

2020 ANNUAL REPORT

A young girl with dark hair, wearing a teal dress and a lanyard with an ID badge, is walking outdoors on a grassy area. She is using a white cane with a blue grip. In the background, there are trees, a building, and other people. The scene is bright and sunny.

**Texas School for the
Blind and Visually
Impaired**

TSBVI

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.



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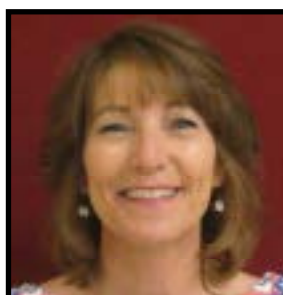
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Valley View



Elaine Robertson
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Brenda Lee
Brownwood



Julie Prause
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SUPERINTENDENT'S MESSAGE



During my first year as Superintendent, I witnessed the full reach of our programs (Comprehensive, Short Term and Outreach), finely tuned over the last 164 years. I saw first-hand the positive impact these programs have on the lives of our students and their families. As the COVID-19 pandemic hit, we faced the challenge of pivoting our well-established programs from in-person instruction to online instruction. Although many questioned our ability to serve our students within an online environment, rest assured, our community met the challenge with expertise, wisdom, and compassion. As you'll read in this report, we refused to give-up, and we exceeded all expectations. Our response to the pandemic is ongoing. This is evident on campus where we implemented safety protocols and training for staff, added tents to the campus to spread out instruction, and improved the HVAC filtration system. Each change demonstrates a commitment to creating the safest learning environment for both students and staff.

Unlike most schools, our reach extends to the 1,200+ school districts throughout Texas. According to the most recent annual state census of students who are blind, visually impaired, or DeafBlind, the population increased from 10,753 to 11,125. With this increase, so does the need for our services and support. As subject matter experts on visual impairment and blindness, we provide technical assistance and support to school district personnel, professionals, and families across the state.

As I write this, we're now almost halfway through the 20 – 21 school year, and our campus is bustling with energy. About 64% of our students are on campus, and 36% are connected via online instruction. Online opportunities continue to grow. Each of our three programs are elevating their instruction. Our vision remains unchanged as we empower students to lead productive and fulfilling lives.

Emily Coleman

TSBVI HISTORY



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 students in Texas who are blind, visually impaired or DeafBlind, including those with additional disabilities, will have high quality educational opportunities at the TSBVI campus and in their home district; empowering them 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, including those with additional disabilities.

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 professionals. These positions include:

- classroom teachers
- teacher aides
- job coaches
- service staff
- orientation and mobility instructors
- speech-language pathologists
- occupational
- 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

