

# 2021-2022 ANNUAL REPORT

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Texas School for the  
Blind and Visually  
Impaired

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# TSBVI

Cover Photo by David Hook

## TSBVI Board of Trustees

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



Lee Sonnenberg  
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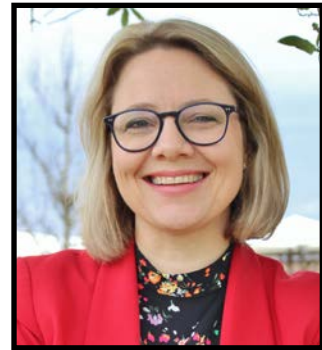
Brenda Lee  
Brownwood



Julie Prause  
Columbus

# SUPERINTENDENT'S MESSAGE

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When TSBVI kicked off the 21-22 school year, most of us had a sense of optimism that the pandemic would quickly be behind us. We were excited about re-focusing our efforts on the empowerment of students who are blind, low vision, and deafblind in Texas. Surprisingly to me and maybe others, it continued to be a difficult year as the pandemic lingered on, staffing shortages increased, and educational professionals simply had more on their plate.

However, through the ups and downs, the TSBVI community continued to show resilience and a solid dedication to student success. With a focus on positivity, we could overcome whatever challenges came our way. There has never been a time when our students could not count on their families, our staff, and each other, to show up and provide quality education and services. The information you'll find within is a true testament to this fact.

We started the year with "I Believe" statements about our community. One of my favorites shared by staff was, "I believe that we must set ambitious goals and give them the tools, strength, and support to challenge themselves, to fail, to learn, and to grow into more independent and fulfilled adults that are who they truly want to become." With a culture that articulates this through their actions every day, our students can't help but succeed.

This year, as you read through the Annual Report, I want you to think about your "believe" statement. If you had to write one sentence articulating what you believe to be true about the 11,000ish students identified as blind, low vision, or deafblind in Texas...what would it be? If that sentence has a tone of empowerment, you are right in line with our programs. If you're bold enough to share, please send it to [colemane@tsbvi.edu](mailto:colemane@tsbvi.edu). I always welcome the insight of others to drive our very important work.

## Emily Coleman

# TSBVI HISTORY

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The Texas Legislature originally established TSBVI as the Blind Asylum in 1856. Classes were first taught at the residence of Mr. W. L. Hill in Austin TX. The School's first move was to the "Little Campus", Arno Nowotny Building/Custer House at the University of Texas, and what is now known as the Heman Sweatt Campus. In 1887, a second campus called the Institute for Deaf, Dumb, and Blind Colored Youths was established on Bull Creek Road in Austin.

In 1917, the School's name was changed to the Texas School for the Blind and was moved to the 45-acre campus on West 45th Street. In 1965, the School was racially integrated and children from the Texas Blind, Deaf, and Orphan School for African-American Students were able to attend the 45th street campus.

In response to the Rubella epidemic of the 60's and the subsequent increase in children who were Deafblind, a special program was initiated in 1972 and was housed in the former Confederate Widows' Mansion on 38th Street. The Deafblind program moved to the 45th Street campus in 1981. In 1989, the School was given its current name, Texas School for the Blind and Visually Impaired (TSBVI), to reflect more accurately the population it serves.

The campus began major renovations from 2008-2019 and virtually every building on campus was replaced with modern, purpose built, state of the art facilities. The campus is continuing to evolve to meet the needs of its students. Recent upgrades include perimeter fencing and gates, a covered walkway, an outdoor pavilion, clear campus signage, a campus wide public address system, and installation of a video conferencing system.

Throughout the twists and turns of our history, what has remained constant is the dedicated commitment from staff, teachers, principals, and superintendents to create a special place empowering students who are blind, visually impaired, or Deafblind to lead independent lives.

# Vision, Mission, and Structure

## Our Vision

All Texas students who are blind, visually impaired, or deafblind will be empowered to lead productive and fulfilling lives.

## Our Mission

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, visually impaired, or deafblind.

## Our Structure

TSBVI's services are organized into three program areas, Comprehensive, Short-Term, and Outreach. Each program is designed to meet the diverse educational needs of our students. We collaborate with families, school districts, state agencies and Education Service Centers to provide the support they need to help students succeed in their local school and community.

To provide a robust level of state-wide instructional support and wraparound services, TSBVI employs 371 full-time equivalent positions. These positions include:

- ▶ classroom teachers
- ▶ teacher aides
- ▶ job coaches
- ▶ service staff
- ▶ orientation and mobility instructors
- ▶ speech-language pathologists
- ▶ occupational therapists
- ▶ physical therapists
- ▶ psychologists
- ▶ behavior specialists
- ▶ counselors
- ▶ social workers
- ▶ nurses
- ▶ residential staff
- ▶ clerical staff
- ▶ business office staff
- ▶ admissions and records
- ▶ information resources
- ▶ food service workers
- ▶ transportation
- ▶ security staff

# TSBVI Funding

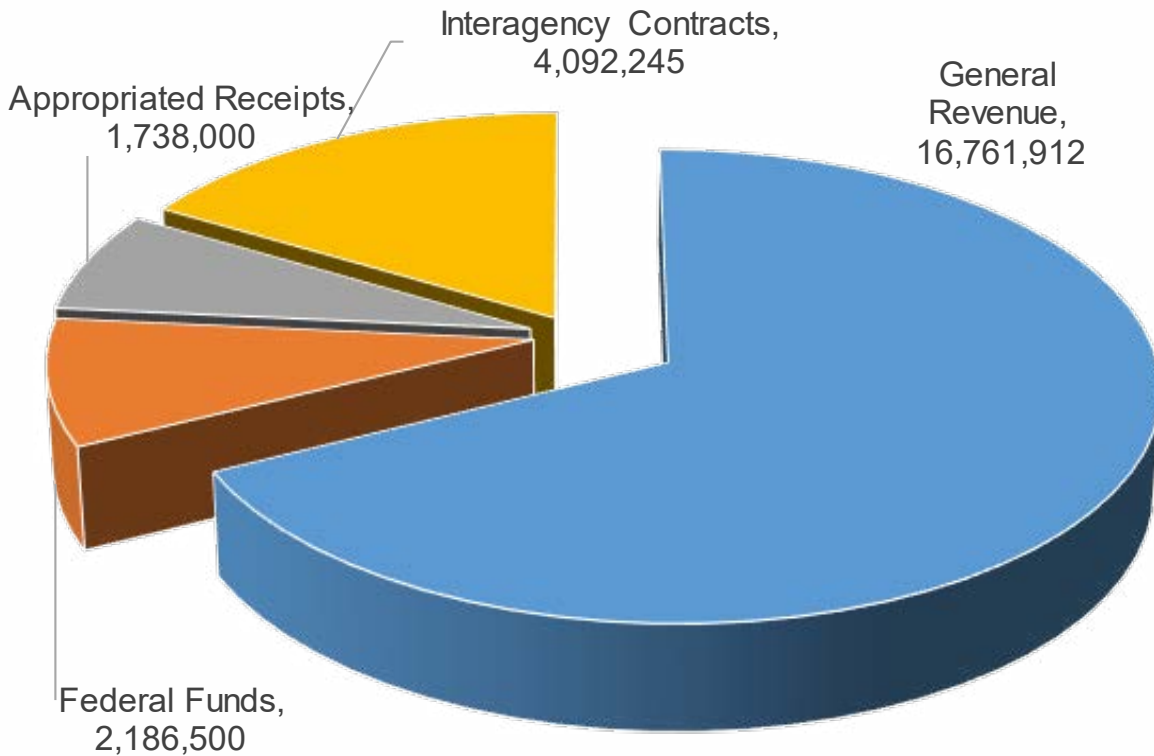
Pamela Darden,  
Chief Financial Officer

The School is primarily funded through appropriations granted by the State Legislature.

Appropriations categories include:

- ▶ General revenue, \$16,761,912
- ▶ Federal funds, \$2,186,500
- ▶ Appropriated receipts, \$1,738,000
- ▶ Interagency contracts, \$4,092,245
- ▶ 2022 Fiscal Year total funding \$24,778,657

## Fiscal Year 2022 Appropriated Funds



**FY2022 Total Funding  
\$24,778,657**

# Comprehensive Programs

## Kindergarten-12

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

## Post-Secondary

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

## Accreditation and Legislative Budget Board Standards

TSBVI has two performance measures by which the Texas Education Agency (TEA) determines its accreditation status. One measure is that at least 70% of students will achieve moderate to substantial progress on every area of the Core and Expanded Core Curriculum in which the student receives instruction. The Legislative Budget Board (LBB) also uses this measure for accountability purposes but the standard is set at a higher rate of 80%. TSBVI achieved a rate of 83.19% in the 2021-2022 school year. The second performance measure is that 50% of students will achieve substantial progress in areas assessed and the School achieved 89.92%.

TSBVI sets performance standards each biennium with the LBB that are tied to its Legislative Appropriations Request for funding. For students served in Comprehensive Programs, four additional performance standards were set for the 2021-2022 school year.

