

Texas School for the Blind and Visually Impaired Annual Report

For School Year
2016-2017

“A Century to Celebrate”



Texas School for the Blind and Visually Impaired

A Center for Educational Services for All Blind
and Visually Impaired Students in Texas

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A Message from the Superintendent **2016-2017**



The Texas School for the Blind and Visually Impaired (TSBVI) is celebrating its 100th year on 45th Street in Austin, Texas. And what a century it has been! From our beginnings as a traditional school for the blind where students attended for all or most of their education, TSBVI has branched into a center for expertise and supports for blindness intended to serve all students in Texas, regardless of where they attend school. This diversified model of service delivery is widely recognized as among the most innovative in the nation, and visitors from all over the world come to the school to learn about our teaching methods. The consistent support of the Texas Legislature is a key factor that has allowed TSBVI to expand its service mission

statewide. The support of the wider education community has allowed TSBVI to form partnerships all over Texas that build local capacity to better serve students in home communities. Now, students come and go from TSBVI and its multiple service options as their educational needs change. Parents and teachers from around the state similarly look to TSBVI for its leadership and supports on improving educational outcomes for students with blindness, visual impairment, DeafBlindness, including those with additional disabilities.

The mission of TSBVI is not only to serve those students enrolled in Comprehensive Programs (K-12) on our Austin campus, but to support, stimulate and collaborate with systems statewide through TSBVI's Short-Term Programs and Statewide Outreach. These systems include school districts, Education Service Centers, state service providers, universities, parents and consumer organizations. TSBVI considers all of these to be our partners in a shared mission, and we devote approximately one third of our resources to activities that are designed to help all Texas students reach their potential.

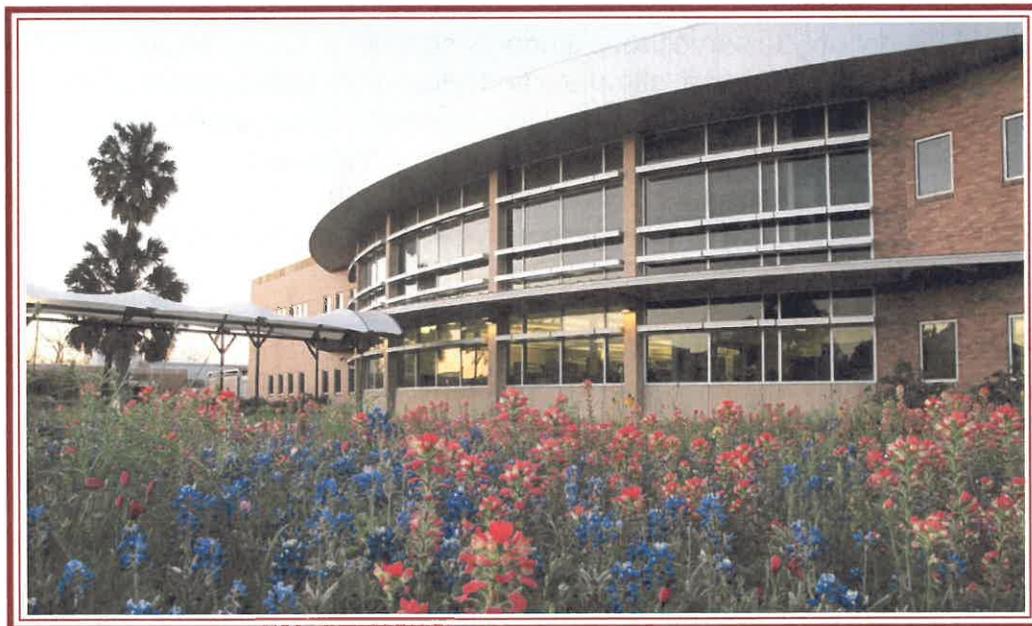
2016-2017 saw great strides in individual student learning at TSBVI. The School's Service Delivery Model is to admit those students who are not learning at their full potential; to surround each student with visual impairment professionals who adapt their teaching to individual learner needs; and to transition students back to their communities as soon as they are ready to better succeed in their home schools. Upon return home, most of these students and their schools will continue to rely upon TSBVI for special-subject learning through Short-Term Programs, and for programming technical assistance by Statewide Outreach. A growing number of students come to TSBVI's EXIT Program after they have completed the majority of their academic learning, and are now ready to focus on the knowledge and skills required for independent community living and careers. EXIT has shown the largest growth of any Comprehensive Program area.

The diversity of TSBVI's programs and supports has been key to its reputation as a valued partner within our state, as well as our international reputation as a resource for educational best practice. This past year saw improvements and innovation on all fronts. Short-Term Programs developed its capacity to offer access to its programs on line. The TSBVI Media Team made great strides in the development of instructional and informational videos and a robust system to archive them for use by the public. The TSBVI Curriculum Department continued to publish new books on important topics that will be on the desks of most Teachers of the Visually Impaired and Certified

Orientation and Mobility Specialists statewide, nationally and even internationally. The TSBVI website www.tsbvi.edu is under constant updating, and remains one of the most accessed resources of its type in the world.

It is the quantity, quality and diversity of these programs, supports and products that gives TSBVI its reputation for excellence. It is the talented and dedicated TSBVI staff who will make sure we achieve that excellence and it is the wonderful students, parents and organizations the School serves that provide the sense of mission that motivates TSBVI to do good work, every day.

William Daugherty



1917-1918 ANNUAL REPORT FROM SUPERINTENDENT EDGAR ELLIOTT BRAMLETTE

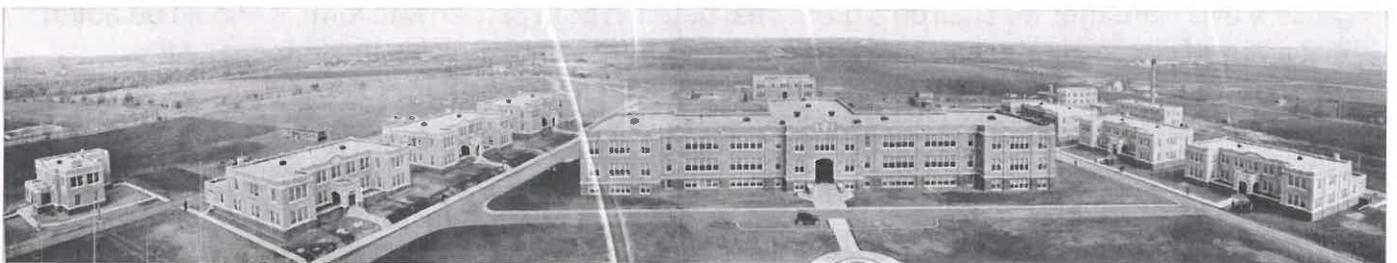


Superintendent of
The Texas School for
the Blind
from 1911-1923

Had a visit from George B. Fryer, the superintendent of the School for the Blind of Shanghai, China, and his equally bright and distinguished wife. They spent three days with us in April, 1918. We were working under great difficulties, as our kindergarten building and Cottage G were not completed until some time afterward, and Cottage F was used for both dormitory and hospital; but they carefully inspected our school in all departments, Although they were not given to flattery, and after they had already inspected twenty-eight schools in America, they pronounced our work in the literary department about the best they had seen, our industrial instruction and physical training unexcelled, our music department second only to that of the New York Institution for the Blind, and our home life and the earnest effort and spirit of our pupils and teachers the very best and most worthy of praise.

The new Texas School for the Blind is located on the north edge of the city of Austin, on a hill overlooking the city, and consists of fourteen buildings, to wit: the administration building, six cottage homes, A, B, C, D, E and F, a kindergarten, Superintendent's cottage, employees' cottage, powerhouse and laundry, farmer's cottage, barns and garage. These are all constructed of reinforced concrete with brick veneer and stone trimmings, except the farmer's cottage and barn, which are of yellow pine.

The administration building faces south 30 degrees west, is two hundred and ninety-four feet long, and contains basement and two stories. In the basement are located the boys' industrial department (Seven large rooms), gymnasiums with locker and bath rooms (four large rooms), piano tuning department (one teacher's studio and eight practice rooms), the main storerooms (six large rooms and one large room for costumes), elevator, lavatories, closets and hall. The first floor contains, beginning on the right of the main entrance, reception room, stenographer's office and vault, Superintendent's office, trustees' room, library (the entire east end), elevator, storekeeper and accountant's office, auditorium, seamstress department for making girls' uniforms (one large room and two storerooms), boys' music department (the entire west end, containing five teachers' studios and twelve practice rooms), girls' industrial department (four large rooms), lavatories and hall. On the second floor we have the literary department (eleven recitation rooms), principal's office, printing room, typewriting room, voice teacher's room, girls' music department (five teachers' studios and twelve practice rooms), two rest rooms, lavatories, closets and hall.



Our six cottage homes for the pupils, A, B, C, D, E and F, are all alike in size, arrangement and conveniences. They are each managed by two resident teachers, one housekeeper and one maid. A description of Cottage A suffices for all. The building is two story, with living room, study hall, housekeeper's room, kitchen, dining room, and three rooms for students on the first floor, and with nine rooms for students, baths, lavatories, and two teacher's rooms on the second floor. The crippled students live on the first floor. Students care for their own rooms and do all the upstairs cleaning. They take turns setting tables, serving, and washing the dishes, six going on duty each week. The teachers have charge of the discipline, study, reading of the mail, and act as escorts for the pupils when away from school. The housekeeper, with the assistance of a maid, prepares on the gas ranges and fireless cookers the meals and attends to extra cleaning. The only literary work done in the cottage is one and one-half hours study period in the evening. The children enjoy their home life and take great pride in keeping their cottage in order.

The new kindergarten building fulfills a need the school has felt for a long time. It is ideally planned for the comfort and health of the little ones. The upper floor is composed of two long airy dormitories for the children, apartments for the housemothers, and long corridors for the children to play in. On the ground floor, grouped around the patio, are the school rooms, offices, play rooms, and culinary department.

The Farm

The site consists of 73 acres, donated by the citizens of Austin. About fifteen acres are still occupied by nursery trees belonging to the former owner, who compensates us by setting out trees and shrubbery where we want them. About twenty-five acres have been cultivated by our farmer, on which he raised 225 bushels of corn, 6 tons of oats, 2 tons of feterita, 6 tons of sorghum cane, and 2 tons of fodder. The greater part of the farmer's labor has been taken up with killing out the Johnson grass, which infested all our grounds. From the one season that we have had charge the results are encouraging. A large barn and shed room for tools and implements are imperatively needed.

The Garden

About ten acres had been given to gardening. There were raised, after strenuously fighting the Johnson grass, as follows: 1315 pounds beets, 342 pounds English peas, 458 pounds mustard, 517 pounds radishes, 540 pounds onions, 22 bushels tomatoes, 2-1/2 bushels squash, 300 pounds lettuce, 50 pounds snap peas, 117 pounds rape, 827 pounds shallots, 6 bushels okra, 1 bushel cucumbers, and 32 dozen cantaloupes.

These garden products were greatly enjoyed by the pupils and afforded a great saving in our grocery bills Hereafter we shall do a great deal better in both garden and farm. It should be noted that many of our boys, who had some vision, were very useful in helping the framer and the gardener, and besides they learned much of value to them in their home life.

Moving

The task of moving into our new quarters was immense, which can be appreciated by those only who have had similar experiences. Before we could get out of the old buildings they were being

torn to pieces and reconstructed for the use of the School of Military Aeronautics. Our new buildings were not ready for occupancy until October 15, 1917, and even then only five cottages, A, B, C, D and E, were completed. The sixth cottage, F, had to be used partly as a home for little boys and partly as a hospital, even while the workmen were still working on it. The opening of school was, therefore, deferred till October 23. Many difficulties had to be overcome before we could begin work in our laundry. The upstairs portion of this building was at first planned for a dormitory for our employees, while the downstairs portion was intended for the boiler room and laundry. The part designed for the laundry was entirely too small, and the upstairs over the boiler room was not a suitable place for a home for the employees, besides it did not provide a kitchen and dining room. There was nothing to do but to build a separate cottage for the employees, as was provided in our appropriation bill, and to place the laundry in the larger upstairs portion over the boiler room. The employees' cottage was planned and completed April 1, 1918, and in the meantime the employees were given sleeping quarters in the basement of the administration building, crowding out our tuning department. But the necessary changes for the laundry to be placed upstairs over the boiler room were not made until after we had moved. The delay and inconvenience thus caused in getting our laundry in operation were mostly kindly relieved by Dr. John Preston, superintendent of the insane asylum, who gave our force permission to do our laundering in his splendid up-to-date laundry. The kindergarten building was also not completed until April 1, 1917. The grading of the grounds and sidewalk construction were still going on for about six weeks after we moved. Fortunately, the drought, which did so much damage everywhere else, was in our favor; for a rain would have done great damage as well as made the black mud impassable. The highest praise is due our employees, teacher and pupils for the cheerful energy and industry with which all met these difficulties.

Our aforesaid teachers, housekeepers, maids and employees do not have more to do than most public school teachers who have family duties to perform and the hundreds of thousands of mothers and housekeepers in private homes everywhere. Two supervising teachers reside in each cottage, who have control alternately of the pupils before and after school hours and on Saturdays and Sunday, their only compensation being board and laundry.

It is worth remarking that, since beginning this report, the influenza epidemic has been a dreadful scourge of the State institutions with the notable exception of this school, not a single case occurring among our pupils.

I am happy to say that our entire school gladly complied with every food regulation of the government, and still everyone was well fed. The garden was a big help. We also canned quite a nice supply for winter use, to wit: 32 gallons beans, 41 gallons beets, 33 gallons chowchow, 40 gallons tomatoes, 30 gallons corn, 8 gallons carrots, 5 gallons okra, and 12 gallons dried corn. The matron is a dietician by training and experience. Our cottage system, by the care of our matron and the housekeepers, has practically eliminated waste. The meals are balanced, well prepared, and have full caloric value, averaging between 2900 and 3000 calories.

