student folder review, an on-site day for teachers and students, and continuing support to participating teachers on request. This year, no region or school was able to gather the resources to support the offering.

5. Distance Learning

Short-Term Programs is in the initial stages of developing the knowledge and skills necessary to conduct effective distance learning classes for students and their teachers. To that end, staff attended several distance learning conferences, webinars and met with the distance learning team at Perkins in Boston. A small pilot was conducted in collaboration with TSBVI Short-Term Programs' and Outreach teachers, two district TVIs and a student. After the conclusion of the JAWS: Don't Be Afraid on-campus class, a follow-up JAWS lesson was conducted via a distance learning platform. The pilot provided valuable information that has shaped our current efforts in developing a regular distance learning component of Short-Term Programs.

ACHIEVEMENTS IN 2013-2014 SHORT-TERM PROGRAMS

1. Students were instructed in a broad range of skills related to visual impairment, including: accessing the computer for word processing, presentations, spreadsheets, email, and internet access; non-visual access of iDevices and apps that support the ECC; tactile graphics; skills for independent living; math tools and concepts for non-visual learners; low vision adaptations, strategies and use of optical devices; use of the portable notetaker; travel in the community including driving with low vision; social skills and self-determination. Students were taught how to evaluate and match the use of adaptations to meet various needs that arise.
2. 93% of students met the objectives for which they were referred.
3. 95% of responding school districts, parents and students rated their experience in short-term programs as very satisfactory or outstanding.
4. Short-Term programs served a total of 218 students from across the state of Texas, ranging from the Panhandle, to the Valley, and from the western to eastern parts of the state. During this school year, we served students from 17 of the 20 educational regions in the state.

HIGHLIGHTS FROM SHORT-TERM PROGRAMS 2013-2014

1. Short-Term Programs provides classes that are uniquely tailored to both visual and tactile learners. Students with low vision comprise a large portion of the academic VI population in Texas, yet their unique needs may not be addressed when resources are limited and they appear to “get by.” Furthermore, their needs can be more difficult to determine than those of blind students because they vary so much from one student to another. We therefore offer certain classes that are specifically designed to serve students with low vision.
2. STP teachers are advanced professionals who are expected to support pre-professional training for future teachers, as well as inservice for current Texas teachers. 2013-2014 was a year of transition for the department. With the impending retirement of the Principal and the exit of two key teachers, the department focused on documenting the institutional memory held by these important staff members. A few presentations, trainings and other supports were provided by teachers, including:
 - *Psychosocial Aspects of Promoting Optical Devices to the Tough Customer*. Envision Conference, Minneapolis, MN. (Cindy Bachofer)
 - *Long-Term Use of Optical Devices by Young Adults with Low Vision*. Envision Conference, Minneapolis, MN. (Cindy Bachofer)
 - TSBVI Nemeth Curriculum Committee Member. Austin, TX. (Margaret Edwards)
 - Mentor Center Supervising TVI. Austin, TX (Margaret Edwards)
3. The continued expansion and development of the Short-Term Programs Database was a priority and resulted in improvements for TVIs across the state, as well as staff on campus. Users now can quickly submit and track referrals, applications, parent contacts, and a variety of other forms, allowing more time to provide services to students.
4. After-school residential programming provides essential training and practice in areas of independent living, which academic students are often unable to receive during their busy school day. Instruction includes: planning, budgeting, shopping, and cooking related to meal preparation; using the internet to locate restaurants, menus, and other information; applying math concepts in practical activities such as shopping, measuring ingredients, making

payments, calculating tax and tip; cleaning, setting the table, using table manners; understanding issues related to good hygiene; asking for information at stores; identifying bills and coins and effectively completing cash transactions; using appropriate etiquette in various settings; accessing public transportation; understanding effective inter-personal communication and conflict resolution strategies; and choosing appropriate community recreation-leisure activities. Healthy food (including discussion about nutrition), as well as exercise options, are encouraged and provided (e.g., swimming, canoeing, yoga, hiking, dancing, playground). Students are also encouraged to participate in some form of creative self-expression (e.g., art, music). Self-determination is encouraged and taught throughout all activities.

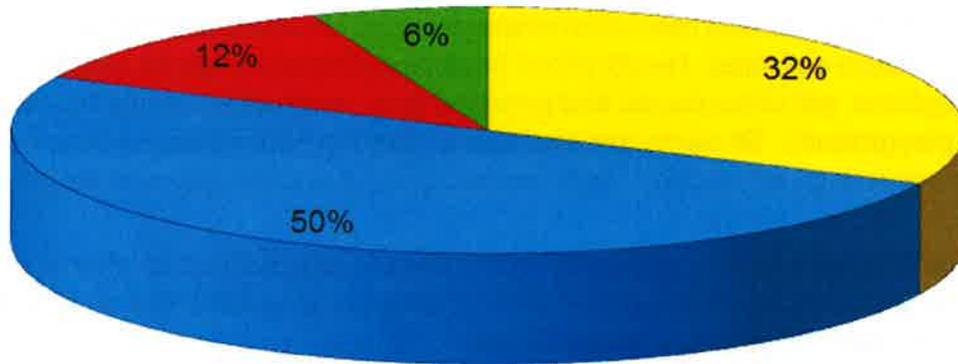
5. Short Term Programs further expanded of the use of Google Docs for shared departmental information, including ongoing work on current projects, email distribution lists, forms and templates, meeting agendas, inventories, etc.
6. Progress was made in supporting students and their teachers after they complete participation in a STP class. This is probably the most challenging aspect of short-class instruction.

Initiatives included:

- Creation and sharing of short video clips of students participating in instruction; creation of a class web page to describe the class, provide supportive resources, and show each student participating in instruction.
- During pre-attendance interviews, TVIs formally select the level of collaboration they are willing to participate in. This helps us apply our resources more efficiently and effectively.
- Work with selected TVIs before, between and after their students attend a sequence of three classes (“Tech for Tykes” and “Math for Munchkins” classes).
- Additional resources listed in final reports.
- Telephone conferences with district personnel, family and Outreach (when applicable) regarding students who have attended several classes with no follow-up to maintain skills.
- Some high school students have communicated directly with STP teachers regarding their follow-up needs.