## Achievements

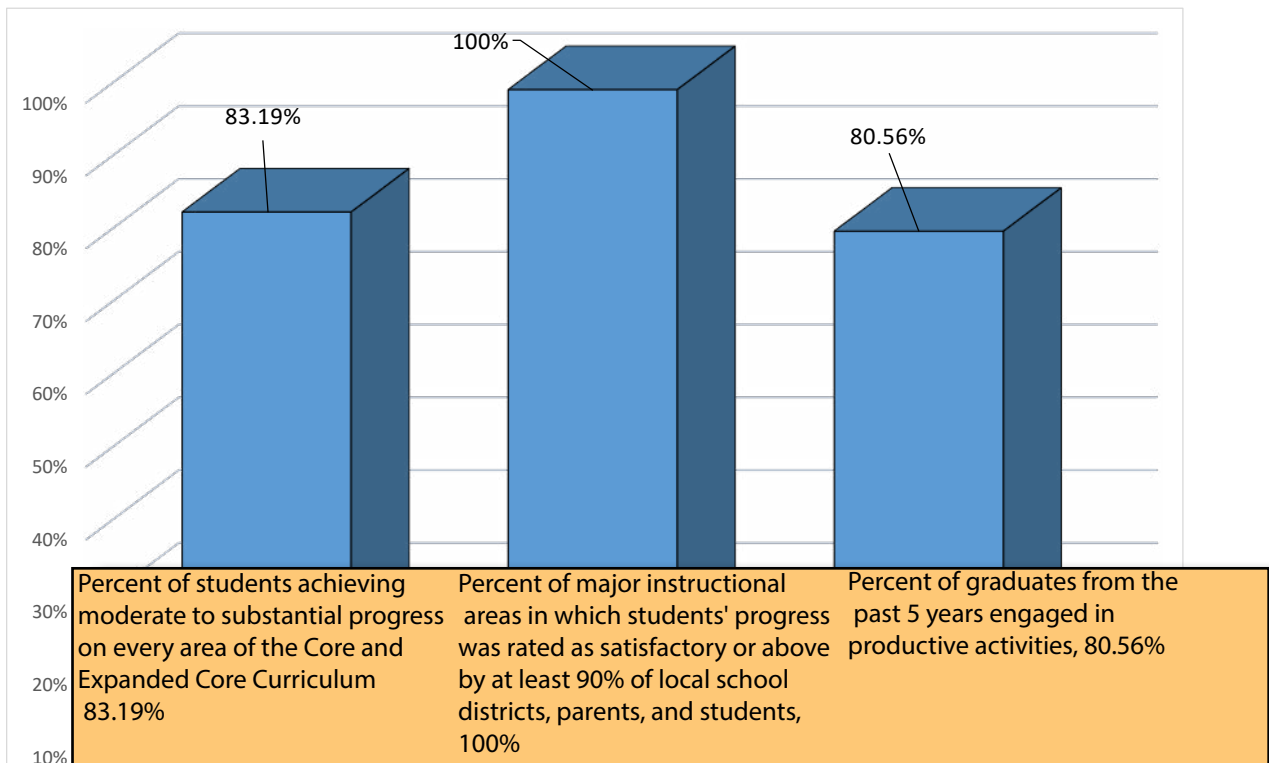
The first additional standard is that at least 60% of statewide assessment tests will be passed by TSBVI students and the School achieved 57.14%. An additional measure associated with student test results is that the percent of tests passed will meet or exceed the percent passed by special education students in the state of Texas. In the 2021-2022 school year, 39% of special education students passed statewide assessments and 44% of TSBVI students passed. The second measure does not include STAAR-EOC or STAAR-Alternate 2 assessments that are included in the first measure.

The third measure is associated with satisfaction with student progress in Comprehensive Programs. The standard set with the LBB is that student progress in 100% of the ten major instructional areas would be rated as satisfactory, very satisfactory, or outstanding by at least 90% of parents, local school districts and students. TSBVI achieved 100%

The fourth measure is related to students who graduated from TSBVI: 70% of students who graduated from TSBVI during the past 5 years would be engaged in productive life activities (work, post-secondary education or training, child care, or volunteer activities). TSBVI exceeded this standard with 80.56% of graduates being engaged in productive activities.

Teacher Dori Senatori received the national 2022 Principal of Schools for the Blind (POSB) Outstanding Teacher of Students with Visual Impairments award.

## Comprehensive Programs Measures





## Activities and Resources

### ► Professional Learning Communities (PLCs)

This year, we have grouped our teachers and related service staff members into sixteen Professional Learning Communities (PLCs), based on subject and learner type, and each of these groups has a designated PLC lead. Our PLCs are meeting once a week to support each other in the professional work of instructional design and collective problem-solving. PLCs are common in K-12 schools around the country, and we've adopted many of the principles outlined in the book *Revisiting Professional Learning Communities at Work: New Insights for Improving Schools* in the design of our PLC initiative. Our PLC leads are meeting once a month as a study group to read through select passages from this book as well.

The central questions guiding each PLC meeting are:

- What do we want students to learn?
- How will we know when they've learned it?
- What will we do if they've already learned it?
- What will we do if they haven't learned it?

Each PLC also has a shared Google Drive where they are storing their meeting minutes and curating shared resources. The PLCs have been intentionally formed and structured, and we're hoping that they'll lead to a better support system for our new teachers as well.

"I look forward to sharing ideas with my PLC."

### ► Learning Resource Center (LRC)

The LRC continues to be a hub of activities with this year being even busier than any previous year. Students stop by throughout the day to check out books, download books onto their devices, create in the Maker Space and check out equipment. TSBVI librarian, Renee Toy, conducts reading and storytime weekly with 15 classes. Instructional, Residential, and Weekends Home staff come to the LRC to collaborate, to find instructional materials, work on computers or sometimes just to find a good audiobook for their commute. A new addition to the LRC this past year has been a laser cutter and filtration system.

### ► The Recording Studio/Lab

Our computer lab has now been fully transformed into an *accessible* podcasting studio. Chris Correll and Alex Arguello worked diligently this past year to purchase equipment, contract for installation and set up. Several teachers are already utilizing the studio for class work.

### ► Classes

There are two Assistive Technology (ATECH) classes being held in the LRC this year. ATECH, an assistive technology class, is an innovative class created by the TSBVI Curriculum department and Region 4. The purpose of this class is to provide students opportunities to use their assistive technology as it would be used in a workplace. The beginning of the school year is spent building foundational skills, keyboarding and navigation, and then applying these skills to create projects of high interest. This year students also have had an opportunity to tear down and rebuild computers while documenting the steps they took to accomplish this task. *The Fundamentals of Computer Science* is taking on greater challenges this year in programming and 3D printing. Students will be capable of problem-solving through designing, creating, and manufacturing solutions to barriers encountered in life.

## Activities and Resources Continued

### ► TechCats Zone and Newsletter

The TechCats Zone continues to meet in the studio. TechCats are a group of staff volunteers who assist other staff on campus with technical problems. The Zone is staffed in-person 2 days a week for drop-ins and appointments. In addition to training and support, Instructional Technology Coordinator Daniel Wheeler produces a monthly internal staff newsletter called the TechCats Newsletter that compiles news, updates, tech tips, resources, campus tech highlights, and accessibility updates to help staff stay up to date with all things technology at TSBVI.

### ► Semester Tech Work Groups

Instructional Technology Coordinator Daniel Wheeler and Assistive Technology Specialist John Castillo are leading a weekly tech work group on Google Apps Accessibility. The group consists of 12 staff across various departments, and they're meeting on Monday evenings to improve their technical skills with accessing and producing accessible content using Google Apps.

Assistive Technology Teacher Jen Guerra is leading a semester workgroup for beginner JAWS users that meets weekly on Tuesday afternoons.

### ► MakerSpace Expanding

The MakerSpace will mostly move to the Fine Arts building as work continues on setting up the new space. Many of the low-tech materials will continue to be available in the LRC for easy access for students and teachers but much of the high tech and construction activities will be relocated to the Fine Arts classroom. One laser cutter will remain in the LRC workroom and another is being installed in the new MakerSpace classroom providing even more students with opportunities to design and create projects.

Student and his teacher exploring the booths at White Cane Day



### ► Braille Books on Demand

Research has shown that giving students the ability to choose what they read leads to a greater interest in reading and improved literacy. Amanda Storaasli, a certified transcriber, continues to create braille books for students on-demand. This is one of the most important services provided to our students. These books are entered into the library collection and are available to others. One of the library's goals has been to increase the number of grade 1 braille books for beginning and early readers. We continue to grow and expand our braille book collection.

### ► Audio Books

We have enjoyed an ongoing relationship with the dedicated volunteers of the Junior League of Austin who continue to record a large number of books that wouldn't be available to our students otherwise. They will scan books for us to put into braille when we can't get editable text from other sources. The variety of audio picture books has been invaluable to our elementary students. Many weeks during book check out time, students leave the library with a pile of audiobooks to enjoy during their leisure time!

### ► Book Clubs

We currently have a High School book club that takes place during lunch on Wednesday each week. Our wonderful cafeteria staff packs sack lunches that students eat in the library while we all read, discuss and enjoy books. There are over 20 students participating in this exciting event.

### ► Additional Activities in the LRC

We continue to have a variety of classes drop in the library each week to read books, participate in literacy activities and have book celebrations. We just celebrated Banned Book Week, had a Voter's Registration Drive and Mentor Center TVI visitors. Future activities include a Talking Book Program and Austin Public Library Registration Fair. LRC staff provide braille, tactile graphics, large print, and large format materials to everyone on campus. The LRC staff is happy to be a resource for everyone at TSBVI!

## Career Education

We continued 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:

- ▶ General Employability
- ▶ Methodology for Academic and Personal Success (MAPS)
- ▶ Work Exploration
- ▶ Student to Industry Connection
- ▶ Work Training

We offer the following 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
- ▶ Assistive Technology (ATECH)
- ▶ Fundamentals of Computer Science (TAFCS)
- ▶ Computer Science I

This year we launched four new Career Education courses to further prepare students for employment. Those courses are:

- ▶ Student to Industry Connection- An innovative CTE course that connects students to industry professionals and mentors in their chosen career field.
- ▶ Career Tech- A locally developed 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 in a professional manner.
- ▶ Fundamentals of Computer Science- A CTE course that teaches students how to use computer based drafting and modeling programs to code and produce products.
- ▶ Assistive Technology- An innovative course approved by TEA to teach students how to use assistive technology effectively for College and Work applications.

