

Texas School for the Blind and Visually Impaired



Annual Improvement Plan 2024–2025

Emily Coleman, Superintendent

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REQUIRED POLICIES AND LINKS

Policy under Education Code 38.0041 addressing sexual abuse and other maltreatment of children [[see Policy FFG](#)]:

<https://www.tsbvi.edu/administration/policies-and-procedures/F-policy-index-students/FFG-student-welfare-child-abuse-neglect-exploitation-improper-child-care-practice>

Policy under Education Code 38.036 addressing trauma-informed care [[see Policy FFBA](#)]:

<https://www.tsbvi.edu/administration/policies-and-procedures/F-policy-index-students/FFBA-crisis-intervention-trauma-informed-care>

Policy under Education Code 37.081(d)(1) addressing law enforcement duties [[See Policy CKE](#)]:

<https://www.tsbvi.edu/administration/policies-and-procedures/C-policy-index-business-support-services/CKE-safety-program-risk-management-security-personnel>

Policy under Education Code 37.083(a) addressing the discipline management program [[See Policy FNC](#)]:

<https://www.tsbvi.edu/administration/policies-and-procedures/f-policy-index-students/fnc-student-rights-responsibilities-student-conduct>

Policy under Education Code 37.0831 addressing dating violence [[See Policy FFH](#)]:

<https://www.tsbvi.edu/administration/policies-and-procedures/f-policy-index-students/ffh-tsbvi-student-welfare-freedom-from-discrimination-harassment-and-retaliation>

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REQUIRED POLICIES AND LINKS

Policy under Education Code 37.083(c) addressing bullying [[See Policy FFI](#)]:
<https://www.tsbvi.edu/administration/policies-and-procedures/f-policy-index-students/ffi-student-welfare-freedom-from-bullying>

Policy under Education Code 38.351(k)(2) addressing dating violence [[See Policy FFEB](#)]:
<https://www.tsbvi.edu/administration/policies-and-procedures/F-policy-index-students/FFEB-counseling-mental-health>

**VISION OF THE BOARD AND STAFF OF THE
TEXAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED**

All Texas students who are blind, deafblind, or have low vision
will be empowered to lead productive and fulfilling lives.

MISSION OF THE TEXAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

We serve as a leading center of expertise and resources,
working in partnership with schools, families, communities, and organizations
to transform educational outcomes for students, ages birth to 22,
who are blind, deafblind, or have low vision.

PHILOSOPHY OF THE TEXAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

We believe in the independence of students who are blind, deafblind, or have low vision.
All staff at TSBVI collaborate to increase student potential every day.

We believe that our mission, established by the people of Texas through our legislature, is
to serve all students in the state through partnership with families and local educational
teams. By doing so, TSBVI ensures that Texas receives the greatest value for its
investment in the promising future of our students.

We believe that the expertise developed at TSBVI since 1856 continues to grow in its
leadership. We are committed to using this expertise to eliminate barriers through
instruction in all areas of the Core and the Expanded Core Curriculum.

We believe that the State of Texas has established a statewide educational system for
students who are blind, deafblind, or have low vision 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.

TSBVI LONG-RANGE GOALS

LONG RANGE GOALS: TSBVI will be a leader in providing statewide expertise and resources:

- A. Students who are blind, deafblind, or have low vision will demonstrate knowledge, skills and agency to lead vocationally, personally and socially satisfying lives.
- B. Students who are blind, deafblind, or have low vision will have access to quality education based on appropriate assessment, curriculum and instruction.
- C. Students who are blind, deafblind, or have low vision will receive a quality education from qualified professionals and trained staff.
- D. Parents of students who are blind, deafblind, or have low vision will have a thorough understanding of their child's visual impairment and instruction in specialized skills needed to maximize learning.
- E. Partnerships will be developed so that students who are blind, deafblind, or have low vision have quality resources available at the TSBVI campus and in their home district.
- F. TSBVI staff will contribute to the accomplishment of the school's mission by providing high quality products and services.
- G. Students and staff will learn and work on a quality state-of-the-art campus.

DEVELOPING THE TSBVI ANNUAL IMPROVEMENT PLAN

A STRATEGIC PLANNING APPROACH

The Texas School for the Blind and Visually Impaired (TSBVI) was established as an educational resource for VI students throughout the state of Texas, providing educational programs to students on its Austin campus and providing technical and consultative services to parents and families, professionals and paraprofessionals throughout the State. The School serves as a state agency and also functions as a school district and must therefore address mandates for planning processes identified by the State Legislature and in Texas Education Code.

TSBVI's strategic planning process consists of three major components. **The Site-Based Decision Making Plan** describes the process. **The Agency Strategic Plan** is a comprehensive five-year plan that includes all of the School's programs, departments and divisions, and is submitted to the Legislature and to the Governor's Office in June or July of even-numbered years. The contents of this plan is highly prescribed by the Legislative Budget Board. **The TSBVI Annual Improvement Plan** includes four sections: (1) the Comprehensive Program Improvement Plan that includes the Post-secondary Program, (2) the Short-term Programs (including Summer Programs) Improvement Plan; (3) the Outreach Program Improvement Plan; and (4) the Administrative and Support Services Improvement Plan that focuses on departments providing support services such as Human Resources, Center for School Resources, the Business Office, Information Resources, and the School Support Services Division. The Annual Improvement Plan serves as the School's "District Improvement Plan" that is required in Texas Education Code §11.252. Its primary purpose is to guide staff in the improvement of student performance. The Annual Improvement Plan also serves as the School's "operational plan" or "implementation plan" as required in the *"Guide to Strategic Plan Development"* for state agencies.

Site-Based Decision Making Plan. In January 2000, the TSBVI Board of Trustees approved a revised model for planning – *TSBVI's Site-Based Decision Making Plan (SBDM Plan)*. The SBDM Plan strives to merge the two planning processes required of the School as a state agency and as a school district to ultimately lead to the development of the *Agency Strategic Plan* and *TSBVI's Annual Improvement Plan*. The SBDM Plan outlines the roles of the board, administration and the Instructional Planning Council (the School's site-based decision making team) in the planning process.

Agency Strategic Plan. Development of the current Agency Strategic Plan for 2025-2029 began in the spring of 2023 as the Superintendent gathered internal and external stakeholder input regarding the mission of TSBVI. In September 2023, the Board, Superintendent, and TSBVI administrators held a strategic planning session. Following that, the Superintendent drafted a strategic initiatives document that was reviewed by the School's administrators, the Board and the Instructional Planning Council in the first months of 2024. The final Agency Strategic Plan will be submitted to the Legislative Budget Board and the Governor's Office in June 2024 after approval by the Board in May. This plan will be the basis for the biennial Legislative Appropriations Request submitted in August 2024.

The TSBVI Annual Improvement Plan. The 2024-2025 TSBVI Annual Improvement Plan represents the same collaborative planning efforts of the groups participating in the planning of the Agency Strategic Plan. The Annual Improvement Plan includes annual goals, objectives, strategies, and action plans that were developed after completion of comprehensive needs assessments.

Needs Assessment. In developing the Agency Strategic Plan and the TSBVI Annual Annual Improvement Plan, the Board of Trustees, TSBVI's Management Team, the Instructional Planning Council, Outreach teams, and other planning groups consider critical issues facing the School and identify strengths, weaknesses, opportunities and threats that need to be considered in planning for the future.

Planning groups also review the School's progress on the objectives and performance measures established in the Agency Strategic Plan and in the TSBVI Annual Improvement Plan. These performance measures evaluate student learning, the quality of programs, the quality of staff, customer satisfaction, the quality of Outreach services, compliance with laws and state standards, deployment of technology, adequacy of facilities, and acquisition and allocation of funds.

Goals and Objectives. The objectives found in the current TSBVI Agency Strategic Plan (ASP) may also be found in the Annual Improvement Plan. The Legislative Budget Board requires that the number of goals and objectives be limited in the ASP. However, the Annual Improvement Plan is more comprehensive and includes accreditation standards developed with the Texas Education Agency as well as goals and objectives from across the School's programs and departments. The School's performance on outcome, output, and efficiency measure data outlined in the Agency Strategic Plan is used by the Legislature as a basis for funding each biennium. A report on annual progress in reaching all goals and objectives is provided to the Management Team, the Board and the IPC each fall. Progress on Board selected goals and objectives is also part of the Superintendent's appraisal process.

Strategies and Action Plans. Annual strategies and comprehensive action plans that outline sequential steps in completing the strategy are developed by the planning groups. The School's Management Team and IPC routinely review progress on the action plans throughout the year and the Board receives a report from the Superintendent on progress made twice per year.



Texas School for the Blind and Visually Impaired

Comprehensive Programs

Needs Assessment for 2024-2025 Annual Improvement Plan

A. Student Outcomes

1. Core Curriculum

[To include consideration of the following areas: Language Arts, Math, Science and Social Studies as reflected on student scores on the TSBVI Student Performance Indicators, State of Texas Assessment of Academic Readiness (STAAR), and Texas English Language Proficiency Assessment System (TELPAS).]

Strengths

Areas of particular strength as reflected in the percentage of students by curricular area making the highest rating (moderate to substantial progress) as assessed with TSBVI Student Performance Indicators:

- Language Arts – 97%
- Math – 100%
- Science — 100%
- Social Studies — 100%

State of Texas Assessment of Academic Readiness (STAAR) and STAAR Alternate 2 (STAAR Alt2):

The TSBVI passing rate exceeded the state passing rate for students in Special Education for each of these areas of assessment.

STAAR 3-8 and STAAR EOC

- Grade 3 Mathematics 100% (1/1)
- Grade 5 Reading Language Arts 100% (1/1)
- Grade 7 Reading Language Arts 50% (1/2)
- Grade 8 Reading Language Arts 100% (2/2)
- Grade 8 Social Studies 33% (1/3)
- Algebra I EOC 60% (3/5)
- English II EOC 60% (3/5)
- Biology EOC 100% (6/6)

STAAR Alt2 3-8 and Alt2 EOC

- Grade 4 Reading Language Arts 100% (1/1)
- Grade 4 Mathematics 100% (1/1)
- Grade 5 Reading Language Arts 100% (1/1)
- Grade 5 Mathematics 100% (1/1)
- Grade 5 Science 100% (1/1)

- Grade 7 Reading Language Arts 100% (2/2)
- Grade 7 Mathematics 100% (2/2)
- Algebra I EOC 100% (5/5)

Needs

The TSBVI passing rate did not meet the state passing rate for students in Special Education for each of these areas of assessment.

STAAR 3-8 and STAAR End of Course (EOC)

- Grade 4 Mathematics 0% (0/1)
- Grade 5 Mathematics 50% (1/2)
- Grade 5 Science 0% (0/2)
- Grade 6 Reading Language Arts 0% (0/1)
- Grade 6 Mathematics 0% (0/2)
- Grade 7 Mathematics 0% (0/2)
- Grade 8 Mathematics 0% (0/3)
- Grade 8 Science 33% (1/3)
- English I EOC 33% (1/3)
- US History EOC 80% (8/10)

STAAR Alt2 3-8 and Alt2 EOC

- Grade 8 Reading Language Arts, Mathematics, Science, and Social Studies 0% (0/1)
- English I EOC 80% (4/5)
- English II EOC 50% (1/2)
- Biology EOC 50% (1/2)
- US History EOC 86% (6/7)

The school must continue to implement its plan to improve student performance which includes 1) teacher and administrator analysis of student performance, 2) incorporation of test specific formats and practice testing into instruction, 3) identification and provision of related teacher training to encourage best practices for instruction, and 4) provision of tutoring designed to remediate targeted student needs.

Reading and Math Advisory Committee

The TSBVI Reading and Math Advisory committee has a focus on literacy for the 23-24 school year (Math focus for the 24-25 school year). The committee is completing a comprehensive assessment inventory of available resources for teachers. Information gathered will provide teachers with opportunities for needed interventions for core curricular instruction. The committee will develop a five year literacy plan to include comprehensive classroom methodologies and instructional practices across the continuum of literacy abilities for all (e.g., all classrooms maintaining a classroom library, environmental braille, utilizing phonics curriculum).

Strengths

- Teachers prioritize TEKS alignment with a focus on individualized instruction.
- Teachers are passionate about literacy or enjoy providing literacy instruction.
- We've developed an inclusive definition of literacy for students who are blind, deafblind, and/or who have low vision and students with complex access needs.

- Literacy is currently supported through meaningful instruction across settings and across subject areas.

Needs

- Identification of appropriate assessments and progress monitoring tools; tools for collecting and organizing student data.
- Adoption of comprehensive campus wide literacy curricula.
- Provide relevant professional learning experiences to build teacher capacity.
- Provide early and intensive literacy interventions.
- Support for families to engage in family literacy activities, including books, and information about the continuum of literacy learning.

2. Expanded Core Curriculum

(To include consideration of the following areas: Compensatory Skills, Orientation and Mobility, Social Skills, Independent Living Skills, Recreation and Leisure, Assistive Technology, Sensory Efficiency, Career Education and Self-determination.)

Strengths

Areas of particular strength as reflected in the percentage of students assessed making the highest rating (moderate to substantial progress -- a skill increase of 10% to 19%) as assessed with TSBVI Performance Indicator Assessments:

- Assistive Technology – 96%
- Career Education – 100%
- Compensatory Skills – 92%
- Independent Living Skills – 93%
- Orientation and Mobility – 96%
- Recreation and Leisure – 100%
- Self-determination – 100%
- Social Skills – 88%
- Transition Planning Skills – 96%

Needs

See B. High Quality Programs and Staff, Career Education, Instructional Technology, and Low Vision.

B. High Quality Programs and Staff

(To include consideration of the following areas of instructional program and staff development: Core Curriculum; Expanded Core Curriculum; Transition to Adult Life; English as a Second Language; Federal Title Fund Requirements; Special Education Requirements & Processes; and other priority areas.)

1. High Quality Teachers and Staff

Strengths

All TSBVI Teachers, Teacher Aides and other professionals meet state certification and licensure requirements, or are in process of completing requirements, for their respective areas of assignment.

TSBVI provides extensive staff development offerings to school day and residential staff. See [Partial List of Staff Development Offerings](#) and [Plan to Promote Academic Excellence and Improve Student Performance on STAAR Tests](#).

The school has attracted many high quality and highly effective teachers and other professionals to serve our students. See our [Highly Effective Teacher Recruitment and Retention Plan](#).

Teacher Craig Edgley was selected as the 2023 Principals of Schools for the Blind (POSB) Outstanding Teacher of Students who are Blind/Visually Impaired; Teacher Kristine Seljenes was selected as the 2023 POSB Outstanding Teacher of Students who are Blind/Visually Impaired with Additional Disabilities; Brittany Francis was selected as the 2023 POSB Outstanding Paraprofessional; Burnsteen Smith was selected as the 2023 POSB Outstanding Provider of Outreach Services.

Professional Learning Communities (PLCs)

This year, we've grouped our teachers and related service staff members into twelve PLCs, based on subject and learner type, and each of these groups has a PLC lead. Our PLCs are meeting each week to support each other in the professional work of instructional design and collective problem-solving, and we've seen a substantial increase in communication, collaboration, problem-solving, and planning between staff as a result of this new structure. PLC leads attended a summer training, and in our second year of implementation, PLCs have become an important mechanism for staff collaboration.

In order to address the Independent Living Skills and Recreation and Leisure Skills needs of the increasing number of day students, the school has designed and implemented new instructional opportunities for day students to focus on these areas of instruction coordinated by the Day Student Coordinator, who is a certified teacher of students with visual impairments.

To meet requirements of HB 4545 and to address the learning needs of students who have not passed state assessments, beginning this school year, tutoring is provided or arranged by the Tutoring Coordinator, who is a certified teacher of students with visual impairments.

Needs

Maintenance of high quality, research-based staff development is critical to the on-going professional training for all staff members.

The school must continue to recruit and retain highly effective teachers, teacher aides, related service professionals and substitutes.

New teachers of K-3 academic reading must attend assigned Reading and Math Academies at ESC Region 13.

See list of Comprehensive Programs Staff Development Priority Needs, Item D, at the end of this document.

2. Residential Instruction

Strengths

The TSBVI Residential Program provides high quality instruction in the critical Expanded Core Curriculum areas of Independent Living Skills, Social Skills, and Recreation and Leisure Skills in the after school residential setting. Residential Instructors work in coordination with Dorm Managers, Residential Instructional Specialists (certified Teachers of Students with Visual Impairments), classroom teachers and other members of the instructional team to provide supportive instruction related to students' critical learning needs.

During the 2023-2024 school year, our residential staff have worked hard to provide a warm, enriching and fun evening living environment for our students.

Throughout the school year, staff have fostered student learning opportunities in the following areas: meal planning and preparation, cleaning and household chore tasks, arts and crafts, sensory integration, the exploration of hobbies and rec/leisure activities, fitness options, game nights, gardening, music exploration and community outings to local parks, restaurants, museums and animal sanctuaries. Residential staff also support students with homework and study assignments each week. Many of these learning opportunities are cataloged in a digital publication titled Paw Prints.

The TSBVI Spanish club met on a weekly basis in the evening this school year. Approximately 20 students participated in a student-led initiative to provide meaningful and enjoyable cultural experiences to students coming from Spanish speaking homes and communities from across the state.

The TSBVI Athletic Department has provided student opportunities in cheer, goalball and wrestling. TSBVI traveled to Mississippi to compete in the SCASB wrestling, cheer and fine arts competitions in January 2024. Our track and cheer teams will compete in another SCASB competition in Louisiana in April 2024.

Residential Teachers have developed a revamped Residential Work program, providing vocational training in the evening hours to students across campus. Residential Teachers have led evening instruction related to Social Skills and Housing Opportunities. The Residential Teachers have also taken the lead as Department Mandt Training instructors and provided staff development training related to IEP documentation and instructional cooking programs.

Residential Positive Behavior Instruction and Support trainers have led 2 small group trainings for staff, providing information and conversation sharing related to meeting the behavioral support needs of our students. Two more training sessions are scheduled for the spring.

Residential Managers, Assistant Directors and Director planned a two-week training and student prep period before our students arrived on campus for the new school year. The new two-week training period was created to provide staff more time for more training, staff development and learning in working collaboratively to be prepared to welcome our students into an environment set up to support the individualized learning and support needs in the Residential environment.

Needs

Recruitment, retention, and development of residential staff has been limited by inadequate pay comparable to the cost of living in the Austin area. A number of Residential Instructor positions are currently open. TSBVI continues to prioritize this vital area of need in the communication and interaction with the Legislative Budget Board representatives.

In addition to the ongoing open positions for Residential Instructors, we've had an open Residential Teacher position for multiple years.

We will initiate a local advertising campaign and host an on-campus job fair in June of 2024 in an attempt to attract and hire more staff into these vital roles before the 2024-2025 school year

A comprehensive training approach to support new and existing staff continues to be an area of needed improvement. Feedback from staff will be incorporated in next year's planning of the two-week training period in August to provide clear and helpful information about student safety and instruction prior to the 2024-2025 school year. Opportunities for staff to share their experiences with each other via presentations and structured conversations will be prioritized in the planning process.

Plans are in place for the continuation of regular PBIS training opportunities for our direct care staff. This continued initiative is critical in meeting an important need area.

3. Collaboration with Local School Districts and Families in Developing and Monitoring Individualized Education Programs for Students

- **Evaluation**

New Review of Existing Evaluation Data procedures have been developed and implemented to improve the quality of information sharing and decision making. TSBVI evaluation staff are now responsible for ensuring that a thorough review is completed and current information is well documented.

- **IEP content, development and implementation**

Lead teachers, instructional specialists and assistant principals provide routine IEP support and guidance to teachers and related service staff on assessing present levels of performance and functional performance, identifying critical need areas, writing targeted goals and objectives and providing specially designed instruction focused on individual student needs. High school and adult students participate in the IEP planning process. Input from parents is gleaned through email or phone conversations prior to drafting annual goals and service recommendations.

The process of sharing draft IEP input with LEAs and families continues to be routinely reviewed to develop a more streamlined process where families can easily access information and LEAs have access to information in a timely manner. A successful transition to using google file sharing has been implemented so that student information is protected but easily accessible to all.

Most TSBVI IEP input is available to Local IEP teams and parents approximately two weeks prior to the scheduled meeting.

Progress reporting continues to be evaluated for improvement. Disseminating reports by email has required effort to find the most efficient process to ensure timely record sharing. For families who speak languages other than English TSBVI ensures that evaluations, present level and progress reports are translated in a timely manner to allow for meaningful parent participation in IEP development.