ETHNICITY OF STUDENTS ENROLLED IN 2013-2014 SHORT-TERM PROGRAMS



ENROLLMENT STATISTICS

During the 2013-2014 Short-Term Program school year, 218 students were served, representing 17 education service centers and 86 local school districts.

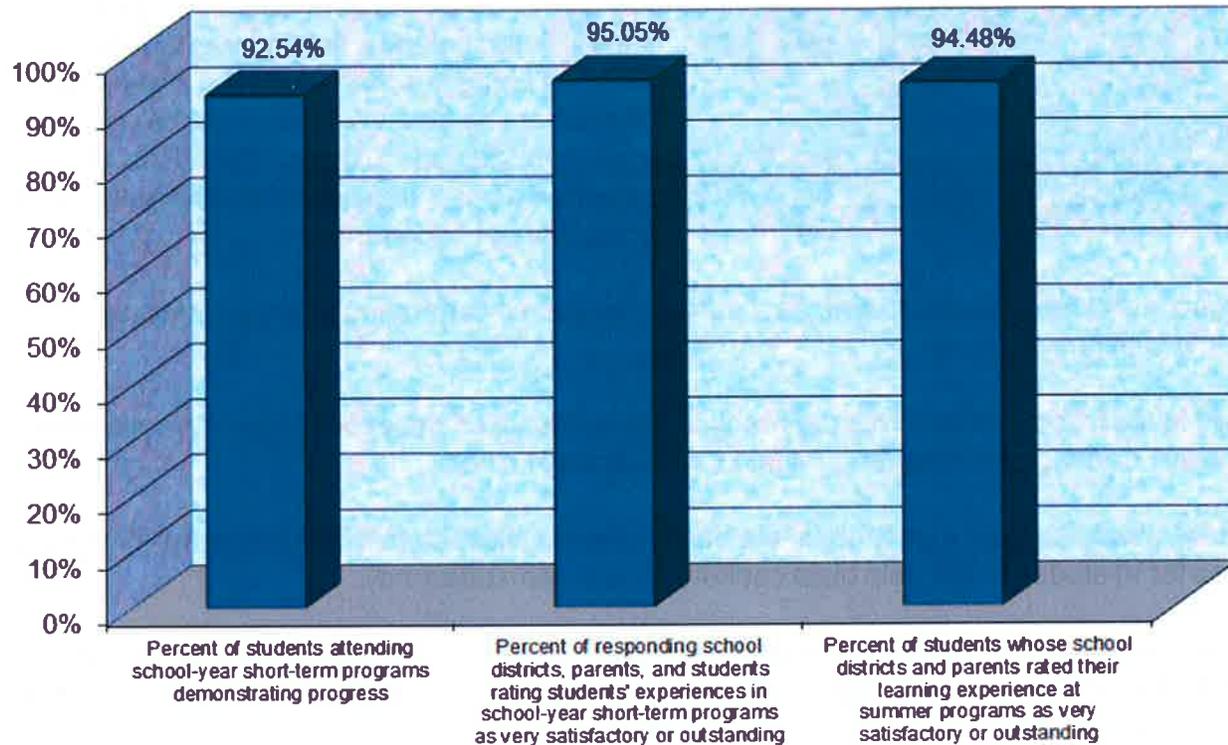
| YEAR | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|---------------------|-----------|-----------|-----------|-----------|-----------|
| SHORT-TERM PROGRAMS | 184 | 194 | 199 | 212 | 218 |



PERFORMANCE OBJECTIVES FOR 2013-2014

The following graphs display the achievement of Short-Term Programs in meeting objectives set out in the School's Agency Strategic Plan and in the School Improvement Plan.

SHORT-TERM PROGRAMS PERFORMANCE MEASURES FOR 2013-2014



SCHOOL YEAR SHORT-TERM SURVEY RESPONSES FROM PARENTS AND LOCAL SCHOOL DISTRICTS

Our child definitely benefitted from participation in this program. I also learned things that are of benefit to us as parents of a low vision student.

Our daughter learned about new tools which we don't currently use. The interaction with VI peers honestly is one of the most valuable experiences. TSBVI is just amazing. Our daughter loves to attend sessions and can't wait until she can come back.

God bless you for all the efforts and support that you give our child.

Being a parent of a child who is visually impaired can be difficult, scary and lonely. For our daughter, these feelings are doubled! So having an opportunity to go someplace like TSBVI is a blessing. Thank you!



My daughter learned so much about the importance of college and the steps needed to prepare. She is excited about the opportunity!

Thank you so much for giving my son this wonderful opportunity. The memories created there will last him a lifetime. Many blessings.

We cannot thank you all enough. Our daughter feels like she belongs, she is “normal” and she said that being in school at TSBVI makes her feel good about herself. We hope that she will have more opportunities to attend TSBVI! As her parents we have seen positive changes in her as a result of her experiences.

She absolutely loved the dorm staff. As a parent this was so comforting to know! They were awesome with her.

My child loved it so much she was not ready to leave. She liked the experience of meeting new people and learning new independent tasks with others like her.

Staff have always acted respectfully in the best interest of all students. The programs fill a gap in services for VI students and help build confidence and self-sufficiency.

We are so thankful for TSBVI and the short-term programs offered for students who are not enrolled full time at the school. Thank you so much for all you do to support, encourage, and build confidence in our kids!

My son loved the experience and the people he met. He talked about the experience for several days and often said he wished he was still there. Thank you so much for this experience and allowing my son to attend. It is one of the only settings he feels people really understand that he does not have typical vision.

When my daughter came home I heard stories for days. Each story made me giggle, smile, and even made me grateful for the whole experience! It was the first time that she could sit around and talk with other kids that have experienced the same things that she has in school, and in public.