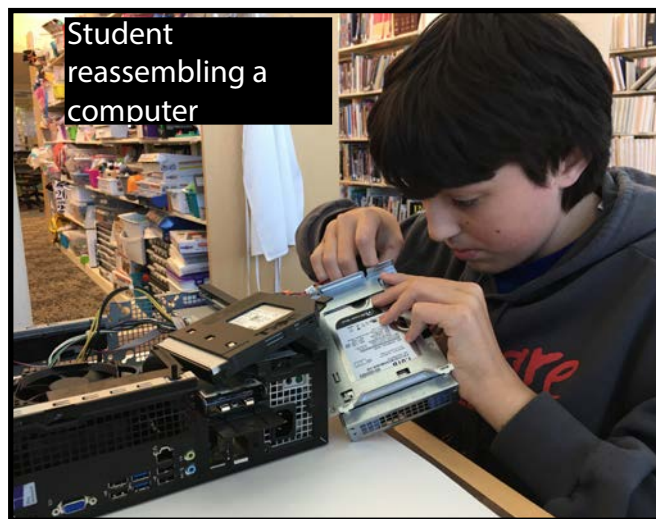
Student receives an award from her teacher



## Career Education Continued

The Career Education program resumed limited off campus placements for work training. Due to the pandemic, some of our work training partners had to suspend their programs. We were able to place students for work training at the following businesses.

- ▶ Austin Lighthouse for the Blind
- ▶ HEB
- ▶ Wheatsville Co-Op
- ▶ Cafe Monet
- ▶ Walgreens
- ▶ Goodwill of Central Texas
- ▶ DoubleTree Hotel



Student reassembling a computer

Students exploring the exhibitor booths at White Cane Day



### ▶ Lighthouse for the Blind

The Austin Lighthouse hosted 10 TSBVI student interns in a newly developed collaboration that focuses on authentic work experiences for students. Students received 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 continued its partnership with the HEB Bridges program by having four students intern at a local store. HEB partnered with TSBVI in creating a curriculum that emphasized high quality customer service, as well as taught students how to perform entry level tasks. 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. One student applied for a competitive position in their hometown at the end of the 2021-2022 school year, and another student was offered a competitive position in Austin for the 2022-2023 school year.

**“TSVBI has been exceptional for my son. He has turned into a productive young man.”**

## Additional Career Education Initiatives

### ► Perkins V Grant

We continued to participate in the Perkins Career and Technical Education Institutional Grant. This is a federal grant that requires, among other things, that we establish and maintain a Business Advisory Council. Our council, which we established in the fall of 2020, consists of industry representatives, Blind/ Visually Impaired professionals, students, parents, and professionals from both education and vocational rehabilitation. Our council convened twice during the 2021-2022 school year, in December and April. The committee will continue to meet twice a year to identify areas of improvement for the Career Education Program.

### ► Timekeeping App

TSBVI collaborated with UT's McCombs school of business to create an electronic clock in system for students participating in Work Training. This application is simple to use, accessible and provides an authentic experience for students. All students were trained on the system by their tech teachers. For whom it is appropriate, all students are participating in managing their own time.

### ► Nepris Virtual Platform

The Nepris platform connects students with industry professionals from around the world. Students were able to conduct several informational interviews and gained more insight into the workplace through onsite virtual tours. This provided ample opportunities for students to participate in work-related informational activities while still adhering to COVID protocols.

Student and his teachers celebrating an award



### ► Career Cafe

The Career Education Coordinator collaborated with our Transition Coordinator and School Counselor to offer a "Career Cafe." This was an opportunity for students of all ages to listen to professionals (some of whom are blind and visually impaired) speak about a variety of careers and gain firsthand experience with the tools of various trades and professions.

Three students pose for a photo during White Cane Day



### ► TSBVI Farmer's Market

We were able to resume our monthly Farmer's Market for the majority of the 2021-2022 school year. Students made a variety of artisanal items and small batch craft foods for sale on-campus. The variety of handmade items reflected the interests of students and allowed opportunities for them to discover new vocational skills and aptitudes. As in previous years, this program integrated money management, customer service, art, communication, cooking and independent living skills in a real-world setting.

"I admire the work that is done with the young people I refer to the TSB programs. Each student returns to the local community with self-confidence and the skills needed to be an independent and productive citizen."

## Fine Arts

Congratulations to Evan H., Isaiah B., Jessica B., Jacob M., Jonathan G., Damonica J., Marianela O., Jazmin K., Paulina H. and Ashton H. for having artwork in the Figuralo Art Show Youth Exhibit held in person at the Sam Coronado Gallery at The Emma S. Barrientos Mexican American Cultural Center. The artworks were also shown online at the Smithsonian Learning Lab.

The Teacher's Auction held in May 2022 by the Fine Arts students was a huge success earning well over \$3,000. One of Marianela O.'s paintings was sold for \$552! Ninety percent of all proceeds go directly to the artists.

The Fine Arts students also entered artworks in the Endangered Species Coalition Youth Art Contest and the APH Art Insights 2022 art show.

Jessica B.'s artwork "Pig-Tacular" was chosen as the cover of the TSBVI Musical Yearbook 2022.

The TSBVI Choir and Jazz Ensemble put on their annual holiday and end of the year Big Show performances. The choir spent the majority of the Spring semester collaborating with the theater department to put on a performance of the Lion King Jr.

Zack L. took 1st place in the UIL student piano competition with his performance of First Movement of Beethoven Tempest.

Students performed a theater production of The Lion King Jr.

Student displaying work at an art show



Students performing the Lion King on stage



Teacher signing with a student



## Clubs and After School Activities

The Semi-Modulars are an electronic music group that composes original compositions exclusively using analog and digital synthesizers, samplers, and drum machines. To date the group has released four full-length albums and have performed several gigs around Austin. All of their recorded material can be found online at <https://thesemimodulars.bandcamp.com/>

Semi-Modulars performing at a coffee house



Student finding a beeping Easter Egg



Students participating in an ice breaker



- |                             |                    |
|-----------------------------|--------------------|
| yoga                        | book club          |
| dance                       | quiz night         |
| art on the dorm             | YMCA Jan-March     |
| choir                       | bowling            |
| coding                      | music lessons      |
| Music Mania                 | rock wall climbing |
| music recording             | Venture Crew       |
| scrapbooking                | beading            |
| cooking & baking            | weaving            |
| walking & running on campus | macramé            |
| jewelry making              | puzzles            |
| gardening                   | clay modeling      |

Students handing out bells for runners



► Jingle Bell Run/Walk  
Holiday themed schoolwide fitness event.

## Athletics

### ► UIL Wrestling

Capital Classic Varsity Boys, Darrius M. participated.

San Marcos vs. TSBVI, Darrius M., Marc M., Pedro A., Kanye H., and Michael F. participated.

Craig T. Grace CenTex Tournament  
Darrius M., Marc M., Pedro A., and Michael F. participated.

McCallum/Navarro/TSBVI Wrestling Meet  
The Varsity Wrestling Team comprised of Darrius M., Marc M., Pedro A. and Michael F. had a clean sweep winning all matches by pinfall.

UIL Boys Wrestling District 13-5A

The Varsity Wrestling Team comprised of Darrius M., Marc M., Pedro A., and Michael F. participated with Darrius M. taking 3rd Place.

UIL Boys Wrestling Region 4-5A

Darrius M. participated.

Group picture of wrestling team



### ► Goalball

TSBVI hosted the USABA Goalball Youth National Championships. We are so proud of the TSBVI Wildcats goalball teams for winning the Silver medal!

Tournament Results:

Women's teams

Gold - Florida Cobras

Silver - Texas Wildcats

Bronze - Mississippi

Men's teams

Gold - Florida Cobras

Silver - Texas Wildcats

Bronze - Central Texas Avengers

Five TSBVI players were named to the USABA All-American Team! This distinction is the largest number of All-Americans in school history.

Congratulations to:

Darrius M.

Marc M.

Wealthy B.

Miriam L.

Heather D.

The Adult Exit Goalball team competed at the USABA Southeast Regional Goalball Tournament in Smyrna, Georgia. The men's team had the opportunity to play with members of the U.S. Team during this competition.