- **LEA collaboration**

Pre-enrollment IEP planning continues to assist families and local education agencies in developing an IEP prior to a student's arrival. Individual student needs are discussed and goals related to the referral are included in the IEP to ensure progress can be monitored during the time the student attends TSBVI. TSBVI staff collaborate with their LEA counterparts (e.g., the 2 O&M teachers) to amend or write new goals that meet the student's referral needs. TSBVI staff assist LEAs with addressing the criteria and an estimated timeline for out of district placement as well as goals and activities to support a return to a local program.

TSBVI collaboration staff ensure that communication and visits are planned with a student's local team. These visits allow LEA staff to observe their student and their programming at TSBVI and also assist with planning for a student's successful transition back to their home campus.

During the 2022-23 school year TSBVI collaboration staff coordinated approximately 21 onsite visits to TSBVI and 8 LEA visits for new or prospective students. From August 2023 through January 2024, 16 onsite visits and 13 LEA visits were conducted. Some of these visits were repeated visits to support students' return to the LEA.

ARD Committee Meetings

TSBVI hosts ARD meetings through Zoom video conferencing. Clear procedures and information sharing is in place to ensure that LEAs are supported in their oversight of the IEP process and holding ARD meetings within required timelines.

- **Instructional Strategies**

Assistant Principals support teachers and related service staff with developing specially designed instruction, lesson planning and monitoring IEP progress data

to ensure the fidelity of special education supports and services.

TSBVI has developed a robust professional learning community where teachers can participate and collaboratively address student learning, share instructional strategies and methodologies, and ensure teachers are supported with developing student learning objectives and equipped with curricular information to implement the Texas Essential Knowledge and Skills (TEKS) standards as well as the Expanded Core Curriculum (ECC).

- **Dyslexia services**

TSBVI has two providers of dyslexia instruction who participate in evaluations to identify students, assist with IEP development, provide dyslexia services, and training to staff and parents. A multidisciplinary team meets periodically to review updates and make procedural recommendations for meeting the needs of students with dyslexia and related disorders.

TSBVI identifies and serves students with dyslexia following the state mandates. Screening is completed following mandated timelines. Previous screening results conducted in a student's LEA is shared upon enrollment to TSBVI. Reading progress is monitored in the areas of phonological awareness, language structure, reading fluency, and reading comprehension.

Needs

- Updated resources to support ongoing training for staff related to consideration of Full and Individual Evaluation Information, writing succinct reports of present levels of achievement and functional performance based on a variety of data sources, drafting measurable annual goals in critical need areas and progress reporting.
- Exploration of additional ways to continue to improve parent involvement in IEP development and planning process.
- Explore updated progress reporting software to streamline the process for staff writing reports and to improve dissemination to parents and LEA staff.

4. Transition to Adult Life

Strengths

External Collaboration Efforts

- Transition Coordinator's participation in the Transition to Adulthood Learning Collaborative and POSB Transition Program Collaboration provides ongoing opportunities to discuss transition programming, problems of practice, and highlights of school programming with transition professionals around the state and country.
- Ongoing advancements in communication and collaboration with school districts and state agencies in Transition to Adult Life matters. This includes the growing involvement and training of TSBVI advisors and Social Workers in this critical piece of transition planning. Collaboration between the Transition Coordinator and Social Workers continues to improve family access to resources, individualized transition planning guidance, and completion of coordinated activities outlined in each student's IEP Transition Services.
- Transition Coordinator represented TSBVI and provided transition planning guidance at the Low Vision Conference sponsored by Outreach at Region XIII. Efforts to increase collaboration between Comprehensive Programs and Outreach are ongoing.
- Transition Coordinator partnered with the HSSC/HSMC Transition Collaboration Specialist to facilitate individual transition/collaboration meetings for 23 seniors and juniors. These meetings ensure ongoing teamwork, coordinated planning with our students' districts, and a more solid connection to their home communities. In order to gain a better understanding of the community in which our students will live out their adult lives, there is a concerted effort to tour the district's 18+ programs and home communities of our juniors and seniors before their return

home, graduation, or attendance in EXIT. During district visits to TSBVI, the Transition Coordinator and Transition Collaboration Specialist meet with LEA staff to discuss their observation, home community connections, and transition planning.

- College Prep teacher coordinated multiple information and Q&A sessions for seniors and EXIT students with a current UT student who is blind to learn about college expectations and readiness, admissions process, college course rigor, the role of self-advocacy in college success, and strategies for maintaining a healthy work life balance.
- TSBVI's website revision continues to allow our Transition Coordinator to field numerous inquiries from districts and parents regarding transition planning and TSBVI-services. Approximately 18 calls/emails have been received.
- Transition Coordinator supported staff with coordinating 7 home and community visits for seniors and EXIT students and attending when appropriate.
- Transition Coordinator's coordinated efforts with TWS-VR Counselors has resulted in a marked increase in the number of neuropsychological vocational evaluations and assessments completed for our students by TWC Psychologist Josephine Stouter. Post-evaluation review sessions that include student, family, staff, and TWS-VR Counselor are led by the evaluator and are now part of the process.
- EXIT AP, EXIT Teacher, and Transition Coordinator presented on transition planning and community connections to the Lynx family group for the 2nd year in a row.
- EXIT Program Assistant Principal and Lead Teacher continue to facilitate "Life Plan" Transition Assessment discussions with parents of students that are new to the program.
- Creation of an EXIT and Post-Secondary Program Comparison one pager to Internal Collaboration Efforts.
- Transition Coordinator coordinates the scheduling and supports the planning for and facilitation of monthly Life Plan Check-In meetings for all EXIT students which has resulted in broader stakeholder representation and collaboration thus improving student outcomes.
- Transition Coordinator and Social Workers continue to prioritize coordinated efforts to ensure each students' connection to the appropriate state agency, TWC and/or Blind Children's Program, Medicaid Waiver interest lists, and LIDDA, as appropriate.
- At our annual Family Day, the Transition Coordinator provided one-on-one consultation to 23 families to address their individual transition planning concerns.
- Transition Coordinator ensures access to key transition planning resource tools for families. At Registration, copies of the "Pathways: Texas Transition and Employment Guide" were distributed to new EXIT families. All TSBVI families received paper copies of the TEA publications "Next Steps to Independence - Skills and Strategies" and "Next Steps – Transition Checklist." These documents were accompanied by a letter of introduction from the Transition Coordinator and guidance on the use of these tools for individualized transition planning. At TSBVI Family Day, each family of an elementary, middle school and high school student received a paper copy of "Pathways: Texas Transition and Employment Guide" and "CLE Independent Living Skills Checklist" as appropriate. Letters accompanied all printed matter.

- Transition Coordinator manages the campus-wide Transition Assessment Library and Family Resource Library to ensure relevant and current tools and resources that support transition activity timelines and planning for staff and families are available to all staff.
- Transition Coordinator and School Counselor collaborate to provide lessons and instruction for the monthly advisory period for middle and high school students. Topics and resources focus on transition to adult life planning and college readiness. Guidance to individual students and small groups are coordinated as appropriate.
- EXIT AP and Transition Coordinator hosted an EXIT information and Q&A session for appropriate seniors. Included in the meeting was a panel comprised of two current EXIT students who presented on their first-hand experiences, provided honest accounts of their time in EXIT, and addressed questions from the seniors.
- Transition Coordinator provides advisors with individual and small group consultation and training in meaningful transition planning and completion of the Transition Services portion of the IEP. Information resources to build our staff understanding of agencies (TWC, BCP); LIDDAs; and Medicaid waivers are included. Transition Coordinator led a study group focused on transition planning in the spring of 2023 and will host another one in the spring of 2024.
- Through coordinated efforts with Social Workers and Advisors, we continue to support students and families with completing activities critical to transition planning such as acquiring state IDs, applying for SSI, and opening bank accounts.
- Transition Coordinator and Social Workers coordinated meetings with more families to provide individualized transition planning support and guidance.
- When appropriate, EXIT Advisors facilitated Life Plan meetings with adult students.
- EXIT students who demonstrate the need for explicit instruction in certain areas enrolled in the following locally developed transition related courses: Practical Applications of Technology, Career Technology, Self Determination/Sex Education, College Prep and Fine Arts in Adult Life.
- High School and EXIT students enrolled in the Career Education Continuum of courses (General Employability, MAPS, Work Exploration, Student to Industry Connection and Career Prep I).
- EXIT Program advisors continually collaborate with each other to create experiential learning opportunities (both on campus and off campus) that align with student needs, interests and goals.

Needs

- Maintenance of the transition assessment library to ensure accessibility of our transition assessments.

5. Career Education

Strengths

Career Education Courses/Curriculum

We continue to implement our five-step continuum of Career Education courses for students in Middle School, High School, and EXIT. These courses provide content

and experiential learning opportunities that are designed to help students and their families narrow down goals for future employment.

Courses in the continuum are:

1. General Employability
2. Methodology for Academic and Personal Success
3. Work Exploration
4. Student to Industry Connection
5. Career Prep I

We are offering the following Career & Technology Education (CTE) courses:

- Lifetime Nutrition and Wellness
- Principles of Human Service
- Interpersonal Studies
- Child Development
- Principles of Hospitality
- Hospitality Services
- General Employability
- Student to Industry Connection
- Fundamentals of Computer Science
- Computer Science 1
- Assistive Technology
- Career Prep 1

We continue to offer the following locally developed Career Education courses:

- Work Exploration - Students participate in a work based practicum, on campus, that is tailored to students' interests.
- Career Tech - A technology course that focuses on the tools that employers use regularly. A focus is placed on the use of Google Suite products and Microsoft Office products in a work setting, as well as how to utilize social media platforms professionally.

To date during the 2023-2024 school year, the Career Education program has placed students for community-based work training at the following locations:

- Austin Lighthouse for the Blind
- HEB
- Wheatsville Co-Op
- Cafe Monet
- Texas Parks and Wildlife Department
- Clint Small Middle School
- The Villages Retirement and Nursing Home
- Gethsemane Lutheran Child Development Center
- Thinkery
- CrossFit Central
- Capital Area Food Bank
- Yarborough Library

Lighthouse for the Blind

During the 2023-2024 school year, the Austin Lighthouse hosted 10 student interns. We partnered with Texas School for the Deaf in this endeavor. In this student Work

Training experience, students receive new employee orientation, information on benefits and payroll processes, on-the-job training in the warehouse, retail store, laundry services, front desk, retail store, vocational training, and technology classes.

HEB

TSBVI also continued its partnership with the HEB Bridges program by having four students intern at a local store. Students participated in bagging duties, compiling and stocking returned items, and light cleaning responsibilities. Students quickly became part of the HEB team and were working independently with intermittent staff support.

Additional Career Education Initiatives

- Residential Work Training Program: During the 2023-2024 school year the Residential Work Program has continued to provide students with meaningful, authentic work experiences in the evening hours. The career education department has worked closely with dorm teachers to enhance the program this year. They created a menu of jobs, wrote routines for each job and developed a consistent system for student payment. They are currently working on developing a training program for students and Residential Instructors.
- TSBVI Farmer's Market: Students make a variety of artisanal items and small-batch craft foods for sale on campus. The variety of handmade items reflect the interests of students and allows opportunities for them to discover new vocational skills and aptitudes. This program integrates money management, customer service, art, communication, cooking and independent living skills in a real-world setting.

Needs

- Continue to evaluate feedback from the Business Advisory Council to determine improvements to Career Education programs and services.
- Increase Career Education content on the TSBVI website.
- Resume production of quarterly Career Education newsletter.
- Evaluate and revamp Career and Technology Education (CTE) Course Offerings to align with recently added Programs of Study from TEA.

6. English as a Second Language (ESL)

Strengths

All students identified as Emergent Bilinguals (EBs) are instructed by ESL-certified teachers in English Language Arts following an ESL Pull-Out Model. Teachers of EBs implement the English-Language Proficiency Standards (ELPS) in daily classroom instruction, and these teachers are monitored to ensure standards are being applied and the ELPS are represented within IEP goals and objectives.

The Language Proficiency Assessment Committee (LPAC) meets three times during the school year, and at least one member attends all ARD committee meetings for EBs. LPAC members complete required annual LPAC training, and teachers assigned to EBs complete Texas English Language Proficiency Assessment System (TELPAS) calibration before assessing EBs in the holistic TELPAS system. The TELPAS Reading is available in braille, but is not an appropriate assessment for students who are beginning to learn braille. The TELPAS Writing assessment is now an online test together with the online Reading assessment, but is not accessible for students who

use braille. This means the Writing domain must be assessed holistically using a Writing Collection. There were five students classified as current EBs and one student in monitoring:

- There was one student in Elementary who scored Advanced High overall and was reclassified at the end of the year.
- There was one student in Elementary, one in Middle, and two in High School who continue to be part of the ESL program.
- The one student who was in monitoring graduated.

Needs

The Language Proficiency Assessment Committee (LPAC) along with the annual ESL program evaluation identified several needs:

- Continue to support completion of ESL certification for teachers in core curricular areas.
- Provide ongoing training to teachers to implement ESL strategies and ELPS in classroom instruction for EBs, particularly those who are at the Beginning Level in English proficiency and who are new to braille.
- Collaborate with the ARD committee to determine if the Reading assessment in braille is appropriate or if the student should be exempt from the Reading domain.

7. Instructional Technology

Strengths

Staff Tech Trainings

- **New Semester AT Study Groups:** This fall we formed three new AT-focused study groups: JAWS, iOS VoiceOver, and BrailleNotes/Braille Displays. These study groups were led by our AT teachers and we will be offering them in the spring semester as well. These groups met once a month to take a deeper dive into these AT topics and consider instructional strategies for supporting students in learning these AT skills/devices.
- **TechCats Support/Training:** We continue to offer individualized TechCats Support via the Help Desk system for individualized technology training for staff.
- **TechCats Tutorials:** We have continued creating short screencast tutorials called “TechCats Tutorials” that we embed in our monthly TechCats Newsletter to provide short tips/tricks on TSBVI-specific tech areas of need, such as using JAWS to add a shortcut to a file in Drive, or how to copy a file from a Google Shared drive into your My Drive. We plan to continue building out our repository of TechCats Tutorials over the next year.
- **Feb 16 Staff Development Day:** We are offering a menu of six different tech sessions as part of the February 17 staff development day. Topics include creating 3D models in OpenSCAD, designing vector files and using our new laser cutter, using the new circuit cutter in the LRC, VoiceOver with Siri for accessing Google Calendar on an iPad, and JAWS essentials.

Tools for Communication and Collaboration

- **Professional Learning Communities:** PLCs have helped improve communication and collaboration between staff and provide a mechanism for

offering more targeted technology trainings based on specific areas of needs. (see High Quality Programming section for more information on PLCs)

- **New Tech Expectations for Teachers:** This year we published a new set of baseline tech expectations for teachers to help clarify how we expect teachers to implement technology in their curriculum, and to help students improve their tech skills. We trained students on these expectations at the beginning of the year, and are monitoring their implementation over the course of the year.
- **Student Confidential Records Google Drive Folders:** We've further expanded our use of our Google Confidential Student Records directory with subfolders for each student to centralize confidential student records online. We developed a custom script to provision access to student subfolders based on the associations in the Student Care System. Inside each student confidential Google drive folder are files such as family/LEA communication logs, collaboration logs, career ed input forms, and MAP Growth assessment results. We've trained staff on how to access these folders, as well as contribute student media to the folders for sharing amongst student teams.
- **TechCats Newsletter:** We have continued producing our monthly digital campus newsletter called the TechCats Newsletter. This publication is designed to capture and consolidate all the tech news, events, resources, and highlights across TSBVI and communicate them out to all employees in a consistent format in order to raise general awareness.

STEM Programming

- **Fundamentals of Computer Science (FCS) and Modified FCS:** This year we are offering Fundamentals of Computer Science and a Modified FCS. Both classes include intensive instruction on using Assistive Technology through projects and high-interest activities as well as other foundational computer skills. Classes incorporate project-based learning providing students with opportunities to use OpenSCAD, an accessible CAD program for creating 3D and 2D designs, and 3D printers/laser cutters to produce their final projects. Students are given opportunities to create designs that solve problems that are brought to the class.
- **New A/V class:** The Audio/Video Class allows students to work on A/V projects which require a focus on detail and provides students with an authentic sense of the workflow for sound engineering. Students create, edit and produce podcasts and other recordings. This course requires a higher level of assistive technology skill as the focus is on professional editing and production software. Students conduct, record, and edit interviews of professionals who are working in sound engineering. Additionally, students learn sound set-up for musical and acting performances, and live podcast recording. They go through every aspect of the audio production process from recording foley sounds, writing a script, recording themselves and/or others. The editing process includes adding musical intros, outros, and sound effects. Students are encouraged and supported to find internships and opportunities to shadow working professionals.
- **Broadcast (Production) Studio:** The Broadcast studio has now been open and utilized by several Comprehensive and Short-Term program students for almost two years. There is currently a high school A/V production class that meets in and utilizes the studio 3 days a week for two periods and is taught by two teachers.
- **New Maker Space Open:** The Maker Space is now open for business. After a successful STEM week, the Maker Space continues to take shape as many teachers and students learn in the new space. Currently the Maker Space is run

and managed by TSBVI's STEM Specialist. Teachers have been signing up to have a guided lesson for their classes or to use the space to host their own classes after receiving training and orientation to the space.

Needs

Instructional Tech Needs

- Continue fostering effective PLCs and leverage them to facilitate small group tech trainings and cross-team instructional projects with a technology component.
- On-going training and support around our new standardized instructional technology expectations for teachers to help teachers integrate technology at a high-level in their curriculum, and to improve our student's overall technology proficiency.
- Increase the number of teachers who design and implement cross-curricular projects with a tech component.

Training and Support Needs

- Continue offering semester long study groups with an AT focus.
- Continue offering on-demand and by appointment trainings via the TechCats Zone and Bridge.

Communication and Collaboration Needs

- Develop a professional development catalog, either to post on our Campus Info site, or share in a document, that can be shared with staff so staff have a more comprehensive understanding of the required and optional professional development opportunities available throughout the year.
- Re-organize our TSBVI Staff Training YouTube channel to include playlists around various technology topics. We would house our "TechCats Tutorials" on this YouTube channel for easy staff access.
- Reorganize our Campus Info site to include a Technology Tools page to house access information and other user-guide information about our primary technology tools.

STEM Programming Needs

Maker Space Needs

- **Increase Staffing Support**
 - **Increase staffing capacity during the school day:** Currently the STEM Specialist is splitting time between being a classroom teacher, a related service provider, and managing the Maker Space and Broadcast studio. Increasing staffing capacity would help us best support teachers and students to adopt and use these spaces.
 - **Staffing during after hours (residential staff):** Student projects often extend beyond the school day and many students have expressed excitement about the hands-on concepts they are learning in the Maker Space and a desire to continue their learning and projects after the school day has ended.

- **Increase Staff Use of the Maker Space and Fab LabMaker:** Continue encouraging and Incentivizing staff to use the Maker Space and Fab Lab through engaging training and professional development opportunities.
- **Student Job Support:** Utilize the framework adopted by EXIT and residential student jobs to hire and manage students in the Maker Space supporting routine organizing, cleaning, and materials preparation.
- **Volunteer Support:** Promote volunteer support in the Maker Space by STEM professionals during the school day and residential time.
- **Longer Periods:** Encourage and allow students and teachers to reserve the space for longer than a 45 minute block to promote more student driven projects and higher quality instruction.

Broadcast (Production Studio Needs)

- **Increase Staffing Support**
 - **Increase staffing during the school day:** Currently the STEM Specialist is splitting their time between being a classroom teacher, a related service provider, and managing the Maker Space and Broadcast studio. Increasing staffing support would allow us to better support teachers and students into adopting and using these spaces.
 - **Staffing during after-hours (residential staff):** Student projects often extend beyond the school day and many students have expressed excitement about the hands-on concepts they are learning in the space and a desire to continue their learning and projects after the school day has ended.
- **Increase staff use of the Broadcast Studio:** Continue offering engaging trainings and professional development opportunities to incentivize and encourage staff use of the Broadcast Studio.
- **Increase funding:** Seek out and create funding sources to stock the AV production studio more fully with audio and video recording equipment, including but not limited to, high performance audio and video editing computers, microphones, cameras, and LED studio lighting.
- **Student Job Support:** Utilize the framework adopted by EXIT and residential student jobs to hire and manage students supporting AV projects around the school such as running sound for after and during school events, setting up audio and video streams for sporting events, and collaborating with the AV team in supporting AV help desk tickets.
- **Volunteer Support:** Promote volunteer support in the maker space by STEM professionals during the school day and residential time. Increase promotion of student projects through social media and support facilitation of student external internships.
- **Longer Periods:** Continue encouraging and allowing students and teachers to reserve the space for longer than a 45-minute block to promote more student driven projects and higher quality instruction. The AV class currently meets 8th and 9th period this double block has been instrumental in the high degree of fluency these students have already achieved in audio production

8. Low Vision

Strengths

Instruction and support in the area of low vision have been provided to teaching staff and students in the elementary, secondary and EXIT programs. Focus has been on the use of handheld optical devices, strategies for visual access, use of non-optical aids and attention to psychosocial concerns. Visual access across environments (e.g., classroom, weekend activities at home) is a part of discussion and goal setting with students.