My child absolutely loves going to TSBVI. She enjoys getting to be with other students like her and the independence from mom and dad helping her at home.

Our daughter had another outstanding experience with/at TSBVI. Thank you for such a positive impact on our daughter. She always comes home a different child. We see growth in confidence, maturity and comfort with who she is. Thank you.

I think the staff does a wonderful job addressing all aspects of the students that attend short term classes.

This course was one of the best events that has happened this school year. She is still smiling and talking about all she did and learned. Thank you so much for literally changing my student's outlook on life. I am not sure HOW it was accomplished, but the experience at TSBVI has made a marked difference in her attitude about herself, her confidence, and her general happiness. She looks forward to her next TSBVI visit-which we hope is this summer!! The TSBVI experience has given her hope for her future-immediate and long term. Do not underestimate the impact y'all have!!

All the staff I have worked with are very knowledgeable, professional and courteous. I like that they are very willing to share their expertise!

This program addressed some areas of the ECC that my student was needing. The added benefit of being with other peers who have a visual impairment was also a bonus. He came back from the program more confident and excited about his weekend in Austin.

The short term programs are very helpful. They provide an experience that cannot be replicated in the small community my student lives in. It helps for him to be with other visually impaired peers.

Parents and student were excited upon return about how beneficial and family-inclusive the conference was. Student developed some much-needed contacts with other academically successful students with visual impairments. Relationships have been maintained. Student consequently became interested in participating in additional DARS sponsored activities. Parent said TSBVI pointed her in the right direction on every issue regarding a person with VI driving.

She had a wonderful opportunity to participate in activities she would otherwise never had done on own due to availability of resources

I think it's unbelievable how people have made it possible for blind and visually impaired students to be able to access educational and recreational opportunities at no or very little cost to the students or parents. Some of the things these children get to do through TSBVI would never have happened without you. It also helps them dream bigger because they are exposed to so much than their normal environment. I feel that caring for others is one of the greatest gifts. Keep it up because you're causing many kids to smile a mile.

My student was quite excited about her visit to TSBVI. She enjoyed the classes; she stated she learned a lot from her teachers. Thank you very much for teaching her. Outstanding program.

He had a wonderful experience. He seems to have learned a great deal, and I think it was very good for him to be around other students with visual impairments his own age.

I have always been impressed with the TSBVI staff. I admire all of the knowledge that they have about assistive technology — JAWS, braille note, etc. Staff has always been courteous.

TSBVI Special Programs are extremely beneficial for my students. It's very unfortunate that some students do not take advantage of the opportunity to attend TSBVI Special Programs.

OUTREACH PROGRAMS

The Texas School for the Blind and Visually Impaired demonstrates its strong commitment to supporting all students with visual impairments through a comprehensive set of services available across the state. Families, school districts, regional education service centers (ESCs), and other agencies serving students with visual impairments and/or deafblindness, including those with additional disabilities, in their local communities may take advantage of training and support from the Outreach Programs including:

- (1) Local, regional, and statewide training opportunities for family members, paraeducators and professionals, provided in person and via multiple distance technology options;
- (2) Consulting with educational teams regarding individual student programs;
- (3) Creating original reference materials for dissemination by publications in paper and TSBVI websites;
- (4) Providing information related to adapted materials, current research, technology resources, and teaching, assessment, and transition of students with visual impairments;
- (5) Loaning assistive technology equipment for trial use or while a student's technology is being repaired;
- (6) Facilitating recruitment of new VI professionals and supporting teacher preparation programs;
- (7) Implementing a Federally funded deafblind technical assistance grant and the statewide Deafblind Child Count;
- (8) Conducting a mentorship program for new VI professionals;
- (9) Coordinating with the Education Service Center VI network to ensure accurate registration of students with visual impairments and distribution of adapted materials available through a Federal Quota account from the American Printing House for the Blind.

TSBVI Outreach Programs effectively support and complement the personnel available at regional Education Service Centers. Students with visual impairments and deafblindness represent extremely low incidence populations with diverse and unique needs. Districts typically first turn to their regional ESC Consultant in Visual Impairment or Deafblind Specialist. Those professionals in turn refer to the TSBVI Outreach Programs as needed. Outreach training and local support is provided in coordination with regional ESCs for optimal regional follow up. This provides for a strong statewide system to support quality educational programs for students across Texas.

ACHIEVEMENTS IN THE 2013-2014 FISCAL YEAR

- 88% of Outreach customers rated the improvement of their knowledge and skills as very satisfactory or outstanding as a result of services received from the Outreach program.
- In 2013-2014 the Outreach staff made 113 local visits for school consultation to districts and adult group home settings across Texas. These visits have documented success: 100% of respondents reported a positive change for the student, staff or family as a result of school consultation visits by Outreach staff. Staff provided this intensive consultation support, often with multiple visits to a program, for 84 students in 46 individual districts/ programs. This is fewer districts than were visited last year. School consultations are arranged based upon local requests.