Monday: breakfast: oatmeal, sweet milk, sugar, biscuit, syrup, coffee; dinner: string beans, corn bread, creamed potatoes, evaporated apples, rice pudding; supper: steak and gravy, grits, sweet milk, evaporated apples, light bread, syrup. Several meatless meals (beans, potatoes, corn, bread instead)

Needs

1. Better salaries for teachers and employees. We can not maintain our present high standard of efficiency on such small wages, when the cost of living has more than doubled.
2. Certain necessary repairs and improvements in the administrations building. Our broom shop and gymnasiums are in an underground basement, and the seepage of water through the underground walls, although they are water-proofed, has done great damage in our broom shop and is ruining the maple floor in the boys' gymnasium. An area will have to be constructed. Moreover, the basement windows should have wire window guards, not only for protection against breakage of the glass, but for safeguarding our stores and supplies. These repairs and improvements will cost about \$4000.
3. A pipe line connected with insane asylum line to pump fuel oil.
4. A hospital. This was included in our plans, for which the Thirty-fifth Legislature made appropriations, but owing to the declaration of war shortly afterwards and the enormous rise in prices of all building materials, before the contracts were let on July 1, 1917, the bids on the contemplated buildings exceeded the appropriations by about \$50,000. Therefore, the construction of the hospital had to be postponed. We are now using one of our cottages for a hospital, but this arrangement should not be continued, as we need this cottage for dormitory purposes. Such a building for hospital purposes with equipment will cost \$50,000.
5. "For chicken houses, coops and fences, and for a surface well for irrigation with pump and swimming pool. Many pupils can be taught the poultry business and gardening, and they should have the opportunity to learn this additional means of self-support. These improvements will cost \$5000.
6. For grading and driveways, curbing, sidewalks, fencing and improving the grounds, \$15,000.
7. To exchange one delivery car and one five-passenger car for new ones, \$1600.

Since our pupils, among other domestic duties performed by them, wash the dishes, it might be gratifying to know how many they break. Cottage A broke 16 cups, 3 glasses, 12 deep dishes, 13 dessert dishes, 17 plates, 10 platters, 3 vegetable dishes, 1 saucer. Rest are similar.

Cases treated by physician: abscess, bilious attack, diarrhea, fracture, hysteria, etc. Eye condition treated by oculist. Provision furnished the superintendent during the year with it cost: e.g., allspice, beets, cabbage, candy, etc. \$50 for butter, \$53 for cream, \$17 for ham, \$43 for beef, \$.40 for corn, \$.90 for kidney beans, \$1.28 for navy beans, \$3.15 for green beans. Lists groceries issued to each cottage. Number of meals served: 25,971 (@11.08 cts.) to Cottage D, 48,387 meals (@6.75 cts.) to Cottage C. Lists work done in laundry (items washed) 725 corset covers, 6,319 drawers, etc.

Biography from the Handbook of Texas History:

BRAMLETTE, EDGAR ELLIOTT (1860–1929). Edgar Elliott Bramlette, teacher, foreign minister, and school administrator, the son of William and Adelia (Bates) Bramlette, was born in Paris, Texas, on November 19, 1860. He took his B.A. degree at Vanderbilt University in 1883 and from 1883 to 1886 was instructor in classical languages at the University of Texas, where he received the first M.A. degree awarded by the school (1886). In 1884 he married Louise Linn in Austin. Bramlette was United States consul in Germany from 1886 to 1889. There he helped break up a system of undervaluation by which some importers had gained a monopoly on goods. He also wrote an informative report on trichinosis with regard to an American pork embargo. His import investigation led to his appointment as special expert of the United States Treasury Department. From 1889 to 1891 he studied at Leipzig University. He was superintendent of

schools at Fort Worth, Texas, from 1893 to 1898, taught languages at the Agricultural and Mechanical College of Texas (now Texas A&M University) from 1898 to 1900, was president of John Tarleton College (now Tarleton State University) from 1900 to 1906, and taught at Texarkana and Huntsville from 1906 to 1911, when he became superintendent of the [Texas School for the Blind](#) in Austin. From 1923 to 1929 he was superintendent of the American Publishing House for the Blind at Louisville, Kentucky. He was a member of Kappa Alpha, the Knights of Pythias, and the Masons. He was a Methodist and a Democrat. Bramlette died in Louisville on March 6, 1929, and was buried at Oakwood Cemetery, Austin.



Kindergarten Flag Drill



Making Baskets



Fourth Grade Schoolroom



"A Day in Flowerdom"

TSBVI - Who We Are

A HISTORY OF THE SCHOOL

The School was established by the Texas Legislature as the Blind Asylum 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 1887 – the Institute for Deaf, Dumb and Blind Colored Youths. In 1917 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. The Texas Blind, Deaf & Orphan School for African-American students was integrated into the Texas School for the Blind in 1965. 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 re-construction 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. Other campus improvements continued from that time through the 2014-15 school year including new perimeter fencing and gates, completion of a covered walkway, construction of an outdoor pavilion, campus signage, improvements to the campuswide public address system, and installation of conference video systems.

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 productive and fulfilling 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 2016-2017 the staff of TSBVI was comprised of approximately 360 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, 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 6 times per year.

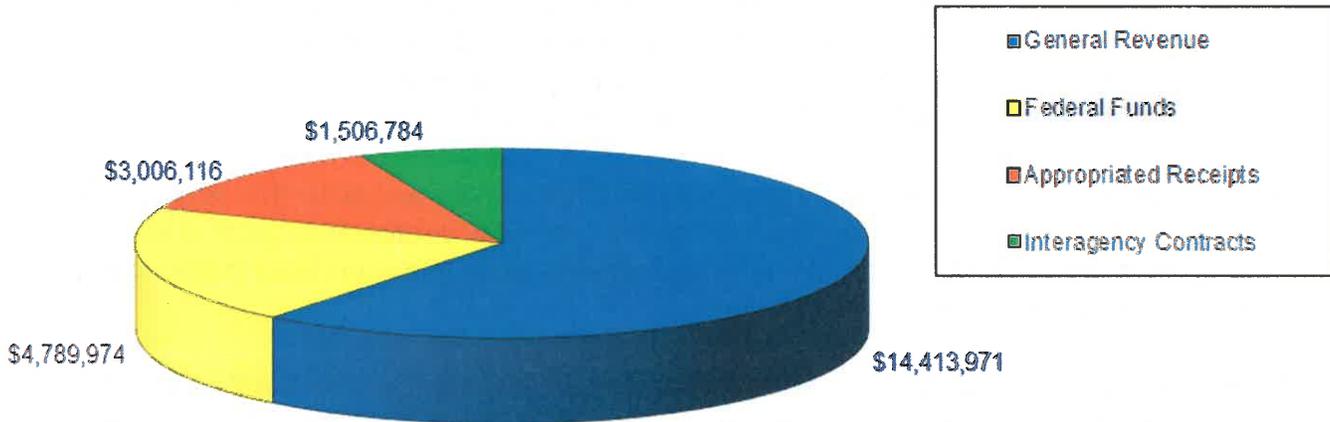
Our Partnerships

- Local school districts refer students to us for specific needs and information sharing and collaboration between the local district and TSBVI 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 2016-17

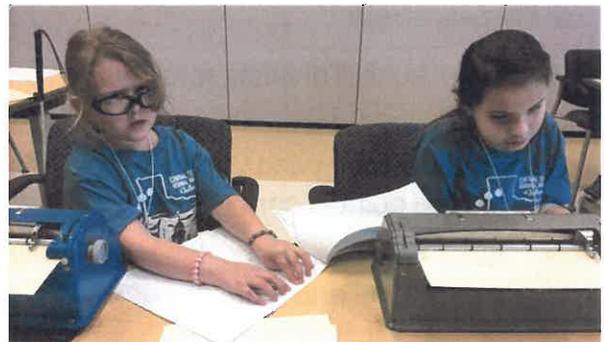


Total Revenue \$23,716,845

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.

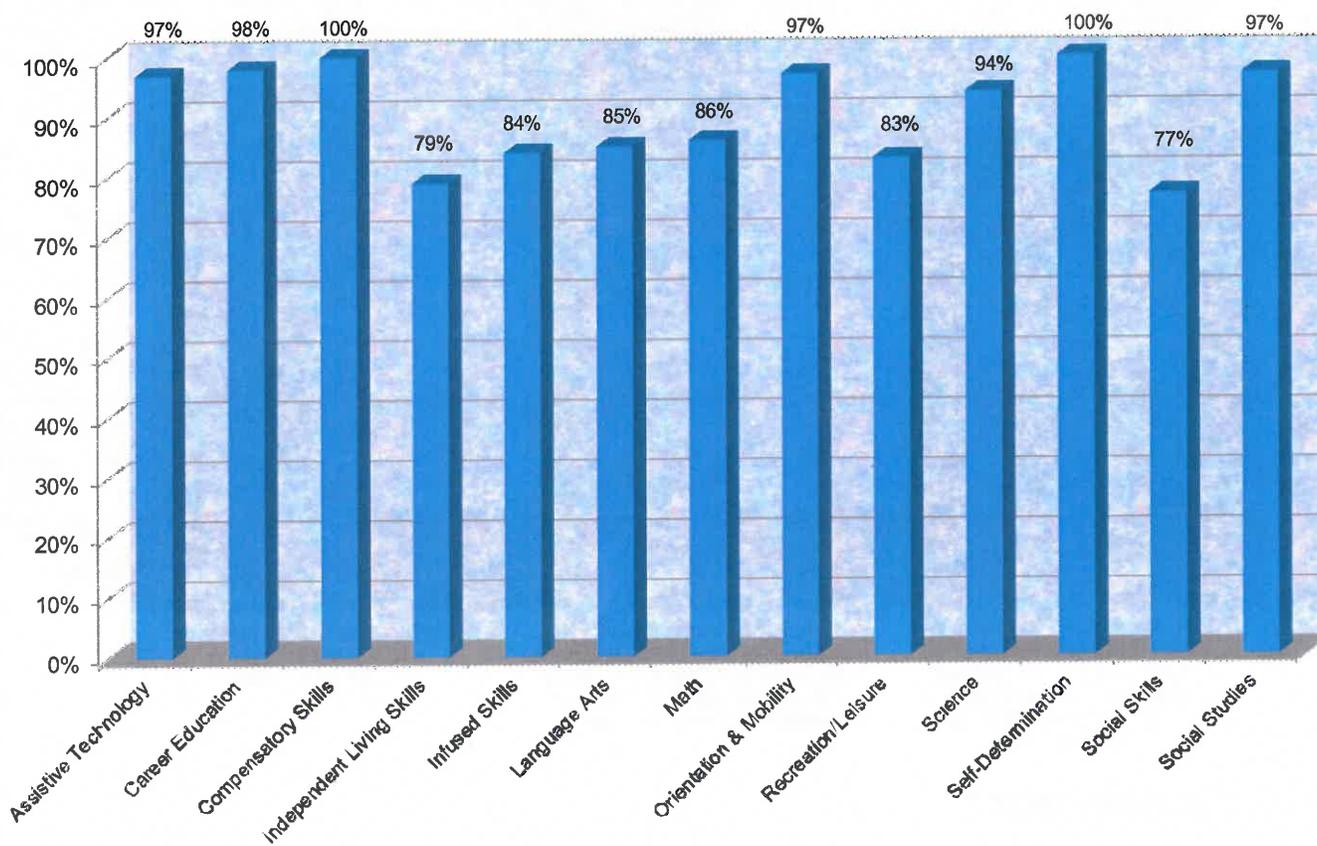
Post Secondary Program: This program, offered in partnership with the Texas Workforce Commission – Division for Blind Services, provides training for students who are legally blind and have a regular State Board of Education high school diploma or GED. Students seeking this post-secondary experience 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 2016-2017 SCHOOL YEAR

- The school met and exceeded the performance standards agreed upon with the Texas Education Agency representing significant student progress in the following curricular areas. 71.85% of Comprehensive Program students achieved moderate to substantial progress on every area of the core and expanded core curriculum in which they received programming. The percentages of students assessed making moderate to substantial progress by subject area were:

PERCENT OF STUDENTS ACHIEVING MODERATE TO SUBSTANTIAL PROGRESS BY SUBJECT AREA

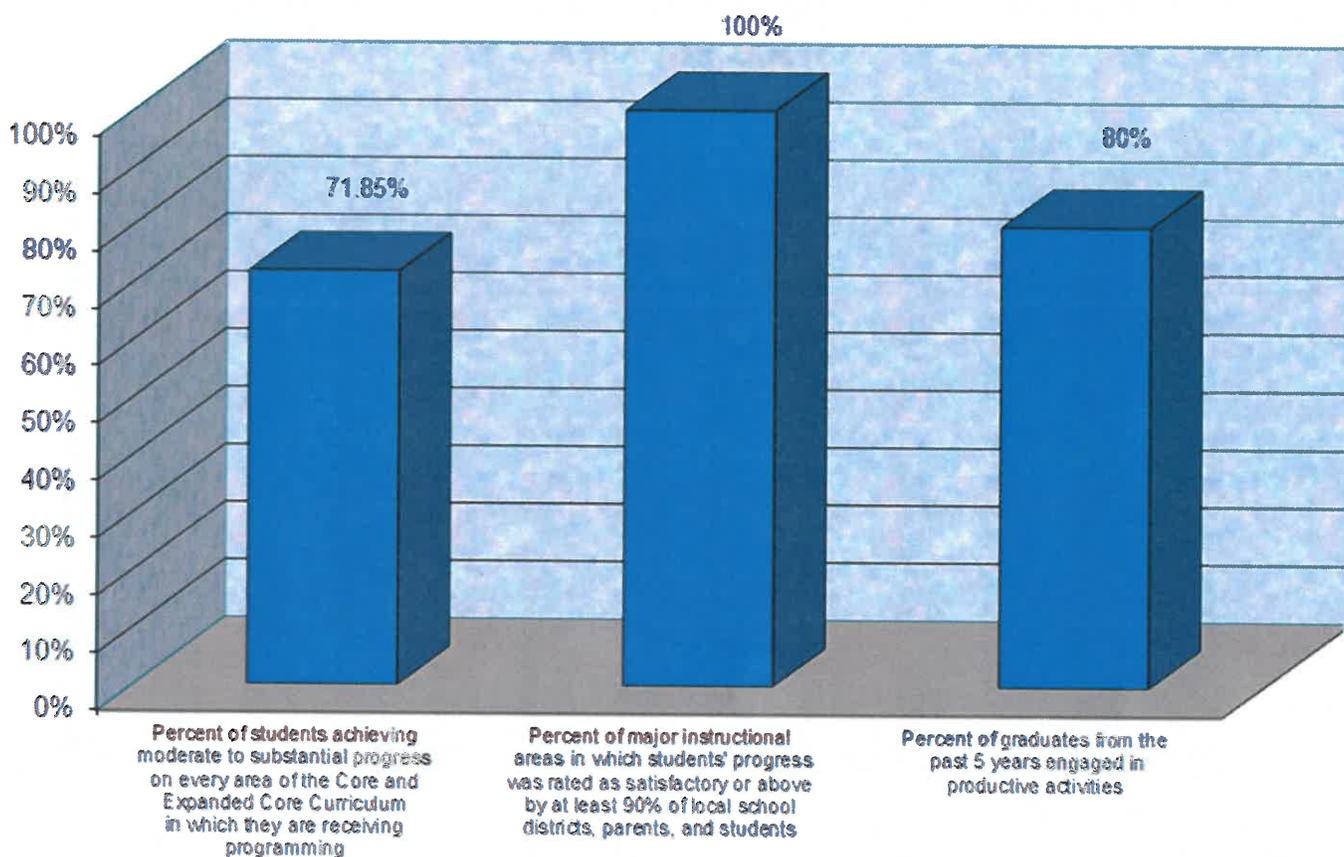


* Infused Skills (for multiply impaired students) – Social Communicative Interactions, Emotional Development, Senses and Motor Skills, Basic Concepts, Representation/Cognition(including basic math and language arts skills)

- 46.11% of statewide assessment tests taken met or exceeded the state passing standards.
- The Texas Education Agency reported that special education students in Texas passed the STAAR 3-8 and STAAR End-of-Course exams at a rate of 31% in the 2016-2017 school year. The percentage of these tests passed by TSBVI students was 35.04%.