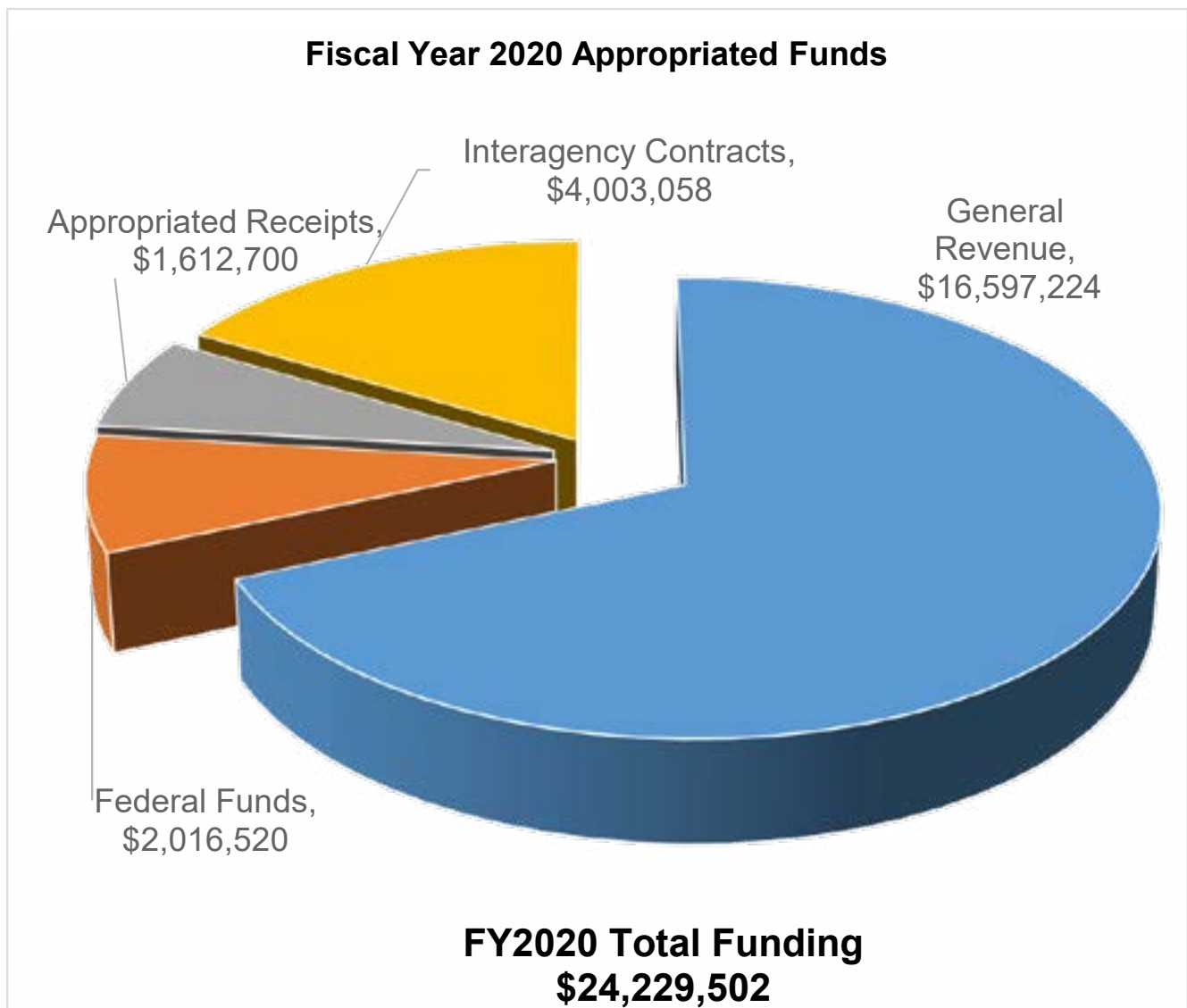
Funding

Pamela Darden,
Chief Financial Officer

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

Appropriations categories include:

- General revenue
- Federal funds
- Appropriated receipts
- Interagency contracts



Comprehensive Programs

Miles Fain, Principal

Kindergarten-12

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

Post-Secondary

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 Board Standards

TSBVI has two performance measures by which the Texas Education Agency (TEA) determines its accreditation status. One measure is achievement of moderate to substantial progress by each student on each area of the Core and Expanded Core Curriculum in which the student receives programming. Due to the 2020 COVID-19 pandemic, the TEA waived the requirement for student post-testing in the Spring, therefore, no results can be reported.

The second performance measure determines the percent of statewide assessment tests passed by TSBVI students as compared to all special education students in the state of Texas. The standard set by TEA and TSBVI is that the percent of tests passed by TSBVI students will meet or exceed the percent passed by all special education students in the state of Texas. Due to the pandemic, TEA cancelled all STAAR assessments in March, therefore, no results can be reported.