Learning about eye anatomy and implications of an individual's eye condition is a related area of instruction. This topic is often an entry point for students who may be resistant to acknowledging or talking about their visual impairment and its impact on their goals. Instruction may include a one-time session or consecutive sessions with an individual or a group of students.

The on-campus low vision clinics continued this year with 5 student clinics expected for fall and spring semesters. Teachers and/or COMS accompanied the students. By having the clinic on campus, these appointments provide an opportunity for more staff to attend and give a chance to visit with the doctor about the specific student as well as ask generalized questions on low vision and eye conditions.

Needs

- Continue to keep an updated stock of optical devices.
- Continue to promote an increase in student independence with using optical devices to access a range of visual information in the general curriculum and ECC areas.
- Continue to provide technical assistance to Comprehensive Programs staff (classroom and residential) on use of tools and strategies to support students' visual efficiency.

9. Parental Involvement

Strengths

In addition to informal visits by families to campus and attendance at special events, families received frequent and regularly scheduled phone calls and written quarterly progress notes from teachers and residential instructors. Partnerships with parents and families include:

- Visits to campus by parents to observe their child's educational program and to collaborate with staff;
- Lodging in the Wildcat Inn at no cost to parents for visits to campus
- Annual parent survey;
- Distribution of the *Wildcat Times* e-news about campus events;
- Hosting a Family Day for parent and teacher meetings, training and familiarization with students' instructional programs;
- Meetings of School Health Advisory Council with family member participation and bi-annual publication of a digital newsletter;
- Staff visits to families' homes and the local school district for training and collaboration;
- Behavioral and instructional strategies suggested for home implementation by behavior specialists and teachers;

- Use of a variety of formats for sharing information with parents and local school in digital format (email, PowerPoint, video, audio, pictures, and written routines);
- Attendance (either in person or by phone) in monthly Transition/Collaboration meetings for EXIT students in which stakeholders gather to plan for individual student Transition to Adult Life as well as individualized Life Planning Meetings;
- TSBVI Family Lynx organization to promote family engagement in collaboration with Outreach family engagement specialists and school social worker;
- Providing information and individualized consultation on adult transition planning to parents throughout the school year and on Family Day to support parents as instructional team members provide the opportunity for parents to participate in Leadership Training offered in partnership with Outreach and the Texas Workforce Commission--Blind Services Division, and Health and Human Services Commission--Blind Children's Program, to improve knowledge and skills of parents as critical partners in the education of students.

10. Comprehensive School Counseling Program

The Texas Model for Comprehensive School Counseling programs is comprised of four service delivery components: A) Guidance Curriculum, B) Responsive Services (prevention, remedial and crisis-based), C) Individual Planning (related to post-secondary options) and D) System Support (assessing student and campus data).

Annual Counseling Survey Results

Strengths and needs from the results of a staff survey completed in December 2023 are shown below. Staff survey results have been consistent over the last five years related to the strengths identified.

Strengths

- expressing ways to say no/self-protective skills;
- awareness of their own visual abilities and other physical abilities;
- a desire to perform tasks independently;
- pride in their accomplishments;
- regular attendance and active participation in their own learning;
- engagement in healthy, non-violent ways to resolve conflicts, with minimal support;
- respect of healthy physical and emotional boundaries.

Results from the parent survey offered at Family Day were too limited to be analyzed. Emailed surveys have also shown low engagement. New ways to capture this data, outside of a survey model are being explored.

Social Emotional Learning (SEL)

Based on survey results, student incident reports, and state mandated topics Social Emotional Learning lessons for Middle and High School Students for the 23-24 school year included the following:

- Suicide prevention and resources (now included on student ID badges)
- Anti-bullying topics, bullying reporting procedures
- Self-compassion and mental health awareness
- Healthy Habits
- Internet Safety, including appropriate use of AI technology, Chat GPT

- Body Awareness Training
- Drug and Alcohol Awareness
- Healthy Dating Relationships
- Child Abuse Prevention/Human Trafficking
- Drug and Alcohol Awareness (including Fentanyl awareness)

Higher Education Information, Admissions and Financial Aid

Selected high school upperclassmen were invited to the Annual Youth Career Fest hosted by the City of Austin to practice career exploration skills. Three eligible high school and EXIT students were offered online college preparatory courses to strengthen ELAR and math skills prior to college through the Texas College Bridge program. After successful completion of courses eligible students may earn a TSIA exemption from participating colleges and universities in Texas. Two students participated and successfully completed the online program.

Career Cafes were presented on a quarterly basis including speakers with visual impairments or blindness. During regular advisories and Senior Social Hours students received specific and relevant post-secondary planning information on financial aid and scholarship opportunities for graduates.

School Health Advisory Council

The School Health Advisory Council, which includes parent and student participation, met quarterly to discuss and share information on topics including:

- Healthy and safe school environment
- Available state-wide counseling and mental health services
- Staff wellness opportunities
- Parent and community engagement (through Family Lynx and Recharge Coffee Hours)
- Physical education initiatives such as Jingle Bell Run and Jump Rope for Heart
- Health education
- Child abuse and human trafficking awareness and education
- Improvement in nutrition services information for families and menu updates

Positive Behavior Intervention and Support

Positive Behavior Intervention and Support Training was delivered to new staff with updated content and additional trainers adding a special focus for residential staff. Behavior and instructional specialists provided monthly study group trainings on an array of topics from proactive classroom management strategies for individual behavior planning, individual interventions and supports.

Mental Health Prevention and Intervention

TSBVI continues to partner with Dell Children's Medical Center to provide access to telepsychology and telepsychiatry services to students and families through their TCHATT program. During the 22-23 school year 80 appointments were facilitated by campus liaisons (social workers, psychologists, or school counselor). During the Fall of the 23-24 school year, 26 appointments have been scheduled. Services accessed included: student assessment, counseling, assistance with referrals to community based mental health services, and medication evaluations. Students accessing these resources have been in grades 8-12 and EXIT. At least 9 students were connected to

ongoing care from either a therapist or psychiatrist in their local community. Overall data shows 54% of student appointments addressed anxiety disorders, 20% depression, 13% behavior/emotional disorders, 13% other. TCHATT clinicians provide the campus liaison with information regarding a student diagnosis and recommendations to assist the team in developing an IEP with appropriate supportive services to address the needs identified.

All TSBVI direct care staff complete training on recognizing student mental health needs through online resources.

Suicide Prevention

TSBVI's Suicide prevention procedures are updated annually based on the American Foundation for Suicide model school policy. Tools utilized by social workers, school psychologists and nurses to assess student safety needs include the Columbia Suicide Severity Rating Scale (C-SSRS), Ask Suicide-Screening Questions (ASQ), and a student safety planning tool through Vibrant Emotional Health.

TSBVI direct care staff have completed an online suicide prevention and awareness course and middle, high school and EXIT students received age appropriate SEL lessons.

Conflict Resolution

This school year staff were trained in restorative practices in August and October. Community Circles are being implemented by many teachers as a routine classroom activity. Restorative conferences have been conducted as appropriate alongside other disciplinary measures to support relationship repair. The school's student incident report format was updated to allow staff to describe the restorative practices provided and request additional administrative support as needed.

SEL programming continues to support the development of healthy relationships. Elementary learners participated in Brave Schools, an immersive theater experience from Creative Action. This activity supplements other social-emotional learning lessons on self-regulation and relationship repair.

Violence Prevention, Child Abuse and Anti Victimization

TSBVI continues to plan annual activities using recommendations from the "Start with Hello" program from Sandy Hook Promise. Activities during the week are designed to connect students with each other, foster connections and empathy for others and decrease social isolation.

Middle and high school students continue to be offered the opportunity to attend theater performances from The Changing Lives Youth Theatre Ensemble in collaboration with Creative Action an organization that provides teen educational theatre programs for middle and high school audiences to spark dialogue about healthy relationships and preventing bullying, sexual harassment, sexting, sexual assault, and dating abuse. Social workers, school counselor, and school psychologists are also trained in SAFE's Expect Respect Curriculum to provide therapeutic support groups as appropriate for students needing additional support with these topics.

TSBVI uses the *Unhushed* Sexuality Education Curriculum for K-12 students. The curriculum includes information on communication, consent, healthy relationships, identity and more. Lessons are facilitated/supported by social workers, health teacher, elementary and EXIT teachers.

TSBVI direct care staff completed online training on human trafficking, abuse, dating violence and Sexual Misconduct: Staff to Student.

Grief Informed and Trauma Informed Care

New staff complete TEA's Project Restore training modules as part of New Employee assigned training. Other staff were offered an optional study group on trauma informed care. The study group used video and other materials from Dr. Karyn Purvis' TBRI® program, an attachment-based, trauma-informed intervention based on attachment, sensory processing, and neuroscience research.

The school counselor, social workers and school psychologists attend conferences annually to remain well versed in grief informed and trauma informed practices. This school year all counselors will complete Psychological First Aid either online from the National Child Traumatic Stress Network, or in person through Region 13.

Dropout Reduction

TSBVI staff endeavor to support students to avoid drop out through social work services and other supportive activities. Assistant Principals ensure that a student's LEA is informed of absences and staffing are scheduled to ensure that collaborative problem solving can ensue to address individual student needs. Families who need additional community based supports are provided information on how to access local Community Resource Coordination Groups (CRCGs) to identify other avenues for assistance.

Needs

- Expand training and study group offerings for staff to develop skills to address student mental health needs in the classroom and dorms.
- Coordinate with Integral Care (Austin's Local Mental Health Authority) to train TSBVI staff to provide Mental Health First Aid.
- Continue to integrate Restorative Practices campus wide and in dorm settings.
- Explore increased opportunities for supplemental SEL activities through Creative Action's Brave Schools programs.
- Identify ways to solicit improved parent information regarding student SEL and other social emotional needs.
- Identify ways to solicit improved parent information regarding student SEL and other social emotional needs.

C. Comprehensive Programs: 2024-25 Staff Development Priority Needs

1. Teacher of Students with Visual Impairments, Teacher of Deafblind Students and English as a Second Language certification training
2. 21st Century Teaching and Learning (academics & alternative academics for students with visual and other impairments)
3. Teachers of K-3 Reading and Math Academies training
4. Students and Staff Mental Health Supports
5. Dyslexia and Related Disorders
6. Specific Conditions Related to Students with Visual and Additional Impairments
7. Instructional Technology and Access Technology
8. Positive Behavior Interventions and Supports, Crisis Prevention and Intervention
9. Transition to Adult Life
10. Social Emotional Learning & Self-determination
11. Teacher Selected Professional Development Units and Leadership Pathways to address the unique needs of students with visual and other impairments



Texas School for the Blind and Visually Impaired

Curriculum Department

Needs Assessment for 2024-2025 Annual Improvement Plan

A. Sales and Production of High-Quality Curricular Resources

1. Sales of Publications

Strengths

- The sale of TSBVI Curriculum publications generates revenue for the General Fund. In FY2023, total sales equaled \$293,211.15, an increase from last fiscal year. The book that continues to generate the highest percentage of total sales is *Essential Tools of the Trade*.
- Our publications are purchased by customers worldwide. In 2023, 30% of total sales were from Texas, 65% were from other states in the U.S., and 5% were from international customers; including the United Arab Emirates, Trinidad and Tobago, Taiwan, Australia, Canada, New Zealand, Sweden, Slovakia, the Netherlands, Denmark, and Belgium.
- Our TSBVI Online Store allows U.S. customers to easily submit online orders for print and digital publications using a credit card. The site allows us to update featured items, add and remove products, and track sales data.
- Other organizations use our publications as a part of their work. APH annually purchases the book, *Calendars for Students with Multiple Impairments Including Deafblindness*, which they include in a calendar kit. Currently, our publications are used as required textbooks for courses in at least twenty universities across the nation.
- We have increased the use of sales and marketing data to make departmental decisions.
- We have created Constant Contact communications to alert customers of new publications, and we have exhibited our publications at workshops and conferences, including SWOMA, Region 13, and TAER.

Needs

- As we have developed a prioritized timeline of publications that need to be revised or created, we have recognized the limitations of staff time and resources needed to complete projects.
- Evaluating potential key market targets and innovative marketing strategies is ongoing.

2. Production of Publications

Strengths

- We produce thirty titles, some of which have multiple components that can be bundled or sold separately.
- Last year, we published two new titles for the catalog, *Making Evaluations Meaningful* and *Essential Tools of the Trade for Teachers of Students Who are Deafblind*.
- We have replaced all flash drives with QR codes printed in publications, eliminating any related production costs.
- Our new digital publications are fully accessible, and we worked with the Accessibility Committee to recruit blind staff to test our publications and provide feedback for accessibility preferences, which will help inform the production of future publications. Our department continues to work closely with Operations to fulfill orders in a timely manner. Our customer service representative communicates with individuals in the print shop, braille production area, and the warehouse. Barring major production issues, we are able to fill and ship orders within a one-week window.
- We worked with the Comprehensive Programs Career Education Department to provide work opportunities for three students who were tasked with packaging braille materials.

Needs

- We have a part-time employee who is producing and packaging all of our braille material and also binds the printed publications. As we produce more items and sales increase, we need to evaluate the need for additional personnel to support increased production to maintain timely order fulfillment, including more work opportunities for students.
- Many of our older publications are not fully accessible. We will need to remediate older publications for accessibility and prioritize the order in which they are made accessible.

B. Supporting High-Quality Instruction for Students

1. Training for Professionals on TSBVI Publications

Strengths

- We have a collaborative relationship with the TSBVI Comprehensive Programs and Outreach departments to provide training on TSBVI publications for professionals on the TSBVI campus, as well as statewide. In the last few years, we have worked closely with the Comprehensive Programs to provide targeted training for new teachers. This year, we have also worked with the Iowa Educational Services for the Blind to conduct training for their staff on EVALS.
- Curriculum staff, as well as authors of publications not employed by TSBVI, have conducted training at regional service centers, state conferences, and via Zoom for groups around the country upon request.

Needs

- Customers have indicated there is demand for training videos and webinars related to our products. We will need to develop a plan for producing and distributing content for either platform.

2. Instructional Support for Professionals in the Field

Strengths

- Customers consistently comment on the organization and ease of use of our publications and express that the content is clear and simple to understand as they are used to support student instruction.
- Customers report our publications fill a need for access to resources for assessment and instructional planning in the field of educating students who are blind, deafblind, or have low vision.
- We have developed the framework for the Instructional Resource Library (IRL), which will be housed on the TSBVI website and serve as a repository for technical guides, teaching resources, articles, and assessments and evaluations.
- We have created the infrastructure for the TEKS to ECC Connection Guide, and have uploaded and mapped ELAR, Health, Tech Apps, and some Math, Fine Arts, Science, and Career Development standards.

Needs

- We have identified a need to build the capacity of TSVIs in supporting literacy acquisition for students across the state. We will need to create a theory and practice publication to help teachers understand how to apply the sciences of reading to students who are blind, deafblind, and have low vision, as well as develop an aligned curriculum to help teachers provide high-quality literacy instruction.
- In our effort to find ways to provide more free resources for teachers in the field, we will need to continue to evaluate current and future projects to determine what will be offered on our free publications page, as well as what will be provided on the IRL. We will need to continue to generate and solicit content to add to the IRL.
- We will need to complete the upload of entries into the TEKS to ECC Connection Guide and launch the resource for statewide access.

3. Instructional Support for the TSBVI Campus

Strengths

- Curriculum staff updated and revised the TSBVI Course Guide, which outlines the current courses available for students in middle and high school, and worked closely with CSR to ensure that the Skyward class codes and scheduling options are aligned with the course guide. Additionally, the course descriptions within the guide will help students, families, and advisors to make informed decisions related to courses students will take for high school credit.
- The Curriculum Director and Lead Teachers have been supporting teachers with the SLO process, and have worked closely with The Principals of Short-Term Programs and Comprehensive Programs to conduct SLO training and update training materials.
- The Curriculum Director and Lead Teachers have been serving as mentors and instructional support for teachers in Comprehensive Programs. They have been

using their expertise to provide help with lesson planning, differentiation, selection of instructional and assessment materials, and providing guidance for how to use PI and other student data to guide instruction. We have also helped build staff capacity to use best practice instructional strategies to support multilingual students at all grade levels.

Needs

- Our small staff size sometimes limits our ability to provide adequate support to Comprehensive Programs teachers for all of their content-specific requests. We will need to consider a plan to address how to provide increased coaching and other pedagogical instructional support without overextending staff resources.
- As we have taken over the management of the Instructional Materials Allotment (IMA), we will need to develop systems that keep track of inventory, as well as help us manage both physical and digital textbook assets. We will also need to work with teachers and administration of Comprehensive Programs to make decisions related to adopting schoolwide instructional materials that support positive student outcomes while maximizing organizational resources.

C. Performance Indicators

Strengths

- The Curriculum Department revised the PI processes to include earlier data entry of pre-test scores and clarified expectations about how to determine which PIs are given to students. We also used the existing system of confidential student folders as a way for teachers to input assessment scores so that a student's entire team has access to the data, and the school has a systematic way to maintain the PI student records in a centralized location.
- We worked with IR staff to add features to the existing PI app to enable the Curriculum Director to monitor data entry of pre and post-test scores.
- The Curriculum Director ensured that all available PIs are listed in the PI app and eliminated discontinued PIs from the app.
- We worked with Comprehensive Programs, CSR, and IR staff to update the terminology in Skyward and the PI app to reflect more accurate terms for the curricular program areas to which students are assigned.

Needs

- While we have created a prioritized timeline for the update, revision, and elimination of PIs, we are in the process of updating and revising all identified PIs to align with the most recent state standards. We will also need to review the PIs on a cycle consistent with the revision of TEKS.
- Because teachers currently do not have ways to give PIs that are consistent, objective, and reliable, we will need to develop screening and assessment tools that align with the PI scoring sheets which provide more guidance for how teachers assess students.
- We will need to continue to update the list of the PIs in the PI app, as well as maintain it, as we continue to update and revise the PIs being used.
- As processes for collecting, reporting, and maintaining student progress data continue to evolve, we will need to keep evaluating the PI app and identify features that need to be added or changed.

Comprehensive Programs and Curriculum Department Long-Range Goals and Annual Objectives

GOAL A: Students who are blind, deafblind, or have low vision will demonstrate knowledge, skills, and agency to lead vocationally, personally, and socially satisfying lives.

Objective 1: 80% of students will achieve moderate to substantial progress on every area of the Core and Expanded Core Curriculum in which they receive programming.

Objective 2: 60% of statewide assessment tests will be passed.

Objective 3: The percent of statewide assessments passed by students will meet or exceed the passing rate of special education students in the state of Texas.

Objective 4: Student progress in 100% of the 10 major instructional areas of Comprehensive Programs will be rated by at least 90% of LEAs, parents, and students as satisfactory or above.

Objective 5: 70% of students who graduated during the past five years will be employed, enrolled in post-secondary education or training, or engaged in productive activities (including unpaid work or volunteer activities, or homemakers with at least one dependent).

Objective 6: 70% of graduates will rate as satisfactory or above how well TSBVI prepared them to be successful in their adult lives.

GOAL B: Students who are blind, deafblind, or have low vision will have access to quality education based on appropriate assessment, curriculum, and instruction.

Objective 7: Development and implementation of a plan to address literacy and mathematics student achievement.

Objective 8: 100% of students who have demonstrated readiness for a work training experience in the community will receive community-based work training in an area in alignment with their interests and goals.

Objective 9: 100% of requests from staff or students for education or training on low vision will be met leading to increased skill development in visual access.

Objective 10: Implementation of a plan for improving the comprehensive school counseling program.

Objective 11: Implementation of a plan for activities of the School Health Advisory Council to improve student knowledge of healthy lifestyle components.

Objective 12: Update and revision of at least five performance indicators (PIs) and creation of at least five new needed PIs.

Objective 13: Upload of at least ten items of content in three of the four areas of the Instructional Resource Library.

Objective 14: Release of at least two new publications and marketing of the materials in at least two methods including sending out notices and tabling at conferences.

GOAL C: Students who are blind, deafblind, or have low vision will receive a quality education from qualified professionals and trained staff.

Objective 15: Implementation of a plan to increase technology competence of all staff and students.

Objective 16: Implementation of a plan to improve English as a Second Language skills of students who are Emergency Bilinguals.