- 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.
- 80% of students surveyed who graduated from TSBVI during the past 5 years were engaged in productive life activities (work, post-secondary education or training, child care, or volunteer activities).

COMPREHENSIVE PROGRAMS MEASURES FOR 2016-2017



OTHER ACHIEVEMENTS

Review of Systematic/Sequential Approach to Career Education

During the 2016-2017 school year, the Career Education Department continued to implement and improve the five-step approach to Career Education. This programming model consists of the following five steps:

- Step 1: General Employability
- Step 2: Methodology for Academic and Personal Success (MAPS) I
- Step 3: Work Exploration
- Step 4: MAPS II
- Step 5: Work Training



During Steps 1 and 2 (General Employability and MAPS I), students gain a better understanding and awareness of workplace concepts, “employability skills”, and their own interests and aptitudes related to future work.

In Step 3 (Work Exploration), students are given the opportunity to delve deeper into on campus work experiences in order to further develop their career plans and goals.

Steps 4 and 5 (MAPS II and Work Training) are designed to support students as they evaluate their individual work experiences in order to narrow down future work options and determine a path to reach their goals. By the time they reach step five, students should have specific goals related to future work. We then identify Community Based Work Training placements for students that are aligned with their future goals.

Improvements to Five Step approach made during 2016-2017 school year:

General Employability (Innovative Course for which students earn Elective Credit)

- Due to an increase in demand for the General Employability Course for Middle and High school students, a third Career Education teacher was assigned to teach this class.
- Elementary students had a weekly class with a Career Education teacher in which skills and concepts from the General Employability Course are addressed.

MAPS (Innovative Course for which student earn Elective Credit)

- Due to the increase in demand for the Methodologies for Academic and Personal Success (MAPS) I course, two additional teachers were assigned to teach this class (for a total of 3).
- A comprehensive scope and sequence for MAPS I and II was created.

Work Exploration (Local Credit)

- In order to create a more meaningful and rigorous work experience, this course was extended from one to two periods per day for EXIT students. This allowed them to start increasing their stamina in the workplace.

Work Training (Local Credit)

A Job Coach was assigned with the task of coordinating our Community Based Work Training efforts. As a result, a number of new community partnerships were established and existing partnerships were maintained. Our ever increasing roster of community partners allows us to better individualize student Work Training placements based on student Post-Secondary goals, interests, and aptitudes.



Students worked at the following Community Based Work Training sites during the 2016-2017 school year:

- Chuck E Cheese's
- Thinkery (Children's Museum)
- Clint Small Middle School
- Pease Elementary School
- Walgreens
- Top Drawer Thrift Store
- Wheatsville Food Co-op
- Dragonslair Comics and Fantasy
- Appliance Associates
- Pet Supplies Plus
- Highland Lanes
- Goodwill
- Gethsemane Lutheran Child Development Center
- Garbo Salon
- Umlauf Sculpture Garden
- YMCA
- DADS Winters Building
- Austin Retirement and Nursing Center
- Doubletree Hotel
- Yarbrough Public Library
- Crossfit Central
- HEB



Career and Technical Education (CTE) Courses

Ongoing CTE course offerings

- Lifetime Nutrition and Wellness
- Principles of Human Service
- Interpersonal Studies
- Child Development

New CTE course for 2016-2017

- Principles of Hospitality (Students who take this course earn credit that can be applied to a Business and Industry Endorsement)
- A comprehensive scope and sequence for the Principles of Hospitality course was created



CAREER EDUCATION INITIATIVES

Links Program

2016-2017 was the fourth year of our Links Program. This program is a collaborative effort between TSBVI and the Texas Workforce Commission (TWC). This year, we partnered with

Doubletree Hotel and Parsons House Independent and Assisted Living Community for this program.

Two students from the EXIT Program earned the right (through a competitive application and interview process) to participate in this semester-long paid work experience. The students were paid minimum wage by TWC and received support from a Job Coach that was contracted by TWC.

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

Farmer's Market

The Farmer's Market project continues to provide students (many of whom have multiple disabilities and/or DeafBlindness) with opportunities to create products for sale through activity/project based learning and structured work routines. Items that the students make and sell include homemade pickles, sweets, potted succulents, bath salts and screen printed bags. Students explore different areas of interest, identify likes and dislikes, practice social skills through adult and peer interactions, and work on independent living skills such as money/time management as well as shopping for any items that need to be restocked.

The Farmer's Market is held on campus one time per month. During the event, the students who created the goods help to host the event by greeting customers, marketing products, receiving payments, monitoring trash, handing out drinks, bagging items, and more. By exploring these types of work-related routines, students gain experiences that will lead to more meaningful activities in their adult lives.



Residential Work Training Program

This program provides an opportunity for students to work on campus in an area where there is need during residential hours and where the student possesses skills unique to the job. Students earn an hourly stipend for their work and receive support from their Residential Instructors when needed.

2016-2017 Residential Work Training Jobs included:

- Organizing box tops for campus fundraising
- Recycling
- Braille/binding for teachers after school hours
- Tutoring/reading in elementary dorm
- Braille dorm games and labels

- Washing goalball equipment
- Cleaning interior of vans for the Transportation Department
- Cleaning cafeteria tables
- Cleaning weight equipment
- Housekeeping in Cottage 512

Entrepreneurial Projects

Every year, students and teachers come up with very creative ideas for entrepreneurial projects. Such project based learning is a fantastic way for students to experience the entrepreneurial process from start to finish. Examples from the 2016-2017 school year include:

- A pair of EXIT students who started an on campus document shredding business
- An EXIT student skilled in the art of origami was able to take orders and sell his creations
- An EXIT student made and sold handmade flower pens
- A pair of EXIT students operated a coffee cart at a local middle school
- A group of EXIT students with multiple disabilities maintained an on campus water delivery business
- A group of high school students with multiple disabilities created a variety of apothecary products. They marketed these products around campus during the holidays and packaged kits to sell as gifts.

New in 2016-2017

Dell Children’s Hospital Project

This is an ongoing project in which students from a variety of instructional teams collaborate to assemble craft kits for patients at Dell Children’s Hospital. Kits include crayons and a variety of craft making supplies.

SPECIAL ACTIVITIES IN 2016-2017

Students participated in statewide White Cane Day activities on campus.

A parent weekend conference was held with 104 students’ families in attendance.

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 “Starry Night” at the Crowne Plaza Hotel.



The 2016-2017 Student Council was a hard-working team and they dedicated many hours to their projects. Their first activity of the year was to prepare and serve the refreshments for the school’s Red Ribbon Week celebration. The Council members all participated in painting the TSBVI go-

cart track, refurbishing an elementary playhouse and purchasing new toys for it. The Student Council successfully advocated for installation of a fence for the campus outdoor basketball court.

Giving back to the community is an important part of the Student Council's yearly activities. During the fall semester, they hosted a Winter Wishes fundraiser to raise donations to send canes to kids in Haiti. In the spring semester, the students bought food and snacks to make sandwiches that were distributed among Austin's homeless community. In addition, the Student Council produced a school wide talent show. To end the school year on a celebratory note, the Council sponsored an ice cream social after the secondary awards ceremony.

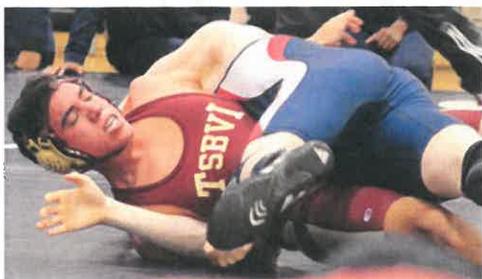
Seven students, ages 13-17, participated in the annual Regional Braille Challenge competition on January 28, 2017 which was hosted right here at TSBVI. These motivated students competed in Speed & Accuracy, Proofreading, Reading Comprehension and Charts & Graphs at this national competition sponsored by the Braille Institute of America. Two TSBVI students took second and third place in the Emergent Apprentice Division while one TSBVI student took second place in the Varsity Division. Most importantly, each participating student improved his or her braille literacy and love of reading.



Last school year six students participated in Coding Club. Students with little to no computer programming experience began using a curriculum in which they used the Quorum language. This group of students worked toward programming different audio games. Quorum was designed to be more accessible for beginner students, particularly for those with visual impairments. Our students provided relevant feedback to the Quorum team and they are currently implementing some of the changes suggested by our students for VI users around the world! An intermediate to advanced group who had already learned the basics of the Quorum language and/or had other experience with programming began using various programming languages dependent on what was useful for their current projects.

Athletics

The 2016-2017 Wrestling Team, finished 5th at the 2017 South Central Association of Schools for the Blind Cheer/Wrestling and Performing Arts Tournament. The 5th place finish did not truly exemplify the heart, determination and skill this team had. However, their overall spirit and drive did shine brightly! The 2016-2017 TSBVI Cheerleading Team took 1st place at SCASB in Mississippi. Cheerleaders showed their Wildcat spirit in all the cheer and dance routines.



The school hosted the Lone Star Classic, a Youth Goalball tournament on October 14-15, 2016. Seven youth advanced teams competed in the tournament. Three of the favored teams — Lakeshore from Alabama, San Antonio, and of course the TSBVI Teams — all came to play ball and did not disappoint!

In the finals, Texas girls played TX Cheer. Earlier in the tournament, Texas girls had defeated Tx Cheer 3 to 4 but, in the finals, the Texas girls stepped up their game and cruised in for the win!

On the boys' side, the Texas boys played San Antonio in the finals. The games resulted in a 13 to 3 score with the Texas boys running away with the championship.

Girls' Final:

1. Texas (Gold)
2. Tx Cheer (Silver & Sportsmanship Award)
3. Wildcats (Bronzes)

Boys' Final:

1. Texas (Gold)
2. San Antonio (Silver)
3. Lakeshore AL (Bronzes)
4. Wildcats (Sportsmanship Award)



18th Annual Sports Extravaganza 2016

On October 28 and 29, in Irving, Texas, 62 TSBVI students participated in the 18th Annual Sports Extravaganza for students who are blind and visually impaired. The Sports Extravaganza provides opportunities for students with visual impairments to participate in a variety of activities that encourage a more active lifestyle and lead to participation in lifelong leisure, recreation, and competitive sports activities. TSBVI students competed in Goalball and track and field events.

TSBVI brought home more than 200 medals and ribbons. In the Goalball tournament, two TSBVI teams competed. The TSBVI Girls' teams took third place, and the Boys' team took second place.

Results from the National Goalball Championships

TSBVI's boys' and girls' 2016 Goalball teams competed at the Goalball Youth National Championships, along with 13 other Goalball teams, in St. Augustine Florida, November 3-6, 2016.

Both the TSBVI boys' and the girls' teams advanced to the final day and into the Semi-Finals and Medal Rounds. The girls' team first semi-final game was with Utah.

The TSBVI girls showed excellent teamwork and defense, and beat Utah 5 to 0, advancing to the gold medal game to face Florida. The TSBVI girls' jumped out to an early 4-1 lead, but the championship Florida team fought back, making the right adjustments and winning the championship medal 5 to 8. The TSBVI girls' won the silver medal — the best finish in TSBVI school history!



Girls Competition Final Results:

First-place Florida
Second-place Texas
Third-place Utah

The TSBVI Boys' Team played into the Semi-Finals and Medal Rounds, as well. In the Semi-Finals, the TSBVI Boys' Team met up with the Goalball powerhouse team from Utah, a rematch from 2015. The game was a back-and-forth defense with TSBVI outlasting Utah 6 to 5, advancing to the gold medal game!

Boys Competition Final Results:

First-place Virginia
Second-place TEXAS
Third-place Florida

The TSBVI teams received additional honors: The girls' team was awarded the sportsmanship award, and for the first time in TSBVI history, FOUR players were named to the All-American Team!

USABA/ABANJ Northeast Regional Tournament

On April 1st and 2nd, 2017, five students from TSBVI's Goalball team competed at the Northeast Regional (Adult) Tournament in Westmont, New Jersey. This tournament is one of only a few tournaments to qualify players for eligibility in the (Adult) National Championships and for the World Youth Games, in Budapest Hungary, this past summer.

Women's Competition Final Results:

First-place Ontario, Canada
Second-place Georgia Renegades
Third-place New Jersey Honeybees

The TSBVI Boys' Team came into the tournament as an unknown overlooked by the adult goalball teams. But the TSBVI Boys' Team shocked their division going undefeated into the Medal Rounds. In the second half, the Wildcats took over the game and won the gold medal, clinching the win with a final score of 9 to 6.