Goalball team warming up



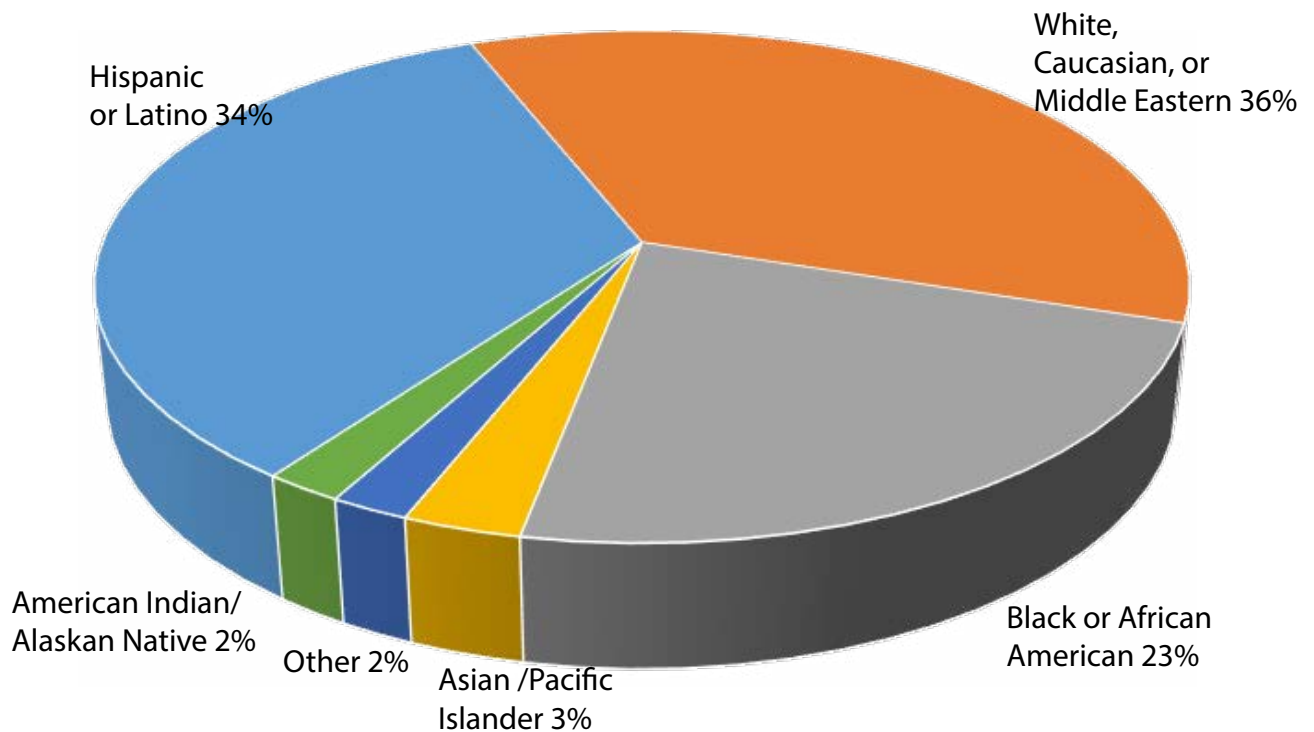


## Enrollment Statistics 2021-2022

136 students representing 16 education service centers and 96 local school districts throughout Texas were enrolled in Comprehensive Programs.

Comprehensive Programs	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Elementary Program	16	17	17	13	13
Secondary Program	129	132	122	119	121
Post-Secondary Program	8	7	6	0	2
<b>Total</b>	153	156	145	132	136

## Ethnicity of Students in Comprehensive Programs



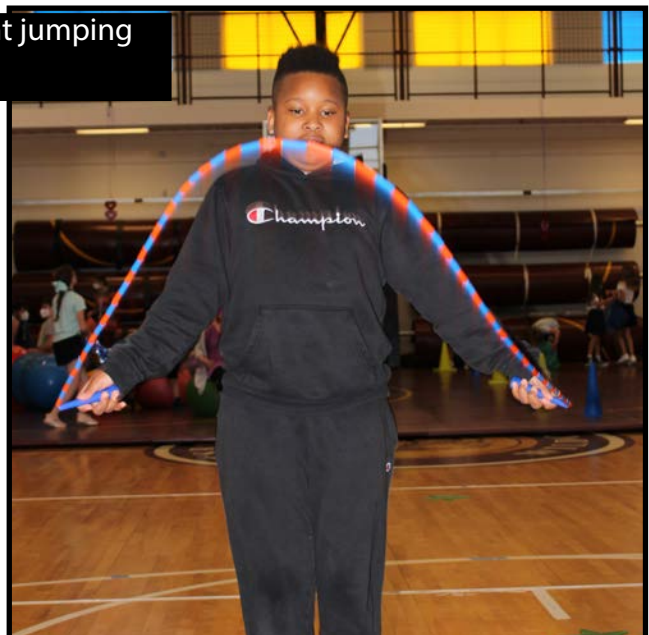
► **Jump Rope for Heart**

Students participated in the Jump Rope for Heart promoting a healthy heart through jumping rope, music, songs, poems, jokes, dance, and art.

► **SCASB Track and Field & Performing Arts -- Mississippi**

The Girls Team won 2nd Place and the Boys Team won 4th Place. Many students earned medals and ribbons. USABA Southeast Regional Goalball Tournament

Student jumping rope





Student dancing with his shadow

“We are so pleased with all the progress our child has made”



Young student holding her teacher’s hand walking on the sidewalk

“My child has grown more confident in her abilities and come out of her shell. TSBVI has been a life changing event.”



Young student using a telescope with his teacher

“Her face lights up when she shares the experiences that she has had on campus. My daughter loves everything about TSBVI.”

# Short-Term Programs

Sara Meritt, Principal

Short-Term Programs (STP) offers group and individualized classes for blind and visually impaired students in Texas. Students participate in classes and activities with peers from across the state, either in-person or remotely. We offer both school-year and summer programs. Each program has a distinct purpose and targets instruction to a variety of student needs.

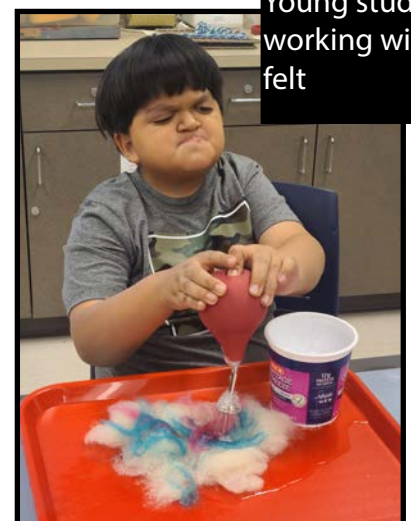
## Short-Term Programs (School Year)

During the traditional school year, STP provides classes for students working on, or near, grade-level. These students need instruction in special adaptive skills to access the core curriculum and participate fully in their school's learning and social environment. Between late August and May, STP offers intensive in-person classes, from three to five days long, as well as remote individualized instruction. In 2021-22, due to COVID-19-related staff shortages, STP provided online remote instruction and three in-person classes.

In addition to working on the academic objectives to which their districts refer, students receive instruction in other aspects of the Expanded Core Curriculum (ECC) for Students with Visual Impairments. This instruction includes independent living, travel, recreation and leisure, social interaction, and self-determination. Students learn alongside blind and low-vision peers who are also developing ECC skills. Instruction begins when students wake up and learn breakfast preparation skills before class and ends at bedtime, after an evening of activities addressing domestic and personal care needs, food preparation, community access, homework, self-knowledge, and self-advocacy. Students often develop friendships and maintain contact with peers they meet in STP classes.

## Short-Term Programs Achievements (School Year)

- ▶ Served 311 students from across the state
- ▶ 94% percent of students demonstrated progress on goals/objectives
- ▶ Served students from 16 (of 20) educational regions
- ▶ Offered three new classes: Life After High School, City Travel Plus, Junior Math
- ▶ Presented at Mentor Center, TAER, and Texas Tech University Assistive Tech Weekend (BrailleNote, iOS devices & ZoomText)



Young student working with felt

## Course List, Online and In-Person (September - May)

During the school year, the STP team works diligently to provide a diverse selection of courses to meet the many needs of students at various grade levels and skill levels.

1. Individualized Instruction (Content determined by local district)
2. Elementary Independence Weekend: Art Around the World (grades 3-5)
3. Junior Access to Academic Skills #1 (grades 6-8)
4. Writer's Workshop Series (grades 6-8)
5. Junior Focus of Low Vision Series (grades 6-8)
6. Elementary Technology & Math Series Part A
7. Kitchen Chemistry (grades 6-8)
8. Elementary Technology, Math Series Part B
9. High School Access to Academic Skills #1 (9-12)
10. Math or Technology, or Low Vision Tools
11. Special Focus: Preparing for College
12. Super Science! (grades 3-5)
13. Elementary Technology & Math Series Part C
14. High School Independence #1 Iron Chef (grades 9-12)
15. Winter Social (all grades)
16. Elementary Access to Academic Skills (grades 3-5)
17. Game of Life (grades 7-9)
18. High School Access to Academic Skills #2 (gr. 9-12)
19. Wellness Weekend (grades 9-12)
20. Junior Access to Academic Skills #2 (grades 6-8)
21. In the Driver's Seat: Intro to Safe Driving Low Vision (9-12)
22. Health and Well-Being (grades 5-7)
23. Capitol Experience (grades 9-12)
24. City Travel Plus (grade 7-12)
25. High School Independence Weekend #2: Prom (10-12) Class held via Zoom.
26. Elementary Independence Weekend: Outdoor Exploration (6-8)