Objective 17: Provision of staff training to meet the staff development priority needs identified in the 2024-2025 Comprehensive Programs needs assessment.

GOAL E: Partnerships will be developed so that students who are blind, deafblind, or have low vision have quality resources available at the TSBVI campus and in their home districts.

Objective 18: 90% of parents of enrolled students will rate as satisfactory or above their degree of participation in decisions regarding their child's educational services and placement.

Objective 19: 90% of local school districts of enrolled students will rate as satisfactory or above their degree of participation in decisions regarding their student's educational services and placement.

COMPREHENSIVE PROGRAMS AND CURRICULUM DEPARTMENT ACTION PLANS BY GOAL AREA

2024-2025

In accordance with the board-adopted long-range goals and objectives and to address the needs identified in the preceding sections, TSBVI staff will implement the following strategies and action plans for improvement:

GOAL A: Students who are blind, deafblind, or have low vision will demonstrate knowledge, skills, and agency to lead vocationally, personally, and socially satisfying lives.

Action Plan:

1. Prepare for student academic excellence and participation in STAAR.

GOAL B: Students who are blind, deafblind, or have low vision will have access to quality education based on appropriate assessment, curriculum, and instruction.

Action Plan:

2. Develop and implement a plan to address literacy and math student achievement.
3. Refine and improve the Career Education Program.
4. Promote students' effective usage of low vision.
5. Implement activities of the Comprehensive School Counseling Program.
6. Implement activities of the School Health Advisory Council (SHAC).
7. Update/revise at least five performance indicators (PIs) and create at least five new needed PIs.
8. Upload at least ten items in three of the four areas of the Instructional Resource Library.
9. Release at least two new publications by August 2025 and market the materials in at least two methods including sending out notices and tabling at conferences.

COMPREHENSIVE PROGRAM AND CURRICULUM DEPARTMENT
ACTION PLANS BY GOAL AREA
(continued)

GOAL C: Students who are blind, deafblind, or have low vision will receive a quality education from qualified professionals and trained staff.

Action Plan:

10. Implement a plan to improve instructional technology competencies for all staff and students.
11. Implement a plan to improve English as a Second Language skills of students who are Emergency Bilinguals.
12. Provide training to staff to meet the staff development priority needs identified in the 2024-2025 Comprehensive Programs needs assessment.

GOAL D: Parents of students who are blind, deafblind, or have low vision will have a thorough understanding of their child's visual impairment and instruction in specialized skills needed to maximize learning.

Action Plan:

13. Implement programs to encourage family/parental involvement.

GOAL E: Partnerships will be developed so that students who are blind, deafblind, or have low vision have appropriate available quality services.

Action Plan:

14. Evaluate and improve collaboration with local schools and families in development and monitoring of IEPs.

2024–2025 Action Plan

ACTION PLAN

1. Prepare for Student Academic Excellence and Participation in STAAR.

SUMMARY OF RESOURCES NEEDED

None

PROJECT LEADER

Miles Fain – Comprehensive Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

60% of statewide assessment tests will be passed.
The percent of statewide assessments passed by TSBVI students will meet or exceed the passing rate of special education students in the state of Texas.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Conduct initial analysis of 2023-2024 STAAR test results and begin development of plan for improvement.	August 2024	Miles Fain Janet Bean Assistant Principals		
2. Collaborate with and provide guidance for teachers in analysis of 2023-2024 STAAR test results.	August 2024	Janet Bean Assistant Principals		

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
3. Based upon the analysis of STAAR results with teachers, develop and implement individualized instructional plans to incorporate STAAR-specific formats into instruction, including use of STAAR practice tests and tactile graphics.	May 2025	Janet Bean Assistant Principals		
4. Develop and implement appropriate IEP goals and objectives related to intensive instruction in core academics.	May 2025	Miles Fain Assistant Principals	Funds for staff development	
5. Provide high dosage tutoring to students who did not pass or take the STAAR to assist with remediation and acceleration of learning.	May 2025	Miles Fain Assistant Principals		

2024–2025 Action Plan

ACTION PLAN

2. Develop and Implement a Plan to Address Literacy and Math Student Achievement.

SUMMARY OF RESOURCES NEEDED

Professional leave time allocated to teachers and support staff
 Phonics curriculum costs
 Really Great Reading Training costs for up to four teachers
 Texas Reading Academy completion; time and costs for three teachers (\$400/person)
 Texas Math Academy enrollment and completion \$400/person (as needed)
 Numicon curriculum materials (\$1000)
 Summer stipend allocations as needed for teachers and support staff

PROJECT LEADER

G'Nell Price – Comprehensive Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

Development and implementation of a plan to address literacy and mathematics student achievement.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Professional Development for all teachers: a. Phonics training (ongoing 24-25) b. Really Great Reading (ongoing 24-25) c. Project Read Grammar (new fall 24)	July 2025	G'Nell Price Paul Carlson Julie Swegle Leah Read	Professional leave time (substitutes in classrooms) Book and curriculum purchases	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
d. Comprehensive Literacy for All: Book Study (new fall 24) e. Literacy for All Training: *TEA Self-paced course (new fall 24) f. Philosophy training for students accessing the Gen Ed curriculum (new topic for each Short Thursday, fall 24)			Cost of TEA self-paced course	
2. Identify teachers and support staff to attend ESC XIII Math Academies.	July 2025	G'Nell Price Julie Swegle Paul Carlson Leah Read	Professional leave time (substitutes in classrooms) Cost of Math Academies	
3. Development of Literacy guidelines/checklist for classrooms.	December 2024	G'Nell Price Julie Swegle Paul Carlson Leah Read	Professional leave time, Summer stipend	
4. Professional Development and established training for Teachers in Complex Access Needs (CAN) classrooms: a. Functional Numeracy & Literacy across the continuum at TSBVI b. Sensory story boxes created for all	June 2025	G'Nell Price Julie Swegle	Research materials and cost of resource materials; professional leave time	

2024–2025 Action Plan

ACTION PLAN

3. Refine and Improve the Career Education Program.

SUMMARY OF RESOURCES NEEDED

- Dedicated time for task completion
- Website support from Information Resources Department
- Money to purchase CTE curriculum

PROJECT LEADER

Tad Doezema – Comprehensive Programs Assistant Principal

SPECIFIC EXPECTED RESULT OF STRATEGY

70% of students graduated during the past five years will be employed, enrolled in post-secondary education or training, or engaged in productive activities (including unpaid work or volunteer activities, or homemakers with at least one dependent).
70% of graduates will rate as satisfactory or above how well TSBVI prepared them to be successful in their adult lives.
100% of students who have demonstrated readiness for a work training experience in the community will receive community-based work training in the area in alignment with their interest and goals.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Resume production of quarterly Career Education newsletter.	May 2025	Carlotta Binns	Time to develop newsletter	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
2. Evaluate and revamp Career and Technology Education (CTE) Course offerings to Align with Programs of Study from TEA.	2-3 years	Tad Doezema Carlotta Binns	Money to purchase Curriculum resources Time to review and/or modify curriculum Time to train teachers to teach new course offerings	
3. Increase Career Education content on the TSBVI website.	May 2025	Carlotta Binns	Time	

2024–2025 Action Plan

ACTION PLAN

4. Promote Students' Effective Usage of Low Vision.

SUMMARY OF RESOURCES NEEDED

Continued funding for restock of handheld optical and non-optical devices

PROJECT LEADER

Cindy Bachofer – Comprehensive Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

100% of requests from staff or students for education or training on low vision will be met leading to increased skill development in visual access.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Instruct students (as requested) to use optical devices for visual access of near and distance information in classroom settings (including TSBVI and McCallum campus).	May 2025	Cindy Bachofer	Continued funding for restock of handheld optical and non-optical devices	
2. Provide technical support for staff to reinforce student use of vision with optical devices and non-optical tools to access instruction and participate in learning activities along with peers in a range of environments.	May 2025	Cindy Bachofer		

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
3. Instruct students and staff in residential settings as requested to use optical devices in activities of daily living and community outings.	May 2025	Cindy Bachofer		
4. Instruct selected students in eye anatomy and functioning as it relates to individual eye conditions and self-identity.	May 2025	Cindy Bachofer		
5. Coordinate on-campus low vision clinic.	May 2025	Cindy Bachofer		

2024–2025 Action Plan

ACTION PLAN

5. Implement Activities of the Comprehensive School Counseling Program.

SUMMARY OF RESOURCES NEEDED

Most action steps require identification of additional staff prep time. Federal Title IV, Part A funds will be used to fund these activities.

PROJECT LEADER

Valerie Perwein – Special Education Director

SPECIFIC EXPECTED RESULT OF STRATEGY

Implementation of a plan for improving the comprehensive school counseling program.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Mental Health Prevention and Intervention: Expand training and study group offerings for staff to develop skills to address student mental health needs in the classroom and dorms.	May 2025	Miles Fain Valerie Perwein	Use of federal funds for training materials	
2. Mental Health Prevention and Intervention: Coordinate with Integral Care (Austin's Local Mental Health Authority) to train TSBVI staff to provide Mental Health First Aid.	May 2025	Valerie Perwein	Additional staff prep time	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
3. Conflict Resolution and Violence Prevention: Continue to integrate Restorative Practices campus wide and in dorm settings.	May 2025	Valerie Perwein School Counselor	Additional prep time	
4. Social Emotional Learning: Explore increased opportunities for supplemental SEL activities through Creative Action's Brave Schools programs and other sources.	May 2025	School Counselor	Funds for outside speakers/presentations	
5. Higher Education Info/ Admissions and Financial Aid: Continue to provide engaging opportunities for students to learn information on these topics through an array of offerings including individual, group and off campus activities.	May 2025	School Counselor Transition Coordinator	Prep time	
6. School Health and Advisory Council: Identify new chair and ensure training on procedural tasks and meeting facilitation protocol.	September 2025	School Counselor Miles Fain	Staff training time	
7. Positive Behavior Intervention and Supports: Continue to revise training topics for new staff and ensure that staff engage in refresher training as needed.	May 2025	Behavior specialists Instructional specialists	None	
8. Suicide Prevention: Explore new software option to improve documentation process for student safety assessments, follow up activities and team information sharing.	May 2025	Valerie Perwein	Funds for Raptor Student Services and Behavioral Health software	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
9. Grief Informed and Trauma Informed Practices: Continue to provide mental health team access to conferences and trainings to support skills in grief and informed practices. Continue to provide study groups for staff on trauma informed practices.	May 2025	Valerie Perwein School Counselor Social Workers	Funds to attend trainings as needed	
10. Drop Out Reduction: Continue to monitor student absences. Continue to have Social Work team attend TEA conferences for at risk populations to review statewide resources and community based services to support students in need.	May 2025	Valerie Perwein School Counselor Social Workers	Funds to attend trainings as needed	
11. Violence Prevention, Child Abuse and Anti Victimization: Train new school counselor on TSBVI's current violence prevention programs and explore additional offerings that may be well suited to the TSBVI community.	May 2025	Valerie Perwein School Counselor Social Workers	Funds to attend trainings as needed	

2024–2025 Action Plan

ACTION PLAN

6. Implement Activities of the School Health Advisory Council.

SUMMARY OF RESOURCES NEEDED

Various identified staff

PROJECT LEADER

To be determined

SPECIFIC EXPECTED RESULT OF STRATEGY

Implementation of a plan for activities of the School Health Advisory Council to improve student knowledge of healthy lifestyle components.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Increase parent/caretaker recruitment efforts and awareness of SHAC.	October 2024	school counselor PE teachers Health teachers Social workers Maribeth Betton	Set up fair, invite various health-related groups to participate, and provide activities and information	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
2. Hold a Wellness Fair on campus during Family Day for staff and families to improve awareness of the impact of healthy choices.	November 2024	Matt Schultz Dorm managers Residential Teachers	Set up fair, invite various health-related groups to participate, and provide activities and information	
3. Offer evening class options to students on healthy snack and mealtime ideas, incorporate healthy choice options into dorm cooking programs.	Fall/Spring 2024-25	Matt Schultz Dorm managers Residential Teachers	Residential staff	
4. Send home to parents once each semester (Fall and Spring) a newsletter centered around health-related topics.	Fall/Spring 2024-25	school counselor	Constant Contact	
5. Provide education program for EXIT team students and students on other teams as appropriate to include students being able to identify their own pills, improved knowledge of their personal health conditions, schedule doctor appointments, and how to refill medications, all in preparation for student self-medication program attainment.	Fall/Spring 2024-25	Sally Freeman	Nurses in HC	
6. Continue to provide weekly staff options to participate in fitness opportunities on campus.	Fall/Spring 2024-25	Recreation staff, other staff who can organize or teach a class	Use of gym, weight room, pool, yoga, track (if/when cleared by CDC)	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
7. Continue to provide after-school physical activities options for all students on campus and special athletic events including but not limited to the Jingle Bell Run Jump Rope for Heart, Special Olympics.	Fall/Spring 2024-25	Recreation staff, other staff who can organize or teach a class	Use of gym, weight room, pool, yoga, track (if/when cleared by CDC)	
8. Share options for staff to improve mental/emotional health.	Fall/Spring 2024-25	school counselor, Cheryl Williams	Existing school resources, EAP	
9. Continue to provide diabetic care training yearly for all teams as necessary.	as needed	Sally Freeman	Nurses in the Health Center	
10. Continue to work with students who are selling food items on campus to select healthy options for sale to students and staff on campus.	Fall/Spring 2024-25	Sally Freeman Cristi Fleming Career Education staff	Health Center and Career Education staff	
11. Continue to plan outreach health-related activities for nurses to deliver to individual classrooms on various teams.	Fall/Spring 2024-25	Sally Freeman Cristi Fleming Career Education staff	Health Center staff	

2024–2025 Action Plan

ACTION PLAN

7. Update/Revise at Least Five Performance Indicators (PIs) and Create at Least Five New Needed PIs.

SUMMARY OF RESOURCES NEEDED

Stipends

PROJECT LEADER

Angela Wolf, Curriculum Director

SPECIFIC EXPECTED RESULT OF STRATEGY

Update and revision of at least five performance indicators (PIs) and creation of at least five new needed PIs.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Update/revise EVALS, braille, Nemeth, Career Education, and Money Skills and Financial Literacy PIs.	Summer 2025	Curriculum Staff/Content Teachers	Time and stipend/PDU points for teachers	
2. Create the new Infused Skills PI.	Summer 2025	Curriculum Staff/Content Teachers	Time and stipend/PDU points for teachers	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
3. Create new ELAR, Math, Science, and Social Studies PIs.	Summer 2025	Curriculum Staff/Content Teachers	Time and stipend/PDU points for teachers	

2024–2025 Action Plan

ACTION PLAN

8. Upload at Least Ten Items in Three of the Four Areas of the Instructional Resources Library.

SUMMARY OF RESOURCES NEEDED

None

PROJECT LEADER

Angela Wolf, Curriculum Director

SPECIFIC EXPECTED RESULT OF STRATEGY

Upload of at least ten items of content in three of the four areas of the Instructional Resources Library.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Upload 10 items to the Technical Guides section.	Summer 2025	IRL Workgroup/ TSBVI staff contributors/ Media Team as needed	Time to produce and submit content	
2. Upload 10 items to the Lesson Plans section.	Summer 2025	IRL Workgroup/ Content-area teachers	Time to produce and submit content	
3. Upload 10 items to the articles section.	Summer 2025	IRL Workgroup/ TSBVI staff contributors/ Content Team as needed	Time to produce and submit content	

2024–2025 Action Plan

ACTION PLAN

9. Release at Least Two New Publications by August 2025 and Market the Materials in at Least Two Methods Including Sending Out Notices and Tabling at Conferences.

SUMMARY OF RESOURCES NEEDED

None

PROJECT LEADER

Angela Wolf, Curriculum Director

SPECIFIC EXPECTED RESULT OF STRATEGY

Release of at least two new publications and marketing of the materials in at least two methods including sending out notices and tabling at conferences.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Publish Artful Instruction: Making Art Accessible for Individuals Who are Blind or have Low Vision.	December 2024	Curriculum Staff	Time to complete editing and layout, materials for digital and hard copy publication	
2. Publish revision of Essential Tools of the Trade.	August 2024	Curriculum Staff	Time to complete editing and layout, materials for publishing in	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
			digital and hard copy formats	
3. Publish Sciences of Literacy.	December 2024	Curriculum Staff/ Contributing authors from TSBVI and externally	Time for writing, editing, and layout, materials for publication in digital and hard copy formats, stipends as needed for contributing authors	
4. Marketing through Constant Contact for each new publication.	Summer 2025	Curriculum Staff	Time to create and send advertisements and announcements.	
5. Present and exhibit at TAER.	Spring 2025	Curriculum Staff/ Contributing Authors	Time to prepare for presentations, funds for travel	

2024–2025 Action Plan

ACTION PLAN

10. Implement a Plan to Improve Instructional Technology Competencies for Staff and Students.

SUMMARY OF RESOURCES NEEDED

Each of the steps in this action plan only require time, collaboration, commitment, and follow through between staff members. No additional resources will be needed as we will utilize our Google Workspace apps for communication and productivity. We will also utilize feedback/input from our Instructional Tech and Staff Learning Coordinator, Adapted Materials Coordinator, STEM Specialist, Assistive Technology Teachers, Comp Programs Admin team, and other select individuals from the Curriculum, IR and HR departments.

PROJECT LEADER

Daniel Wheeler – Comprehensive Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

Implementation of a plan to increase technology competence of staff and students.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Reorganize Online Technology Resources and TechCats Tutorials on Campus Info - Create a page on Campus Info to house training material, technical guides, and other reference resources for our primary technology systems at TSBVI, as well as link to a TechCats Tutorials YouTube playlist of screencast tutorials. Staff struggle to	January 1, 2025	Daniel Wheeler and Allison Kemp	no extra resources needed	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
locate support documentation and training resources for our numerous systems, and better organizing this information and making it more readily available to staff will help improve overall access and proficiency with these systems.				
2. Bridge Training Catalog and Campus Info Page - Create a one-to-two-page catalog of required Bridge trainings for our staff, organized by role, in order to provide our staff a better sense of what Bridge trainings are being offered across campus, and the annual training requirements that are mandated for school personnel. In addition to this catalog, create a Bridge page on Campus Info with links to slide decks, pdfs, and other course handouts so staff can more easily locate and access critical information from each Bridge course.	July 29, 2024 (Bridge Catalog) January 1, 2025 (Campus Info Bridge Page)	Daniel Wheeler and Allison Kemp	No additional resources needed	
3. Expand Offerings of AT Trainings - in order to help more staff build proficiency and comfort with essential AT for individuals who are blind or VI: 1. Continue offering AT focused study groups each semester. 2. Coordinate with PLCs to offer bi-monthly AT-specific trainings for each PLC Offer 1:1 AT training via Help Desks requests	May 29, 2025	Daniel Wheeler and the AT Teacher Team	No extra resources needed	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
4. Grow Staff and Student Involvement in STEM - Coordinate with STEM specialist to encourage and incentivize staff to use the Makerspace and Fab Lab with their students through engaging training and professional development opportunities, and for staff to incorporate at least one STEM-related tech project each semester into their class curriculum.	May 29, 2025	Daniel Wheeler and Chris Correll	No extra resources needed	
5. Increase Instructional Tech Coaching Around the Baseline Tech Expectations - In 2023-24 we adopted a new set of baseline tech expectations for teachers and students, but teachers need more individualized coaching and support on how to meet these expectations and integrate more technology into their classes. This support will require more individualized coaching and feedback that follows an iterative coaching cycle model with success evaluated through teacher T-TESS scores and student SLO scores. We will initially focus on academic middle school and high school multi-class teachers.	May 29, 2025	Daniel Wheeler with support from PLC leads, AT Teachers, APs, and Curriculum dept.	No extra resources needed	

2024–2025 Action Plan

ACTION PLAN

11. Implement a Plan to Improve English as a Second Language Skills of Students Who Are Emergent Bilinguals.

SUMMARY OF RESOURCES NEEDED

None

PROJECT LEADER

Ana Villarreal (Janet Bean)– Comprehensive Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

Implementation of a plan to improve English as a Second Language skills of students who are Emergency Bilinguals.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Train Assistant Principals, Lead Teachers, and ARD facilitators on ARD process for students receiving EB services using the LiveBinder EB procedures for Frontline and LPAC Guidance and Resources for the current school year from TEA; review TELPAS scores and annual program self-evaluation; discuss assignment of EBs to ESL-certified teachers.	August 9, 2024	Ana Villarreal / Janet Bean	60 minutes, meeting room, computer projector	
2. Meet with assigned ESL teachers to ensure teachers familiarize themselves with the student's LPAC history and current English-language developmental	August 16, 2024	Ana Villarreal	30 minutes per student	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
level. Discuss membership in Texas Association for Bilingual Education (TABE).				
3. Convene LPAC to review current and monitored students, gather information needed to complete Parent Notification on Student Progress Forms, and develop LPAC recommendations regarding potential reclassification and ESL interventions for the school year.	August 16, 2024 (anticipated Beginning Of Year (BOY) meeting date)	Ana Villarreal, LPAC	90 minutes, meeting room, computer projector, classroom coverage as needed	
4. Send Parent Notification on Student Progress forms to parents to inform them of their student's progress and placement.	September 30, 2024 (required within the first 30 calendar days of school)	Ana Villarreal	Funding for translating letters and forms	
5. Train LPAC members on responsibilities and procedures using the Framework Manual for the LPAC Process.	October 4, 2024	Ana Villarreal	Classroom coverage as needed for TEA online course with completion certificates (https://www.txel.org/lpac/trainingresources/)	
6. Convene LPAC to review current EBs and develop LPAC recommendations for statewide assessment including STAAR, STAAR Alt2, TELPAS (including Reading	January 27, 2025 (anticipated Middle Of	Ana Villarreal, LPAC	90 minutes, meeting room, computer	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
test now available in braille), and TELPAS Alt.	Year (MOY) meeting date)		projector, classroom coverage as needed	
7. Ensure teachers of students participating in TELPAS ALT complete training and teachers of students participating in TELPAS complete training and calibration.	February 17, 2025 (based on TEA assessment calendar)	Ana Villarreal, teachers	Classroom coverage as needed	
8. Assess needs of teachers providing instruction to EBs and recommend professional development activities related to second-language acquisition.	May 19, 2025 (anticipated End Of Year (EOY) meeting date)	Ana Villarreal, teachers	Funds for activities, classroom coverage as needed	
9. Convene LPAC to review annual progress of EBs, reclassify applicable students and develop LPAC recommendations for the next school year.	May 19, 2025 (anticipated EOY meeting date)	Ana Villarreal, LPAC	90 minutes, meeting room, computer projector, classroom coverage as needed	
10. Complete ESL Program Implementation Rubric, a self-evaluation of the ESL program effectiveness.	July 31, 2025	Ana Villarreal	none	

2024–2025 Action Plan

ACTION PLAN

12. Provide Training to Staff to Meet the Staff Development Priority Needs Identified in the 2024-2025 Comprehensive Programs Needs Assessment.