Men's Competition Final Results:

First-place TEXAS WILDCATS
Second-place New Jersey Titans
Third-place New Jersey Thunder

Additional Athletics Activities

The TSBVI Tennis Team competed in the International Friendship Tournament, October 22, 2016 in Laredo, Texas. The athletes train on a tactile court, have a soft, Nerf-like ball that rattles when it

bounces, and a ball bounce allowance of one, two or three bounces (as determined by vision) before hitting a return. The team took home two 2nd place medals.

On November 9, TSBVI hosted a Special Olympics Challenge Day. During the event, athletes had a great time rotating around game skill stations, such as Target Throw, Basketball, Bowling, Beep Kickball, Long Jump, and a Shuttle Run/ Relay. Students on teams 1, 2, and 3 were invited to participate.

March 3-8, four students from TSBVI traveled to Park City, Utah for 3 days of lessons in skiing through the National Ability Center. The students also learned to sled, Nordic ski, cross-country ski, and were able to soak in a natural hot spring nearby.

On March 23, the TSBVI swim team competed against athletes from the Girls School of Austin at the TSBVI indoor pool. The athletes took home several 1st, 2nd, and 3rd place medals.

The TSBVI Golf Team enjoyed its second season in the Spring of 2017. Athletes practiced hitting off an artificial grass mat and honing putting skills on a large putting mat. Safety, grip, beginning full swing technique, and golf etiquette were the focus. Athletes took a trip to Lions Municipal Golf Course where team members were able to hit balls on the driving range and chip and putt on the putting green.

On March 29 and 30, members of the TSBVI Venture Crew participated in the annual Austin Dragon Boat Festival. For two months prior to the event, team members had trained both on and off the water with the result that our group was able to participate in two races and take third place in the “community” division. All in all, it was a great opportunity for our students to mingle and engage with the community at large and provide a positive demonstration of their skills and abilities.

On May 18, the TSBVI Triathlon team held a meet on campus. The athletes swam 125 meters, then tandem biked for three miles, then ran for one mile.

In February the whole school participated in Jump for Heart event and raised over \$200 for the American Heart Association.

After School Activities

Participation in an array of beneficial after-school activities for students included: Robotics Club, rowing, stand up paddle boarding, Yearbook Club, yoga, dance, art, group games, tandem biking, horseback riding, violin lessons, choir, jazz ensemble, Coding Club, Music Mania, Goalball, swimming, swimming lessons, music recording, scrapbooking, cooking & baking, Drama Club, Walking & Running Club, hiking, jewelry making, Pep Squad, cheerleading, wrestling, Gardening Club, Book Club, quiz night, Badger Dog Writing Club, poker night, Leo Club, YMCA, Dragon Boat Team, basketball, weight training, judo, bowling, private music lessons, kayaking, canoeing, rock wall climbing, 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

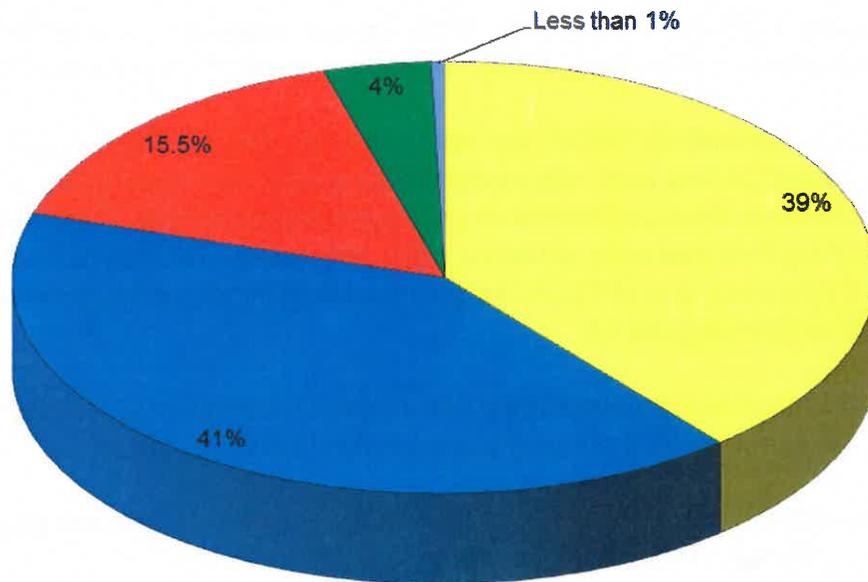


ENROLLMENT STATISTICS

In the 2016-2017 school year, 165 students representing 18 education service centers and 106 local school districts throughout Texas were enrolled in the Comprehensive Programs of TSBVI.

COMPREHENSIVE PROGRAMS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Elementary Program	32	27	21	20	18
Secondary Program	137	129	134	147	136
Post-Secondary Program	7	9	9	11	11
TOTAL	176	165	164	178	165

ETHNICITY OF STUDENTS ENROLLED IN 2016-17 COMPREHENSIVE PROGRAMS



Hispanic or Latino	White, Caucasian, or Middle Eastern	Black or African-American	Asian/Pacific Islander	American Indian or Alaska Native
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COMPREHENSIVE PROGRAMS SURVEY RESPONSES FROM PARENTS, LOCAL SCHOOL DISTRICTS AND STUDENTS

The staff at TSBVI have made an enormous impact on my daughter's education and general well-being. Their skill, knowledge, caring and dedication have pulled her through some very rough transitions. She has come so far in her communication, emotional stability, self-help, and beginning academic skills - all due to TSBVI.

We are very grateful for the immense support our son has received at TSBVI for the past few years! We thank you for all your hard work and patience.

I'm thrilled with the care and education our daughter has received. All of the staff has been fantastic and the facility is wonderful. So happy she is here!

I have seen my daughter grow, exponentially and emotionally in the last year. I believe the skills she is learning will make her more independent in the future.

We are very pleased with the level of independence our daughter has reached since attending TSBVI and the confidence she has gained. Thank you to all who made this possible.

Since my son began attending TSBVI, we have seen him flourish. I am so grateful to everyone involved in his education this year. His independence, self-advocacy skills, O&M skills and socialization skills have improved tremendously but most importantly, his self-esteem is through the roof! Something that was quite an issue in the past years. I've never seen his confidence so high. I want to thank everyone at TSBVI for your part in making such a tremendous impact in my child's life. I will be forever grateful.

My son's overall happiness and well-being are my primary concerns. He is progressing at a superior rate than ever before. I am very pleased with TSBVI.

TSBVI has provided my daughter with great learning experiences and has been key in her self-confidence and self-help skills.

The best thing we ever did for our daughter is having her join the EXIT Program. She has grown so much, in capability and maturity, since coming to TSBVI for the 2 years. I can't stress how appreciative we are for the teaching staff and the dorm staff!! Truly wonderful and caring professionals. To us, they will always be family. Thank you so much!!!



TSBVI has been a huge blessing in our son's and our life. We are so thankful for the opportunities to learn and grow in his independence offered at TSBVI.





Everything that has been offered to our daughter has made a great and stunning impact on her daily life and has made it less hard for us as a family to take care of her. This is her first year at this school and already her progress is impeccable.

We are so grateful for the opportunity for our son. He matured a lot and we feel that he is ready to move forward.

TSBVI has been wonderful. My daughter has grown academically, emotionally, socially. She is much more independent and has improved tremendously in

her self-advocacy skills.

We have had several positive interactions with the staff from TSBVI and the progress reported at the annual in April sounds fantastic. Thank you for your hard work!

We are extremely pleased for the opportunity that our student has had at TSBVI. The program has ensured our student to have a well rounded experience while in the EXIT program. She has grown in so many ways. Thanks for the opportunity.

TSBVI has provided a positive and supportive environment for the growth of my student academically and emotionally.

The entire TSBVI staff is very professional, knowledgeable, and courteous. They are also extremely patient. I had never had a student at TSBVI and my knowledge of how to write an IEP for a student at TSBVI was not up to par. The IEP team did an excellent job coaching me!



Independence and daily living skills instruction has been

invaluable to my student's future success and independence. The opportunity to have access to a wide variety of technology and the accommodating instruction has also been beneficial. The pride and confidence he has achieved through sports at TSBVI would have been difficult to get anywhere else. His family and the personnel that have worked with him in the past are all satisfied with the services he has received at TSBVI.

Very pleased with the way my student has progressed at TSBVI!

Overall this student has made great progress in the areas of mobility, confidence, and maturity. She maneuvers within her environments with much more ease and grace. She demonstrates more maturity when faced with various challenges.



My student has progressed so much with her functional skills. We have viewed some of the media clips of her feeding herself and working with staff. We are pleased to hear of her continued progression and success with tasks. Our teachers and staff look forward to continue our working relationship with TSBVI



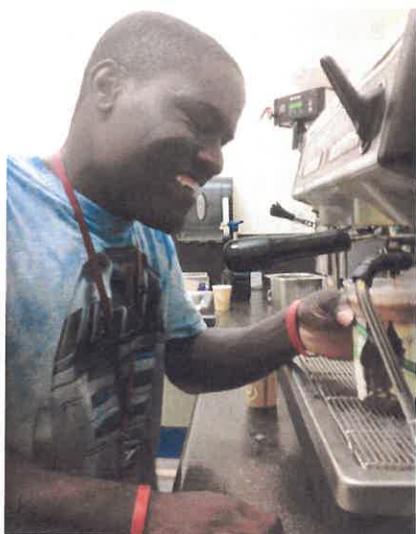
Participating with TSBVI has been such a learning experience! I am so thankful for the knowledge. I look forward to learning more about and developing AISD'S 18+ program with guidance from TSBVI.

Once our student began services through TSBVI and entered the EXIT program his skills began improving. We watched him progress and advance in his functional and independent skills. We are very grateful for the support and guidance that has been provided for him. Our partnership with TSBVI helped improve his quality of life and as a district we are very grateful and thankful for TSBVI, the EXIT program and its services. Thank you all so very much.

In my professional opinion/experience this student has had amazing career/educational opportunities at TSBVI. All staff and personnel have been instrumental in making this a positive engaging growth plan for him. Communication and information regarding him has been clear and received on a timely manner. Staff communicate effectively about experiences and I am so fortunate to work with such professional staff.

I am so happy that my student is getting the opportunity to attend TSBVI. Her mom will send me pictures/videos of her doing different things throughout the day from time to time, and it is so enjoyable to see her blossoming in this new environment. I know without a doubt that this is exactly where she belongs. I also appreciate TSBVI sending report cards to me at school. I'm always eager to see how she is doing and see the progress she is making. All in all, I'm extremely satisfied at the progress and what is going on at TSBVI!!!

Over the years I've been impressed with the staff and services/supports at TSBVI.



We feel TSBVI and the EXIT program has gone above and beyond to support our student. TSBVI and the EXIT program have helped improve his independent skills. The staff has been great to collaborate with. We continue to look forward to working with TSBVI and the EXIT program. Thank you so much for your support and guidance.

My student's teacher has done a phenomenal job this year helping her gain more functional academic and independent living skills.

We have been very happy with the experience the last 2 years with TSBVI. We have been very pleased with the progress that our student has made on your campus with independence, self-help, mobility and academics.

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 that may be challenging for districts to teach during the school year. Students are served through five different summer programs: 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 Practical Experiences in Expanded Core. 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 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.

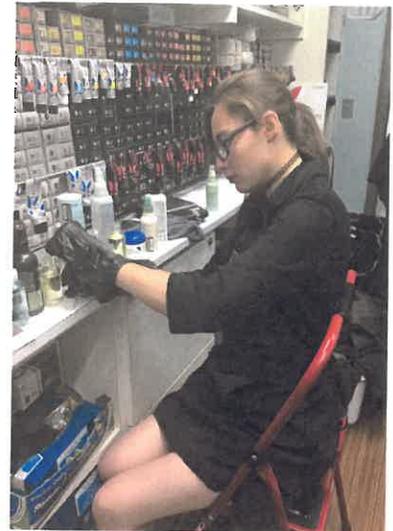
Students who attend summer programs are often the only visually impaired student in their school. These summer classes introduce them to empowering experiences and ideas related to living with visual impairments and provide a socially supportive peer group that reduces feelings of isolation, difference 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 2017 SUMMER PROGRAMS

1. This summer we created a new program called Practical Experiences in Expanded Core (PEEC). PEEC combined students formerly served in Life Skills Camp and Secondary Enrichment B. This program served students in classrooms rather than the dorm-based setting of Life Skills Camp. Each class had a teacher and at least one TA. The students practiced expanded core and vision-specific skills within the context of classroom and community settings. These students are usually enrolled self-contained classrooms in their local districts and generally take the alternate STAAR assessment. Students were grouped into classes of about five students of similar age and ability. Our top priority was to place students in groups that best met their needs and interests. Within these classes, students practiced a broad array of skills such as orientation and mobility, communication, self-care, shopping, cooking, arts and crafts, leisure, work, social skills, and self-determination. 92 students in 23 different classes attended.



2. Secondary Enrichment (SE) provided opportunities for students to practice academic and vision-related skills in activities such as cooking, arts and crafts, and recreational activities. Each summer we modify our original offerings based on requests. SE is the largest summer program we offer, and we served 136 secondary students in 19 one-, two-, or three-week classes.
3. Elementary summer enrichment classes were similar to secondary in structure. They provided opportunities for students to practice academic and vision-related skills in activities such as music, community outings, self-care, shopping, cooking, arts and crafts, and recreational activities. Each summer we modify our original offerings based on requests. This year, we served 83 elementary students in 11 one- or two-week classes.
4. 27 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.