- Requests for workshops and training were stronger than ever: TSBVI Outreach presented or facilitated 258 conferences and/or workshop sessions at local districts, at regional service centers, and at statewide and national venues, including via distance technologies, for over 7000 participants. Increasing use of distance training tools supports access to quality training for people who might otherwise not be able to attend, and wider dissemination of training materials.
- A new tool for making recommendations for the type and amount of direct and collaborative consultation services by teachers of students with visual impairments, the VISSIT (Visual Impairment Scale of Service Intensity of Texas) was developed in collaboration with university, ESC, local district and TSBVI Outreach staff.
- This past year with TSBVI's extensive use of distance technologies 41 video-conference and web-based presentations were offered, nearly double the previous year's. In addition to using the TETN statewide system, web-based broadcasts can also directly link with personal computers and mobile devices. Web-based study groups allowed professionals in their local communities to connect for scheduled topical discussions. This technology allows participants to access expert assistance and a peer group for discussion without the costs of time and travel.
- A family weekend assisting parents to recognize, support and encourage the active use of touch by their children with visual impairment was highly regarded by participants.
- In its second year, the TSBVI Distance Learning website, <http://distance.tsbvi.edu/>, linked to the main TSBVI webpage, was greatly expanded and revised. It provided an organized venue for accessing anytime, anywhere training on VI and DB issues. Videos, courses, tutorials and more were added to this site regularly.
- Distance instruction is valuable for introducing new concepts and building awareness, but less effective at fostering intensive skill development. Also, evaluation data clearly indicates higher levels of satisfaction with in-person workshops where questions can be answered immediately and more hands-on, experiential training can occur. The Outreach staff presented 215 times via in person training at the local, regional and statewide levels.
- TSBVI is an active partner in professional development of new teachers of students with visual impairments and certified orientation and mobility specialists. TSBVI manages a comprehensive mentor program, with training for new mentors and 3 Mentor Centers annually held at the TSBVI campus, resources to support recruitment and retention of staff, and ongoing collaboration with university training programs.
- TSBVI expertise is extremely well regarded: Staff were requested presenters across the nation and internationally this past year, with sessions presented via webconferencing or in person in a dozen states as well as multiple presentations at the Association for the Education and Rehabilitation of the Blind and Visually Impaired International Conference held in San Antonio, Texas.
- Families have a long term impact on the outcome of their children with disabilities' educational programs. In collaboration with the Division of Blind Services, TSBVI Outreach Programs were key partners in a Personal Family Leadership series as well as a



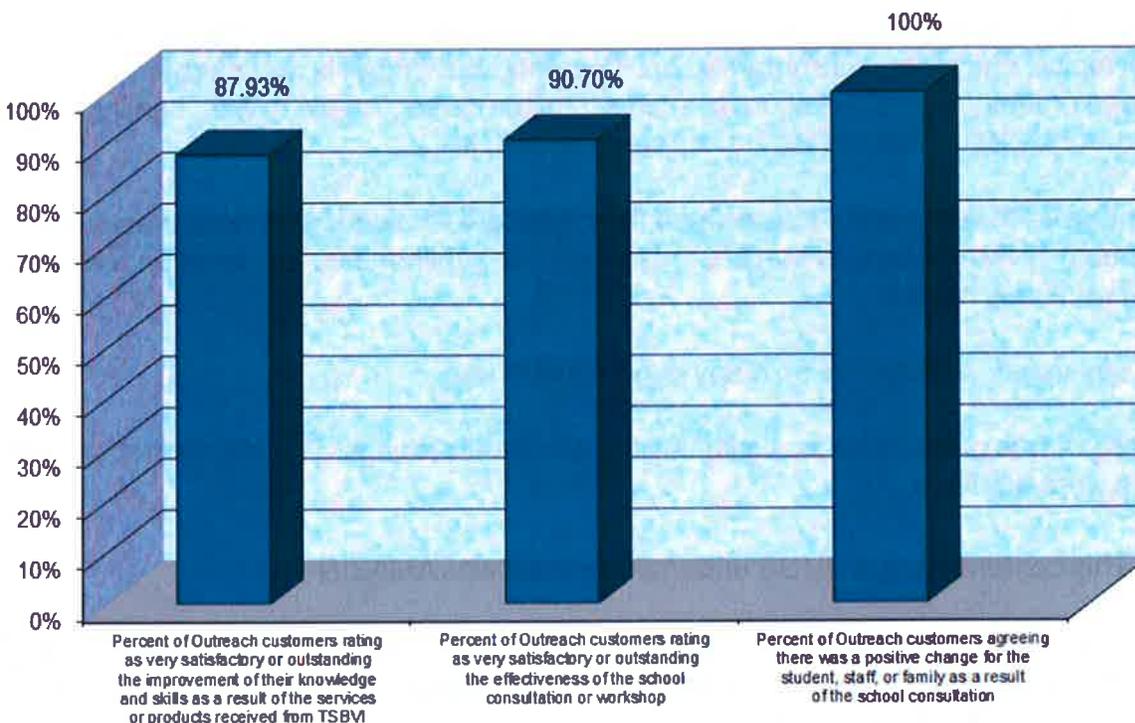
statewide Systems Family Leadership series that increased family skills to advocate for the needs of their child as well as learning how to help other parents.

- The Deafblind Project collaborated with ESC 4 and two RDSPD programs in the Houston area in a third year piloting a project to develop and recognize specialized teachers of students who are deafblind. Data collected clearly demonstrated positive outcomes for teachers and students when designated staff got specific training on interventions for students with dual sensory impairments.
- TSBVI Outreach co-sponsored a 2 day Active Learning conference in Austin in collaboration with the statewide Low Incidence Disabilities ESC group.
- TSBVI Outreach members are active collaborators with regional and statewide entities, including the West Texas Cluster, the Low Functioning Deaf planning committee, State Leadership Services for Students who are Blind and Visually Impaired, the Texas Assistive Technology Network, family organizations in the wider disability field such as Parent to Parent and Texas Hands and Voices as well as blindness related family groups, the Alliance of and for Visually Impaired Texans, the Texas Action Committee for the Education of Students with Visual Impairments and the Texas Interagency Task Force on Deafblindness.
- Web-based, open source modules for online training for paraeducators in the role of intervener for students with deafblindness are still in active development with the National Center on Deaf-Blindness. The Texas Deafblind Project members have participated as key creators in developing this national resource. There are currently 8 modules available; another 10 modules are still in development and more will be launched within the coming year. The TX Deafblind Project has begun using these research-based materials in inservice settings, however they will be most effective if embedded into community college settings and available via distance technology so that comprehensive training can be provided across the state.
- The TSBVI website continues to provide valuable information and support to people across the globe. In 2013-14 the site was visited in excess of 2,193,358 times with over 15,832,436 pages viewed. Guests to the site originated in 224 countries including the United Kingdom, India, Canada, Australia, the Philippines, Mexico and South Africa. The site is one of the primary locations for VI information in Spanish, as the listing of countries accessing www.tsbvi.edu documents shows.
- In the 2013-2014 year, Outreach presentations included:
 - New math technology and accessible math tools, orientation and mobility curriculum, quality programming for students with visual impairments, the intervener team model, cortical visual impairment, low vision tools, laws and rules affecting students with visual impairments, tactile symbols for communication, interactions and routines for students with multiple disabilities and deafblindness, Active Learning techniques, braille music production, producing tactile graphics, family leadership, tips and strategies for administering a VI program, technology to support hearing, the role of a teacher for students with deafblindness, many aspects related to literacy, special education law for family members, Space Camp for students with visual impairments, braille production, math braille symbols and rules, specialized technology for science and mathematics, serving students in the preschool age group, presentations at job fairs for prospective VI professionals, and presentations at family weekends around the state.