SUMMARY OF RESOURCES NEEDED

Approximately \$25,000 for training fees, registration fees and related travel expenses.

PROJECT LEADER

Miles Fain – Comprehensive Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

Provision of staff training to meet the staff development needs identified in the 2024-2025 Comprehensive Programs needs assessment.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Provide training to staff in the following priority areas: <ul style="list-style-type: none">Teacher of Students with Visual Impairments, Teacher of Deafblind Students and English as a Second Language certification training21st Century Teaching and Learning (academics & alternative academics for students with visual and other impairments, K-3 Reading and Math	May 2025	Miles Fain		

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
<p>Academies training, Student Learning Objectives)</p> <ul style="list-style-type: none"> • Students and Staff Mental Health Supports • Dyslexia and Related Disorders • Specific Conditions Related to Students with Visual and Additional Impairments • Instructional Technology and Access Technology • Positive Behavior Interventions and Supports, Crisis Prevention and Intervention • Transition to Adult Life • Social Emotional Learning, Self-determination & Restorative Practices • Teacher Selected Professional Development Units and Leadership Pathways to address the unique needs of students with visual and other impairments 				

2024–2025 Action Plan

ACTION PLAN

13. Implement Programs to Encourage Family/Parental Involvement.

SUMMARY OF RESOURCES NEEDED

Family transportation and lodging assistance costs; expenses for staff travel and lodging to local schools and students' homes.

PROJECT LEADER

Miles Fain – Comprehensive Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

90% of parents of enrolled students will rate as satisfactory or above their degree of participation in decisions regarding their child's educational services and placement.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Provide information to parents about their child's visual impairment and instructional implications upon completion of Functional Vision/Learning Media Evaluations, Orientation and Mobility Evaluations and upon request.	May 2025	Teachers O&M Specialists		
2. Conduct a Family Day with training and parent-teacher conference components.	November 2024	Miles Fain	Expenses for breakfast and lunch; parent transportation and lodging	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
			assistance costs	
3. Prepare and distribute the Wildcat Times family newsletter.	May 2025	Alex Arguello		
4. Facilitate parent participation with the activities of the Family Lynx Organization, the School Health Advisory Council and the Instructional Planning Council.	May 2025	Miles Fain Ria Ferich		
5. Conduct annual parent surveys.	May 2025	Susan Houghtling		
6. Facilitate participation in students' Admission, Review, and Dismissal (ARD) committee meetings with on-going communication to provide information and obtain input from parents about their child's instruction, services and placement.	May 2025	Miles Fain Assistant Principals		
7. Conduct frequent phone calls and send quarterly written progress notes to parents.	May 2025	Teachers, Residential Instructors		
8. Facilitate visits by parents to campus and continue to arrange visits by staff to students' homes and local school districts to facilitate involvement of families in transition of students to and from TSBVI.	May 2025	Miles Fain	Family transportation and lodging assistance costs; expenses for staff travel and lodging to local schools and students' homes	

2024–2025 Action Plan

ACTION PLAN

14. Evaluate and Improve Collaboration with Local Schools and Families in Development and Monitoring of IEPs.

SUMMARY OF RESOURCES NEEDED

None

PROJECT LEADER

Valerie Perwein – Comprehensive Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

90% of parents of enrolled students will rate as satisfactory or above their degree of participation in decisions regarding their child's educational services and placement.

90% of local school districts of enrolled students will rate as satisfactory or above their degree of participation in decisions regarding their student's educational services and placement.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Update resources to support ongoing training for staff related to Full and Individual Evaluation Information, writing succinct reports of present levels of achievement and functional performance based on a variety of data sources, drafting measurable annual goals in critical need areas and progress reporting.	May 2025	Special Education Director, Assistant Principals; Lead teachers, Evaluation staff	Summer stipend days	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
2. Explore updated progress reporting software to streamline the process for staff writing reports and to improve dissemination of progress reports to parents and LEA staff.	May 2025	Special Ed Director, CSR Director, Assistant Principals Sped Data Coordinator	Additional funds for software improvements	
3. Explore additional ways to continue to improve parent involvement in IEP development and planning process.	May 2025	Special Ed Director. Assistant Principals, Lead Teachers	None needed	
4. Dyslexia Services: Continue to review updated Dyslexia handbook to refine evaluation procedures and tools related to identification of dyslexia and monitor progress of students receiving dyslexia services.	May 2025	Special Ed Director, Evaluation staff, providers of dyslexia instruction	Summer stipend days	



Texas School for the Blind and Visually Impaired

Short-Term Programs

Needs Assessment for 2024-2025 Annual Improvement Plan

A. School Year Student Outcomes

1. Core Curriculum

Short-Term Programs (STP) offered Algebra I for credit for the second time in the 23-24 school year. The other classes offered in STP focus on access to the general curriculum via the Expanded Core Curriculum (ECC).

2. Expanded Core Curriculum

Strengths

- 97% of students attending STP classes demonstrated progress as measured by improved scores between pre-and post-assessment data.
95% of LEAs, parents and students rated the student's experiences in STP as very satisfactory or outstanding.
- 16 Educational Service Centers (ESC) in Texas sent at least one student to a class.
- STP teachers have been working with students for a more extended time (remotely), thus increasing student skill retention.
- School year attendance is in the table below:

Year	Unduplicated Count	Duplicated Count	Cancellations
2018-2019	170	311	88
2019-2020	149	275	130
2020-2021	122	366	53
2021-2022	119	311	42
2022-2023	132	279	23
2023-2024	In progress	In progress	In progress

Needs

- STP teaches both in-person classes and remote individualized instruction. Maintaining both types of service delivery with the current staffing model needs to be evaluated. School day staff continue reporting difficulty meeting the 16-session requirements for SLO Instruction.
- The STP dorm needs one additional position to be staffed at the same ratio as other dorms on campus. We have been unable to find substitutes to fill in when a staff member calls in sick or when we have a large class.

- STP's school day program has been unable to fill the vacant TA position this school year. Like the residential shift, we have been unable to find substitutes to fill in when a staff member calls in sick or when we have a large class.

B. School Year High-Quality Programs and Staff

1. Highly Qualified Teachers and Staff

Strengths

- All teachers, teacher aides, and other professionals meet state certification and licensure requirements for their respective assignment areas.
- The STP office can quickly and efficiently process many admissions with a small staff. The cycle from referral to acceptance to attendance is a fully digital process.
- STP teachers have become highly specialized in rapidly changing technologies and math.
- STP teachers continue to expand their use of online learning tools and training modules to increase their content-area knowledge and skills. All STP teachers pursue individualized professional development.
- STP teachers participate in Student Learning Objective (SLO) with five identified students for at least sixteen class sessions.
- STP teachers continue to innovate and provide instructional leadership throughout the state and nation by presenting at conferences, serving on statewide committees, providing distance learning lessons, teaching in teacher training programs, serving as mentors, and supervising internships.
- All teachers have advanced degrees and are highly skilled in teaching the Expanded Core Curriculum areas for students with visual impairments (ECC).

Needs

- Staff need continuous training in various technologies to provide current instruction on diverse and ever-changing systems students learn in their local schools.
- Evaluate our recommendations regarding a systematic approach to braille and tech instruction. Many students arrive at STP with inadequate technology that diminishes their proficiency in accessing the same content as their non-disabled peers.
- Teachers need ongoing training about new statewide assessments and curricula, especially in math, science, and technology, to adapt their instruction and collaborate effectively with local educators.

2. High-Quality Programs

Strengths

- STP offers instruction in individually determined objectives identified in collaboration with local teachers of students with visual impairments.
- STP offers training in areas of the ECC that can be difficult for local districts to provide, including college preparation; traveling in a city environment; math, science, and technology accessibility tools and adaptations; food management and preparation; outdoor physical adventure; maximizing use of low vision; adapted sports; etc.

- Provide specialized services to students with low vision, both in individual classes designed to meet this need, as well as in any of our classes.
- STP student reports provide families, local schools, and ESC's specific student information that local teachers can use to extend and continue instruction on newly acquired skills.
- The Short-Term Programs website at tsbvi.edu provides thorough, organized, detailed explanations of every aspect of the program, from referral and attendance to post-program processes.
- Short-Term Programs has continued its collaboration with TSBVI Outreach staff to provide instructional programs that use the excellent skills of both staffs. Some classes jointly serve students and their teachers, families, and paraprofessionals. Together we provided: "The Game of Life," "In the Driver's Seat," and "City Travel."

Needs

- A unified schoolwide referral/application process that allowed all TSBVI departments to access student information would improve efficiency and increase the ease of requesting services for our TVIs and families.

C. Summer Student Outcomes

1. Core Curriculum

When possible, Short-Term Programs (STP) offers an SBOE credit class in Physical Education. In three action-packed weeks, students can obtain half a credit that counts toward their graduation requirements in local districts. Unfortunately, a credit PE class was not offered in the summer of 2023.

2. Expanded Core Curriculum

Strengths

- TSBVI has the country's largest and most diverse summer program for students with visual impairments.
- 97% of local district and parent surveys rated their student's learning experience in summer programs 2022 as very satisfactory or above.
- In 2023, we received 329 applications. Between March and July, 276 students were offered an online or in-person class at some point.
- A total of 215 students attended during four weeks of programming.
- Students from 17 of the 20 Educational Service Centers attended.
- 105 districts referred students from across the state.
- STP sent an individualized written report to the family and school district of every student in attendance.
- Elementary Summer Enrichment served 93 students
- SWEAT, and WALIC work programs served 23 students
- Secondary Enrichment served 99 students

Needs

- Continue to offer the credit PE and Art credit courses in future summers
- Attract more teachers to work during summer enrichment programs.

D. Summer High-Quality Programs and Staff

1. Highly Qualified Teachers and Staff

Strengths

- A wide range of diverse programs are offered during the summer, addressing the arts, technology, travel and mobility, independent living, athletics, social and self-determination skills, and applied academic skills. All programs emphasize infusing and practicing skills within real-life domestic, thematic, vocational, and/or recreational activities.
- Summer programs instruct students in the Expanded Core Curriculum for students with visual impairments (ECC). This instruction may be challenging to provide in some local districts due to the concentration on high-stakes testing. During the summer, students have time away from their typical school demands to learn ECC skills during the school and residential parts of their day.
- Summer provides a supportive environment for students to learn and practice career education skills they may not experience during the school year, especially if they receive an education in the regular classroom.
- Summer provides an opportunity to pilot new classes and rotate through various offerings from one summer to the next. We maintain classes that are the core offerings in summer while implementing new or rotating topics that have been requested during the year.
- We refine the types and number of classes we provide after we receive the applications and learn what people have requested that year.
- Students who go to school with only sighted people during the school year can interact with successful students and adults who share their experiences as blind or visually impaired persons during the summer. The impact of this benefit is immeasurable, affecting self-esteem and the confidence to challenge themselves in all areas of life, including the school curriculum.
- Individual student reports are written for every summer student, addressing both school day and residential participation in many skills of the Expanded Core Curriculum.

Needs

- Managing all the data and systems requiring implementation every summer (e.g., class and dorm groups, food services, health center, etc.) is a big challenge. We need to determine priorities for expanding the use of the web application for planning future summers. The lifecycle of the STP web app is ten years old, and consideration of how to update it, given the need for a unified registration system, is warranted.

2. High-Quality Programs

Strengths

- The STP web application allows us to process many summer applications each year. Teachers referring students from around the state can manage all their students and update their applications.
- Staff works diligently throughout the spring to ensure that any student who withdraws from a class is quickly replaced.

Needs

- Continue to expand summer offerings to reach more students across the state.

Short-Term Program Long-Range Goals and Annual Objectives

GOAL A: Students who are blind, deafblind, or have low vision will demonstrate knowledge, skills, and agency to lead vocationally, personally, and socially satisfying lives.

Objective 20: 90% of students in short-term programs classes will demonstrate progress as measured by pre-and post-assessment.

Objective 21: 90% of responding LEAs, parents, and students will rate the students' learning experiences in school-year short-term programs as very satisfactory or outstanding.

Objective 22: 90% of students' learning experiences in summer programs will be rated by parents and local districts as very satisfactory or outstanding.

GOAL B: Students who are blind, deafblind, or have low vision will have access to quality education based on appropriate assessment, curriculum, and instruction.

Objective 23: Presentation of Short-Term Program instructional offerings to five of the lowest referring Education Service Centers.

GOAL F: TSBVI staff will contribute to the accomplishment of the school's mission by providing high quality products and services.

Objective 24: Development and implementation of a plan to ensure continuity of knowledge of the new Short-Term Programs Principal.

SHORT-TERM PROGRAMS ACTION PLANS BY GOAL AREA

2024-2025

In accordance with the board-adopted long-range goals and objectives and to address the needs identified in the preceding sections, TSBVI staff will implement the following strategies and action plans for improvement:

GOAL B: Students who are blind, deafblind, or have low vision will have access to quality education based on appropriate assessment, curriculum, and instruction.

Action Plan:

15. Increase awareness of TSBVI Short-Term Programs and its unique instructional offerings.

GOAL F: TSBVI staff will contribute to the accomplishment of the school's mission by providing high-quality products and services.

Action Plan:

16. Increase the continuity of knowledge of the new Principal of Short-Term Programs.

2024–2025 Action Plan

ACTION PLAN

15. Increase Awareness of TSBVI Short-Term Programs and Its Unique Instructional Offerings.

SUMMARY OF RESOURCES NEEDED

None

PROJECT LEADER

Eden Hagelman – Short-Term Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

Presentation of Short-Term Program instructional offerings to five of the lowest referring Education Service Centers.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Review referral data to identify the five ESCs with the lowest use of Short-Term Program instructional offerings.	October 2024	Eden Hagelman	N/A	
2. Conduct research on each identified ESC to understand their demographics, student population, educational priorities, and specific needs.	November 2024	Eden Hagelman	N/A	
3. Create presentation materials highlighting the benefits, features, and relevance of Short-Term Program instructional offerings.	November 2024	Eden Hagelman	N/A	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
4. Coordinate with the targeted ESCs to schedule presentations or meetings at convenient times for their staff via Zoom.	December 2024	Eden Hagelman	N/A	
5. Establish ongoing communication channels to nurture relationships, provide support, and address any further inquiries or requests for assistance.	May 2025	Eden Hagelman	N/A	

2024–2025 Action Plan

ACTION PLAN

16. Increase the Continuity of Knowledge of the New Principal of Short-Term Programs.

SUMMARY OF RESOURCES NEEDED

None

PROJECT LEADER

Eden Hagelman – Short-Term Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

Development and implementation of a plan to ensure continuity of knowledge of the new Short-Term Programs Principal.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Review written STP procedures, web app documentation, and Gmail/Emerson file structure to plan and implement an effective school year and summer program.	September 2024	Eden Hagelman	N/A	
2. Meet with each STP staff member and the Health Center Director to become familiar with their roles and responsibilities.	October 2024	Eden Hagelman	N/A	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
3. Review past Needs Assessments, Annual Reports, and Action Plans to prepare for current due dates.	November 2024	Eden Hagelman	N/A	
4. Attend relevant TEA webinars/ training on the Teacher Incentive Allotment to successfully lead the schoolwide project and submit TSBVI data.	April 2025	Eden Hagelman	N/A	
5. Schedule meetings with the Texas Workforce Commission representatives assigned to SWEAT and WALIC summer programs to prepare documentation needed for contracts.	April 2025	Eden Hagelman	N/A	



Texas School for the Blind and Visually Impaired

Outreach Programs

Needs Assessment for 2024-2025 Annual Improvement Plan

Data sources utilized to determine strengths and opportunities within Outreach.

- Needs Assessment Survey of Stakeholders throughout the state (conducted January 2024)
 - 95 respondents
 - 20/20 ESCs represented
 - Responses from various stakeholders, including: ESC VI and CAN Consultants, TVIs, COMS, Related Service Providers, Family Members, AT Specialists, TWC and HHSC staff, TDHHs, TDBs, School and District Administrators, Paraprofessionals, and others.
- Data collected as part of the Deafblind Project Grant
- 2023-2024 Annual Report
- Participation data from evaluations from online and in-person offerings
- Preliminary VI Registration and Deafblind Child Count data collected in Jan. 2024
- Final VI Registration and Deafblind Child Count data collected in Jan. 2023
- Anecdotal information collected from our Outreach providers regarding trends
- 2023 Summary of Professionals in Visual Impairment in Texas
- TSBVI Outreach event survey results

A. Continue to create new materials and improve marketing strategies to increase awareness of and access to developed trainings, webinars, and technical assistance via in-person and distance modalities.

As agencies and school districts continue to struggle to find funds for professional development for educators and staffing shortages make it difficult to find substitutes, and as ESCs are less and less able to fund PD, the need for opportunities to participate in low- or no-cost virtual training continues to be prevalent. In the hopes to increase the number of students benefiting from the efforts of our programs, we provide a variety of delivery models for our content. This does not negate the need for in-person trainings, which provide networking and collaborative advantages, and we continue to offer more face-to-face opportunities as the pandemic nears its end. However, the increase in virtual offerings does provide resources to others who do not live in close proximity to our events, specifically in rural Texas. Outreach is also a valuable resource to those in other states relying on TSBVI to provide leadership in our field. However, it is clear that we need a more robust marketing plan in order to reach teachers and families throughout Texas.

Strengths/Accomplishments

- According to the Needs Assessment Survey, most of our stakeholders prefer in-person workshops and conferences; 57% of people listed these in their top 3 training modalities. The other top preferences were conferences and virtual offerings (35%). These results show that although our stakeholders still prefer in-person events, virtual options remain a valuable way to access PD.
- TSBVI Outreach presented at, hosted, or facilitated 215 conferences and/or workshop sessions at local districts, regional service centers, and statewide and national venues, including via distance technologies, for 6,275 participants. Requests for workshops and training continue to come from state and national partners.
- Although we have decreased to one session per week, Coffee Hour attendance remains high. So far this school year, we have had 21 sessions with 1,014 total participants, for an average of 48 participants per session.
- The podcast, “A Sense of Texas”, now has 101 episodes with almost 41,000 total downloads! We have listeners in all 50 states, D.C., various U.S. Territories, and at least 42 other countries. 93% of downloads are happening in the United States versus internationally and of those in the United States, 41% of downloads are in Texas.
- Outreach has a dedicated media team (including an accessibility specialist), an archivist, and an instructional developer. This group is skilled in their abilities, as well as motivated by the Mission of TSBVI. Their talents extend beyond production and include vast accessibility knowledge. This remains crucial for us to serve our professionals well and to be the example for other organizations when considering the needs of our unique population.
- Our Deafblind Project members participate on multiple work groups and national projects in partnership with the National Center on Deaf-Blindness (NCDB).
- Our collaborative websites continue to be popular including [Paths To Literacy](http://www.pathstoliteracy.org) (<http://www.pathstoliteracy.org>) and [Active Learning Space](http://www.activelearningspace.org) (<http://www.activelearningspace.org>). We continue to curate and add resources to the TSBVI Statewide Resources and Outreach Programs webpage (<http://www.tsbvi.edu/statewide-resources>) and the [Texas Deafblind Project website](https://txdeafblindproject.org) (<https://txdeafblindproject.org>).
- Social media has proved to be a valuable tool in sharing information and providing space to collaborate. On Facebook, we maintain a Deafblind Project page, a Deafblind PLC group, and an Early Childhood Education group.