HIGHLIGHTS FROM SUMMER 2017

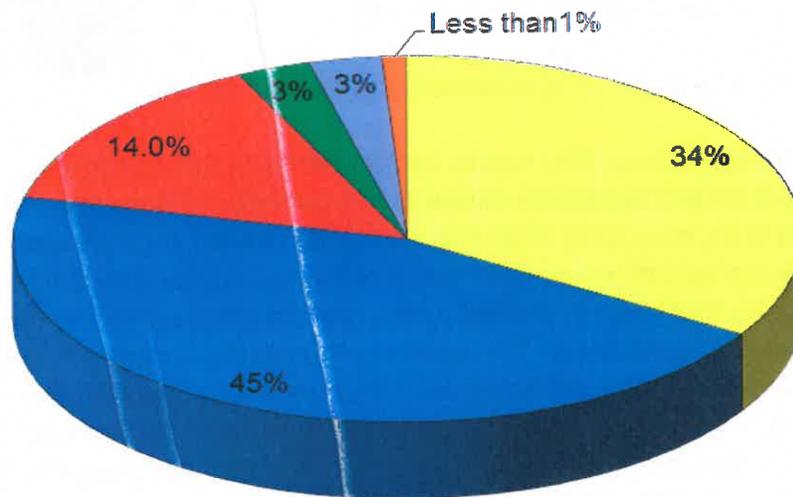
- 96% of responding school districts, parents and students rated their experience in summer programs as very satisfactory or above.
- Secondary academic classes were offered in four major areas:
 - Fine Arts: Summer Actor’s Workshop; Art from the Heart; Rock Band; A Capella
 - Physical Education & Adventure: 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
- 27 high school students participated in jobs at the following community locations:
 - SWEAT Academic (individual job sites):
 - YMCA Townlake, YMCA North, Umlauf Sculpture Garden, Open Door Preschools, Dragon’s Lair Comics and Fantasy, DoubleTree Hotel, Karla’s Kuisine, Austin Humane Society, Fish Gallery, Ten Thousand Villages, Lonestar Kids, Wheatsville and Zinger Hardware and General Merchant.
 - WALIC Practical Academic (3-4 students per site): Top Drawer Thrift Shop, Walmart, Department of Aging and Disability Services, Goodwill Industries, Wheatsville Food Coop, and TSBVI Community Garden

ENROLLMENT STATISTICS

In the 2017 Summer Programs, 345 students were served, representing all 20 of the Education Service Center regions and 148 local school districts throughout Texas.

YEAR	2013	2014	2015	2016	2017
SUMMER PROGRAMS	328	314	318	321	345

ETHNICITY OF STUDENTS ENROLLED IN 2017 SUMMER PROGRAMS



Hispanic or Latino	White, Caucasian, or Middle Eastern	Black or African-American	Asian/Pacific Islander	Other	American Indian or Alaska Native
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SUMMER PROGRAM SURVEY RESPONSES FROM PARENTS AND LOCAL SCHOOL DISTRICTS

The Life Skills Camp was a great opportunity for my son to experience being away from home overnight and to learn to adjust to being with other teachers/helpers and new friends. Also exposure to more outside fun that he doesn't get to be a part of during the year. Thank you so much for offering the Life Skills Camp Program!!!

My foster daughter had never been to camp before. She came from a very difficult situation and I was concerned with her being away from home for such a long stretch of time for so many days...but it was wonderful! She looked forward to coming to see her friends every day. All the staff made us feel so welcomed and loved. It was a great environment to learn and grow in and I hope she has more opportunities to spend with the TSBVI group. You guys are awesome! Also really enjoyed working with her teacher. She was instrumental in laying out the program for me so we could prepare her as much as possible beforehand, answering all my questions and being that wise person who calms the nerves of a worried mama! :) Really appreciated her knowledge and compassion!

I think my daughter was able to be exposed to a lot of new things and situations. It was very very good for her and I'm so happy she was able to participate. I loved the staff so much. All the ladies were very ready to answer any questions and made me feel so comfortable with her being there. I was able to email and text whenever I need it. It was very helpful to have access to the staff during the day while she was in camp. She LOVED TSBVI Summer Camp this year and woke up a couple of times that week saying I'm so excited to go to camp! I was very concerned about her adjusting to being in camp all day, but she loved it. She still talks about the friends she made there and the teachers. Everyone made such a positive impression on her...and on me. I do hope she's asked back next year!



My son really enjoyed his time there. The counselors were wonderful!

I appreciate any opportunity that my child has to be around others who experience visual impairment(s) because it is hard to explain things to her sometimes from my perspective and when someone her age is experiencing what she has questions on, then she can understand it better. The dormitories are very nice and they seem relaxing and appealing to a child that is away from their home. Everyone that I was in contact with knew the answers to any questions I had and they were very nice in all my interactions. She came home talking about her experience this year like she has never done before. She felt empowered by her time at camp this year. It came at a time in her life where she would like to be more active but unfortunately does not have the opportunities for participation in our local school district. To hear her speak of it for weeks afterward made me very proud. I hope that more girls get involved in this camp in the years to come.

My daughter looks forward every year for this summer program. She makes new friend and sees old friends and loves the staff. All in all a wonderful program for my child. Thank you all for all you do for our children.

My daughter enjoyed the camp and loved the idea of creating a business. She loves hands on projects and working with a group. Great job to all!



My son is not able to read, write, understand math/ money but other areas thrived in this program. This is the first time in his 21 years of life that he has been away from home for an extended period of time. His growth in independence was incredible in this time period, complimenting not only your program (certainly most credit given here), but also helped us (the parents) realize we are holding him back and perhaps underestimating his potential. This realization is huge. Staff were so very kind when meeting them and introducing themselves to our son. Many years of experience with hearts in the right place. Appropriate

questions and apparent insight to sensitivities and concerns. Really helpful because again, our son is nonverbal and communication is limited to 1-3 words. Descriptions were very genuine,

describing things only someone right there at the moment would see/ hear with our son... got many a smile reading it thinking, yes, that is just what our son would do or how he would respond . Summer Learning Experience: On a scale of 5 stars, this would be a 6. I really really regret we did not know about this program earlier in his education, as this was the last year he could participate (he is 21). If I could change anything, it would be the opportunity for him to experience this several times (ideally 3-4), because it reset the bar at a greater level, and helped his primary caregivers (mom and dad) to reset their bar as well. It was great for our family.

This was one of our first times visiting campus and our son's first summer camp. It was incredible! I can't wait for him to experience a camp next summer!



He enjoyed himself while learning ECC and experiencing opportunities he had not had before. Great resources. Wonderful ECC opportunities. Thank you!



I was glad to find out that she was able to attend the summer program. She stated that she wants to come back again. I feel that the wide variety of opportunities that were offered to my daughter will continue to help her in real life situations.

I feel my student benefited from socializing with other VI students. He thoroughly enjoyed his time at TSBVI!

Thank you for providing a variety of experiences for my student. Classrooms and staff promote learning for all students. Great help to the student in accommodating his needs. Thank you for accepting all levels of children to your program.

This student is a very shy individual who is adjusting to additional visual loss. He doesn't socialize and keeps to himself. Upon his return, he initiated a phone call to me to thank me for helping him go! This was a first! He returned happy and more talkative. His mother was thrilled with the 'new son' she has. I am hopeful this experience may help him in the coming school year with his self-confidence and peer interactions.

These programs are wonderful. They are designed in a manner to facilitate the Expanded Core Curriculum in areas that I may not necessarily be able to do. It also enforces, encourages the students to have life experiences that they may not have at home as well as making friendships with students like themselves. Due to the camps being hosted at TSBVI, your facility has access to almost everything that the low vision or blind students need to access their lessons, you are able to support their media needs, and adapt to their learning needs as well. The dorm were designed in a manner of safety, appropriately furnished, designed to instill travel in a familiar setting. Staff are always professional, knowledgeable and courteous. She had a blast and is ready for another adventure with a summer program with TSBVI.

SCHOOL YEAR SHORT-TERM PROGRAMS

School year Short-Term Programs (STP) provides programs to meet the unique needs of students who are academically successful and near grade level, but need to learn special adaptive skills 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 needs that support academic success. 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 2016-17 school year were:

- High School Skills Workshop (math, technology topics)
- Junior Access to Academic Skills
- Super Science
- Low Vision Tools and Strategies: Elementary
- Low Vision Tools and Strategies: Secondary
- College Prep
- Health and Well Being: An Introduction to Sexuality
- Accessible Math Tools and Strategies
- City Travel (orientation and mobility in a big city)
- Elementary Technology, Literacy and Math (a 3-part series)
- In the Driver's Seat
- Screenreader Bootcamp with students and their TVIs



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 2015-16 school year were:



- Outdoor Challenge (high school)
- Outdoor Adventures (elementary)
- Prom Weekend
- Iron Chef (food management and preparation)
- Empowered: Bring It On
- Game of Life: Middle School Transition
- Pioneer Times (Elementary)

3. Distance Learning

Our Online Learning Developer created four asynchronous classes. These classes are self-paced and can be taken at a time that is convenient to the student via Google Classroom. We continued using the Zoom online meeting platform to directly instruct students who remain in their local schools while our instructors taught them remotely from Austin. This allowed our teachers to quickly address specific instructional barriers to access, without traveling to Austin and missing local coursework. We continued to use the Edmodo learning platform to teach students and share information and videos with parents and teachers.

ACHIEVEMENTS IN 2016-2017 SHORT-TERM PROGRAMS

1. STP teachers taught 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 learned how to evaluate and match the use of adaptations to meet various needs that arise.
2. 94% of students demonstrated progress on their targeted goals while attending an on-campus academic class.
3. 95% of responding school districts, parents and students rated their experience in short-term programs as very satisfactory or above.



4. Short-Term programs served a total of 268 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 19 of the 20 educational regions in the state.

HIGHLIGHTS FROM SHORT-TERM PROGRAMS 2016-2017

- We offered 29 classes from September through May.
- 2016-2017 was an active year for STP teachers. Please see the list of accomplishments below:
 - Presented at TAER, Mentor Center, Noah, and Texas Tech University Assistive Tech Weekend (BrailleNote, iOS devices & Zoomtext)
 - Attended the Online Learning Consortium, CSUN, and the Access U conferences.
 - Hired an online learning specialist to create an LMS for staff training. This person led the committee in purchasing the Bridge LMS that has dramatically improved our ability to deliver online training for staff.
 - Created promotional videos for website and social media purposes.
 - Served on the IPC committee.
 - Mentored a first-year teacher for Region XIII ECP
 - Departmental book study with residential staff on The Whole-Brain Child.
 - Piloted the implementation of the Bridge LMS for summer training modules. This pilot resulted in the successful rollout of online training modules for all TSBVI employees and staff attending New Employee Orientation.



- Lead the TSBVI social media committee and created a schoolwide structure for managing school social media accounts.

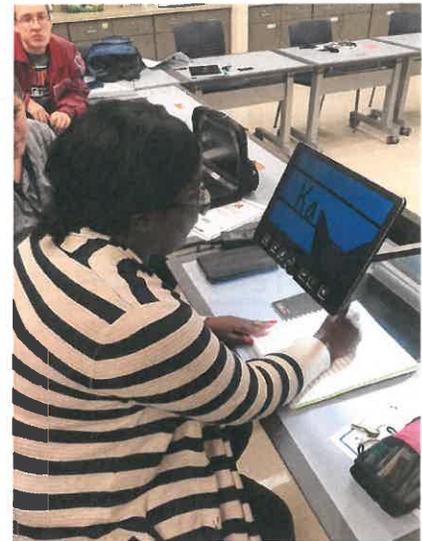
- Created STP social media accounts posting teaching techniques and tips to help students with visual impairments.

- Again, this year, the capability of the Short-Term Programs' web application resulted in improved

accessibility for TVIs and parents across the state, as well as staff on campus. Users now can quickly submit and track referrals, applications, parent contacts, and all of our other registration forms via digital means including mobile devices. This has significantly improved the timely submission of needed documentation. STP continues to receive positive feedback from parents and TVIs about the ease of use of these new online tools.

- 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 completing cash transactions; using appropriate etiquette in various settings; accessing public transportation; understanding effective interpersonal 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.



- Short-Term Programs further expanded the use of technology tools to improve office functioning including: Bridge, Zoom, Google Classroom, Google Docs/Sheets/Groups, Adobe Pro, and Constant Contact for email marketing.
- STP offered asynchronous online classes to students (and their teachers) using Google Classroom. The classes were:
 - Introduction to the Orion TI-84+ Talking Graphing Calculator Part 1
 - Orion TI-84+ Talking Graphing Calculator Part 2
 - Google Classroom and VoiceOver
 - Google Classroom and JAWS
 - iOS Accessibility Features for the Visually Impaired
 - Summer Book Club
- STP offered direct online instruction to students enrolled in Individualized Instruction in a variety of technology and math topics.

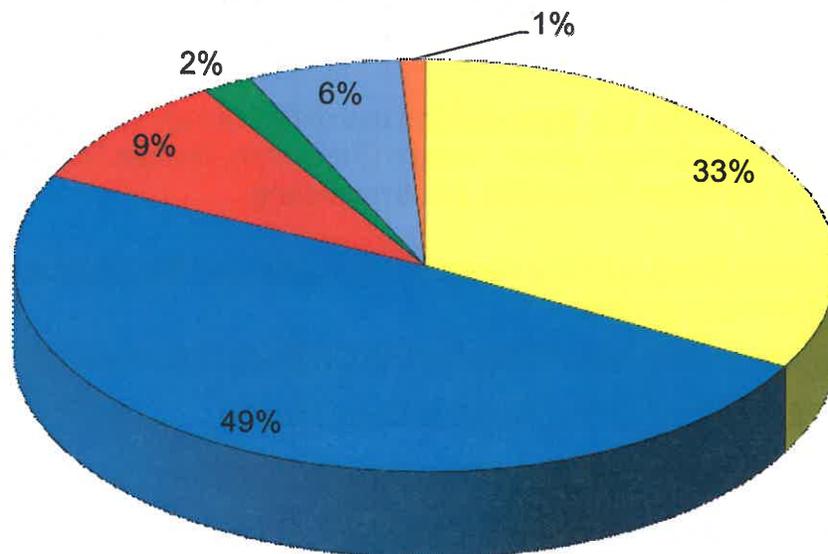


ENROLLMENT STATISTICS

During the 2016-2017 Short-Term Program school year, 268 students were served, representing 19 education service centers and 90 local school districts.