PERFORMANCE OBJECTIVES FOR 2013-2014 FISCAL YEAR

The following graphs display the achievement of Outreach Programs in meeting objectives set out in the School's Agency Strategic Plan and in the School Improvement Plan.

OUTREACH PROGRAM PERFORMANCE MEASURES FOR 2013-2014



OUTREACH PROGRAM SURVEY RESULTS FROM PARENTS AND LOCAL SCHOOL DISTRICTS

Outreach Workshops

The conference was very good. Enjoyed everything about it. Very informative. I learned things that would be very helpful. Thank you very much.

This was a great conference overall. I wish I would have known about this before now as I would have been implementing these strategies with the young children I previously worked with. I am moving up to the High School level now and would like to hear and understand how these can be implemented for this new age group as well.

Excellent! What a terrific presenter.

It was eye opening! I attended a workshop on Active Learning many years ago but it was great to see the program now. So much information!

The symposium was well organized, great location with staff on hand to answer questions. The best part - having other O&Ms to discuss their techniques and sign language strategies.

The symposium was very well organized. The general session presenters were phenomenal. I learned so much. Thank you.

As always, the symposium was spectacular!

I loved the speakers. They sparked interest and information in such a short amount of time.

WOW! It was obvious that the planning committee worked diligently to put together top speakers, meaningful topics, and meaningful information. The staff from TSBVI is remarkable. How do you put together a meaningful presentation for such a large cross section living with, serving, and teaching persons with deafblindness? They came up with it!

The presenters were very good. I appreciated the practical techniques that were presented, along with the honesty of the challenges that are present with deaf/blindness. The location was good and TSBVI staff were very helpful.

Well done...as usual...and always so many good ideas to use.

The symposium was great as far as explaining the why behind things. The videos that were shown and created were fabulous.

Super job. This conference is a HUGE undertaking and it was AMAZING.

I thought the symposium was very well organized. The speakers were well qualified and brought with their experience value information to be shared. The knowledge I learned at the Symposium will be successfully used in our classroom.

The presenters were very knowledgeable and seemed to be in tune with what persons in the field actually experience.

I am so glad that programs like the exit program are out there. It is great to know that our students will have the opportunity to learn those things that they need to know to become successful adults. Thank you for all that you do.

So much info thanks for all the resources that you have given me.

This was one of the most useful presentations we have had. My teachers that attended were very complementary and expressed their appreciation for the information presented.

This topic was VERY good and timely with what I happened to need at this time! Thanks!

The workshop was great. It will be very helpful when my high school student is in Geometry. Thank you so much for presenting.

Exceptional presentation - such positive and even joyful energy on a topic that is not easy for everyone. Very accessible and so respectful of the range of abilities in the room! Very present and



attentive to questions, relevant and timely responses. Great presenters/trainers are actually rather rare, I think. This event - the presentation and the presenter - was a delight!

This was one of the best presentations I have been to in a long time. I am not a math person but I understood it all. The presenter was excellent and very knowledgeable.

Well presented. I was engaged and learning the entire time. Thank you!

I thought the level of personal emotion interjected into the presentations was beautifully balanced with the level of professionalism. It felt both warm and inviting and also informative and straightforward. I loved how open it all was.

Super speakers and information. Thanks for a great conference.

Presenters did a terrific job of relaying their experiences, wisdom, and tools with attendees. Thank you!!!

It is said if you take away one or two things from a conference it was good. I learned something from all the sessions and a lot from two. I thought this was one of the best conferences I have been to.

This was the best conference I have been to in a long time. The speakers were informative and engaging. I was not bored once.

I enjoyed and learned a great deal at all the sessions I attended. I only wish that there had been more time (as usual). Thanks to all presenters!!!

School Consultations

The suggestions made by the Outreach team were very relevant for members of the entire team serving the child. The time spent demonstrating, explaining, listening, and brainstorming with us was invaluable guidance and support. The professional focus and personal sensitivity to help us meet an array of need was a great learning experience!

This was some OUSTANDING information!! Thanks.

Excellent advice from two fantastic educators.

Loved the feedback by experts in the field. Also appreciated link to current research and suggestions for materials and strategies. Thank you all for your support and enthusiasm!

Great information for those with minimal experience working with children who are deafblind.

The consultation helped me collaborate as a team and it improved my ability to work with students that are deafblind.

The ECI staff and family really benefitted from meeting the Outreach consultant and all of her information. She was very knowledgeable about this child's etiology and had very on target comments and suggestions. I feel more confident now with my services because of her advice to me. I don't have her background with toddlers or with this etiology so it was a big help.

Thank you for making it so easy to get the help the family, ECI and I needed. The conference that the family attended last weekend was the first time they had met other families with a visually impaired child so you can just imagine what that meant to them. It was nice seeing Outreach from the other side. It works!

This service is priceless. Having an expert provide direction to the team AND the family is superb.

I love having the consultant come and value her input very much. She comes with a wealth of knowledge and ideas that are very helpful.

Being a private school student my son receives very limited TVI services from our district. We are so thankful TSBVI has an outreach program that was able to help us immediately and accurately. We can now move forward with a plan from our 6 year long struggle.