Needs

- Although we are increasing the scope and reach of our products, we need to continue to focus on effective marketing to ensure educators and families are aware of our numerous resources. Anecdotal evidence from Outreach staff members highlights numerous conversations with families and ISD staff who are unaware of our programs.
- Website redevelopment is necessary to increase the usability of our Outreach page and to accurately guide users to the resources they seek. With the retirement of some staff, new curators of Active Learning Space will be necessary. Because of the extensive scope of our online presence and resources, the Outreach department would benefit from a dedicated webmaster position.

- Online resources that include a micro-credential component require more staff support to interact with users completing online tasks for credit. We have not yet determined staff capacity for this role; this may be another area that a webmaster could support.
- Outreach Policies and Procedures continue to need updating.

B. Collaboration with statewide and national entities reciprocally builds greater capacity.

TSBVI Outreach is known as a leader, not only in Texas, but throughout the nation as well. Outreach staff have the time and expertise to develop a variety of trainings and resources to meet the needs of many professionals and families. Although other entities have knowledge and expertise, TSBVI Outreach has a unique model--our partners may not have the same capacity to produce resources as they are providing direct support and services for students full-time. By working in collaborative partnerships, we can build on our strengths while increasing regional and state capacity for improving student services. Our partners are crucial members of the Outreach team.

Strengths/Accomplishments

- Within the first six months of our current year, we have provided school consultations and/or workshops within all 20 ESCs.
- Twelve of twenty ESC leads completed the Needs Assessment Survey with several asking for individual collaboration, indicating strong collaborative ties.
- Our professional preparation coordinator works closely with Texas University programs (TTU and SFA) and coordinates the Personnel Prep Advisory Group (PPAG) to meet bi-annually to address staffing shortages within visual impairment. Our Mentor Program Coordinator is also an integral collaborator with the Universities, ESCs, and ISDs in providing support to new teachers in our field.
- The Texas Education Agency Educational Action Committee meets bi-annually through TSBVI Outreach facilitation and has provided a forum for continued development of strategies to meet ongoing state needs.
 - Under this umbrella, Outreach has been instrumental in the creation of a new sub-committee dedicated to Child Find and Early Childhood Eligibility.
 - Because of this committee's work, TEA and Health and Human Services are examining their policies and procedures to ensure better access to services for families and babies who are blind, low vision, or deafblind.
- CVI collaboration continues throughout the state, with a course being offered as part of Project INVITE, a federal grant aimed at training VI professionals with an emphasis in neurological visual impairment. Outreach staff have been very involved by creating modules for each phase of CVI.
- TEA, TSBVI, and ESCs combine efforts to collect our child count/census data and preliminary data from January of 2024 show a total 10,930 (up from 10,587) students who are blind, low vision, or deafblind. This includes an increase to 873 deafblind students (up from 846). The 0-3 numbers have also increased from 263 to 303.
- TSBVI Outreach participates in the Texas Interagency Task Force on Deafblindness which gives space to address the needs of children and adults who are Deafblind in Texas from the perspective of educators, families, and agency providers.

- Our Family Engagement Specialists are advisors and partners within the family organizations in our state for children who are Deafblind or blind/visually impaired.
- The Texas Deafblind Project has an advisory group to assist with project activities and the advancement of priorities within our Texas State Plan for Students with Deafblindness.
- The Texas Focus conference will take place virtually on February 22-24, 2024. There are 250 educators and family members currently registered.
- TX SenseAbilities continues to be a valuable publication. Last year, the magazine online only format (with Spanish and audio still available), and is available as a microsite on the tsbvi.edu site.
- We have been able to partner with the Blind Children's Program at HHS. Their staff and Outreach staff have met several times to discuss programming and collaboration opportunities.

Needs

- This year, we have a focus to strengthen our collaboration efforts with TWC and with the Parent to Parent Network.
- We continue to work closely with the Sensory Network out of Region 11 to define state needs and the roles of each agency in order to assist with the statewide delivery of training and services for those who are blind, visually impaired, and deafblind.
- Although we have seen a slight increase in the birth-3 numbers of the VI/DB Registry, the data show a continued and significant statewide need for increasing capacity to fulfill the Child Find mandate of IDEA, particularly for students age birth to 3. More robust training for and dissemination of information to families, ECI staff, the medical community, and other state partners is essential in order to ensure services are being provided to children as soon as possible.
- The Needs Assessment Survey, as well as anecdotal evidence from Outreach and TSBVI staff, show that there is a high need in the state for training and support of the evaluation and assessment of students who are blind/VI and Deafblind. We have received numerous phone calls from LSSPs and Diagnosticians throughout the state who need training specific to this population of students. Currently, we do not have the capacity, nor the personnel, to efficiently fulfill this need.
- The ESC Leads who responded to the Assessment of Needs survey have identified the need for additional support for teachers serving students in the 0-3 age range. They have asked for training and support in the coaching model, child find, assessment, and transition from Part C to Part B of IDEA.
- ESC Leads have also identified an ongoing need for paraprofessional training and support, CVI, and AT as top training needs.

C. Student specific family and school consultations and coaching remain necessary and needed, specifically for high-incidence etiologies within our low-incidence population.

Outreach receives referrals regularly from around Texas to provide family and school consultations. We also work closely with regional ESC leadership to ensure they are aware of and included as needed on any services we provide. This in turn ensures efficient use of resources and continues to build local district capacity for serving students who are blind, visually impaired, and Deafblind. During this last year, we have continued to provide

consultation services, but the use of distance technologies has given us an opportunity to re-vamp our consultation model into a coaching process.

Strengths/Accomplishments

- Within the first 6 months of the current year, we have completed about half of the consults toward meeting our annual target.
- Our VI Team and DB Team both meet every Monday morning to review referrals and determine which Outreach consultant(s) has the expertise for the request provided.
- Because the most common primary etiology for our students in Texas is Cortical/Cerebral Visual Impairment, we have made a concerted effort to address this need. Our staff have worked with Sensory Network to run an ongoing study group/coaching model surrounding CVI. This is intended to address the individual needs of more students through building increased regional expertise.
- Requests for active learning consultations remain significant and the Active Learning Modules are a part of our online course offerings.
- Increased amount of technology and assistive technology training requests continue to be delivered via Zoom.
- We continue to implement coaching strategies into the consultation process.

Needs

- Optic Nerve Hypoplasia (also known as Septo Optic Dysplasia) is a top primary etiology in Texas. Support for students who have this etiology often include a request for guidance regarding behavior and sensory issues. Our current staff is considering ways to support this statewide need, while considering behavior support for students of all etiologies. A guide to supporting behavior needs of students who are deafblind was published in October, 2021 and is currently being updated. However, we do not currently have a behavior/sensory expert on staff, and this has been identified as a significant statewide need.
- The psychosocial impact of visual impairment on students and families has been brought up anecdotally by Outreach staff as an increasing need. Outreach staff have partnered with Texas School for the Deaf staff to hold the third Mental Health Symposium for Students who are Deaf/Deafblind in April. In the coming year, the hope (and the need) is to expand to students who are blind/visually impaired as well. These symposiums will support training of school and mental health professionals in meeting the unique psychosocial needs of our students and families.
- We also continue learning and implementing strategies for Adult Learning.
- Our internal processes for student consultation and training requests are currently under revision to ensure efficiency in meeting statewide needs.
- Because of the extensive nature of Outreach, the number of direct reports, and the need to continue to grow, the Outreach department would greatly benefit from an assistant director.

D. Continued support is needed to develop professionals in the field of vision impairment, including Teachers of Students who are Deafblind and Orientation & Mobility Specialists.

Through our Professional Prep Coordinator, Mentor Coordinator, Deafblind Project staff and grant funding, we have targeted efforts to expand and maintain a comparably realistic level

of professionals dedicated to students who are blind, visually impaired, or deafblind in Texas. However, these efforts must continue and increase in order to continue to meet the need of our growing population of students.

Strengths/Accomplishments

- Many of the deafblind team are working with TEA and Pearson to write the test questions for TDB licensure
- About 80% of students in our teacher prep programs for VI and DB are receiving support through Texas Grants.
- The intervener team training was created as a module in Bridge. We have provided multiple supplementary group sessions that are also offered virtually to address questions from the modules.
- QPVI continues in 2 districts. QPVI Train the Trainer took place in December.
- Partnerships with family organizations help increase understanding of the need for professionals within the community and home, including interveners.

Needs

- The total number of VI professionals, including leadership positions, increased from 935 to 983, a gain of 48 individuals.
 - The number of part-time TVIs increased by 35 individuals while full-time TVIs decreased by 14 individuals in 2023, bringing last year's total of 643 to 664 or 572.5 FTEs (increase of 3.5 FTEs).
 - There are 347 COMS providing direct service, equaling 276 FTEs. The total increased by 42 individuals. Three individuals increased in the full-time category and 39 individuals increased in the part-time category.
 - Eighty-four VI professionals are dually certified, providing both TVI and O&M services. This is an increase of 3 individuals from the previous year.
 - Approximately 25% of the total number of VI professionals serving students are contract service providers, an increase of 3% from last year.
- Cultural diversity of VI professionals showed both signs of growth and decline.
 - The number of VI professionals who are African American increased by 12, from 53 to 65.
 - The number of VI professionals fluent in Spanish increased by 26, from 115 to 141.
 - The number of VI professionals who are Hispanic increased by 3, from 150 to 153, while Asian American increased by 4, from 7 to 11 in 2023.
- Attrition in the previous year decreased from 63 to 40 individuals. ESC consultants anticipate that 132 TVIs and 49 COMS, or 18% of existing VI professionals, will retire or otherwise leave the field over the next 3 years.
- The total number of university students statewide entering VI and O&M certification programs at Stephen F. Austin State University and Texas Tech University decreased by 34 or 20%, and 70 completed their program in 2023.
- There are 138 future VI professionals in a program leading to certification as either a TVI or COMS. Eighty-nine students are working toward their TVI certification and 49 are enrolled in an O&M program.
- Sixty-nine individuals (51 TVIs and 18 COMS) completed a VI certification program in 2023, a decrease of 22% from 2022.

- Eighty-eight percent of students enrolled in SFASU and TTU TVI and O&M certification training receive funding support for coursework, an increase of 25% from 2022.
- Anticipated Need for VI Professionals
 - It is projected that Texas will need 32 to 43 additional TVIs and an additional 26 to 36 COMS by 2026 to accommodate student growth alone.
 - Texas is estimated to need an additional 166 to 175 full-time equivalent TVIs and 75 to 85 full-time equivalent COMS in the next 3 years to replace those who are likely to leave the field and respond to anticipated student growth.
- VI Registry and Deafblind Child Count numbers are on the rise post pandemic, which will necessitate substantial growth in the VI/DB field.
- Tuition continues to increase annually at all Texas universities, which reduces the number of professionals who can be sponsored when grants remain flat-funded or even reduced.

E. Texas families of children who are visually impaired, blind, or deafblind need continued support.

Strengths/ Accomplishments

- Both the VI and DB Family Engagement Specialists consult and collaborate with families around the state.
- Texas Family Re-charge Zone continues to be held monthly. A survey and focus groups were conducted to find out needs in terms of online collaboration opportunities for families. Our Family Engagement and Transition Specialists host Texas families and provide space for them to network together.
- Upon completion of the Game of Life event, family members reported they were much more confident in their knowledge of the Expanded Core Curriculum and how to address it at home and school.
- Our Deafblind Family Engagement Specialist collaborates and networks monthly with similar specialists from around the country via an online platform.
- Outreach was able to provide some financial support to our family organizations to assist with registration to multiple events and to support their annual conferences.
- Family organization leadership conference calls are hosted by TSBVI family engagement specialists.
- Family focus groups are held each year to as a way to learn the needs throughout Texas.

Needs

- The families that have participated in Family Leadership programs in the past have reported the need for follow-up and continued training. We will kick next school year off with a continuing education weekend for past family leaders, who will then support new families through both the Family Engagement and Leadership series.
- Families report that it remains difficult to get funding for travel to conferences and events. Outreach remains committed to providing support, but with budget limitations, we are unable to support as many as in the past. We will continue to partner with the Blind Children's Program at HHS and Family Organizations to support families to attend.

Activities/Products/Events planned for 2024-2025 to address needs:

Conferences/ Events

- Braille Boot-Camp: 1 session each in August 2024 and January 2025
- Mentor Center: 3 sessions in 2024-2025
- SWOMA
- Mentor Training
- Texas Symposium on Deafblind Education
- Assistive Technology Boot Camp
- Intervener Train-the-Trainer
- Intervener Team Training
- Low Vision Conference
- Low Vision on the Road
- Exploring possibility of Early Childhood symposium
- Active Learning Conference summer 2025

Short-Term Program Collaboration (more TBD)

- Game of Life
- In the Driver's Seat (student/ parent)
- City Travel (student/ professional)

Family Focused Training Events

- Early Childhood Playdates
- Literacy for Little Ones (building local capacity)
- Mental Health Symposium
- Spanish Speaking Family Workshops
- Texas Hands and Voices
- Family Leader continuing education weekend
- Family Engagement and Family Leadership series

Additional Planned Products/ Projects

- Active Learning Study Group
- AT "Just-in-Time" Videos--continuing
- AT Zoom Sessions
- Behavior Webinars
- Community of Practice for TDB
- Customized Employment (with TWC)
- CVI Study Group
- CVI Training for Medical Professionals
- Early Intervention Study Group
- Early Childhood Website
- NAVEG train the trainers
- Possible Early Childhood symposium or conference
- Low Vision on the Road
- QPVI
- Screen reader Boot Camp
- Traveling Braille Boot Camp
- Sense of Texas Podcast

- Training Medicaid Waiver Providers
- Transition Website
- TX SenseAbilities

Outreach Programs Long-Range Goals and Annual Objectives

GOAL C: Students who are blind, deafblind, or have low vision will receive a quality education from qualified professionals and trained staff.

Objective 25: 85% of families, professionals and paraprofessionals will rate as very satisfactory or above the improvement of their knowledge & skills as a result of services or products received from TSBVI.

Objective 26: 85% of families, professionals and paraprofessionals will rate as very satisfactory or above the effectiveness of the consultation/workshop.

Objective 27: 90% of families, professionals and paraprofessionals will agree that there was a positive change for the student, staff, or family as a result of a school consultation.

Objective 28: Development and implementation of a plan to improve marketing strategies to increase awareness of and access to Outreach products.

GOAL D: Parents of students who are blind, deafblind, or have low vision will have a thorough understanding of their child's visual impairment and instruction in specialized skills needed to maximize learning.

Objective 29: 5% increase in the number of family engagements through consulting/technical assistance and participation in webinars, conferences, and trainings.

GOAL E: Partnerships will be developed so that students who are blind, deafblind, or have low vision have quality resources available at the TSBVI campus and in their home districts.

Objective 30: 3% increase in the identification of students with visual impairments ages birth to five.

OUTREACH PROGRAMS ACTION PLANS BY GOAL AREA

2024-2025

In accordance with the board-adopted long-range goals and objectives and to address the needs identified in the preceding sections, TSBVI staff will implement the following strategies and action plans for improvement:

GOAL C: Students who are blind, deafblind, or have low vision will receive a quality education from qualified professionals and trained staff.

Action Plan:

17. Continue to create new materials and improve marketing strategies to increase awareness of and access to developed training, webinars, and technical assistance via in-person and distance modalities.

GOAL D: Parents of students who are blind, deafblind, or have low vision will have a thorough understanding of their child's visual impairment and instruction in specialized skills needed to maximize learning.

Action Plan:

18. Collaborate with Texas partners (ESCs, ISDs, universities, state agencies, and family organizations) to increase local capacity and provide resources (such as coaching, technical assistance, or customized workshops) to professionals and families of students who are blind, have low vision or are deafblind.

GOAL E: Partnerships will be developed so that students who are blind, deafblind, or have low vision have quality resources available at the TSBVI campus and in their home districts.

Action Plan:

19. Provide resources and support for families, educators, and community members to increase knowledge and advocacy surrounding the unique needs of our population, and support statewide child find needs.

2024–2025 Action Plan

ACTION PLAN

17. Continue to Create New Materials and Improve Marketing Strategies to Increase Awareness of and Access to Developed Training, Webinars, and Technical Assistance Via In-Person and Distance Modalities.

SUMMARY OF RESOURCES NEEDED

No additional resources needed.

PROJECT LEADER

Kate Borg – Outreach Programs

SPECIFIC EXPECTED RESULT OF STRATEGY

Development and implementation of a plan to improve marketing strategies to increase awareness of and access to Outreach products.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Implement marketing strategies to increase awareness of Outreach products and programs. a. Create committee to create and implement marketing strategies. b. Create information and resources specific to medical professionals regarding eligibility, programs, resources, etc.	1a. December 2024 1b. June 2025	Director and various Outreach staff	Outreach funds	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
<p>2. Continue to support teachers and families in providing literacy instruction for students with visual impairments, including those with multiple disabilities and who are deafblind.</p> <ul style="list-style-type: none"> a. Provide training on Progression of Early Tactile Learning and provide trainings/resources. b. Partner with Curriculum to create the Braille Learning Profile. c. Provide training on the Literacy for Little Ones program guide. d. Partner with curriculum to begin revision of materials about calendars and routines. 	<p>2a. ongoing 2b. ongoing 2c. ongoing 2d. ongoing</p>	<p>Outreach VI and DB team members</p>	<p>Outreach funds</p>	
<p>3. Increase and promote access for educational teams to information about how to improve evaluation strategies and educational programming.</p> <ul style="list-style-type: none"> a. Publish new editions of the TX SenseAbilities newsletter utilizing multi-media resources. b. Create ads/PSAs for technical assistance (consultation and training), especially geared to non-VI professionals. 	<p>3a. Fall/Spring 3b. June 2025</p>	<p>Outreach VI and DB team members, media team, admin assistants</p>	<p>Outreach funds</p>	

2024–2025 Action Plan

ACTION PLAN

18. Collaborate with Texas Partners (ESCs, ISDs, Universities, State Agencies, and Family Organizations) to Increase Local Capacity and Provide Resources (Such as Coaching, Technical Assistance, or Customized Workshops) to Professionals and Families of Students Who are Blind, Have Low Vision or are Deafblind.