YEAR	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
SHORT-TERM PROGRAMS	212	218	206	223	268

**ETHNICITY OF STUDENTS ENROLLED
IN 2016-2017 SHORT-TERM PROGRAMS**



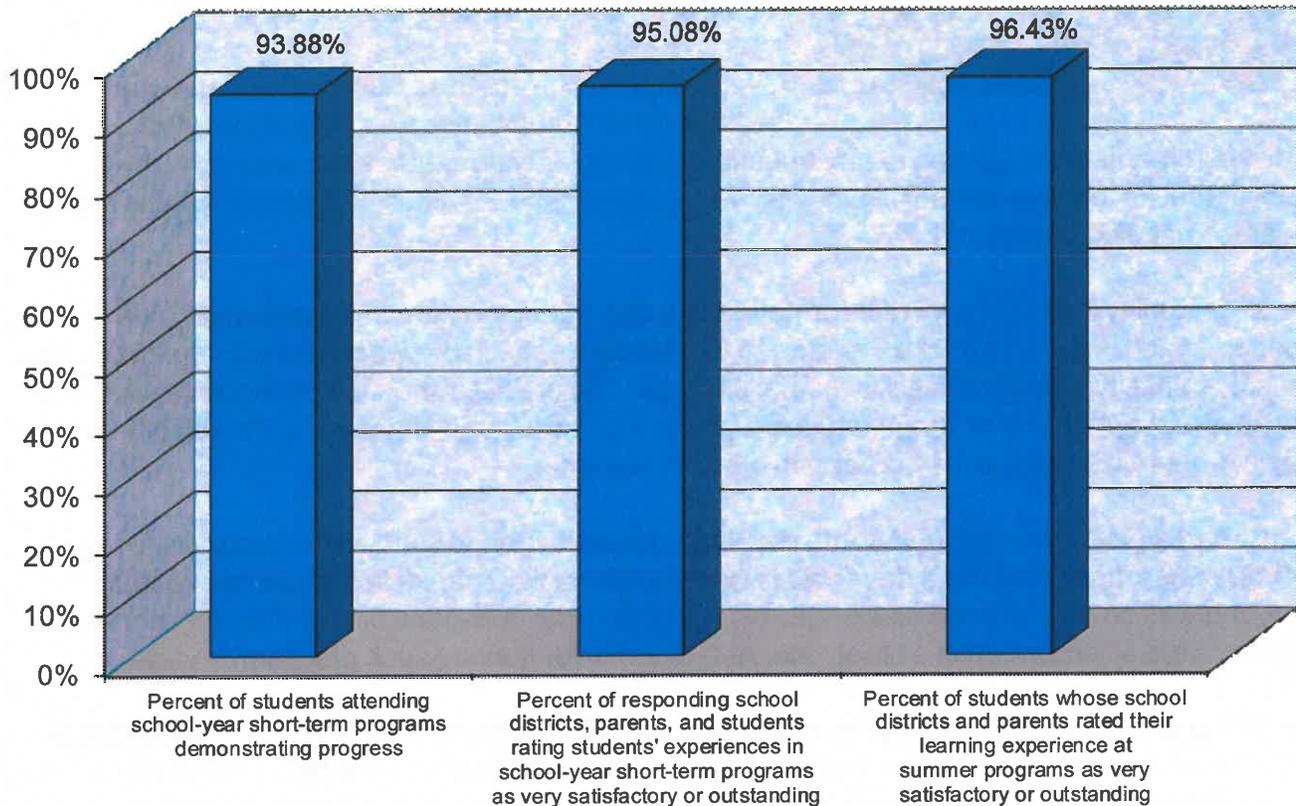
Hispanic or Latino	White, Caucasian, or Middle Eastern	Black or African-American	Asian/Pacific Islander	Other	American Indian or Alaska Native
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PERFORMANCE OBJECTIVES FOR 2016-2017

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 2016-2017



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

My son had a great time and met some new long distance friends while at the program. He wishes it was longer than the 3 days and is ready to go back. Thanks for the great experience. Everyone was so helpful and knowledgeable. Thanks for making such programs available.

I was very pleased to know that he learned so many different things during his stay at the program. My son was very pleased with the staff. I was very pleased with all the materials my son was taught during the week there at TSBVI. Thank you very much!

All the information we needed to know, and he had fun. I appreciate everything this program has to offer and have really been happy about the programs my son has been able to attend.

Our daughter has returned home from each time she attends TSBVI with a confidence that has not been there before. These programs have helped her to become mentally stronger, and eager to try new things! So many great experiences that have contributed to who she is today! I am so glad



these programs are in place. Classrooms appear to be student focused with a variety of tools available for different needs of these students. Dorms appear to promote learning, relaxation, safety, and places to socialize! Friendly staff! I appreciate the time and energy that is put into making these programs successful! Thank you for making my kiddo successful. It means so much to my husband and I.

Class helped to promote self-confidence and goal setting. All communication was very professional and we received immediate responses to any questions we had. My daughter's experience was very positive, thanks to the leadership involved. Very pleased and thankful for the staff. She is looking forward to her next opportunity.

Due to her ability to obtain a lot of information in a short period of time, she was able to be exposed to and learn a lot of skills related to the Braille Sense in the week she was up there. She was able to easily transfer her skills to public school. I appreciate short term programs and think they are great opportunities for our students to see a different type situation, work with different people, generalize skills, and interact with other VI students.

My son had a great time and met some new long distance friends while at the program. He wishes it was longer than the 3 days and is ready to go back. Thanks for the great experience. Everyone was so helpful and knowledgeable. I had several questions before the program started and they were all answered in a timely manner. Thanks for making such programs available.

Everything was hands on with opportunity to practice without pressure. We are excited to begin using the screen reader. I was introduced to other technology that is available to my student. I felt very comfortable learning a new skill. The staff was very encouraging and a joy to work with. Thanks to the staff for making my student's first experience with TSBVI so positive. She hated leaving.

My student loves going to TSBVI short courses. He has a great relationship with his teacher there. The hands on activities and role playing are great for him and he loves the staff at TSBVI. I love the reports I get about his time there that are done very professionally and explain clearly what objectives were covered and how the student did. I will continue to recommend that my students attend the short courses and summer courses offered for my students. I feel the staff cares so much for the students and the students receive opportunities that they do not get in their schools at home.

I visited with him on Monday and he really enjoyed his time and making new friends. He is a very shy young man, but he really opened up and shared his experience. TSBVI staff have always been professional and courteousness towards me when I call or



email to ask questions. Very helpful and knowledgeable. Thank you for being great with my student.

It was her first time and I personally think it was needed and it is an experience all students should have in 9th grade and when they are ready to graduate high school to measure growth and most of all give them opportunities that they don't typically have.

My student came back with a lot to share. I am pleased that he had this experience especially seeing government in action, visiting the State Capitol building, using public transportation, making new friends, re-connecting with friends he had made earlier. He has grown so much during this school year. Staff are always helpful, courteous, knowledgeable, and professional.

Student was so excited about her first experience with TSBVI. She wants to attend for the next school year.

Great place for students to be supervised yet still have some independence.

Parent let me know she enjoyed the driver's weekend. This program seems to be exactly what is needed for this group of students. Having experienced low vision drivers there, as well as experts in fitting bioptics and those who could report on research was fittingly informative. Parents and students having the opportunity to ask questions was beneficial.

Outstanding support by your staff to give my student the opportunity to experience all the wonderful activities. All activities were helpful, as she was able to experience/increase her knowledge about others and herself. Keep up the great work. Thank you.

She is gaining independence and confidence in herself in an environment that is much more expansive than her small rural campus. I am well pleased with the thoughtfulness in planning for this outdoor adventure weekend. I enjoyed reading about her individual participation in the program, and felt a sense of pride in viewing the pictures of her enjoying some risk-taking activities.



He learned to access the computer independently to complete his Accelerated Reading Test. He can participate more in the computer lab. He understands better many of the concepts, functions or terms the computer teacher talks about regarding the computer. The information, skills and access of services has boosted the student's self-esteem. Every time he came back from a session he was excited that he learned something new and that he could apply it immediately to his what he was doing in school. I had an opportunity to visit the classroom that my student has his lessons taught in. It was

wonderful to see all of the equipment that was available to help with any question or concern the student had even if it was not directly related to the present task at that moment. It is wonderful that the knowledge of the staff is so diverse. It is wonderful to be able to collaborate and gain so much from a group of people with the main goal in mind that we are all here for the individual student and about student learning. Great information received. I always learn new things that the student is able to do. It helps me see and communicate with the parent the importance of independence in the home. You all are wonderful!!!!!!

Student enjoyed his time there and he learned a lot. Student and campus VI teacher have better understanding of new technology.

He was engaged, had good recall of activities in which he participated, and he said that he learned a lot. He enjoyed the social aspect of his visit as he has little positive social interaction at the elementary school that he attends in north Texas. For most sighted students, fractions are the most difficult aspect of math to master in the 4-6th grades and I've found that he has the same issue. The language of math used in the classroom is totally geared towards vocabulary that's meaningful to a sighted student. So much translation of this vocabulary is needed for this student to follow classroom activities in math. His short-term science program has added to his foundation of science knowledge and will be remembered for future science activities and related learning. All with whom I spoke were knowledgeable, professional, and very courteous. Keep up the great work that you do!!!

My student came back so confident and excited to have done things he had never even thought of. He loved the entire weekend class. Everyone is always so knowledgeable, helpful and friendly! Love working with the staff at TSBVI!! These short term programs are the best thing for my academic students that just need that little bit extra from TSBVI. Good job!

Allowed her to experience something out of her comfort zone. Student was excited to meet others and do fun activities. Teaching students to think outside the box about fun activities and joining in with strangers was great for my student because she is painfully shy. I appreciate the staff and look forward to working with you every year. Maybe one day there will be an opportunity for me to be a part of this team.



OUTREACH PROGRAMS

TSBVI Outreach Programs provide statewide training and information for children with visual impairments and DeafBlindness, their families, the educational team members who teach them, and to related organizations. Outreach support is available for students of all ages from birth through transition from school. Our focus is on supporting students in their homes all across Texas. We bring most of our services directly to local communities and programs.

Texasans can request the programs they need to support family members and professionals involved with students with visual impairments or DeafBlindness. The Outreach Programs typically work in collaboration with regional services. Partnering with local, state and national agencies and organizations, together we can build and support quality local programs for students with visual impairments and DeafBlindness. Most assistance from the Outreach Programs is available at little or no charge. Services include:

- Individualized local consultations to families, schools, and other related agencies or community organizations
- Training for families, professionals and paraprofessionals through face-to-face workshops and conferences around the state
- Distance learning options via web-based live and archived webinars
- A newsletter produced with Health and Human Services Commission Blind Children's Program and TX Workforce Solutions offered online and in paper, in Spanish and English
- Resources on visual impairments and DeafBlindness posted online
- Materials from the American Printing House for the Blind (APH) distributed and ordered from the TSBVI Outreach Programs website
- Assistive technology available on loan
- The Annual Registration of Students with Visual Impairments and the Texas DeafBlind Child Count conducted for the Texas Education Agency

TSBVI Outreach Programs effectively support and complement 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 and/or

DeafBlind Specialist. Those professionals refer to the TSBVI Outreach Programs as needed and we work together for optimal follow up and implementation. This provides for a strong statewide system to support quality educational programs for students across Texas.



ACHIEVEMENTS IN THE 2016-2017 FISCAL YEAR

- 91.32% 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.

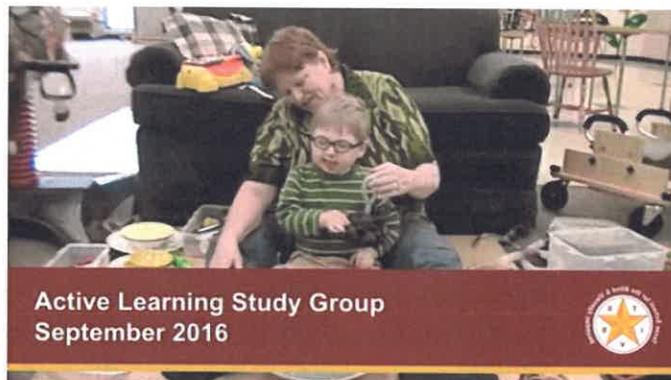
- In 2016-2017 the Outreach staff made 152 local visits for school consultation to districts and adult group home settings across Texas. These visits have documented success: 100% of respondents reported a positive change for the student, staff or family as a result of school consultation visits by Outreach staff.
- Outreach Programs supported students in their local districts and programs in every ESC region of the state. Consultations may involve multiple visits to a program and can include both in-person and distance connections.
- TSBVI Outreach presented or facilitated 234 conferences and/or workshop sessions at local districts, at regional service centers, and at statewide and national venues, including via distance technologies, for 5949 participants. Requests for workshops and training come from around the state and nation.
- TSBVI sponsored a national conference for teachers of students with visual impairments around math and science topics.
- TSBVI DeafBlind Project staff completed a 2-year Teacher of Students with DeafBlindness Pilot program in Houston and Round Rock ISDs. Data collected indicated that having a designated specialist teacher for students with DeafBlindness significantly contributed to increased student progress. The Texas DeafBlind Project members is working with the State Board of Educator Certification to explore the development of a recognized credential for the role of a Teacher of Students with DeafBlindness.
- A clinic for learning how to evaluate cortical visual impairment in young children was held in the Austin area. This model helps train teachers and family members how to recognize and adapt for this complex visual condition to help ensure optimum visual development during the critical early years.
- Customized employment approaches have helped reams working with students in 4 regions develop new access to meaningful post-school options for adult living.
- Web-based Accomplishments:
 - The 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. This past year 52 of those presentations were offered via webinar. Web-based presentations can directly link with personal computers and mobile devices, thus increasing their accessibility. Most presentations were archived and posted on the website for later viewing.
 - Web-based study groups allowed professionals in their local communities to connect for scheduled topical discussions on cortical visual impairment, orientation and mobility topics, hearing impairment, and active learning strategies. This technology allows participants to access expert assistance and a peer group for discussion without the costs of time and travel.