The Outreach consultant was a delight to work with and had such a natural connection with my math-minded student. I feel the information that she shared increased the student and family's confidence in her ability to master the demands of an honors math program.



OTHER SERVICES TO PARENTS AND PROFESSIONALS

CURRICULUM DEVELOPMENT

The Curriculum Department at Texas School for the Blind and Visually Impaired develops curriculum written by teachers and other certified professionals serving students with blindness and visual impairments.

Curriculum and resource guides are developed, peer-reviewed, published, and sold world wide to assist the certified teacher of students with visual impairments (TVI), the certified orientation and mobility specialist (COMS), the classroom teacher, and the family in the delivery of instruction in the areas of the Core Curriculum and Expanded Core Curriculum (ECC). ECC programming includes: independent living; career education; assistive technology; compensatory skills instruction such as concept development and braille; orientation and mobility; and sensory efficiency skills. Each guide contains evaluation tools and instructional methodology.



ACHIEVEMENTS IN 2013-2014

- A total of 4,004 publications were sold in fiscal year 2014. This includes print and braille (3,858), videos (40) and CDs (106).
- Our newest publication, the 3rd Edition of *TAPS Orientation and Mobility Curriculum* was at the top of our best-seller list. We sold 403 of the curriculum set and 430 of the evaluation booklet, making a total of 833.
- *Calendars for Students with Multiple Impairments* came in second at 623 copies sold.
- 183 copies of the *Learning Media Assessment*, 165 copies of the *EVALS* publication, and 132 copies of the *Low Vision Guide* were sold during the school year.
- A curriculum for the EXIT program is in development. EXIT students are those who have received credits for graduation but are working on skills needed for adult life. Seven of the ten modules have been completed.
- The curriculum department submitted three innovative courses to TEA to provide instruction in areas related to the ECC. These courses, General Employability, Braille, and O&M were all approved, and can now be taught for state elective credit towards graduation. Curriculum exists for the Braille and O&M courses and is being developed for the General Employability course.
- The Curriculum department provides support to classroom teachers in daily instruction, including the development of standards-based/measurable IEPs and appropriate curriculum.

- Curriculum for students receiving modified instruction in Language Arts, Math, Science and Social Studies is being developed. AGS curriculum products from Pearson, and The Unique Learning System program are being used as the basis for some of these courses.
- This department collaborated with the career education department to support the implementation of the school-wide systematic, sequential approach for career education.
- New projects started this year include a Nemeth Code Guidebook, an FVE/LMA Guidebook, a yoga curriculum designed to support O&M concepts, and an Early Intervention O&M Curriculum.
- The curriculum department provides training, in Texas as well as out of state, on the use our publications.
- The Curriculum Coordinator continues to evaluate and refine the performance indicator evaluation tools that guide IEP development and instruction for TSBVI students.
- The Curriculum Coordinator continues to submit a report to TEA detailing the yearly progress made by our students as determined by our Performance Indicator Evaluations. As in the past few years, TSBVI exceeded the expectations set by the Texas Education Agency.

TSBVI's WEB SITE: www.tsbvi.edu

TSBVI hosts a website that is the go-to resource for parents, educators and professionals of visually impaired / multiply impaired persons around the world. The site is rich with accessible content concerning visual impairment and the education of blind and visually impaired persons.

In 2013-14 the site was visited in excess of 2,193,358 times with over 15,832,436 pages viewed. Guests to the site originated in 224 countries including the United Kingdom, India, Canada, Australia, the Philippines, Mexico and South Africa.

The most popular items on the website were:

- "Teaching Mathematical Concepts - Basic Concepts"
- "Resources for Parents and Professionals"
- "Tactile Symbols Directory"
- "Teaching Mathematical Concepts - One-to-One Correspondence and Counting Skills"

Also visited over 25,000 times in only a few months was the new Helix Media Library hosting a plethora of tutorials, training videos and how-to demonstrations.

In addition to the installation of the new Helix media server - a central repository for TSBVI videos - public (non-TSBVI) and internal (TSBVI) surveys were conducted to assess the ease-of-use of the current website as well as identifying areas for potential improvement. As a result, it was decided that the website needed a redesign. A new webmaster was hired to manage the redesign and begin training to relieve our current webmaster so that he may focus on Accessibility Policies and Training.

To prepare for the redesign, meetings were conducted with various teams to discuss data architecture, improvements to navigation and opportunities to increase traffic to the site. In cooperation with team members in the Outreach department, a campus-wide library of Search Tags was established. This will increase search efficiency for visitors, permitting them to more effectively find what they seek on the website or media server.

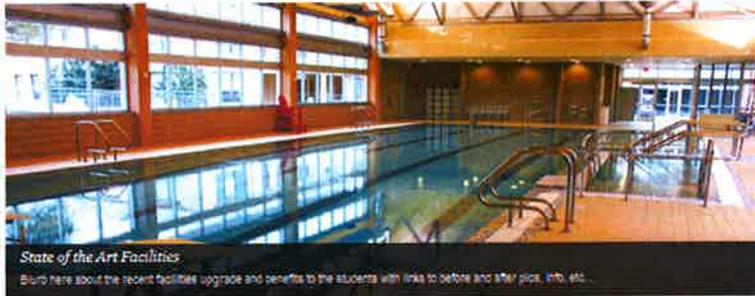


Texas School for the Blind and Visually Impaired

Where every student has the opportunity to be equal and the right to be different.

TSBVI Programs

- Comprehensive Programs
- EXIT Program
- Outreach / Technical Assistance Programs
- Post-Secondary Programs
- Short-Term Programs
- Summer Programs



State of the Art Facilities

Build here about the recent facilities upgrade and benefits to the students with links to before and after pics, info, etc.