Student conducting a Chemistry experiment



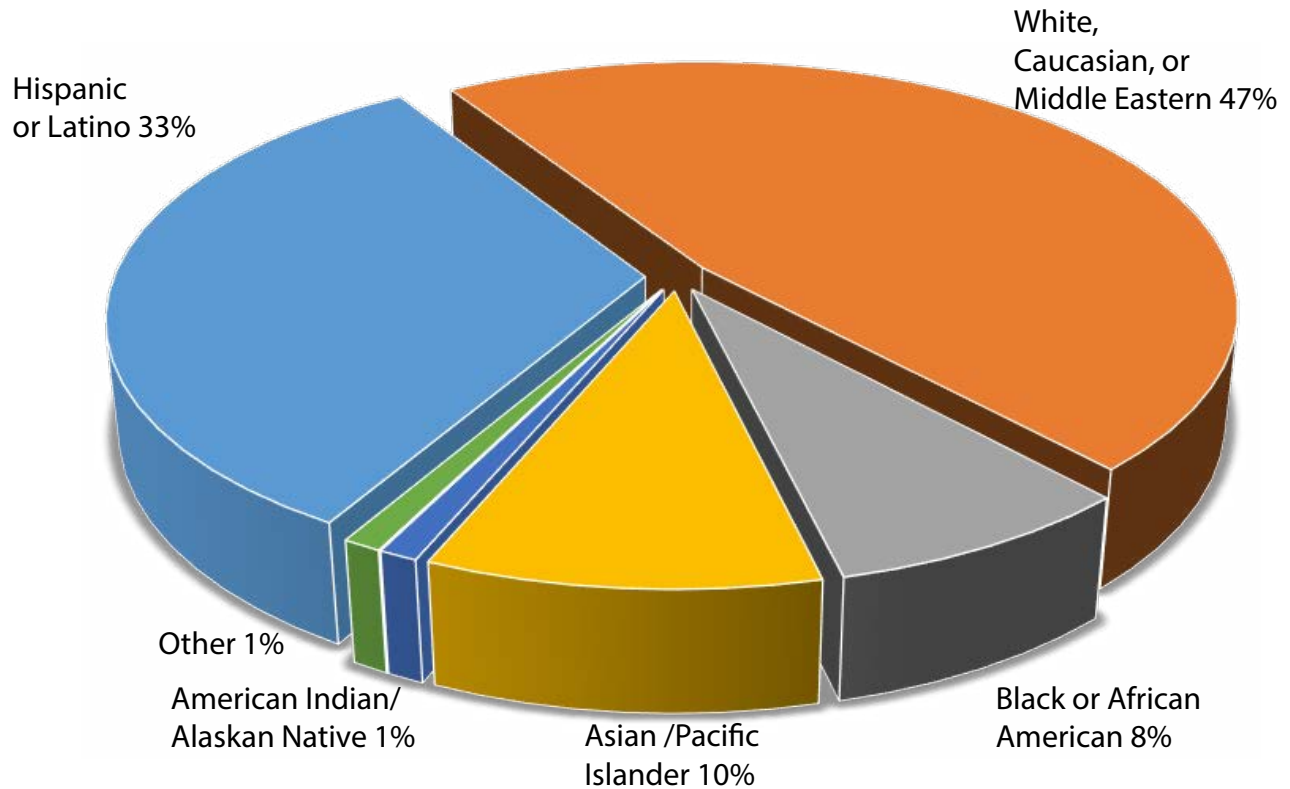
Student watering a plant

## Short-Term Programs Enrollment Statistics (School Year)

STP served 311 students, representing 16 Education Service Centers from across the state.

Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Students	311	275	205	366	311

## Ethnicity of Students in Short-Term Programs (School Year)



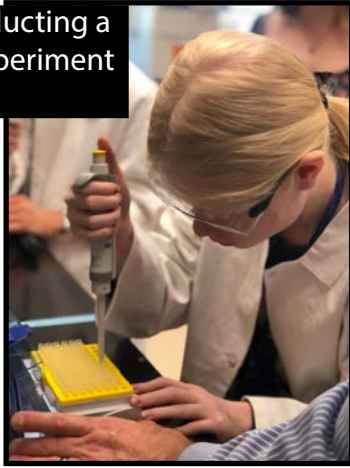
## Short-Term Programs Survey Responses

### From Parents, Local School Districts, and Students (School Year)



"I am very pleased with the programs that have been offered to my son. He learns and grows so much in the short time he is there."

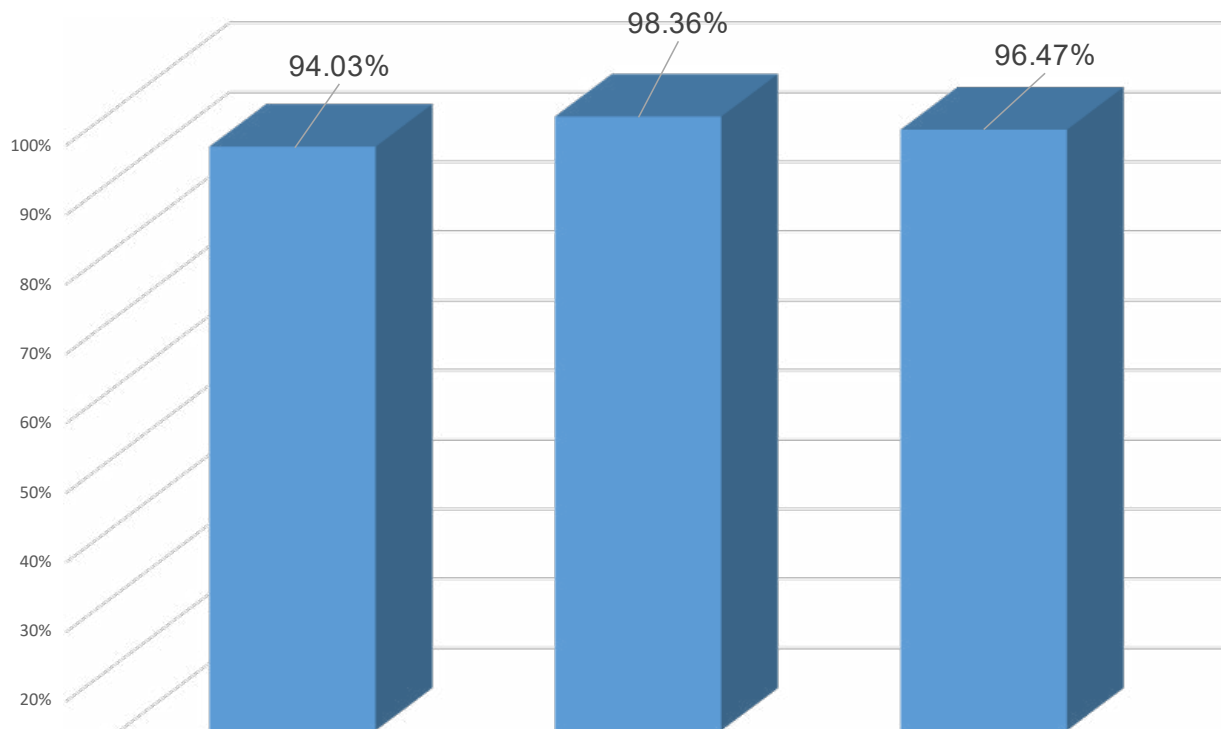
Student conducting a chemistry experiment



“Great first experience, my kid did not want to come back home.”

### Short-Term Programs Performance Measures 2021-2022

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



Percent of students attending school-year short-term programs demonstrating progress, 94.03%

Percent of responding school districts, parents, and students rating students' experiences in school-year short-term programs as very satisfactory or outstanding, 98.36%

Percent of students whose school districts and parents rated their learning experience at summer programs as very satisfactory or outstanding, 96.47%

“I am very grateful for all of the awesome learning activities and social gatherings for the children.”

## Short-Term Programs (Summer)

Summer programs serve students from across the state in enrichment classes, emphasizing skills from the ECC that may be challenging for districts to teach during the school year. Texas students who do not attend TSBVI comprehensive programs during the regular school year are eligible for summer programs. Priority is given to students who have never attended to increase access to this specialized opportunity. Students attend one of four different summer programs described below. This year, STP offered both in-person and online summer programs.

- ▶ Secondary Enrichment (SE) provides middle and high-school-aged students opportunities to practice academic and vision-related skills in enrichment activities in unique themed classes.
- ▶ Elementary Summer Enrichment (ESE) provides students with opportunities to practice academic and vision-related skills in enrichment activities in theme-based classes.
- ▶ Summer Work Experience in Austin, Texas (SWEAT) provides high-school-aged students with paid jobs in the Austin community. Students receive intensive training in all aspects of work. Students also learn independent living skills to determine their strengths and needs as they prepare to leave traditional high school settings.
- ▶ Working and Living in the Community (WALIC) provides high-school-aged students with vocational opportunities. Students are usually enrolled in self-contained classrooms in their local districts and generally take the STAAR Alternate assessment.

Student testing out bioptic glasses



## Short-Term Programs Achievements (Summer)

Served 220 students; 195 in person; 5 online

Served students from 19 (of 20) educational regions

96% of responding school districts and parents rated their experience in summer programs as very satisfactory or above

“The staff were awesome. Very helpful, personable, and approachable.”