Achievements

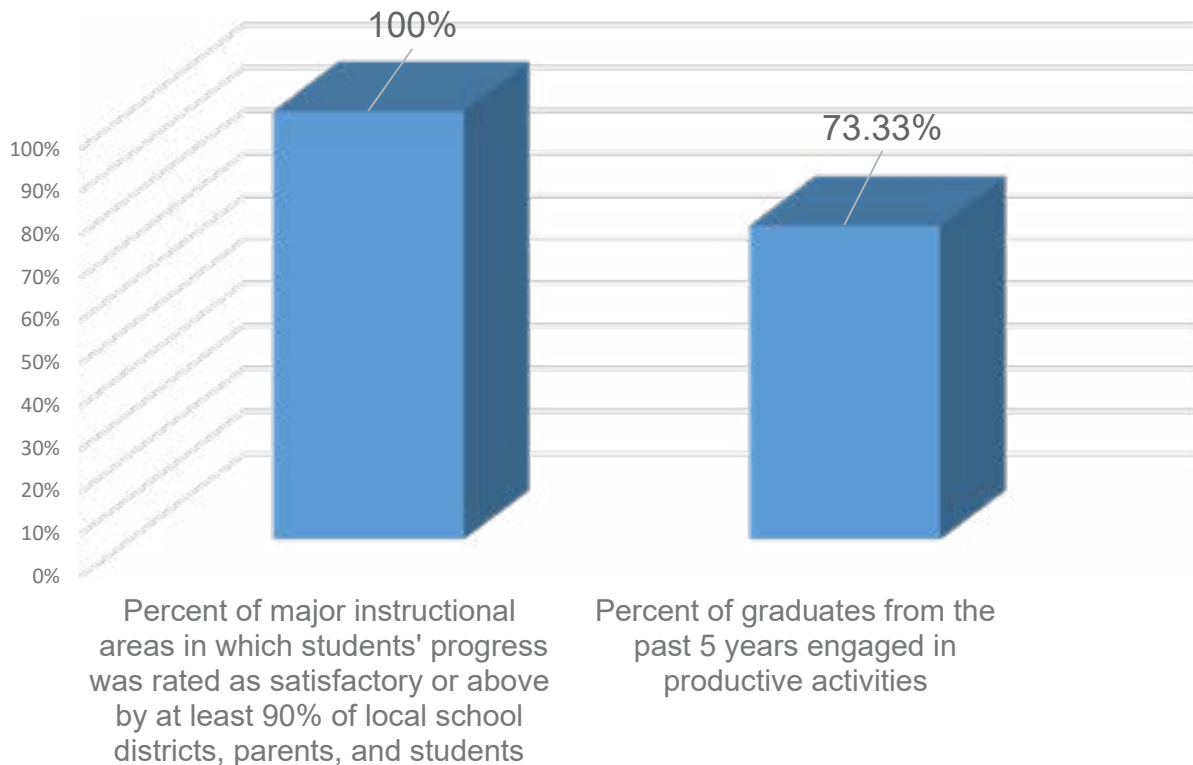
As a state agency, TSBVI sets performance standards each biennium with the Legislative Budget Board (LBB) that are tied to its Legislative Appropriations Request. For students served in Comprehensive Programs, five performance standards were set for the 2019-2020 school year. They include the two TEA Accreditation measures above plus three additional standards.

The first additional standard is that at least 60% of statewide assessment tests will be passed by TSBVI students. With TEA waiving student assessments in the spring of 2020, this standard was unable to be measured.

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

The third 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 in that 73.33% of graduates were considered productive.**

COMPREHENSIVE PROGRAMS MEASURES 2019-2020



Activities and Resources

Learning Resource Center (LRC)

The LRC continues to be host to a hub of activities with this year being our busiest ever! Students stop by throughout the day to check out books, get books on their devices, create in the Maker Space or check out equipment. Instructional and Residential 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.

Coding Class

The Coding Class has outgrown the Computer Lab and is now held at the LRC. We have seven very enthusiastic students enrolled and their progress this school year has been outstanding. In addition to learning the SWIFT programming language through Apple's Everyone Can Code, students have also been engaged with accessible circuits. Chris Correll, former TSBVI math teacher, has been visiting the class on a regular basis and leading students through the basics of circuitry.

TechCats Zone

The TechCats Zone is the LRC Computer Lab. TechCats are a group of staff volunteers who assist others on campus with technical problems. The Zone is staffed three days a week.