- The TSBVI On-the-Go Learning website, <http://www.tsbvi.edu/on-the-go-learning>, provides an organized venue for accessing anytime, anywhere training on VI and DB issues. 73 Educational Video Programs were posted with a runtime of nearly 32 hours have been viewed over 9,600 times. Approximately 25 hours of programming for FY 2016-17 qualifies for CEU credits with ACVREP or SBEC.
- Face to face presentations can provide more in-depth information as well as the opportunity to network with others with like interests and skills. There were several statewide conferences sponsored by TSBVI Outreach, including: The DeafBlind Symposium and pre-Conference that was attended by participants from across the nation, Introduction to the Intervener Team Model, Braille “Boot Camp”, SouthWest Orientation and Mobility Association conference, Active Learning, POSB Math and Science Institute, a Low Vision Conference about students with progressive vision loss, three Mentor Centers and a statewide Mentor Training. In addition, TSBVI Outreach staff presented at many related statewide conferences such as the Texas Association for the Education and Rehabilitation of the Blind and Visually Impaired (TAER) and others.
- TSBVI is an active partner in professional development of new teachers of students with visual impairments and certified orientation and mobility specialists. With the support of the TSBVI’s state and federal funds and the TSBVI VI mentor program, 44 new VI professionals were employed in Texas.
- TX universities enrolled 104 new students into professional development coursework, thus ensuring a supply of appropriately trained professionals for students.
- Families have a long-term impact on the outcome of their children with disabilities’ educational programs. Outreach Programs were key facilitators, partnered with the Division of Blind Services and ESC 4, in a Personal Family Engagement series in Houston that increased family skills to advocate for the needs of their child.
- Family organizations thrive in TX in part due to the support of the Outreach Programs. This past year, organization leaders began meeting together on a quarterly basis in a web-based format. This has increased their knowledge of each other, and shared learning about effective strategies to grow a statewide family organization.
- TSBVI Outreach members are active collaborators and facilitators with regional and statewide entities, including the West Texas Cluster, the Deaf Plus planning committee, Personnel Preparation Advisory Group, 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.
- In the 2016-2017 year, Outreach presentations once again ranged widely across many topics related to students with sensory impairments. Topics included Nemeth Code,



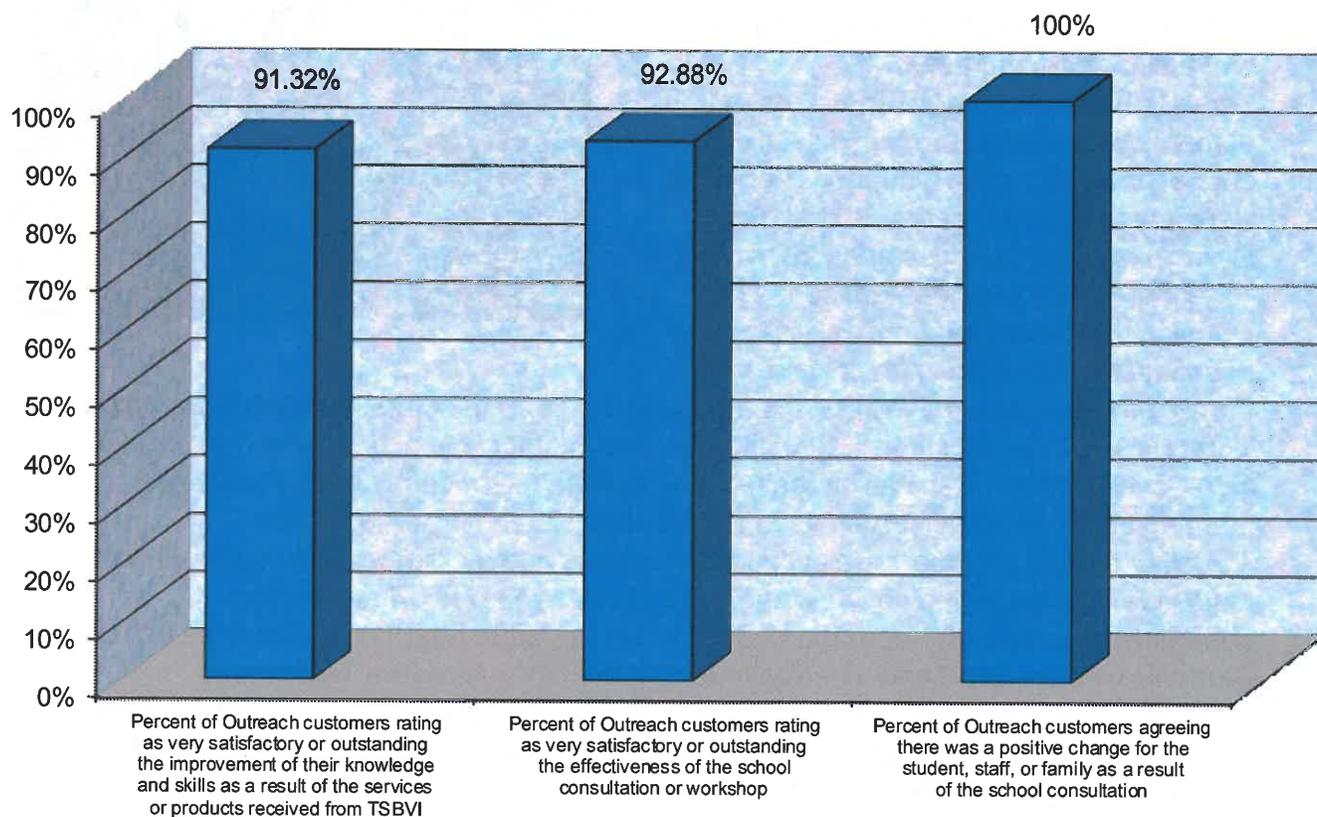
infant massage and bonding, Braille music, art for students with visual impairments, calendars and routines, orientation and mobility for students with hearing loss, adapted approaches to recreational options, math technology and accessible academic tools, specialized instruction in low vision devices and braille production techniques, various topics related to literacy, and transition to adult life.



PERFORMANCE OBJECTIVES FOR 2016-2017 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 MEASURES FOR 2016-2017



OUTREACH PROGRAM SURVEY RESULTS FROM PARENTS AND LOCAL SCHOOL DISTRICTS

School Consultations

A lot of valuable information was shared on how to best help the student.

Excellent ideas that I'm eager to start at home.

Excellent information and recommendations.

Great information and suggestions; looking forward to watch her progress.

Excellent ideas in our ongoing process of improving our instructional approach and methods.

The Outreach staff did very well, very observant, very knowledgeable.

Outreach staff has been very helpful in giving me guidance and a direction to take with my students. She has given me handouts and much information that pertains to my student and his disability. She has also been very supportive and encouraging with what I've been doing with him.

Learned a lot more about programs and technology to help our student.

It was a great meeting. Very grateful for all the help.

Very good report, complete, accurate and very informative. Thank you for your help at home.

Our student is new to our program and staff and it was extremely beneficial to discuss strategies, instruction, and behavioral approaches with the team.

The consultant provided suggestions or effective supports to encourage access and success for the student in his classrooms. He developed a good rapport with the parent and staff during this time and demonstrated that he is very student-focused and wanted what would be best for the student.

It is so nice to have someone to call and help out when you do not know what else to try with a student. Having an academic DeafBlind student is a challenge and we all feel the Outreach consultant gave us very useful information.

A great opportunity to have everyone in the same place to all hear the same thing. The Outreach staff are very professional and knowledgeable!

Outreach Conferences, Workshops and Webinars

The presenters were amazingly supportive of the parents and helpful including sending us home with information and resources. Thank you for meeting my needs!



The training provided during the pilot study will not only help this student, but also allowed me to gain knowledge to provide active learning opportunities to other students I work with. The presenter was extremely knowledgeable and showed true passion and excitement about how active learning can impact a child's success.

The Outreach staff person has really dedicated herself to this endeavor. She will methodically answer any questions, brainstorm with staff and parents, impart best practices through experience. She is awesome.

Very helpful. We knew nothing about bioptic driving and now we know how to get started. The weekend was great. I don't think I would change a thing.

Great job! Opened up so many possibilities. We would love for you to come back and do a 2-day event and we can invite more parents and team members.

Thank you so much for coming here! You helped renew our spirits and excitement. Thank you! I hope you can come again!!

This event provided specific examples of what real-life "success" stories look like. This enabled me to start thinking about success for my daughter in a new way. Thank you for sharing your knowledge today!

Wonderful presentation for the entire team that works with each student. Presentations gave great strategies on how to address transition for all different types of students.

Phenomenal! More! Information every family with a child with multiple disabilities and/or disabilities needs to hear and receive.

Thank you for using so many stories and real life experiences that really helped me learn. I also appreciated how much the presenter empathized with this population. It has been good motivation to treat individuals with utmost respect, foster empowerment and provide patience.

This is a very useful, thorough training. I look forward to using the information and resources. Thank you!

Thank you for opening up our minds to the DeafBlind people that we serve.

The presenter definitely opened my perspective in regards to the DeafBlind population. I learned ways to better assist clients in the adult population as well as the community. Examples and ideas that were given will be implemented and shared with professionals alike.

Wow! I'm so impressed and amazed! Thank you for sharing! Gives me confidence to really try new things and not be afraid to give my ideas a go!!





We are better equipped to meet our students' unique needs related to DeafBlindness and are now planning with a different perspective. Also better able to share information with other district staff to grow capacity. This has been a wonderful experience and I'm grateful to have participated.

I have grown in my profession and have become a better teacher for my students because of the information and commitment of the TSBVI team.

I am so appreciative of these webinar opportunities. Although I have been teaching in special education for 27 years, these past couple of years are my first with students with multiple disabilities including CVI. I have searched for training and they have fallen short of helping me help my students. Not only do I feel better prepared to teach my students in meaningful ways, but I also feel more prepared to advocate for my students with administration based on information from the webinar and the active learning space page.

This was a fabulous workshop. I learned so much and came away with a new plan for my student so he can be more successful. I feel I understand his disabilities more now so I can better accommodate the class and provide the modification of curriculum for him. It was the most relaxing and informative time I have had at a conference. I would just like to say Thank You to everyone involved.

Events at TSBVI are always very well planned out. It's a pleasure coming to workshops here.

I thought that this one of the best (and most enjoyable) conferences that I have been to. It was tailored in every way for my position, and I got so much out of it. I was able to learn how to do my job faster, easier and more accurately. Both presenters were amazing.

I had a good time, I learned a ton (a TON), and I thought the instructors were top notch. I hope this program continues, so that visually impaired students and their families can grow to expect a uniform quality of learning materials - no matter where they live. I think it's a great program that ultimately is going to benefit the students and give them every opportunity to succeed.

Wow! What an experience. The content was great and it was presented in such a format that allowed a beginner to be able to follow along. I look forward to more opportunities for training.

It was a privilege to observe professionals in our field working with their students. It was especially helpful when the presenters were willing to share the "what and why" of what they were doing.

The Mentor Center Experience is truly Invaluable! To have the opportunity to observe TVIs and COMS work with students of all ages and ability levels in so many settings is inspiring. I feel motivated, challenged, and certainly obligated to take what I learned back to the district I am working in and implement to improve the success of our programs. Thank you for being so generous in sharing your time, talents, and expertise with us.



It was a completely different experience to come at the beginning of my education as a TVI, then at the end, while working at a TVI. Suddenly, everything made sense! And now, when I had the opportunity to come as an O&M intern, and focus solely on observing COMS in action, it was again, a very different (and amazing) experience. I know I came one too many times, but I promise, I will make a difference in the lives of my students, so that (what I call) the Mentor Center Experience's investment in me will have been worth it. Forever grateful.

I feel very fortunate that I was able to attend the conference and hear the leaders in the field of O&M!!

Thank you for adding more Active Learning training sessions. Information on how to best educate students with multiple disabilities is not usually readily available & TSBVI helps get those strategies out there.

The Outreach specialist is a wonderful presenter. He is able to break down difficult concepts into easily understandable parts. You can really see the passion in him for what he does. Great Job!

There are few if any professional development opportunities in our regional education service area, so TSBVI has been an amazing resource for me as a teacher as well as supports for my paraprofessional staff to see things in action to better understand concepts that will help our students.

I really enjoyed having the opportunity to observe different professionals in this field. I learned new strategies that I have already implemented with students. I have gained more confidence as a direct result of this workshop.

I was impressed at how well trained the staff was and how polite the students were. TSBVI is a fantastic place to learn!

Amazing and inspiring conference. Even though I've worked in the field for decades, I came away with a much deeper understanding of my own child with deafblindness.

This was one of the most outstanding conferences I have attended in how such rich content with strong research base and easy to apply connected one session to the next. Awesome conference!!!

I was so impressed with this conference. It was one of the best I have ever been too. I loved the way the general sessions around brain science took advantage of the expertise of an actual neuroscientist (!) and combined it with the amazing deafblind expertise of the panel. It was a brilliant combination.

The guest speakers were all very interesting, informed, and presented their knowledge and experiences very clearly and in an engaging way. I found it remarkable that all of the main

presentations connected so well to each other. I came away from the conference with so many ideas and new areas to investigate.

This is one of the best conferences I attend. It is consistently timely, informative, and the information is well researched and well presented. Thank you for bringing such quality together for parents and professionals alike.

This is the best conference I have ever been to. The presenters were superior, intelligent, easy to listen to, practical. I have much to share with other team members after this amazing conference.

This was, by far, the most energizing and encouraging symposium yet! Every speaker had me hanging on every word, thinking of each student on my caseload, and trying to figure out what I was going to do to implement the strategies discussed. The speakers were PHENOMENAL and so engaging!

I was so appreciative of the opportunity to visit, tour, and observe the classes at TSBVI. It was an life-changing experience. Thank You!!!

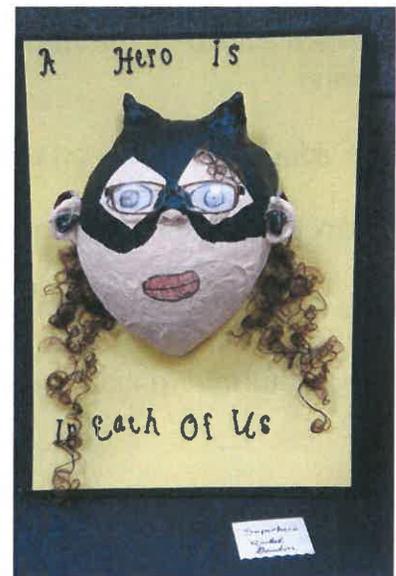
The staff at TSBVI outreach, teaching staff and administration at TSBVI has been absolutely amazing. I am a new TVI and whenever I have a question, TSBVI and its staff have ALWAYS been able to help me, and not only are they helpful, they are courteous, caring and knowledgeable! They have made my transition into working as an itinerant TVI much easier!

These webinars have been so very helpful in my workings with children with multiple and severe disabilities. I'm not sure where else I would have gotten the guidance, support and ideas had this not been available.

I as an COTA have not been to a conference where I left with a list of student 's I wanted to try this with and exactly what I was going to do in a very long time. I was engaged, encouraged, motivated and very enthusiastic to get this started in the fall. My entire team that was there spent the 3 hr drive home talking about things we need to get ready and prepared over the summer. It was WONDERFUL. Thank you for a great presentation!