Student learning about new chemistry curriculum

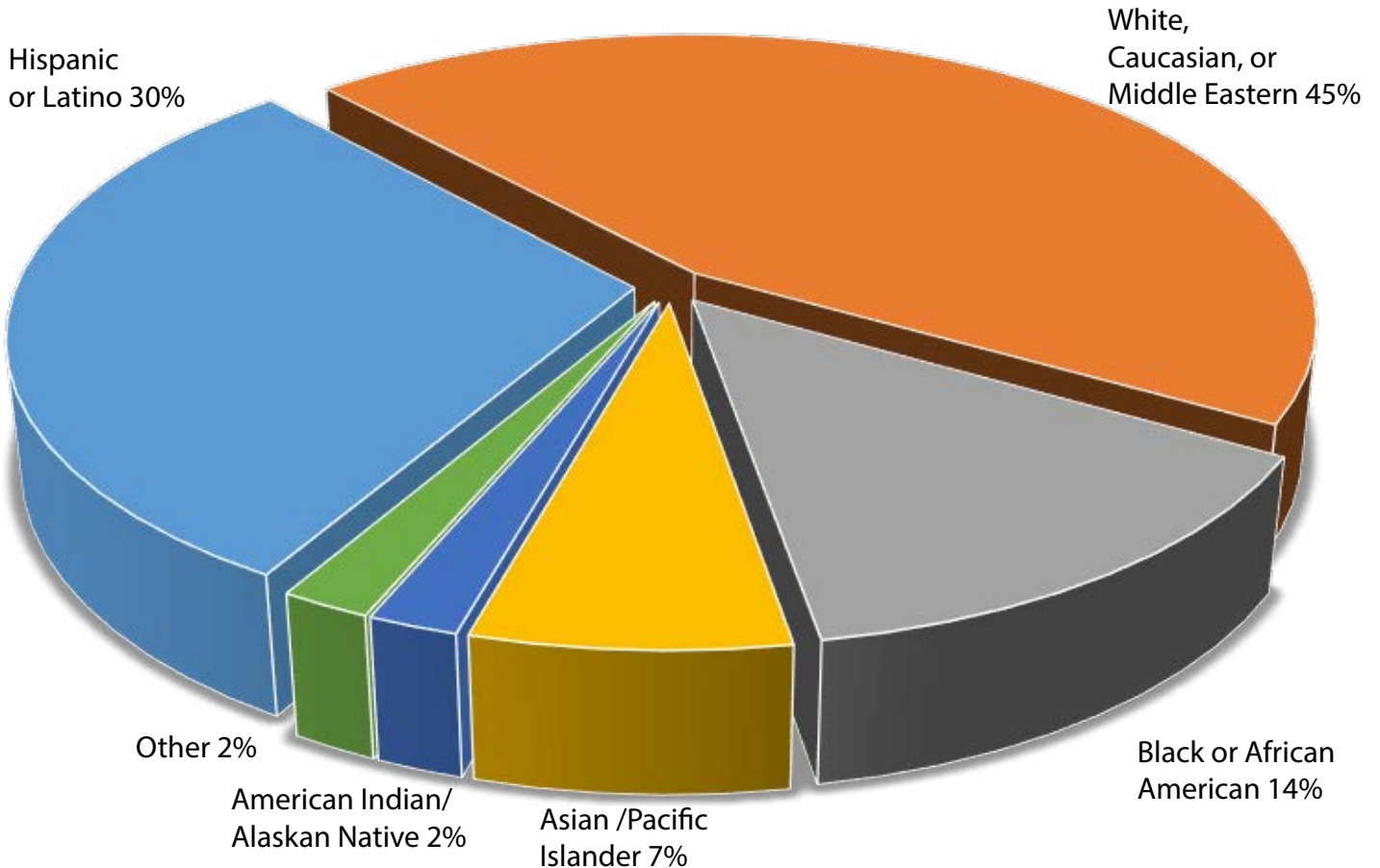


## Enrollment Statistics (Summer)

220 students attended, representing 19 of the 20 Education Service Center regions and 94 local school districts throughout Texas.

Year	2018	2019	2020	2021	2022
Students	315	177	108	169	220

## Ethnicity of Students in Short-Term Programs (Summer)



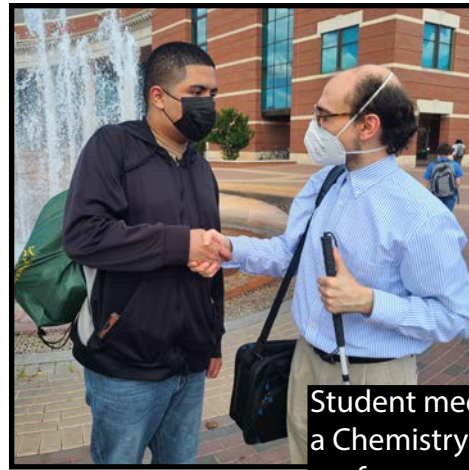
## Short-Term Programs Survey Responses From Parents, Local School Districts, and Students (Summer)



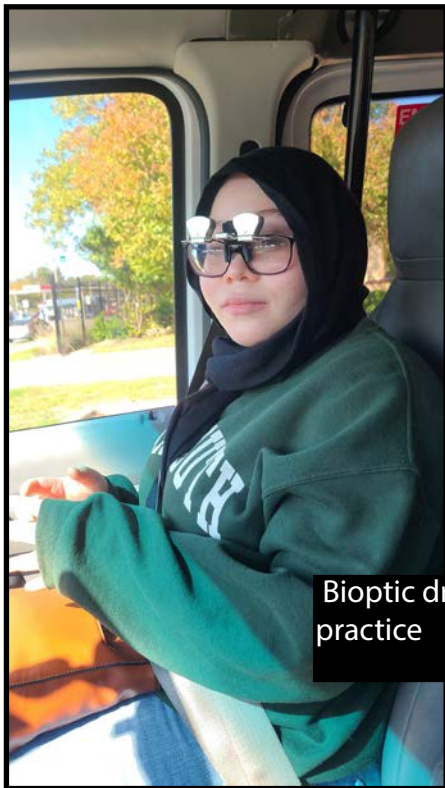
“I always feel respected and listened to by the staff. They hear my concerns and have suggestions for solutions. I value their opinions.”



"I so appreciated the encouragement that I received from everyone I have communicated with."



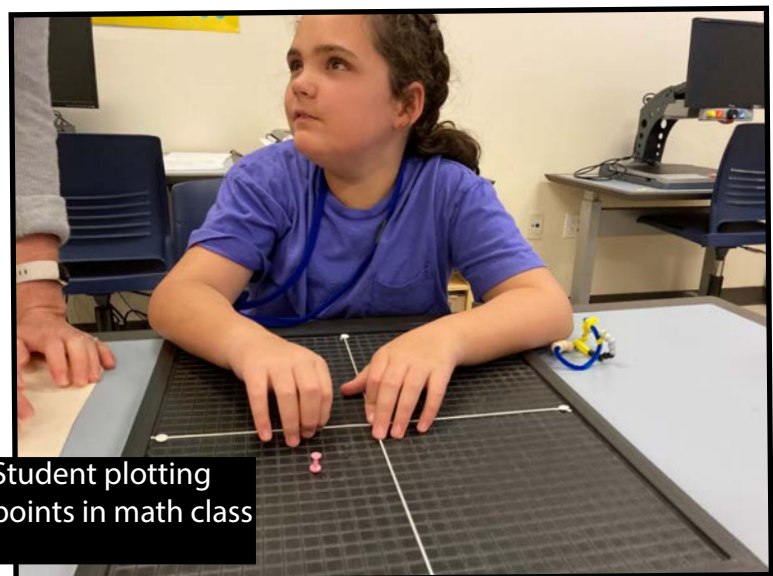
Student meets a Chemistry professor



Bioptic driving practice

"Thank you for all you do for the children!! Keep up the awesome job!! Thank you, thank you, THANK YOU, for being awesome educators!!!"

"TSBVI offers invaluable resources and learning opportunities to my child. I love everything TSBVI has offered to my daughter."



Student plotting points in math class

# Outreach Programs

Kate Borg, Director

Outreach Programs provide statewide training and information for children and students who are blind, visually impaired, or deafblind. By working with families, the educational teams, and other related organizations, Outreach is able to offer support to students of all ages from birth through transition from school. Our focus is to support students in their homes and neighborhood communities all across Texas by bringing our services directly to school communities and programs through consultations and trainings, both in-person and virtually.

At the request of families or education personnel, Outreach provides various programs, trainings, and consultations to support family members and professionals involved with students with visual impairment or who are deafblind. We collaborate with Educational Service Center and district personnel, and partner with local, state, and national agencies and organizations to build and support quality local programs for students and families. Most assistance from the Outreach Program is available at little or no charge. Services include:

- ▶ Individualized coaching consultations to families, schools, and other related agencies or community organizations
- ▶ Resources on visual impairments and deafblind strategies
- ▶ Training for families, professionals, and paraprofessionals through face-to-face and virtual workshops and conferences around the state
- ▶ Distance learning options via web-based live and archived webinars
- ▶ An online magazine (Texas SenseAbilities) produced with Health and Human Services' Blind Children's Program and Texas Workforce Commission, available in English and Spanish
- ▶ Ordering and distribution of materials from the American Printing House for the Blind (APH) as part of the federal quota fund program
- ▶ Assistive technology available on short-term loan
- ▶ The Annual Registration of Students with Visual Impairments and the Texas Deafblind Child Count conducted for the Texas Education Agency
- ▶ Coordinating and providing statewide mentoring services for teachers in their first years of service

TSBVI Outreach Programs effectively support and collaborate with personnel at regional Education Service Centers. Students with visual impairment or who are deafblind represent low incidence populations with diverse and unique needs. Districts often first turn to their regional ESC Consultant in Visual Impairment, Deafblind Specialist, or Orientation and Mobility Specialist. Those professionals refer to the TSBVI Outreach Programs as needed and we work together for optimal follow-up and implementation. Together we provide a strong statewide system to support quality educational programs for students across Texas.

## Achievements

### ► Consultation and Training

88.8% of Outreach customers rated the improvement of their knowledge and skills as very satisfactory or outstanding as a result of services received from the Outreach program.

Outreach staff completed 153 student/school consultations across 87 school districts in each of the ESC regions of Texas. These visits have documented success: 100% of respondents reported a positive change for the student, staff or family as a result of school consultations with Outreach staff. Doing a hybrid of both in-person and virtual consultations has allowed us to move to a coaching model, which has proved highly effective.

TSBVI Outreach presented at, hosted, or facilitated 238 conferences and/or workshop sessions at local districts, regional service centers, and statewide and national venues, including via distance technologies, for 7,401 participants. Requests for workshops and training continue to come from state and national partners.

There were several statewide conferences sponsored by TSBVI Outreach, including: Texas Focus, Intervener Training, Intervener Train the Trainers, Braille “Boot Camp”, the Southwest Orientation and Mobility Association Conference, Active Learning, Coffee Hours, Mentor Center, and a statewide Mentor Training. In addition, TSBVI Outreach staff presented at many related virtual conferences throughout the state and nation

In the 2021-2022 school year, Outreach provided a variety of presentations relevant to current trends in our field and the needs of students with sensory impairments. Topics included braille and tactile graphics, high tech orientation and mobility, cortical visual impairment, low vision devices and techniques, intervener training, calendars and routines, math teaching strategies for students with visual impairments, Active Learning, self-determination skills, early childhood specific strategies, and much more.