SUMMARY OF RESOURCES NEEDED

No additional resources needed

PROJECT LEADER

Outreach Programs Director

SPECIFIC EXPECTED RESULT OF STRATEGY

5% increase in the number of family engagements through consulting/technical assistance and participation in webinars, conferences, and trainings.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
<p>1. Increase the outreach and connections to families, especially those who have not traditionally received support from Outreach, including the Texas Deafblind Project, by partnering with family organizations, HHSC BCP, TWC, and ESCs.</p> <p>a. Partner with DBMAT to host their family conferences (either virtually or hybrid model).</p>	<p>1a. Fall 2024 1b. Spring 2025 1c. Ongoing 1d. Ongoing 1e. Ongoing 1f. Ongoing</p>	<p>Deafblind Project; Family Engagement Coordinators; VI Team Members</p>	<p>DB Project; Outreach funds</p>	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
<ul style="list-style-type: none"> b. Collaborate with Texas Hands & Voices and Texas School for the Deaf Statewide Outreach Center on Family Weekend. c. Re-introduce the Family Engagement Leadership Series. d. Continue facilitating Ed Action Family Issues Subcommittee. e. Partner with ESCs/Districts to provide birth-3 specific activities (ex: Babies' Day Out). f. Partner with Blind Children's Program through co-workshops and regular meetings. 				
<p>2. Continue to build district capacity in their advocacy and implementation of quality educational programming and accessibility for students who are visually impaired, blind, and deafblind.</p> <ul style="list-style-type: none"> a. Compile and share resources with VI professionals, including braillists, to support their "just-in-time" learning. b. Partner with ESCs and SSN to host the Texas Symposium on Deafblind Education. c. Host SWOMA conference. d. Conduct QPVI with school districts that request it. 	<ul style="list-style-type: none"> 2a. Spring 2025 2b. Spring 2025 2c. Fall 2024 2d. Ongoing 	Outreach VI and DB teams	Outreach Funds	
<p>3. Provide space for networking and collaboration opportunities for various statewide partners and stakeholders.</p>	<ul style="list-style-type: none"> 3a. Fall/Spring 3b. Ongoing 3c. Ongoing 	Outreach Director		

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
<ul style="list-style-type: none"> a. Conduct biannual PPAG and Ed Action meetings. b. Facilitate quarterly meetings for leaders of TX family organizations. c. Attend and support quarterly meetings for the Statewide Taskforce on Deafblindness. 				
4. Partner with ESCs to host various training events. <ul style="list-style-type: none"> a. Behavior Guidance Training across regions. b. Provide in-person training for braille tools and accessibility. c. Implement an on the road version of Discovering the Future. d. Continue Low Vision on the Go and Drivers Seat on the road. 	4a. ongoing 4b. ongoing 4c. Spring 2025 4d. ongoing	Outreach VI and DB teams	Outreach Funds	
5. Collaborate with partners to update and create resources. <ul style="list-style-type: none"> a. Continue work on Essential Tools of the Trade publication for Orientation and Mobility Specialists with TSBVI Curriculum. b. Update the Administrator's Toolbox to assist administrators who work in or oversee VI programs. c. Continue recruitment efforts for personnel preparation by attending job fairs. d. Create workbook for families on transition planning. 	5a. ongoing 5b. June 2025 5c. ongoing 5d. June 2025	Outreach VI and DB teams	Outreach funds	

2024–2025 Action Plan

ACTION PLAN

19. Provide Resources and Support for Families, Educators, and Community Members to Increase Knowledge and Advocacy Surrounding the Unique Needs of Our Population, and Support Statewide Child Find Efforts.

SUMMARY OF RESOURCES NEEDED

Outreach funds and conference revenue

PROJECT LEADER

Outreach Programs Director

SPECIFIC EXPECTED RESULT OF STRATEGY

3% increase in the identification of students with visual impairments ages birth to five.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Partner with ECIs, districts, HHS, and ESCs to continue to increase the number of Part C referrals. a. Continue to disseminate brochure about early childhood VI and DB considerations. b. Contact pediatricians, ophthalmologists, Medicaid offices, etc. to disseminate resources and information. c. Implement NICU CVI Screening TOT.	1a. Ongoing 1b. Ongoing 1c. June 2025 1d. Ongoing	Outreach VI Team and DB Project	Outreach funds	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
<ul style="list-style-type: none"> d. Partner with BCP and ECI to continue training staff in DB and VI eligibility and the CVI Screening tool. e. Continue coordinating the Child Find Sub Committee through the Ed Action Committee. 				
2. Continue to support teachers in their understanding of CVI throughout the State of Texas. <ul style="list-style-type: none"> a. Continue to provide Coffee Hours or other accessible online trainings from experts of varying perspectives in CVI, highlighting the new NICU screening tool and the new Perkins assessment b. Continue to offer CVI study groups to look at specific students and offer ideas/discussion. c. Continue to support learning through the use of online CVI modules that have been developed. d. Provide coaching on the CVI Range and the Perkins CVI Assessment tool 	2a. Ongoing 2b. Ongoing 2c. Ongoing 2d. Ongoing	Outreach VI and DB Teams	Outreach funds	
3. Continue to support Active Learning throughout the State of Texas by pairing with ESCs to support the professional learning community already in process. <ul style="list-style-type: none"> a. Pair with the ESCs to support the professional learning community already in process to provide discussion groups and Active Learning Coaching Training for ESC Staff and others. 	3a. ongoing 3b. ongoing 3c. ongoing 3d. ongoing 3e. June 2025 3f. ongoing	Outreach VI and DB Teams	Outreach funds and conference revenue	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
<ul style="list-style-type: none"> b. Support coaches by accompanying them when requested while they provide training and coaching teams they are working with. c. Work directly with teams to coach them in their use of Active Learning through a combination of distance and face to face trainings and discussions of the student. d. Continue to offer Active Learning study groups to look at specific students as a group and offer ideas/discussion. e. Partner with Region 11 to host the Active Learning Conference f. Create digital and downloadable products on Active Learning Space and the Texas DB Project websites. 				
<p>4. Increase and promote access for educational teams to information about how to improve evaluation strategies and educational programming.</p> <ul style="list-style-type: none"> a. Disseminate information about best practices, evaluation, programming, family resources via the Texas DB Project and TSBVI websites. b. Provide annual QPVI facilitator training. c. Provide training covering topics related to IEP development. 	<p>4a. ongoing 4b. Dec 2024 4c. ongoing</p>	Outreach VI and DB Teams	Outreach funds	
<p>5. Continue to provide statewide support for new VI and O&M professionals to increase knowledge and experience in the field.</p>	<p>5a. May 2025 5b. Jan 2025</p>	Statewide Mentor Program	Outreach funds	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
<ul style="list-style-type: none"> a. Conduct 3 Mentor Centers for new VI and O&M professionals to provide opportunities to observe experienced VI professionals as they demonstrate strategies and materials used with students with visual impairments. b. Conduct Mentor Training for VI Professionals, which includes strategies and resources for supporting new VI professionals. 				



Texas School for the Blind and Visually Impaired

Human Resources (HR)

Needs Assessment for 2024-2025 Annual Improvement Plan

A. Recruitment, Retention and Staffing.

Recruitment and retention of our employees is critical to having a safe and productive educational environment for our students. Ensuring alignment between those that work directly with students and those that support those that work with our students is paramount. Additionally, how and where we use our valuable staff is key.

1. Total Rewards (Pay and Benefits)

The competitiveness of the Austin market has only increased. The limited applicants have driven private sector compensation to continue to rise. In addition, the local housing market has greatly increased the costs for both rentals and ownership. This has driven residents out of the Austin area. This impacts TSBVI particularly for entry level jobs however we also lost two teacher new hires due to the cost of housing. Taking out the mandatory ERS contributions, along with Social Security (many school districts do not take out Social Security), further decreases the employee's paycheck. ERS did make a change to add a Group 4 retirement group for new hires starting 9/1/2022 which decreased the required deduction from 9.5% to 6%. Additionally, the local area school districts did significant across the board increases for all their non-contract staff in the last few school years. Related to Classified staff, TSBVI was able to make some good movement in April 2023 when a 3% increase (up to the max of the salary group). In June 2023, we gave a pay increase of 8% to Residential Instructors and Program Supervisors within the Residential/Recreation and Short-term Programs Departments. Then in July 2023, the State gave a 5% increase with a minimum of \$3000 increase. TSBVI has made some good progress to include moving our hiring range a comparable hourly rate of \$20 per hour in July 2023. We continue to see a reduced applicant pool and for multiple positions we receive no applicants.

Needs

Recruiting and retaining Teacher's Aides, Residential Instructors (RI) as well as Weekend Home staff continues to be problematic. For FY2023 our total agency turnover rate for Classified positions was 15.4% (compared to 15.4% in FY2022, 11.5% in FY2021 and 15.8% in FY2020). The State Auditor Office (SAO) does not include unclassified positions (e.g., contract staff or substitutes) in their turnover reporting.

Due to the state's biennium cycle it continues to be challenging to keep up with the unprecedented market changes. Effective 7/1/2023, the SAO made significant changes to the Salary Group assignment and added additional job series levels. The

changes we requested in April 2022 to change multiple job series salary groups was approved and included in the 7/1/2023 SAO changes.

We must continue to provide compelling data in our legislature requests to justify the need for additional compensation to be and then remain competitive.

The legislature also approved for Classified staff another across the board increase effective 9/1/2024 of 5% with a minimum of \$3000 increase.

- A significant increase was provided to RN and LVN employees in December 2021 and in August 2022. They also received the April 2023 and July 2023 increases; however, we continue to lag behind the market. With the COVID-19 pandemic, we have seen even more competition for nursing staff. While we will never likely be able to compete on salary alone, we must have an ongoing plan, including at minimum an annual increase, to stay competitive to recruit and retain these hard to fill positions.
- Continue to support Comprehensive and Short-Term Programs in implementation of the Teacher Incentive Allotment (TIA) plan for TSBVI. We paid our first stipend to teachers that have their national certification beginning with the 2023-2024 school year and other eligible teachers awarded under the plan by 8/31/2023. We are awaiting TEA approval of our second year teachers.
- Implement a Total Rewards Summary to send to employees annually as a reminder of the value of their compensation, time off benefits, benefits, life insurance, other benefits and retirement.

2. Staffing

HR partnered in 2023-2024 with Residential to review options for differentiated pay based on additional skill acquisition (including certification and/or coursework related to sign language and braille instruction). At this time, we have not still implemented this change.

3. Recruitment

Over the last several years, TSBVI has struggled to have sufficient applicant flow. This has dwindled even further over the past year. We are not alone with struggling to fill our positions as many employers in the Austin area are experiencing that issue. We have done increased paid advertisements, used LinkedIn and Facebook as well in person job fairs. We also did an onsite Job Fair in July 2023 where we had some success. However, despite those attempts, this continues to be a significant area of concern.

The Head of Community Engagement has helped to interview key staff and highlight them and why they work at TSBVI for posting on LinkedIn and Facebook. We are targeting potential passive candidates as well as to increase our social media interaction as a potential employer.

Needs

- Workforce Planning/Forecasting - Identifying the consistent needs for recruitment and then creating a pipeline for candidates will be key. Reviewing the identified positions and then reviewing where retention issues exist.
- Recruitment Plan – We have developed a recruitment plan to provide additional structure and intentional recruitment ideas. We must continue to take a more

proactive approach to find and attract candidates by seeking out candidates through sourcing, cold calling, etc. We must capture passive candidates (those not currently looking) as well. In 2023, our plan included partnering with a marketing firm and we identified opportunities to improve our outreach and social media presence.

4. Retention

In October 2023, TSBVI did an Employee Engagement Survey (last November 2021). Our goal was to identify and improve the work environment. In January 2024, the Management Team rolled out results to staff and identified priority items. The real work continues as work teams work to improve the selected two to three priority items.

Identify the departments/managers/positions with the highest rate of turnover. Work with leadership to develop potential solutions to increase retention and address concerns.

B. Performance Management and SMART Goals

It is critical that our leaders coach and grow their staff year round. In 2020, HR rolled out new training as well as a new evaluation tool and expectations on goal development. We have now completed three full cycles with the new tool. We will continue to do a key review of our bell curve of performance across classified employees.

Needs

- Continued coaching of managers - One up managers will need to support (and hold accountable) their direct report managers and be available as a resource. In addition, the HR Director will be available to consult with managers as they prepare to coach or have discussions with their employees.
- Management accountability to complete meaningful evaluations timely.

C. Manager onboarding, education, training and resources

HR is continuing to identify education and training needs for management. Recognizing that according to research the primary reason an employee leaves employment is due to the manager they report to, it is critical that we develop our managers and prepare our new managers for their positions. HR rolled out training focused on Effective Interviewing included behavioral interviewing. A bank of behavioral interviewing questions is available for hiring managers. HR is developed and implemented a New Manager Checklist to ensure a smoother onboarding of new managers. HR will review and identify other meaningful offerings to develop.

D. Staff Development

This will continue to be a key area in the coming year, has now hired to backfill this vacancy and the person will begin February 2024. The extended vacancy, since May 2022, gave us an opportunity to make some meaningful process improvements creating space to have this position also support recruitment.

1. Residential, including Weekends Home

Support Residential management, as needed, as they develop a more robust plan to onboard new staff as well as continue to develop existing staff.

2. HR Department

Continued intentional development and cross training of the HR staff as we raise the departmental expectations.

E. Job Description project

HR continues to work through review and updating job descriptions. Continued work will be done as follows.

Needs

- Determine if we want to include TSBVI working titles in CAPPS.
- Review if staff are classified in the correct role.
- Review FLSA status.
- Revision of existing job descriptions and continued implementation of new job description template.

F. Resources and HR Campus Info

Continue to improve usability of resources and the HR Campus Info to include focus by audience and/or topic. Timing is good as this is also an IR focus.

G. Policy and Procedures and Exhibits/Forms revision

Significant progress has been made to revise HR Procedures, Exhibits/Forms. There continues to be those that are due for review or are out of date. This work will be on-going.

H. Human Resources: 2024-2025 Staff Development Priority Needs

1. Management training
2. HR staff development



Texas School for the Blind and Visually Impaired

Center for School Resources (CSR)

Needs Assessment for 2024-2025 Annual Improvement Plan

A. Referrals and Admissions

Strengths/Accomplishments

- The average timeline from when the referring district first sends the referral ARD to the date the TSBVI Referral Committee makes a determination of eligibility stands at under sixty days (often much less).
- An online application portal for comprehensive programs admissions has been introduced on our website; this portal distinguishes between family and district instructions and will guide interested parties appropriately.
- The online Comprehensive Programs application is designed to mirror that of Short-Term Programs, ensuring continuity between programs.
- Many family forms have been converted into electronic format for parents to access online and complete independently.

Needs

- Align online application to self-populate sections of the Referral Summary.
- Create Referral Folders on Google Drive (or comparable software suite) that are accessible to school districts and will allow districts to upload required documents independently.
- Revise eligibility determination criteria on our policies and procedures to better define our admission guidelines and requirements.
- Monitor referrals pending due to outstanding documents, receipt of medical or behavioral health records, or visits to district to assure there are not extended gaps in communication between TSBVI and districts and families.

B. Registration

Strengths/Accomplishments

- Successfully increased the number of families who submit registration documents online by sending frequent texts and reminders.
- Scheduled registration times have been incorporated into both summer and Comprehensive Programs Registration Days.
- Streamlined Summer and Comprehensive Programs registrations by eliminating unnecessary stations and facilitating the initial flow of families through the in-person registration process on Sundays.
- Aligned registration forms between summer programs and comprehensive programs to ensure continuity between registration processes.

- Provided laptops at registration so that families who did not complete online registration before registration day can do so electronically vs completing paper forms.

Needs

- Continue to adjust the process and procedures used for registration to maximize both efficiency and safety.
- Continued collaboration between CSR and the Health Center in contacting families and completing the Student Care Summaries for each session.
- Arrange for a business office cashier to be at Comprehensive Program registrations. Currently the Residential table is collecting trust fund money for students, which causes much longer wait times for families.

C. State and Federal Reporting

Strengths/Accomplishments

- Completion of Winter and Summer PEIMS, Fall and Winter Class Roster, SPPI-13, SPPI-14, and Gun Free School Initiative
- Completed all Quarterly reports, as well as the annual Federal Quota report, the Deaf-Blind census, and VI Registration.

Needs

- Prepare & Complete 2023-2024 biennial Civil Rights Data Collection (CRDC) report for school year 2021-2022.
- Ongoing work to complete reporting for PEIMS, Class Rosters, SPPI 13 and 14, and the Gun Free School initiative.
- Complete trainings and liaise with IR for TEA TSDS changes to PEIMS submission process.
- Complete Winter and Summer PEIMS using updated TEA submission process.

D. Federal Grants

Strengths/Accomplishments

- Completion of School Safety Standards Formula Grant.
- Completion of ESSA Compliance for grant year 2022-2023.
- Completion of Texas Covid Learning Acceleration Support (TCLAS) grant cycle.

Needs

- Ongoing work to complete 2024-25 federal grants.
- Ongoing work to complete and report compliance on existing and new grants.

E. Skyward Student Data Management

Strengths/Accomplishments

- December 2023 Registrar and Principal revised EIC Academic Achievement and Class Ranking (Valedictorian Salutatorian, GPA) to align with NHS criteria & policies and current TEA regulations; TSBVI EIC policy and Parent and Student Handbook both updated accordingly.
- Fall 2023 Collaboration between Registrar, Skyward representatives, IR, and Testing Coordinator/Assistant with populating required testing information on student

Academic Achievement Records in compliance with updated TEA TREx (Texas Records Exchange) data standards.

- Reduced needed annual Skyward teacher gradebook and staff assistance by incorporating updated desk aids with screenshots, consistent dissemination of Bridge trainings, and swift response time.
- Continued streamlining of summer scheduling procedure by CSR Registrar/Summer Assistant as needed by accommodating different staff preferred modes of notifications/storage of incoming documents (i.e., PGP's, AAR's , SOS) received for new students via TREx.
- Registrar updated and maintained the Skyward Master Schedule to align with TEA revisions, working in collaboration with the Curriculum Department for the 2023-2024 Course Description Book.
- New deadline (April 15) implemented for seniors/EXIT students to make final graduation decisions.

Needs

- Legal names from student birth certificates and/or SS card to be printed on student diplomas (how to address capitalization, accents, apostrophes, etc. within student names); policy documentation drafted.
- TREx Discipline records transfer procedure draft in the works by CSR Registrar, PEIMS Coordinator, CSR Director, Principal, and SSSP (Safe Supportive School Program) team committee.
- A CSR assistant to support CSR staff with substantial increase of PEIMS reporting data entry, grants, student scheduling, record maintenance, and admissions tasks.
- Continued collaboration with the Curriculum and Comprehensive Programs departments to incorporate annual TEA updates/revisions to our Course Description Book at the beginning of every school year.

F. SHARS Medicaid Billing

Strengths/Accomplishments

- SHARS training materials are updated as needed and staff are trained annually for SHARS responsibilities.
- Medicaid consent forms sent via DocuSign for all Medicaid eligible students to ensure that TSBVI remains in compliance with all federal and state Medicaid regulations.
- Frequent communication with our third party vendor ensures that TSBVI remains in compliance with new federal and state Medicaid regulations.
- Special Transportation Services are being added for all appropriate TSBVI students to increase our permitted Medicaid reimbursement funding.
- Trained all direct care staff (including school day/residential PCS and related services) on the eSHARS ticketing system used by the new Medicaid vendor.
- Partnered with the Business Office to stay up to date with any new SHARS billing requirements mandated by the state.

Needs

- New training materials will be needed for the Special Transportation Services forms and procedures, for both Weekends Home staff and ARD Facilitators by August 2024.

- Monitor and ensure all staff responsible for submitting PCS SHARS billing are submitting their billing within the newly allotted seven day timeframe.
- Work with school day and residential staff to ensure all SHARS billing and logs are submitted within state and federal Medicaid regulations.
- CSR Director and CSR staff responsible for the SHARS program stay current on RMTS and other SHARS training.
- Ensure that the Medicaid vendor continues to work towards total accessibility in their ticketing platform.

G. Agency Records

Strengths/Accomplishments

- As the Records Management Officer of TSBVI, the CSR Director continues to attend monthly training webinars from the Texas State Library and Archives Commission (TSLAC).
- The Records Management Officer and the CSR staff provided records management assistance to departments as needed.
- The TSBVI Records Retention Schedule is providing a timeline for records storage and removal.
- The CSR Director created and maintained a Disposition Log tracking the disposition of hard copy files exceeding the formal retention date.

Needs

- The CSR Director will continue to receive training regarding requirements and best practices for state records management.
- The CSR Department will continue to revise records management procedures to allow for multi-tiered levels of staff accessibility.
- The CSR Director will establish a yearly timeline for tracking and maintaining disposition of outdated records past their retention period.
- The CSR Director will prepare for the scheduled recertification of our agency Retention Schedule in November 2025.

H. Student Records

Strengths/Accomplishments

- All hard copy student records that were previously kept at TSLAC have been scanned into electronic format and stored in two separate media locations (both in Emerson and in the Confidential Student Folders in Google Drive).
- All hard copy working files that were past retention dates, or were duplicates of other records, have been destroyed or are scheduled for disposition.
- Continued fulfilling all records requests from outside sources, including third party agencies and current/former students.
- Hard copy Performance Indicator scores and protocols past their retention date have been destroyed or are scheduled for disposition; future protocols and scores will be stored electronically by Curriculum.
- Confidential student medical records have been organized in the Records Room, and over half of these records have been scanned and archived.

Needs

- Complete the archiving process for confidential student medical records.
- Schedule any additional records past retention for disposition.
- Create electronic folders to store student releases and consent forms and share with the necessary staff.

I. Title IX**Strengths/Accomplishments**

- The CSR Director, who is assigned as TSBVI Title IX Coordinator, completed an advanced training on Title IX Decision Making through ATIXA on February 7, 2024.
- All TSBVI social workers receive formal training as Investigators each school year, and provide proof of this certification for our archives.
- Title IX training materials (K-12) from previous training sessions have been posted on TSBVI website and archived in our Emerson server.