MakerSpace

The MakerSpace is continuing to be a popular activity center as more teachers incorporate "making" into their lesson plans. Sarai Hernandez and her seventh grade math class create bar graphs to represent the data they gather for a class assignment. Patrick Healy's class has weekly classes in the MakerSpace. They work on skills such as, following directions, fine motor skills, cooperative group work, and basic science skills like observing and measuring.

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, creates braille books for students on-demand. This past year, she provided more than 200 braille books to 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. This goal is being achieved.

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 two book clubs that take place during lunch each week. Our wonderful cafeteria staff packs sack lunches that students eat in the library while we all read, discuss and enjoy books!

Classes in the LRC

We continue to have a variety of classes in the library each week where we read books, participate in literacy activities and have book celebrations. We just celebrated Banned Book Week and future activities include a Talking Book Program Registration Fair, a Voter's Registration event, Mentor Center, and Family Day. The LRC staff is happy to be a resource for everyone at TSBVI!

Career Education

The Career Education Department follows a systematic and sequential approach to Career Education. This five-step approach consists of the following:

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

During Steps 1 and 2 (General Employability and MAPS I), students gain a better understanding and awareness of workplace concepts, “employability skills”, and their own interests and aptitudes related to future work. *Note: When their academic schedules allow, Middle School students are enrolled in the General Employability class.* Students enrolled in the General Employability class rotated through the following on-campus work experiences over the course of the school year:

1. Farm to Table
2. Hospitality Careers
3. Assembly and Manufacturing
4. Animal Care

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

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

Community-based work training sites included:

Karla’s Kuisine	Top Drawer Thrift Store
Tiny Pies	Walgreens
Gethsemane Lutheran Child Development Center	Westminster Assisted Living Facility
YMCA (Town Lake)	Ten Thousand Villages
Thinkery	Discount Electronics
Doubletree Hotel	Cafe Monet
Health and Human Services Commission (clerical)	Johnson’s Backyard Garden
University of Texas E4 Program	Clint Small Middle School (Coffee Cart)
Disability Rights TX	Austin Humane Society
Pinthouse Pizza	Tech Ridge Retirement Home
Read Naturally (proofreading)	St. David’s North Austin Medical Center
Sammy’s House	Capital Area Food Bank
Wheatsville Food Co-op	H-E-B Grocery
Chuckwagon Cafe	

Career and Technical Education (CTE) Courses

The following CTE courses were offered this year:

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



Ongoing Career Education Initiatives

- **Links Program:** This program is a collaborative effort between TSBVI and the Texas Workforce Commission (TWC) in which students from the EXIT Program are selected through a competitive process to participate in a paid work experience. The goal of the Links Program is to provide an in-depth work experience for specific employers with the hope of linking participants with employment opportunities for that employer (or similar employers) in their home community. The Links Program expanded. Ten EXIT students were selected and placed in four partner sites. These worksites were: St. David's North Austin Medical Center, Doubletree Hotel, Tech Ridge Oaks Retirement Center, and HEB. Unfortunately, due to COVID 19 and the shift to remote instruction, the Links Program was cut short and students were not able to complete their internships.
- **Farmer's Market:** During the 2019-2020 school year, the on-campus Farmer's Market project continued to provide students with opportunities to create products for sale. The Farmer's Market was held monthly. Every year, this event gains in popularity among students and staff members. During the event, a wide range of EXIT students perform a variety of tasks including greeting customers, marketing products, receiving payments, monitoring trash, handing out drinks, and bagging items. During the 2019-2020 school year, the Farmer's Market expanded. Due to increasing demand and teacher/ student involvement, it was held in the Recreation Center.
- **Residential Work Training Program:** Students who were motivated to work during after school hours were eligible to participate in the Residential Work Training Program. Work assignments were performed in addition to the chores that each student was expected to complete regularly at his or her dorm. Students who participated in this program received an hourly stipend for their work.
- **Dell Children's Hospital Project:** Students from a variety of instructional teams collaborated to assemble craft kits for patients at Dell Children's Hospital. Kits include crayons and a variety of craft making supplies.
- **Work routines/ activities for Elementary students and students for whom the five-step continuum of courses is not appropriate:** Career Education department continued to collaborate with teachers of self-contained classes to create meaningful work routines that allowed students to explore a variety of work experiences.
- **Various student entrepreneurial projects:** students and teachers came up with a variety of creative ideas for entrepreneurial projects. Examples included a coffee cart at a local middle school and an on-campus water delivery business.