Outreach recognizes the value of providing instructional opportunities for professionals to acquire ACVREP or SBEC continuing education units and continues to offer training that provides professional development and qualifying credits.

“TSBVI consultants/staff are very knowledgeable and supportive and have a great sense of caring.”

## Achievements Continued

### ► Personnel Preparation and Mentoring

TSBVI is an active partner in professional development of new teachers of students with visual impairment and certified orientation and mobility specialists. With the support of the TSBVI's state and federal funds and the TSBVI VI mentor program, 33 new VI professionals were employed in Texas. Texas universities enrolled 87 new students into professional development coursework. During the 2021-2022 school year, 91 new teachers received mentoring. There are a total of 380 trained mentors throughout Texas (Teachers for Students with Vision Impairment and Certified Orientation and Mobility Specialists).

### ► Texas Deafblind Project

The federal Texas Deafblind Project grant, which runs from 2018-2023 funds several projects and activities to continue to ensure quality education for students who are deafblind throughout the state of Texas.

Members of the Deafblind team also served on a committee to draft state certification standards for teachers of students who are deafblind, which were approved by SBEC and subsequently were adopted by SBOE. Team members are currently working on writing testing items for the state certification and licensing exam.

The Project also supported the second annual Mental Health Symposium regarding students who are deaf and deafblind. The conference was in person, and hosted speakers from all over the country who discussed strategies and practices to support positive mental health for students.

### ► Family Engagement

Families have a long-term impact on the outcome of their children's educational programs. Outreach continuously offers family support and consultations, participates in conferences and training for families, and acts as a resource to various family networks.

Family organizations thrive in TX in part due to the support of the Outreach Programs. This past year, organization leaders met together on a quarterly basis in a web-based format. This has increased their knowledge of each other, and shared learning about effective strategies to grow a statewide family organization.

An initiative that grew out of the need for distance/online opportunities was designed specifically for families. Our Family Engagement and Transition Coordinators worked together to create a space for family members of students who are blind, visually impaired, or deafblind throughout Texas. TFT continued throughout the 2021-2022 school year with weekly sessions. An important aspect of TFT is the protective space for families only, which has created an environment of collaboration and sharing. One participant shared, "The group meetings have meant a great deal to me. They have allowed me to voice my concerns about distance learning in a safe, caring and respectable environment. It's always nice to know that there are others in the same boat. It has been helpful to talk with professionals about what we are going through. It finally gave me the approval to stop being so hard on myself and to take some time to just breathe and to see the good in every day."



Student and teacher explore a new object with their hands



Student emerges from an obstacle course tunnel



Teacher and student smile for the camera

► **Statewide Collaboration and Networks:**

Outreach staff promote, expect, and appreciate collaboration with regional and statewide entities including:

1. The West Texas Cluster
2. Personnel Preparation Advisory Group
3. State Leadership Services for Students who are Blind and Visually Impaired
4. The Texas Assistive Technology Network
5. Family organizations in the wider disability field such as Parent to Parent and Texas Hands and Voices as well as blindness related family groups such as the Deafblind Multihandicapped Association of Texas (DBMAT), Texas Association of Parents of Children with Visual Impairments (TAPVI), and Texas Chargers
6. The Alliance of and for Visually Impaired Texans
7. The Texas Action Committee for the Education of Students with Visual Impairments
8. The Texas Interagency Task Force on DeafBlindness

The use of remote training tools supports access to quality training for people who might otherwise not be able to attend, resulting in wider dissemination of training materials. This past year, our ability to provide support virtually proved invaluable and many of these presentations were archived and posted on the website for later viewing.

In February, Outreach sponsored and hosted the virtual conference, Texas Focus: A Well-Planned Journey to Implementation. We had 367 attendees from across Texas, the nation, and internationally over the course of 2 ½ days. Sessions covered topics related to IEP and education planning for students in various populations and settings. It was a great success!

Outreach continued to provide web-based study groups on topics including cortical visual impairment, active learning strategies, and coaching. Virtual sessions allow professionals in their local communities to connect for scheduled topical discussions and provide access to expert assistance and a peer group for discussion without the costs of time and travel. During the 2021-2022 school year, there were 44,208 total registrations via ESCWorks for our virtual offerings. The TSBVI Online Learning website, <https://www.tsbvi.edu/online-learning>, provides an organized venue for accessing anytime, anywhere training on VI and DB issues. 5,955 courses were completed through our E-Learning platform for 2713 CEUs awarded to 669 awardees.



**“I loved the materials and the presentation. Great information to support our students.”**

Two teachers and two students at a table in the courtyard

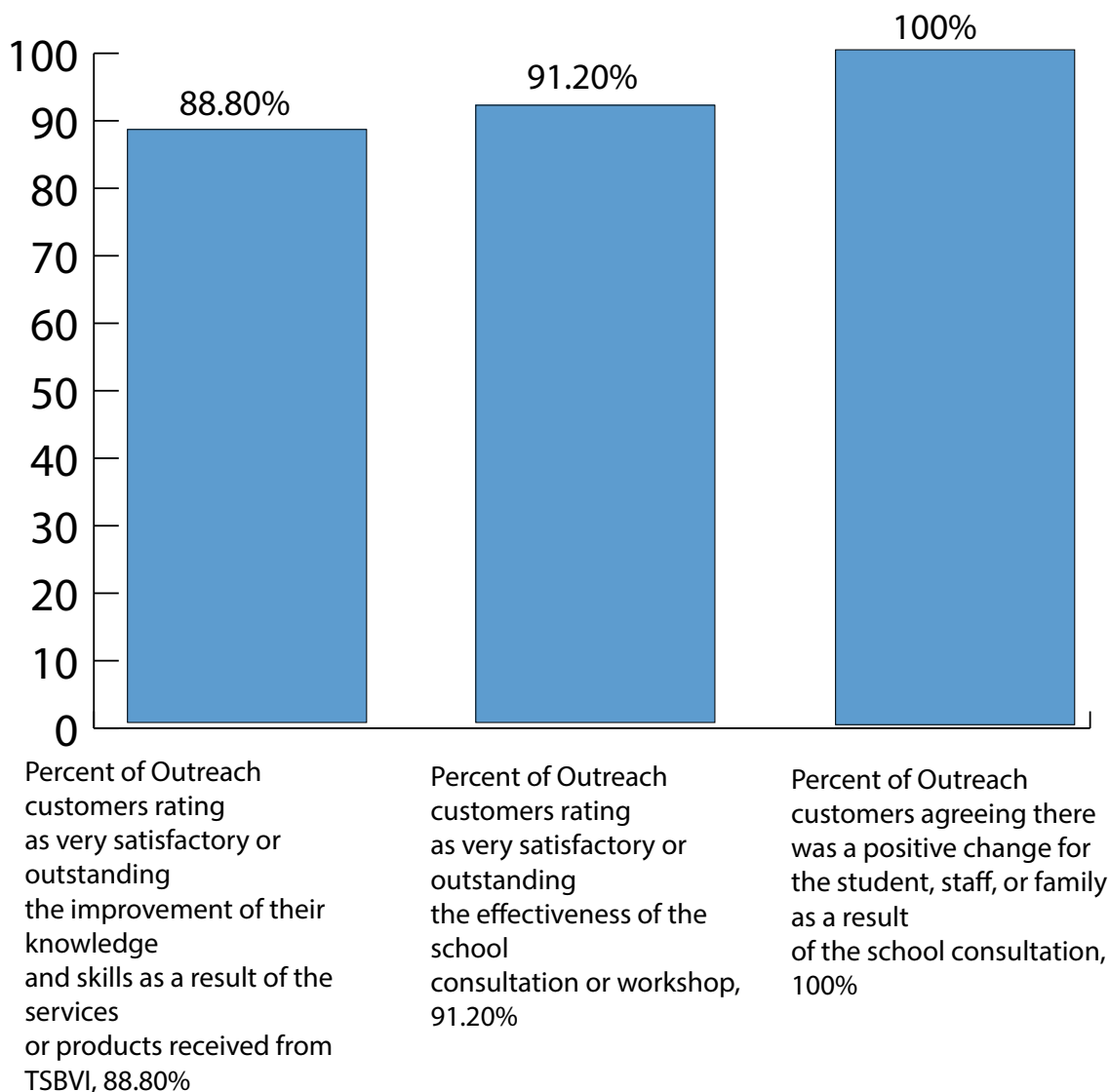
We continued offering Coffee Hour weekly. The purpose of these sessions is to provide training, collaboration, and professional development opportunities for service providers throughout the field. TSBVI Outreach providers presented information on various topics such as Active Learning, CVI, Assistive Technology, Distance Learning, Orientation & Mobility, and much more! We also collaborated with many others in the field across the globe to lead Coffee Hour sessions, which are still being offered and are well attended.

Outreach published two issues of Texas SenseAbilities, a publication about visual impairment and deafblindness for families and professionals. The magazine has 3 sections: Family Wisdom, Effective Practices, and News & Views. Content is curated by Outreach, TWC, and HHS staff and written by families and professionals throughout the field. We have moved to an online-only format, which allows us to have more up-to-date information, reach a broader audience, and provide links to resources for professionals and families.

The podcast, A Sense of Texas, continues to be published twice each month. During this year, there were 7,300 total downloads for a total of 33,200 downloads. The podcast has been downloaded in all 50 U.S. States (and D.C.) and in 42 additional countries.