Needs

- Any staff that is new to the Title IX Coordinator, Investigator, or Decision-Maker role receive training on current Title IX requirements.
- Abuse/neglect Investigators continue to receive annual investigation training, and new Investigators receive the full three-day LRA investigation training.

J. Bridge Training for Staff**Strengths/Accomplishments**

- The Skyward Bridge courses are updated as needed to train new staff and teachers on effectively utilizing the Skyward Student Information System.
- SHARS Bridge training has been revised to include any updates put in place by TEA during the 2023-2024 school year.
- The Skyward Coordinators are available to troubleshoot and offer technical support/assistance throughout the school year.
- The Registrar provides additional support to teachers with gradebook and navigation questions.

Needs

- Update SHARS Bridge training to incorporate new Travel Log PCS training sessions for Weekends Home Attendants.
- Update SHARS Bridge training to incorporate any revisions put in place by TEA during the 2024-2025 school year.



Texas School for the Blind and Visually Impaired

Business Office and Support Services

Needs Assessment for 2024-2025 Annual Improvement Plan

A. Business Office

1. Accounting Department

The Accounting Department's main functions are internal/external financial reporting, travel, payroll, cashier's office, and accounts payable and receivable.

Strengths/Accomplishments

- All external reporting deadlines were successfully met.
- The department has desk aids in place for all the CAPPS modules.
- New staff members have completed accounting training courses provided by the Comptroller's Office.

Needs/Objectives

- Process has started in the implementation of reconciliation processes between the CAPPS System and all accounts (Legacy, Student Activity, Student Trust Funds) held locally. CAPPS reconciliation with USAS is also being addressed for expenditures and revenue.
- The department needs to develop CAPPS policies and procedures for each function throughout the department.
- Cross-train staff on all critical operational activities to ensure departmental continuity and increase employee skillsets.
- The department has begun to look into ways to streamline processes across accounting functions.

2. Procurement Department

The Procurement Department's main focus and responsibility is to facilitate the most cost-effective acquisition of goods, professional and non-professional services, maintenance, and repair services in order to support the educational Mission and Goals of our agency including general purchasing, the State Issued Procurement Card (P-card) program and solicitations. The Procurement department serves and supports all agency departments in the life cycle of a purchase from requisitions to receiving, providing daily support, real time training and troubleshooting and annual training. The Procurement Department adheres to all the procurement rules as prescribed in the State of Texas Procurement and Contract Management Guide.

Strengths/Accomplishments

- Procurement uses the state established Central Master's Bidders List to identify available HUB Providers. Our HUB numbers are very encouraging and we continue to meet/exceed our goals for the coming year.
- Daily, monthly and quarterly contract management.
- Provide real time hands-on training

- Provide Annual Training
- Monitor the Comptroller's updates to the CAPPS Financial System, modifying internal job aids and training TSBVI end users as required.
- Monitor State changes to Procurement requirements and implement changes as required.
- Update all procedures, job aids and Learning Management Trainings (LMS) – Bridge documents.
- Support peripheral departments as needed.

Needs/Objectives

- Establish a HUB Mentor Protege Program. Participate in HUB conferences and shows. Budget is required for travel to non-local events.
- Procurement manages contract tracking independent of a formal or standardized application platform. We need to establish a forward facing process for campus access (in progress-Google doc) and possibly migrate to a system application. Budget is required for purchase of a true contract management system.
- Investigate opportunities for automation of required forms - Purchase Order Change Notice Requests, P-card Maintenance Forms, etc. TSBVI possesses application processes (Google Forms) to complete this objective.
- FTE needed to administer the State Issued Procurement Card program
 - i. Procurement Card Program
 1. Training material- Bridge and annual.
 2. Daily communication with Card holders, limits, pin s, permissible purchases, etc.
 3. Management of the associated Citi Card website.
 4. Generates, formats and distributes monthly statements and other reports.
 5. Ordering, distribution and documentation of cards.
 6. Manage card limits and campus credit limits.
 - ii. CAPPS
 1. Annual Training.
 2. New card holder training.
 3. Monthly auditing reconciliation process.
 4. Works with Accounts Payable as needed in regard to related issues.
 5. Troubleshooting user errors.
 - iii. Amazon
 1. Establishes new card holders in Campus Amazon.
 2. Amazon purchase approvals - managed daily.

B. Support Services

The School Support Services Department is the team of people who support daily operations of TSBVI including Operations, Food Services, Transportation, Warehouse, Print Shop, Safety and Security.

Strengths/Accomplishments

- Internal Event Request form is now available on campus intranet.
- Successfully facilitated numerous campus projects and TFC projects to help meet the needs of our staff and student population.
- Continue to partner with TFC on outstanding campus improvement projects.

Needs/Objectives

- Install and implement the Briefcam system and assess the needs of our campus-wide camera placement. Upgrade cameras and other equipment to enhance campus safety, security, and efficiency to better serve and protect our students and staff.
- Finalize the campus re-keying project and ensure that this project is completed in a timely manner and all buildings must be ready by the start of the school year. The new key control software will be in place and functioning effectively. Establish new policies and procedures for keys and badging access, ensuring better oversight of the key process.
- Continue to assess the short and long-term needs of our campus and plan projects in advance to minimize expenditure on minor construction projects done through TFC and its contractors.
- Budget for the replacement of our fleet vehicles that have exceeded the age and mileage recommended by the state in the LAR.

CFO Departments: 2024-2025 Staff Development Priority Needs

1. Leadership training for directors and managers in the Business Office such as the Texas Fiscal Officer's Academy that is offered every other year by State Auditor's Office.
2. Accessibility training for all staff.
3. Offer opportunities for staff to learn about the State of Texas budgeting process and the Legislative Session.
4. Staff continues to attend monthly CAPPS Fin and HR webinar sessions to keep abreast of changes/updates in CAPPs system.



Texas School for the Blind and Visually Impaired

Information Resources

Needs Assessment for 2024-2025 Annual Improvement Plan

A. Devices and Software

Strengths

- GEER Grant funds allowed us to catch up on refreshing laptops and iPads.
- Adoption of Asset Tiger as an asset tracking system has improved our up-to-the-minute information on TSBVI devices. In addition to improving accountability and accurate device counts, this also increases our ability to generate numbers for strategic planning of future refreshes.

Needs

- Install permanent teleconferencing setups for two departments: Curriculum and Short-Term Programs
 - Increased digital collaboration with home districts and national/international partners in the field has meant that having a comprehensive teleconference setup that is always in place in these conference rooms has become a necessity.
- Refresh additional devices that were not covered by GEER Grant funds.
 - The laptops, desktops and iPads that were not eligible for refresh during the usable range of GEER Grant funds are now due for refresh.
- Upgrade all devices to Windows 11 by end of life for Windows 10 in October 2025.
 - This upgrade in itself will be largely free, but there are devices we have currently in use that will not be compatible with Windows 11 which may require additional purchases. Additionally, we have software that will no longer be compatible with Windows 11 which could also require additional purchases.
- Migrate to Microsoft 365
 - Microsoft is ending support for our current version of Microsoft Office in 2025, and will only offer Microsoft products through subscription services going forward.
- Assess our Mobile Device Management software (MDM)
 - Centralized management of PC, Mac, iOS and Android devices could improve efficiency and visibility.

B. Support and Training

Strengths

- We have hired two new System Administrators and IT Support team members who are very committed to our mission and bring a wealth of skills and experience.
- New IT Support Staff and System Admins are hard at work using free or State-provided training resources to gain skills in cloud technologies.

- Have started a weekly cross-training program where IR staff meet for one hour and take turns teaching classes to each other in areas where they are knowledgeable.

Needs

- Invest in training resources for IR staff.
 - We are leveraging the free resources that we have access to currently and are rotating the licenses so that staff can train as they are able, but it might be better to adopt a centralized learning platform that can allow for assessment and custom learning tracks.
 - Ensuring staff resources are accessible.
- Increased training in Cloud technologies for system admins.
 - Currently we host a lot of our own resources, but due to the changing industry this may not always be an option and we need to ensure that our folks are ready to pivot to cloud infrastructure if needed.
 - There may be opportunities to save money and improve stability of our campus resources for certain projects if we can leverage cloud resources.

C. Redesign Campus Info Internal Site

Strengths

- In 2019 the previous intranet site was depreciated in favor of this new campus info site and it has enabled effective delivery of resources to TSBVI staff.

Needs

- Search engine improvements
 - Since the time the site was launched improved search engines have been released that we would like to implement into the new version.
- Accessibility improvements
 - The current theme for our campus info site limits our ability to make the site as accessible as possible, and we believe a new theme can fix these issues.
- Information reorganization
 - Our content team has collected feedback and will work on creating an Improved organization of information based on that staff feedback
- Improved document revision and publishing workflow
 - In order to improve efficiency of accessibility remediation, copy editing, and content publishing process we need to create a plan to improve our web publishing workflow.

D. Infrastructure Maintenance

Strengths

- Replaced all Cisco Network switches.
- Improved routing configurations for more efficient traffic flow and network stability.

Needs

- Greater VOIP phone system stability.
 - Our current phone system suffers from stability issues and outages that are beyond acceptable limits. The current system must be improved significantly, or we must implement a new system.

E. Governance and Policy Development

Needs

- Adoption of an interim solution to document changes and testing (Change Management project).
- Improved process for instructional materials process.
 - Process has bottlenecks in approval and review of requested materials.
- Create policy and guidelines for usage of AI tools and Chat GPT on campus for staff and students.

F. Technical Support

Strengths

- Added weekly “pop up” support hours where IT set up a table for staff to bring tech issues to the team for direct face-to-face support.

Needs

- Increased training in support for assistive technology for IT support staff.
 - By increasing the training that our new staff have received for support of assistive technology, we can improve customer experience, and allow our Accessibility Specialist to focus on larger policy and governance issues.

G. Strategic Planning

Strengths

- We have added regular meetings with key stakeholder groups to improve the IR department’s understanding and ability to support the following:
 - Increased support for ensuring 3rd party purchases meet requirements and are accessible
 - Data integration planning and improvement for 3rd party systems
 - Frontline, Testhound, Skyward, etc.

Needs

- Identify or create a system for managing digital learning resources and digital textbook assets to enable improved approval workflow for purchasing additional digital assets and effective management for teacher access to current assets.

H. Security Improvements

Strengths

- New endpoint protection and web filtering software was rolled out to our laptops and computers this year to increase security regardless of whether our devices are on our network or accessing the internet off campus.

Needs

- Perform review of security audit processes to identify any areas of improvement.

Administrative and Support Services Long-Range Goals and Annual Objectives

GOAL F: TSBVI staff will contribute to the accomplishment of the school's mission by providing high-quality products and services.

Objective 31: The 10 of the remaining uncompleted in-use job descriptions will be reviewed and updated.

Objective 32: Completion and implementation of a plan to improve, streamline and revise Medicaid reimbursement procedures to better align with new TEA requirements.

Objective 33: Completion and implementation of a plan to increase the efficiency of student records storage systems and procedures in preparation for resubmission of the Agency Records Retention Schedule.

Objective 34: Completion and implementation of a plan to obtain SHARS transportation reimbursement funding.

Objective 35: 50% of the Business Office identified forms will be automated, tested and fully implemented.

Objective 36: 100% of WIFI access points will be installed and configured.

Objective 37: Revision of procedures related to AI usage and secure usage monitoring.

ADMINISTRATIVE AND SUPPORT SERVICES ACTION PLANS BY GOAL AREA

2024-2025

In accordance with the board-adopted long-range goals and objectives and to address the needs identified in the preceding sections, TSBVI staff will implement the following strategies and action plans for improvement:

GOAL F: TSBVI staff will contribute to the accomplishment of the school's mission by providing high-quality products and services.

Action Plan:

20. Partner with management to review and continue to update in-use job descriptions.
21. Continue to improve, streamline and revise Medicaid reimbursement procedures to better align with new TEA requirements, allowing for more consistent funding sources to support current student needs.
22. Increase the efficiency of student records storage systems and procedures in preparation for the resubmission of the Agency Records Retention Schedule in November 2025.
23. Continue to work with CSR and third-party vendor to maximize SHARS transportation reimbursement funding.
24. Continue to work on the automation of Business Office forms to include School Support Services, Finance, Accounting, and Payroll.
25. Improve network and communications infrastructure: Purchase, install and configure new WIFI access points for every building on campus.
26. Improve system documentation and internal knowledge management: Create AI usage procedure for campus.

2024–2025 Action Plan

ACTION PLAN

20. Partner with Management to Review and Continue to Update In-Use Job Descriptions.

SUMMARY OF RESOURCES NEEDED

HR Staff time to support the effort. Review and edit by managers.

PROJECT LEADER

Cheryl Williams – Human Resources

SPECIFIC EXPECTED RESULT OF STRATEGY

Ten of the remaining uncompleted in-use job descriptions will be reviewed and updated.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Develop list of in-use job descriptions to identify which ones need to be updated.	September 2024	Cheryl Williams	Amanda Anguiano	
2. Review list and prioritize the 10 remaining uncompleted in-use job descriptions to update.	October 2024	Cheryl Williams Amanda Anguiano	Amanda Anguiano	
3. Partner with directors of departments with incumbents to revise remaining job descriptions.	July 2025	Cheryl Williams Amanda Anguiano	Amanda Anguiano Managers of departments with prioritized job descriptions	

2024–2025 Action Plan

ACTION PLAN

21. Continue to Improve, Streamline and Revise Medicaid Reimbursement Procedures to Better Align with New TEA Requirements, Allowing for More Consistent Funding Sources to Support Current Student Needs.

SUMMARY OF RESOURCES NEEDED

None

PROJECT LEADER

Eric Grimmatt – Director, Center for School Resources

SPECIFIC EXPECTED RESULT OF STRATEGY

Completion and implementation of a plan to improve, streamline, and revise Medicaid reimbursement procedures to better align with new TEA requirements.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Pilot the SHARS Special Transportation Services program for the 2024-2025 school year.	May 2025	CSR Director, Weekends Home Director		
2. Prepare and maintain new training materials, forms and documentation for the Special Transportation PCS providers.	May 2025	CSR Director, Weekends Home Director		

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
3. Continue to plan and implement revised campus policies that address new state requirements and maximize our Medicaid reimbursement funding.	June 2025	CSR Director, SHARS Specialist		
4. Collaborate with the Business Office to better refine our Medicaid reimbursement procedures for the largest return.	June 2025	CSR Director, Chief Financial Officer		

2024–2025 Action Plan

ACTION PLAN

22. Increase the Efficiency of Student Records Storage Systems and Procedures in Preparation for the Resubmission of the Agency Records Retention Schedule in November 2025.

SUMMARY OF RESOURCES NEEDED

Additional scanner, additional staff

PROJECT LEADER

Eric Grimmatt – Director, Center for School Resources

SPECIFIC EXPECTED RESULT OF STRATEGY

Completion and implementation of a plan to increase the efficiency of student records storage systems and procedures in preparation for resubmission of the Agency Records Retention Schedule.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Scan and archive remaining student records into a protected electronic database, scheduling any documents past retention for disposition.	June 2025	CSR Director, Student Records Specialist		
2. Collaborate with departmental leaders across campus to inventory the campus records and files currently held in each area.	June 2025	CSR Director		
3. All campus records past the retention date will be destroyed or scheduled for disposition.	June 2025	CSR Director		

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
4. Partner with TSLAC to plan, organize and draft a new Records Retention Schedule for our agency.	July 2025	CSR Director		

2024–2025 Action Plan

ACTION PLAN

23. Continue to Work with Center for School Resources and Third-Party Vendor to Maximize SHARS Transportation Reimbursement Funding.

SUMMARY OF RESOURCES NEEDED

Will need to work with Houston ISD to maximize SHARS transportation reimbursement funding.

PROJECT LEADER

Ann Du – Business Office

SPECIFIC EXPECTED RESULT OF STRATEGY

Completion and implementation of a plan to obtain SHARS transportation reimbursement funding.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Transportation request will need to be in each student's IEP for 24-25 school year.	8/2024	Comp & CSR teams	Comp & CSR teams	
2. Will need to work with Houston ISD to determine what expenses can be claimed (fuel, personnel costs, fleet insurance, Clark's Travel).	12/2024	Ann Du	Ann Du	
3. Establish a plan on how to submit those listed expenses to Houston ISD.	02/2025	Ann Du	Ann Du	
4. All eligible transportation expenses need to be submitted for the FY25 SHARS Annual Report.	09/2025	Ann Du	Ann Du	

2024–2025 Action Plan

ACTION PLAN

24. Continue to Work on the Automation of Business Office Forms to Include School Support Services, Finance, Accounting and Payroll.

SUMMARY OF RESOURCES NEEDED

Digitizing processes- resources needed time and labor, implementation training for front end users.

PROJECT LEADER

Ann Du – Business Office

SPECIFIC EXPECTED RESULT OF STRATEGY

50% of the Business Office (include School Support Service) identified forms will be automated, tested and fully implemented.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Identify area team leads.	February 2025	Cyrenna Villegas	N/A	
2. Track the current job tasks and related projects/document use (3 weeks).	March 2025	Cyrenna Villegas	All area related team members	
3. Strategy- Review job mapping results/map existing Paper Process.	March 2025	Cyrenna Villegas/ Team leads	All area related team members	
4. Map existing document storage.	March 2025	Cyrenna Villegas/ Team leads	All area related team members	
5. Identify form automation vehicle (Google Forms, spreadsheet and forms).	April 2025	Cyrenna Villegas/ Team leads	All area related team members	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
6. Seek additional training support for Google forms internally if needed.	April 2025	Cyrenna Villegas/ Team leads	Daniel Wheeler	
7. Draft mockup.	April 2025	Cyrenna Villegas/ Team leads	Cyrenna/ Team leads	
8. Test process.	May 2025	Cyrenna Villegas/ Team leads	All area related team members	
9. Document process.	May 2025	Cyrenna Villegas/ Team leads	All area related team members	
10. Update related procedures to reference digitized process.	June 2025	Cyrenna Villegas/ Team leads	All area related team members	
11. Post links to digitized processes as required.	June 2025	Cyrenna Villegas/ Team leads	All area related team members	
12. Roll out campus procedures.	July 2025	Cyrenna Villegas/ Team leads	All area related team members	

2024–2025 Action Plan

ACTION PLAN

25. Improve Network and Communication Infrastructure: Purchase, Install and Configure New WIFI Access Points for Every Building on Campus.

SUMMARY OF RESOURCES NEEDED

Time from project leader and subject matter experts to generate requirements, acquisition plan, scope of work and to work with contractor to ensure installation is successful and all success criteria are met. Funds to pay for materials and installation for the new WIFI system.

PROJECT LEADER

Scott Brackett, Information Resources Director

SPECIFIC EXPECTED RESULT OF STRATEGY

100% of WIFI access points will be installed and configured.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Create Acquisition Plan and Scope of Work.	1/1/2024	Bryan Maffett, Keith Kirschling	n/a	
2. Solicit bids.	3/1/2024	Bryan Maffett, Keith Kirschling	n/a	
3. Review bid responses.	5/1/2024	Bryan Maffett, Keith Kirschling	n/a	
4. Award contract.	6/1/2024	Bryan Maffett, Keith Kirschling	Cost of contract. Estimated 130K sourced from exceptional items request.	

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
5. Coordinate with vendor to support install and grant access to necessary systems.	9/1/2024	Bryan Maffett, Keith Kirschling	n/a	
6. Attend trainings from Vendor.	10/1/2024	Bryan Maffett, Keith Kirschling	Price of training included in original contract.	
7. Sign off on acceptance criteria.	11/1/2024	Bryan Maffett, Keith Kirschling	n/a	

2024–2025 Action Plan

ACTION PLAN

26. Improve System Documentation and Internal Knowledge Management: Create AI Usage Procedure for Campus.

SUMMARY OF RESOURCES NEEDED

Time of project leader to research and write the procedure. Time from subject matter experts on campus to consult on the procedure.

PROJECT LEADER

Scott Brackett, Information Resources Director

SPECIFIC EXPECTED RESULT OF STRATEGY

Revision of procedures related to AI usage and secure usage monitoring.

CRITICAL EVENTS TABLE

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Research existing policies and interim recommendations from TEA and other reputable sources.	8/1/2024	Scott Brackett	n/a	
2. Consult TSBVI subject matter experts.	9/1/2024	Scott Brackett	n/a	
3. Create draft of policy.	10/1/2024	Scott Brackett	n/a	
4. Obtain stakeholder feedback from leadership and subject matter experts.	1/1/2025	Scott Brackett	n/a	
5. Incorporate stakeholder feedback into final draft of procedure.	3/1/2025	Scott Brackett	n/a	
6. Post finalized draft to Campus info site.	7/1/2025	Scott Brackett	n/a	