New Career Education Initiatives

- **Perkins V Grant:** Career and Technical Education Institutional Grant. Funding was awarded from the U.S. Government to the states and then allocated to schools through the Texas Education Agency based on programs in the Career and Technical Programs.
- **Farm to Table Program:** We combined our Wildcat Garden and Wildcat Bistro/ Culinary Arts programs to create a Farm to Table program. The Wildcat Bistro was open for business to TSBVI staff and adult students for lunch every Friday and included produce from the Wildcat Garden in it's menu.
- **Hospitality Careers Program:** We combined our Wildcat Inn and Wildcat Coffee Shop programs in order to create a Hospitality Careers program.
- **Career Cafe:** The Career Education Coordinator collaborated with the 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. This included an interactive series where students got to explore equipment related to sound engineering, while connecting with industry professionals. When the Pandemic forced us to shift to remote teaching and learning, this collaborative team pivoted by providing a virtual Career Cafe in which Carlotta Binns interviewed Neva Fairchild from American Foundation for the Blind.
- **Job Coaching Study Group:** Our Career Education Coordinator led a monthly Job Coaching study group. Staff members enrolled in this group included teachers, teaching assistants, and the Post-Secondary Program Coordinator. This study group continued to meet virtually via Zoom when all staff were working from home due to COVID 19.

CAREER EDUCATION STAFF

Two recently hired highly qualified Teachers allowed us to enhance our programming by combining our Wildcat Garden and Wildcat Bistro/ Culinary Arts programs in order to create a Farm to Table program and hiring a Farm to Table teacher who has extensive experience teaching Culinary Arts to students with disabilities. Additionally, we combined our Wildcat Inn and Wildcat Coffee Shop work experiences in order to create a Hospitality Careers program and hired a Hospitality Careers teacher who jumped right in, implementing a number of great ideas and programmatic improvements.

Additionally, we were able to convert a Career Education Teacher position into a Career Education Coordinator position. Carlotta Binns (former Job Coach and Career Education Teacher) was selected for this role. Among many other responsibilities, Carlotta is helping us continue to align our Career Education programming with industry standards in order to continually improve the effectiveness of our instruction in a way that impacts outcomes. Carlotta is a perfect fit for this role!

RECOGNITION

The TSBVI Career Education Program was awarded the Showcase of Excellence Award by the Career and Technical Association of Texas (CTAT). We were nominated for this award by a CTE Program Manager from Region 13 Education Service Center after he came to campus for a tour of our Career Education programming. When he communicated with us that we had been selected, he wrote:

“When I came to visit you in March for a tour, I was blown away by the depth of programs offered at TSBVI, work based learning opportunities, and the creativity that goes into accommodating students who are blind and visually impaired.”

SPECIAL ACTIVITIES

- Students participated in statewide White Cane Day activities on campus.
- Family Day with parent/teacher conferences and fun activities
- A virtual senior luncheon, prom and graduation ceremony were held.

FINE ARTS

Art

The student-created video from last school year, “Special Ed,” continued to win awards. It won the Award of Recognition for Disability Issues in the competition of Best Shorts at the World Wide Film Competition. The video was a part of the *2019 Figúralo, Youth Exhibit* at The Emma S. Barrientos Mexican American Cultural Center and The Sam Z. Coronado Gallery in Austin. There was also a special showing of the video at TSBVI’s Family Day.

The TSBVI gallery was full year-round with showings of new and exciting artwork. The student’s silk paintings showed in December at the El Dorado restaurant.