I would just like to express my gratitude to the presenters and all who were involved with this process/event. I am a parent, and I do not usually have access to such opportunities as this. But this was such a blessing to me (and my family), and I now have an incredible gift of knowledge to bring home and implement for my son. I am very thankful, and I am looking forward to many more conferences to attend in the future!!

This was a very informative and interesting presentation. I learned valuable information and will look further into Active Learning to use with my clients. The speaker was great-her humor and straight forward attitude showcased the information she was giving and I will look for any other presentations she does in my area in the future. Thank you for bringing this information to us.



Thank you for a top-quality educational experience! You have opened up my world—I can't wait to put this new-learned information to practical use.

The tactile system used is fascinating and a testament to the power of harnessing preferences and using outside the box training.

Great information – very useful and it was very helpful to have so many handouts.

The Nemeth at a Glance Curriculum will be a great resource for teachers of the visually impaired.

Presentation was great. It was my first time taking the course and I was able to grasp excellent information. It was a thrill to get this kind of training.

This was my first time coming to this training and I really enjoyed what I was able to learn. I feel like I am able to take some of these things and implement them to our program. Overall good training.

The videos and hands-on activities really improved my understanding!

Thank you so much for sharing your knowledge with us. Very informative and interactive.

This was a fantastic opportunity for my student! Thank you so much!

Very useful information and practice for students. Good collaboration and social skills for students also.

Excellent opportunity for my rural students who don't get to be around others with low vision.

Thank you all so much! This has been fantastic. They were absolutely awesome. Everything thought of and made this conference terrific.

Excellent; very passionate about their roles. Continue doing what you are doing. It is really an eye opener.

I thoroughly enjoyed the sessions. I appreciated the applications to teaching the students today and what is expected of the teacher of the visually impaired. I particularly liked the correlations with the Expanded Core Curriculum. Thank you for updating and informing us about the latest in teaching visually impaired and blind students.

Already looking at how to implement the things I learned today. Thank you so much.

I thoroughly enjoyed this workshop. I feel more confident as a teacher and ready to share the information. Thank you two so much.

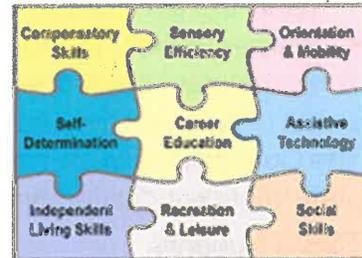


OTHER SERVICES TO PARENTS AND PROFESSIONALS

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 worldwide 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; recreation and leisure, self-determination, sensory efficiency skills, and social interaction skills. Each guide contains evaluation tools and instructional methodology.

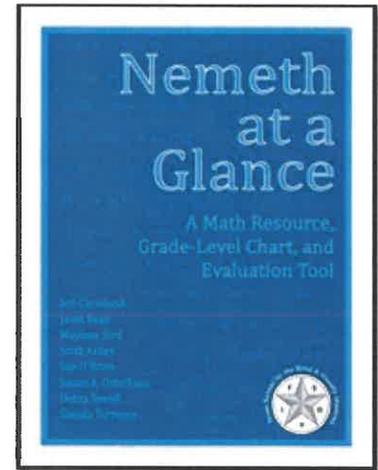
Expanded Core Curriculum for Students with Visual Impairments (ECC)



ACHIEVEMENTS IN 2016-2017

- A total of 4,082 publications were sold in this fiscal year, equaling a total dollar amount of \$155, 281. This dollar amount represents an increase of approximately \$27,600 over last fiscal year.
- *TAPS Orientation and Mobility Curriculum, 3rd Edition*, was at the top of our best-seller list. We sold 249 of the curriculum set, 175 of the Evaluation booklet, and 85 flash drives, making a total of 509.
- *Calendars for Students with Multiple Impairments* came in second at 458 copies sold.
- Also sold during the school year were: 243 copies of *Nemeth at a Glance*, 194 copies of the *Learning Media Assessment* publication, and 194 copies of *Yoga for Children with Visual and Multiple Impairments*.
- We are continuing to teach Innovative Courses: General Employability, Methodologies or Academic and Personal Success (MAPS), Braille, O&M, and Assistive Technology.
- The Curriculum department provides support to classroom teachers in daily instruction, including the development of IEPs and use of appropriate curriculum.
- Curriculum is being adapted for students receiving modified instruction in Language Arts, Math, Science and Social Studies. AGS curriculum products from Pearson, Study Island and The Unique Learning System program are being used as the basis for some of these courses.
- This department is collaborating with the career education department to support the implementation of curriculum for the General Employability course, Introduction to Hospitality and Tourism course and the Methodologies for Academic and Personal Success (MAPS) courses.
- Development continues on the following publications:
 - Update of the Braille FUNdamentals curriculum from EBAE to UEB

- Update of *Making Evaluation Meaningful*
- *FVE/LMA Guidebook*, including chapters regarding students functioning at the sensorimotor level and students with DeafBlindness
- *EXIT Curriculum* designed for students who have received credits for graduation and are working on skills needed for adult life
- Early Intervention O&M Curriculum: *Texas 2 STEPS (Successfully Teaching Early Purposeful Skills)*
- *Paraeducator Handbook*
- The curriculum department provides training, in Texas as well as out of state, on the use of our publications.
- The Curriculum Director continues to evaluate and refine the performance indicator evaluation tools that guide IEP development and instruction for TSBVI students.
- The Curriculum Director 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.
- The Curriculum Department continues to create the TSBVI yearbook, by taking and compiling photos from events that occur during the school year.



TSBVI's WEB SITE: www.tsbvi.edu

TSBVI continues to host several websites that are the go-to resources for parents, educators and professionals of visually impaired / multiply impaired persons around the world. The site is continuously being updated with valuable, accessible content concerning visual impairment and the education of blind and visually impaired persons. New sites introduced last year include the TSBVI History Site (history.tsbvi.edu) and a new VISSIT subsite for O&M professionals. In development for 2017-18 include:

- TSBVI.edu Redesign,
- Active Learning Space,
- TX VI Transition,
- and the TSBVI Online Store redesign.

The web team at TSBVI is committed to increasing the global reach of our content, improving usability, increasing security and offering advanced functionality in online services.

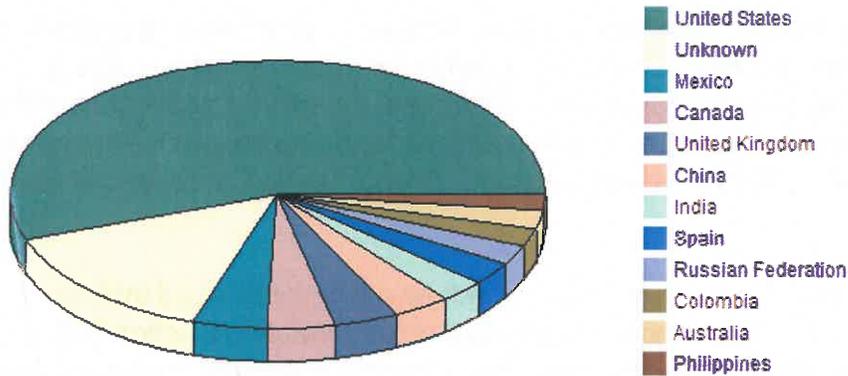
Increasing Global Outreach

The primary website, tsbvi.edu, was visited more than 2,300,000 times. Over 21,700,000 pages were viewed by users from 260 countries around the Earth including Mexico, India, Russia, United Kingdom, Spain, and China.

By Countries

Most Active Countries

Visits



The most popular pages visited on the website for the 2016-17 year were:

- Síndrome de Moebius: La vida sin sonrisas
- The Sense of Smell: A Powerful Sense
- Preschool Children with Visual Impairments
- Objetos Ordenados Alfabéticamente
- Resources
- Nonverbal Communication: Cues, Signals and Symbols
- Current Job Vacancies and Application Information

The Alexa.com global site ranking application continues to present TSBVI.edu as the highest ranked resource for persons seeking information on topics related to visual impairments. TSBVI.edu is also one of the primary locations for VI information delivered in the Spanish language, driving the ongoing increase in traffic from Spanish-speaking countries.

With a website that is growing incrementally every year, we decided that our current Joomla content management system was not going to provide the scalability, security and usability that we needed and, after much research, we decided on Drupal as the new framework for our website. While researching, we discovered great benefits in utilizing the services of a cloud host for our site instead of hosting the site on our own local servers. For example, a cloud host is able to provide 24/7 support in case of outages and a team of technical advisors to perform security updates and updates specific to Drupal. We selected Acquia as our first cloud hosting provider and began working with their team right away. Two of our web developers are managing the project, receiving training and supporting the redesign and migration effort. They attended training

sessions such as a Drupal Deep Dive in San Antonio, Texas, DrupalCon in Baltimore, Maryland and a JumpStart Week on our own campus in Austin, Texas. Many hours have been dedicated to this lofty transition that should propel our online service capabilities and scale to meet our needs for the next 10-12 years. Development is ongoing.

Improving Usability

Having content that is accessible by a broad range of viewers at varying levels of ability is a priority. TSBVI strives to make content as usable as possible for guests who have visual impairments such as blindness, low vision and color-blindness. To spread awareness of the importance of creating accessible content and best practices for doing so, our team members provided training to more than 200 attendees at AccessU, Drupal Texas Camp, and at the TSBVI Day of Learning.

As the site is migrated to the new Drupal platform, a workflow will be introduced that requires all content to be checked for accessibility. These checks will include meeting Section 508 requirements and will incorporate the recommendations of testers in the VI community. Proper color contrast, clear instructions in forms, and usability with assistive technology will be some of the areas addressed in the evaluation of content.

Increasing Security

In 2016, we saw an increase in the number of attempts to gain unauthorized access to our content via the websites. To learn about potential vulnerabilities in our site and acquire the knowledge to mitigate those risks, web developers attended several security conferences, participated in webinars, and became actively involved with our local MS-ISAC group.

Offering Advanced Functionality

The strategic migration from Joomla! CMS to Drupal will allow many new options for site visitors. Our newly structured data will improve search results, allow for more granular reporting, permit us to integrate our content with online learning modules and allow visitors to view the site in the way that is most efficient for their individual use.

While the 2016-17 year was focused heavily on research, planning, learning and development, the 2017-18 year promises to offer new and exciting advances that will allow us to grow our reach, become more engaged in the VI community, and offer secure communication channels through our online applications.

VOLUNTEER PROGRAM 2016-2017

TSBVI has an active volunteer program with participation by many members of the Austin community. TSBVI works with community groups who want to perform a community service and choose to do so at Texas School for the Blind and Visually Impaired as well as individuals who would like to give some of their time to help our staff and students. TSBVI also is invited to speak to several Applied Learning and Development classes at the University of Texas to recruit UT students as volunteers for their required service learning hours. During the 2016-17 school year, we experienced several wonderful group projects that benefited the students. We also trained and placed 47 new volunteers, 16 returning volunteers and 38 Apple mentors.

- TSBVI was again chosen to be a project of The Junior League of Austin, whose members recorded and scanned dozens of books for the library. The 15 JLA women gave 50 hours each in service to TSBVI's Learning Resource Center.
- 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 White Cane Day and Parent Weekend with decorations, serving and face painting, and helped the students dress for the prom.
- 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.
- 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.
- 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 volunteers. They also brought in a Humvee and motorcycles to Parent Weekend and helped out on White Cane Day.
- Volunteers from Delta Gamma, Lions Club at University of Texas, the Girls School of Austin and others helped out during the SCASB Track Meet held in April.
- Volunteers helped during Parent Weekend in child care, face painting, lunchroom duty and supervised many of the activities of the day, such as the bounce house, hamster ball race, and climbing wall.
- A new group of 19 Apple employees joined the 18 from last year as volunteers in a mentor program supervised by one of our technology teachers.
- UT students participated in the "Coding Club" after school and provided an Hour of Code training for students.

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, folks living 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 2016 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.
- Helped in art class
- Assisted in physical education classes.
- Helped in swim classes.
- Assisted in a college prep class.
- Assisted in the science lab.
- Tutored math individually and in math study hall.
- Tutored physics, algebra and geometry and assisted in geometry class.
- Helped with arts and crafts activities in a dorm.
- Prepared materials for teachers.
- Assisted in the science lab.
- Worked with TSBVI cheerleaders and pep squad.
- Assisted in the LEO club meetings and community activities, including going to Texas Lions Camp in Kerrville with students for a weekend of painting and planting.
- Provided music lessons in percussion, singing, violin, flute, cello and piano.
- Assisted in the college prep class.
- Were guide runners for students practicing for the South Central Association Track Meet.

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.

One volunteer wrote, “I wanted to thank you so very much for the opportunity to volunteer at TSBVI. As an educator, I have learned a tremendous amount about different styles of teaching and adaptations. This has truly been a one of a kind experience and I hope to come back and do it again! It is something that brought a lot of joy to my day to see my student so incredibly happy and excited to see me. The staff was also GREAT in all of our encounters and was truly super helpful with everything.”

During the 2016-17 school year, more than 150 individual volunteers logged in over 1750 hours working at TSBVI. Independent Sector, a leadership forum for non-profits, estimates the dollar value of volunteer time in 2017 at \$24.14 per hour; therefore, TSBVI benefited from over \$42,245 worth of community volunteer time!



TSBVI Major Donors 2016-2017

\$1,000 - \$15,000

Apple, Inc.
Andy MacLaurin
Fehmida Vejlani
Pure Elegance Car Club
Sunshine Community Gardens
Travis Association for the Blind
Point Venture Lions Club
United States Association of Blind Athletes
Tejano Music Alliance of Texas
Anonymous client of James Kennedy
Asian American Cultural Center
Din Ho Chinese BBQ

\$500 - \$999

Accenture
Gregory Addison
First in Texas
Betty & Barney Schulz
All Blind Children of Texas
TSBVI Drama Program Proceeds

\$100 to \$499

Diane Broadway
Hai Zheng Olefsky
Deepti Bhandari
J. Ursula Palmer
Michael Kline
M. Ramanathan
TSBVI Administrators
Janaki N. Ramanathan
Dwayne & Frances Webb
Joseph & Melanie Capesius
DAR Newton Chapter
Donations from the Christmas Play
Lifetouch National School Studios
Captain Nathaniel Mills Chapter NSDAR

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.