Info for Districts

- Program Info and Administrative Resources
- School District Guide to Accessing TSBVI Services

Training Opportunities

- TSBVI Sponsored Workshops and Conferences
- Statewide Training

General Interest

- Human Resources / Loss
- Internal Audit Report
- Bidding Opportunities
- Open Reports

Info for Parents

- Parent's Guide to TSBVI Services
- Guía para Padres sobre los Servicios en TSBVI
- General Information and Services
- Información General para los Padres
- Parent Portal
- Parent Networking / Connections
- What is the Expanded Core Curriculum (ECC)?
- ¿Cuál es el Currículo Central Expandido?
- Required Parent info for ARDs
- Wesley's Home Bus Schedule
- FamilyConnect - English & Spanish

Welcome to Texas School for the Blind and Visually Impaired

Texas School for the Blind and Visually Impaired (TSBVI) serves as a special public school in the continuum of statewide placements for students who have a visual impairment. Students, ages 6 through 21, who are blind, deafblind, or visually impaired, including those with additional disabilities, are eligible for consideration for services on the TSBVI campus. It is also a statewide resource to parents of these children and the professionals who serve them, from birth through transition from school.

The other major divisions of TSBVI are: School and Student Services (student admissions and records); the Business, Operations and Technology Division (budgeting, accounting, purchasing, payroll, supply warehouse, maintenance, food service, security, transportation, duplication and technology); and Executive Administration (superintendent's office, human resources, curriculum, legal, internal audit and risk management).

Current Events

- Get information about the 2014 SHVORRA Conference, [Finding My Way](#), November 13-15, 2014 on the TSBVI campus.
- Get more information and register for Vision Assessment and Interventions for children with CVI and O&N presented by Linda Lawrence, MD, Pediatric Ophthalmologist at Texas School for the Blind & Visually Impaired, Austin, from 9am - 4pm on December 2, 2014.
- Nationally sponsored family phone calls
 - A series of nationally sponsored family phone calls, free to families, conducted in Spanish are currently being presented. One is for families with children who have hearing and vision problems and one is specifically for families of children with CHARGE. [Llamada de Familia a-Familia con Niños con el Síndrome de CHARGE](#)
 - Se presenta en la actualidad una serie de llamadas telefónicas de la familia patrocinadas a nivel nacional, llevadas a cabo en español y gratis para las familias. Una es para familias con niños que tienen problemas de audición y problemas de visión y uno es específicamente para las familias de niños con CHARGE. [Llamada de Familia a-Familia](#)

New Additions to the Site

- 11/10/14 [FamilyConnect's Holiday Guide for Parents of Children Who Are Visually Impaired](#)
- 10/22/14 Formal Update (Originally Posted 9/19/2014) [QAA, ECC Instruction and O&M evaluations - DRAFT GUIDANCE PENDING FINAL RULE ADOPTION](#)
- 10/10/14 [Visual Impairment Scale of Service Intensity of Texas \(VISST\)](#) site features innovative tools to help TSVIs determine recommendations for type and amount of service to students.
- 10/07/14 [Functional Vision Evaluation Checklist for Preschool and Nonverbal Children](#) - (DOC 1430B)
- 09/25/14 [Parent Companion - A guide for Texas parents and caregivers of children with diagnosed or suspected disabilities from birth through 5 years of age](#)
- 2014 [Educating Students with Visual Impairments in Texas: Guidelines and Standards](#)
- 2014 [La Educación de Estudiantes con Impedimentos Visuales en Texas: Guías y Normas](#)

Get Involved

- Become a VI Professional
- Become a Volunteer
- Community Partners
- Donate to All Blind Children of Texas
- Shop Amazon.com

Popular Pages

- TSBVI Ecoia-Related Information
- TSBVI Media Library
- TX SenseActivities
- Logans & Braille Materials
- Steps to Admission and Registration
- 2014-15 School Calendars
- TSBVI Blog
- Texas Deafblind Project



Visual Impairment Scale of Service Intensity of Texas



Resources for the Expanded Core Curriculum



amazon.com

A peek at the newly designed www.tsbvi.edu website main page.

In response to the website redesign, Website Content Editors for the school were identified and training was provided. Moodle - an educational tool - was installed on a local server and integrated into the website, eliminating the need to utilize the shared Moodle test site on external Region 13 servers and ensuring the integrity of the data placed online using this tool. Several formerly stand-alone sites, including RECC (Resources for the Expanded Core Curriculum) and Distance (On-the-Go) Learning were integrated into the new website to provide a single source for TSBVI public content and cohesive branding.

The newly redesigned website will be launched in December, 2014.

BOND PROJECTS AND CONSTRUCTION DURING 2013-2014

The beginning of a master plan was started in 2005-2006 and was expanded to replace most of the buildings that were constructed in 1917. That master plan began to come to fruition as the legislature approved additional capital funding of \$68,287,208 to finance the plan. This brought the total funding over the past two sessions to over \$104 million for new construction, remodeling and deferred maintenance for the campus.

In the spring of 2008 construction was completed on a residential facility in the Pecan Grove, the Elementary Residential Complex and a new four-unit independent living (learning lab) facility. They were designed to facilitate learning for our students, provide a homelike environment, maintain a high level of security and provide the school and State with buildings that can be maintained for many years.

In 2009, work began on an additional seven residential facilities. Three of them were completed in 2009 for the fall semester and four were completed in early 2010. The units were modified to include a number of new features including larger bedrooms, a new student study room and a dorm manager's office.

The main instructional building, cafeteria, and student activity center were completed in 2010 and classes began in these buildings for the first time in August. Also completed in 2010 were the new business office/ information resources building and the Outreach Conference Center. The fine arts building, pool, and new warehouse/ operations building were completed in 2011 and the career education building and elementary school building were completed in 2012. The gymnasium, greenhouse, horticulture/animal husbandry class room and track were completed in late 2012 or early 2013.



The covered sidewalk decorated for Parent Weekend.

Final work on the master plan is still underway and includes new fencing, gates, landscaping, communication systems, networking, cabling, and signage that should be complete in the next year. The School has received many positive comments about its beautiful new campus from parents, students, local district personnel and other customers. TSBVI staff are also very appreciative of the new modern facilities that will benefit their students for many years to come.