### Outreach Program Measures

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



## Outreach Programs Survey Responses From Parents, and Local School Districts



Student and teacher ride a tandem bike

“Thank you all for sharing your wealth of knowledge and experience! It was a pleasure learning from each of you.”



Student working in a Chemistry setting



Young students posing together for a group photo

“This was one of the best sessions I’ve been to in a long time. So great to walk away with tools to directly implement to support the students. The presenters did a wonderful job. Thank you.”

# Curriculum Development Department

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Debra Sewell, Director

The Curriculum Department at TSBVI serves three major functions.

We develop curriculum and resource publications written by teachers and other certified professionals. These publications are sold worldwide to: certified teachers of students who are visually impaired (TSVI), certified orientation and mobility specialists (COMS), classroom teachers, and families delivering instruction to their children.

We provide on-campus and statewide training on our curriculum resources. We support teachers on-campus by identifying, modifying, and aligning curriculum to support successful standards-based instruction for students.

We collect and report student performance data to the Texas Education Agency (TEA) about their annual progress at TSBVI. This tracking of student progress is part of a memorandum of understanding established with the Texas Education Agency (TEA).

## Publications

The publications we develop focus on the Core Curriculum and the Expanded Core Curriculum (ECC). Our ECC catalog includes titles on: independent living, career education, assistive technology, compensatory skills instruction (concept development and braille), orientation and mobility, recreation and leisure, self-determination, sensory efficiency skills, and social interaction skills.

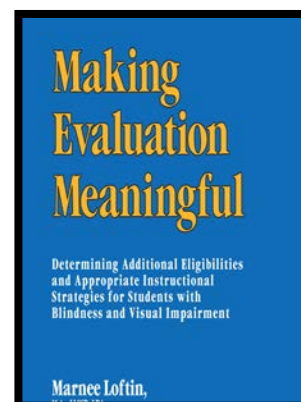
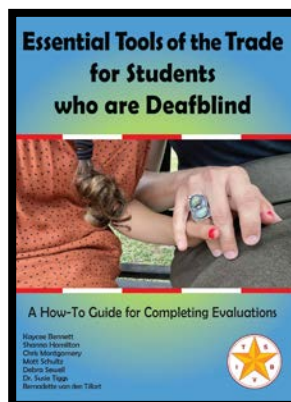
The Curriculum Department had total sales of \$215,790.46. The highest sales were in January 2022 with \$29,005.50, followed by sales in September \$26,237.60 and November \$25,859.85. Essential Tools of the Trade had the highest percentage of sales (21.82%), followed by Braille FUNdamentals, Primary (13.8%). We sold the highest quantity of the publication, Calendars for Students with Multiple Impairments Including Deafblindness (589), which was 9.03% of total sales. This publication is purchased by APH annually to include in a calendar kit. Our most popular products that were sold (other than the above-mentioned publications) include Paraeducator's Handbook, TAPS, Texas 2-Steps, and Nemeth at a Glance. We did not release any new publications in FY2022 as anticipated.



## Publications Under Development

The following publications are currently being developed and the anticipated release dates are listed:

- ▶ Update of Making Evaluation Meaningful (October 2022)
- ▶ Middle School and High School levels of UEB Braille Fundamentals (September 2022)
- ▶ Essential Tools of the Trade for Students who are Deafblind, A How-To Guide for Completing Evaluations (Spring 2023)



## Curriculum Support (School-wide and State-wide)

The Curriculum Department presented at the Southwest Orientation and Mobility Association (SWOMA) conference, as well as the Texas Association for Education and Rehabilitation (TAER) annual conference and the Association for Education and Rehabilitation (AER) international conference. Additionally, we provided training on the Literacy for Little Ones project for Region 10 ESC.

The Curriculum Department worked alongside TSBVI Comprehensive Programs to provide instructional support for on-campus teachers, including training on the use of our publications and how to adapt other instructional materials for use with students who need to access more modified curricula in core content areas.

The Curriculum Director continued collaboration with Outreach staff on the Literacy for Little Ones (emergent literacy instruction for braille reading students) and the Progression of tactual learning (a profile of early tactile development). The Progression of Tactual Learning information was made available on the TSBVI website as a free publication.

## Performance Indicator Evaluations

The Curriculum Director continued to evaluate, refine and create the performance indicator evaluation tools that guide IEP development and instruction for TSBVI students. Curriculum staff converted the majority of the PIs from Word documents to Google Sheets, making the process of collecting progress data more streamlined.

The Curriculum Director submitted the annual report to TEA detailing the yearly progress made by our students as determined by our Performance Indicator Evaluations. In the 2021-2022 school year, TSBVI exceeded the criteria in the memorandum of understanding with TEA.

# Information Resources Department

Dan Hampton, Director

## Achievements

### ► New Website

The tsbvi.edu website was completely redesigned and rebuilt. Substantial effort went into collecting and categorizing the content in the previous site in preparation for the new site. Departments were given the opportunity to determine what content needed to move into the new site. The outgrowth of that effort is a new focus on departmental ownership of their own content to communicate their mission and accomplishments to the world. We hired Monkee-Boy Web Design, Inc. to work with us to design and develop the site which launched in June 2022 and is now managed by our Content Team, Allison Kemp and Denise Lehe to insure consistency and accessibility for all of our content.

### ► Technology and Infrastructure

Working with GEER II grant funding, we were able to make the following purchases and complete the following projects:

Emergency Communications Improvements  
High-Availability Mass Notification System Rebuild  
Digital Campus Map for Emergency Responders  
Campus Fiber Optics Inventory & Map  
Elevator Telephone Replacements

#### **Network Upgrades:**

36 Cisco Network Switches with 5 years of support  
2 Palo Alto Firewall Appliances with 5 years of support

#### **Computer Upgrades:**

151 Optiplex Desktops

149 Latitude Laptops

30 MacBook Pros

5 MacStudio Setups for the Media Team

iPad Replacements

21 iPad Pros

170 iPads

#### **Assistive Technology Additions:**

2 BrailleNote Touch Plus

3 Brailliant BI40 & Reveal 16i

Braillo Cut

Canute 360 Braille Reader

Juliet 120 Double-Sided Braille Embosser

ViewPlus Premier Printer/Embosser

Outreach Audio and Projector Upgrades

Zoom Room Equipment

32 Printers + Toner & Supplies

30 Desktop Monitors

10 iPhones for O&M Team

### ► Integration with CAPPs Staff Data

The internally developed SMART database has been enhanced this year and is becoming a key distributor of staff data. Scott Brackett, Mary Mangan, and Byron Barry collaborated to connect SMART to nightly update files from CAPPs. Because CAPPs is the system of record for State employee data, we can leverage that system's data to fuel our emergency notifications system through School Messenger. Next up, we will use SMART data to automatically maintain our staff directory, etc.

## Campus Security Report (Required by TEA)

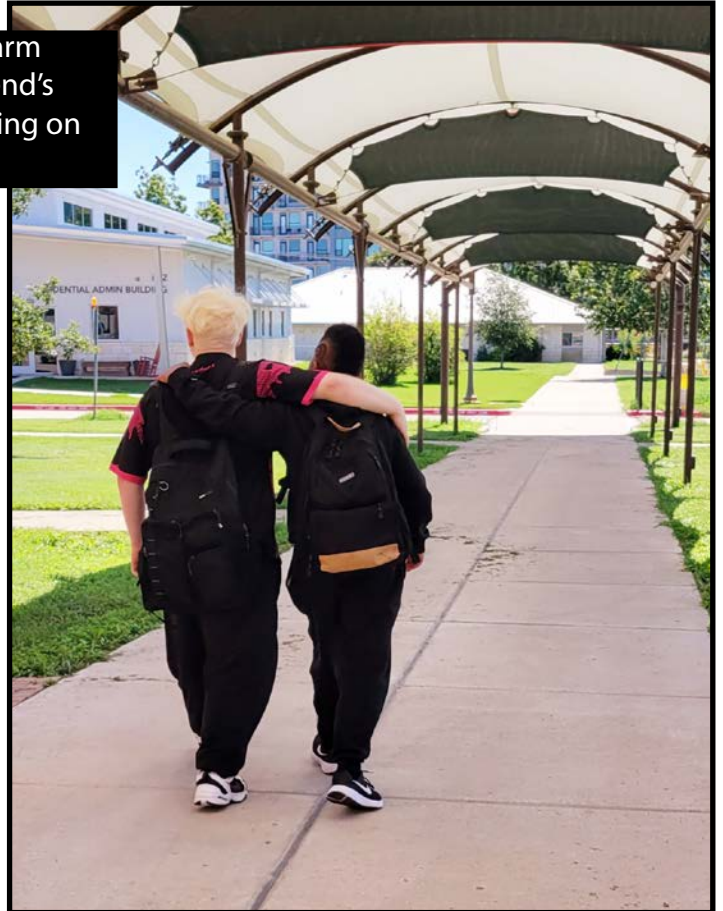
There were no violent or criminal offenses resulting in disciplinary action in the 2021-2022 school year.

## Executive Management Team

Emily Coleman	Superintendent
Miles Fain	Principal of Comprehensive Programs
Sara Merritt	Principal of Short-Term Programs
Kate Borg	Director of Outreach Programs
Cheryl Williams	Director of Human Resources
Dan Hampton	Director of Information Resources
Pamela Darden	Chief Financial Officer
Susan Houghtling	Planning and Evaluation Coordinator
Matt Schultz	Residential Director

Student with arm around his friend's shoulder walking on campus

Thank you to the many donors and volunteers that help make our school such a wonderful place!





**Texas School for the Blind and Visually Impaired**  
**Established in 1856**

**[WWW.TSBVI.EDU](http://WWW.TSBVI.EDU)**