Student Rey G.’s artwork “Sceptile” was selected to be part of the Kingdom Arts exhibit at Austin’s Asian American Resource Center. The exhibit was on display in the Asian American Resource Center’s Ballroom.

Fine arts students examined social issues through art with a thought provoking mural on the use of plastics in our society. It was displayed in the Fine Arts Building gallery--premiering at Family Day, November 2019.

Music

The TSBVI choir and string ensemble partnered with the Texas Early Music Project to learn instruments and compositions from the Medieval and Renaissance period. Texas Early Music Project worked closely with TSBVI music educators for a total of 10 classes. During this time, students received instruction on all sizes of recorders (Soprano, Alto, Tenor, Bass) and the early period instrument, the Viola de Gamba. In early March TSBVI students and Texas Early Music Project performed an on-campus concert for all staff and peers.

Career Education staff co-hosted fall and spring fairs in the Building 606 foyer featuring musical performances, arts and crafts and refreshments. Student David S. displayed some of his original zines at a Holiday Pop Up Art Show hosted by SAGE Studio ATX. In November, we had our first ever Family Day drum circle. The Strings Group continued to strum (and bow) along the year with performances at Family Day, the winter concert, SCASB, virtual graduation, and at the Texas Early Music Project end of year performance. The Spin Rockers, our student band that includes members, Devin G. and Mary Rose B., collaborated with Teacher Kat Heitman to record a song to help students memorize JAWS keyboard commands!

This was a red letter year for TSBVI's Jazz Ensemble: The New Motown. Former band member Devin G. was empowered to become our assistant director and made huge strides as a leader and educator. After-school music, dance, and art coordinator Lacey Lewis joined the group as our drummer and co-instructor. The band learned a record 20 tunes! Vocal tunes, old standards, Latin tunes, blues, and we finally started exploring bebop and modal jazz! And the band took impressive and significant steps toward becoming a reputable, gigging ensemble. The New Motown acquired a monthly residency at Ross's Old Austin Cafe where they were cheered on by large crowds of supportive students and Austin residents and played their first gigs at notable Austin venues Scholz Beer Garden and Kick Butt Coffee. They also played at SCASB and Family Day.

The Monthly Rec Live had music performances with local and international artists including performers from Italy in town for No Idea Fest, local musician Aaron Benavides with original music and special dance floor designed for the Deaf, and Henri Herbert internationally known pianist. We also hosted dance classes and workshops by Art Spark/Danceability and Ishida Dance.

The synthesis and sound design class completed work on their third full-length album, "Switched on Larry." Though the group was not able to perform their scheduled record release show, the album was distributed digitally and 100 physical copies were pressed and sent to the students. The album received a favorable review from a local music writer.

Theater Arts

The theater department presented monologues and scenes throughout the year and the play "Snow Angel" -- as an audio production -- for the annual spring show.

Student Council

Despite the challenges of COVID-19, the TSBVI student council was able to accomplish many great things during the 2019-2020 school year. Among them were:

- Serving refreshments during Red Ribbon Week
- Serving on the clean-up crew for the Haunted House
- Operating an "Escape Room" during Family Day, raising money for All Blind Children of Texas
- Serving concessions during Family Day to raise money for the Cheerleading Team
- Successfully holding the 2019 Student Talent Show
- Serving cookie and hot coco refreshments at the Valentines Dance
- Holding a supply drive for the Austin Humane Society

ATHLETICS

October 2019

- The TSBVI Goalball Team traveled to Alabama to compete in the Lakeshore Foundation Youth Goalball Invitational. We are super proud of both teams! The girls' team (Maycie G., Chanel D., and Julia S.) tied for 4th place. The boys' team (Abraham C., Daniel P., Eric L., and Cameron S.) only lost one game but did not play in the finals because of a point differential. Boys earned 3rd place! Go Wildcats!

November 2019

- An on campus triathlon was held on November 7
- The 1K Duo Dash was held on November 13
- The school hosted the 2019 USABA Goalball Youth National Championships, November 14-16. Eight men's teams and seven women's teams competed. The four teams to reach the semi-finals on the men's side were Virginia, Utah, Texas, and Florida. On the women's side advancing to the semi-finals were Florida, Georgia, Washington, and Texas. From the semi-finals, it only takes two good matches for any team to win the championship, and all eight teams had the potential and talent to pull it off.