VOLUNTEER PROGRAM 2013-2014

TSBVI has an active volunteer program with participation by many members of the Austin community both individually and in groups. TSBVI works with community groups who want to perform a community service and chooses to do so at Texas School for the Blind and Visually Impaired. During the 2013-14 school year, we experienced several wonderful group projects that benefited the students.

- TSBVI was again a project of The Junior League of Austin, whose members recorded and scanned dozens of books for the library.
- Members of Delta Gamma Fraternity at University of Texas made tactile symbols, hosted a Thanksgiving dinner, a Valentine's party, and Easter party and a graduation party for the students at their sorority house, helped out at Parent Weekend with decorations, serving and face painting, and helped the students dress for the prom. Delta Gamma members at the University of North Texas made tactile Valentine's Day cards for the students, volunteered at White Cane Day and helped with prom pampering. Several Delta Gamma college chapters and Alumnae chapters collected and sent the school "box tops for education" or hand-made tactile cards at holidays. Delta Gamma's national philanthropy is Service for Sight, and the close location to TSBVI affords the two university Delta Gamma chapters to spread their love, friendship and fun to the students of TSBVI.



Face painting is always a big hit!!! DGs are make-up artists!

- Gardeners from Austin Community Gardens worked with TSBVI students in the garden and greenhouse.
- Many bicycle riders from the community joined the students each Monday evening in early fall and late spring on the "Lend Your Legs" bicycle ride.
- Kupira Rattletree Marimba performed a concert of traditional African music.
- The AT&T Pioneers provided a beeping Easter Egg Hunt for students, sponsored by the Student Council.
- The Austin Downtown Club Lions supported many student activities, including the TSBVI Leo Club, sponsored by staff member Patti Robinson, who was aided by several Lions.

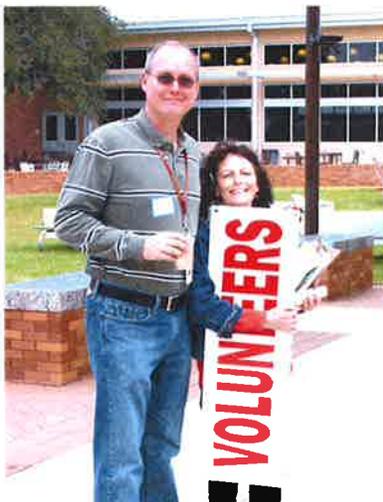
- Lions participated in Parent Weekend by providing Vision and Health Screening and bringing Leader Dogs.
- UT student Kristan Schiele organized a Science Fun Day Camp at the school for the second year with Women in the Natural Sciences Organization and teacher Laura Hospital.
- Graduate students from the University of Texas Neuro-Outreach brought a brain activity for students to learn how parts of the brain work.

The individual volunteer program involves members of the community who choose to spend some time out of their personal lives to provide a service to students and staff at TSBVI. University of Texas students, people who live in the area around the school, and others who just have a desire to serve are among those who volunteer here each semester. Volunteers are placed in specific school or after-school assignments for at least an hour a week. Individual volunteers performed these services during the year:

- Pitched in and helped at the 2013 Parent Weekend event in November by setting up and taking down decorations, serving and cleaning up at lunch, providing childcare, helping in many carnival activities including face painting, supervising games and helping out wherever needed.
- Future physical education teachers volunteered in the PE department, gaining valuable experience in working with visually impaired and mobility impaired students.
- Worked with students in a braille reading class
- Assisted in physical education classes
- Helped in swim class and in training the swim team (at 6:00 AM!)
- Assisted in the science lab
- Helped out at Parent Weekend
- Tutored math individually and in math study hall
- Taught piano and guitar lessons and played trumpet with a trumpet-loving student
- Assisted in elementary pep squad and regular cheerleader practice
- Interpreted for Spanish-speaking students
- Helped with arts and crafts activities in a dorm
- Prepared materials for teachers
- Helped at the SCASB Wrestling Tournament in January
- Helped organize the warehouse

Students and staff benefit from the program by getting help, often one-on-one, from a member of the Austin community. Volunteers benefit from getting to know our students, learning from and observing our staff at work, and providing an appreciated service to the School. Evaluations at the end of each semester often indicate how much the volunteers enjoyed working at TSBVI and how much they learned from the experience.

During the 2013-14 school year, more than 100 individual volunteers logged in over 1370 hours working at TSBVI. Independent Sector, a leadership forum for non-profits, estimates the dollar value of volunteer time in 2013 at \$23.40 per hour; therefore TSBVI benefited from over \$32,058 worth of community volunteer time!



TSBVI Major Donors 2013-2014

\$25,000

Professional Contract Services, Inc.

\$500 - \$20,000

Bill Daugherty

Junior League of Austin

Point Venture Lions Club

All Blind Children of Texas

Austin Downtown Lions Club

Austin Council of the Blind

Back to Nature Company

Rain Water Collection Tank

Appliance Distributors Incorporated

Delta Gamma Fraternity, University of Texas

Delta Gamma Fraternity, Texas State University

Betty Schultz (Brenda Boland Memorial Scholarship Fund)

\$100 to \$499

Debbie Louder

M. Ramanathan

Ben Williams

Jay S. Gordon

Vandry Brazilian Jiu-Jitsu

Education Training Center - New Jersey

CONCLUSION

The Texas School for the Blind and Visually Impaired is widely referenced wherever groups of blindness professionals are gathered, and stays that way through a process of continuous improvement and innovation in all of its programs. Moving forward, TSBVI is positioning itself to reach wider audiences through new media approaches, and to facilitate greater growth among the students, families and educational organizations we serve. It has been the consistent and informed support given to our school by the Texas Legislature that has been the largest single factor in our success, because it has allowed us to recruit and retain people who have a passion for TSBVI's mission and who have expertise that is second to none.