The final results:

Women's

First-place Florida Cobras

Second-place Texas Wildcats!

Third-place Georgia Panthers

Fourth-place Washington Lions

Men's

First-place Florida Cobras

Second-place Virginia Chiefs

Third-place Texas Wildcats!

Fourth-place Utah Havoc



The TSBVI teams received additional honors: The TSBVI men's team was awarded the sportsmanship award, and two players were named to the All-American Team! **Congratulations to the TSBVI's newest High School All-Americans!** Maycie G. and Abraham C.

December 2019

- **Wildcat Swim Meet vs Dripping Springs** (on campus at TSBVI), December 10
- **Jingle Bell Run** (on campus at TSBVI), December 12



ATHLETICS Continued

January 2020

- The school hosted the SCASB Wrestling, Cheerleading, and Performing Arts Competition on January 23-25. Everyone seemed to enjoy our Texas hospitality. Friday kicked off with a wonderful Performing Arts session in the auditorium. Bright and early on Saturday morning the wrestling and cheer competitions began. The TSBVI Wrestling Team won 3rd place.

Individual Wrestling Awards:
106 Lbs. - Graham P., 2nd place
138 Lbs. - Darrius M., 1st place
160 Lbs. - Juan Carlos B., 2nd place
170 Lbs. - Daniel P., 1st place
182 Lbs. - Eric L., 3rd place
220 Lbs. - Michael F., 3rd place

- UIL District Swim Meet (University of Texas - Lee and Joe Jamail Swim Center) - January 18 - Student J. Sparks competed.
- TSBVI Wildcat Swim Meet was held on January 28.

February 2020

- Ski Trip on January 30 - February 4
- Jump Rope for Heart - Feb. 12th
- TSBVI Wildcat Swim Meet on Campus- Feb 11th

March 2020

- Special Olympics activities were held on March 11



CLUBS AND AFTER SCHOOL ACTIVITIES

Tandem social cycling ride that pairs volunteer cyclists with TSBVI students. The eight-mile journey is about an hour-long and stops at a park mid-way for a water break. Additional after-school activities for students included:

robotics	coding	gardening	bowling
rowing	Music Mania	book club	music lessons
stand up paddle boarding	swimming lessons	quiz night	kayaking
Yearbook	music recording	writing club	canoeing
yoga	scrapbooking	poker night	rock wall climbing
dance	cooking & baking	Leo Club	Venture Crew
art	drama	YMCA	beading
tandem biking	walking & running	Dragon Boat	weaving
horseback riding	hiking	Team basketball	macramé
violin lessons	jewelry making	weight training	puzzles
choir	Pep Squad	judo	clay modeling
jazz ensemble	cheerleading		

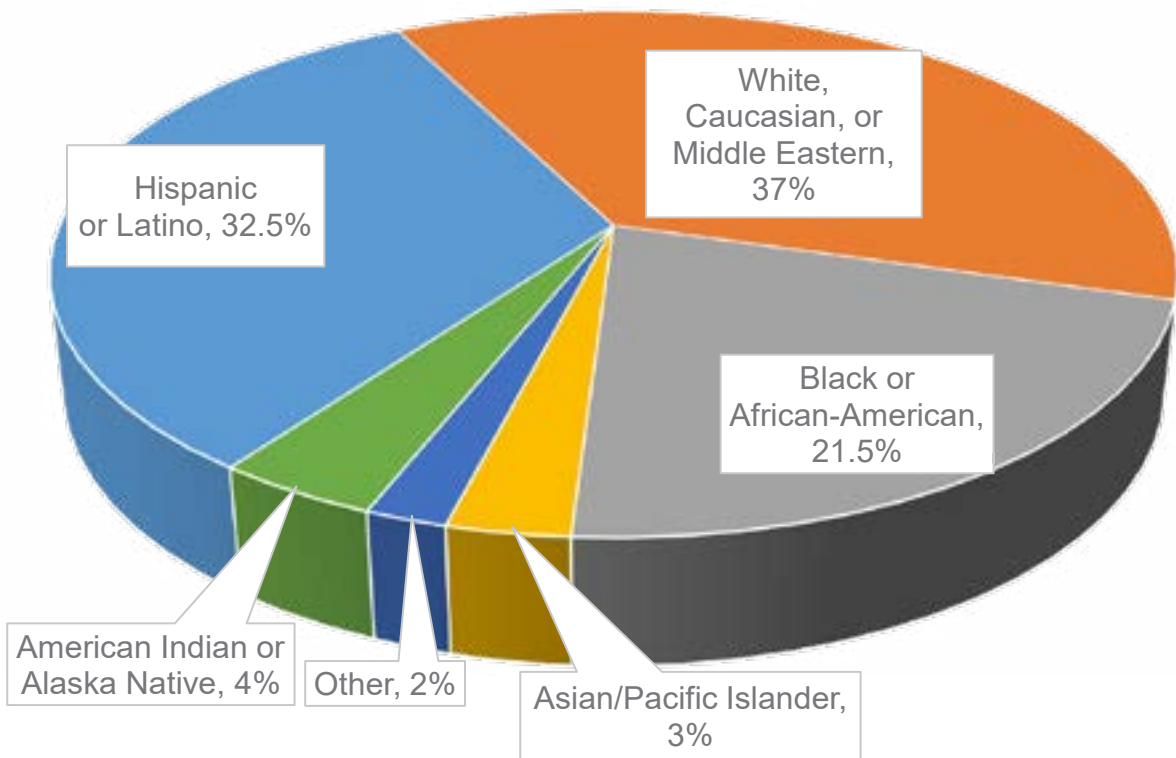
For adult-age students, the emphasis was placed on the development of adult-oriented community-based fitness, leisure, and recreational options.

Enrollment Statistics 2019-2020

145 students representing 16 education service centers and 92 local school districts throughout Texas were enrolled in Comprehensive Programs.

COMPREHENSIVE PROGRAMS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Elementary Program	20	18	16	17	17
Secondary Program	147	136	129	132	122
Post-Secondary Program	11	11	8	7	6
TOTAL	178	165	153	156	145

ETHNICITY OF STUDENTS COMPREHENSIVE PROGRAMS



COMPREHENSIVE PROGRAMS SURVEY RESPONSES FROM PARENTS AND LOCAL SCHOOL DISTRICTS

“Our child has made so much progress in such a short time, staff has gone above and beyond for him, he is happy there and learning a great deal, his education is finally tailored to his needs and learning style, staff is very willing to work with us and keep us informed about his progress, TSBVI has been a lifesaver.”





“Although I was overjoyed by our son’s growth and development in the EXIT program, I am disappointed this chapter with TSBVI is ending. Our family has been truly blessed to work with so many talented and receptive staff members, especially Ms. Vianey Salinas. She is amazing! Please do not hesitate to let us know if you need anything in the future!”

“I have to say that TSBVI’s school day staff is beyond amazing! Nathan’s instructors show a level of professionalism, guidance, consideration, attentiveness, mindfulness, and work effort that truly goes above and beyond! This is both during the school year and then doubled once distance learning began. I also want to reach out to the LRC and Health Center both having the most amazing, attentive, caring and hard working staff!”



“The staff was extremely helpful during this difficult time and showed genuine care for the students. Nichol was understanding and patient with Faith. I feel she went above and beyond to ensure Faith was productive this year.”

“Thank you TSBVI for giving my student opportunities that he would have NEVER had in his local district. Your staff provided him a very meaningful balance of support and challenge that helped him grow, learn and mature into a responsible young adult.”

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 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 typically offers intensive in-person classes, from three to five days long, as well as distance learning and individualized instruction. This year, due to COVID-19 school closure, STP could not provide in-person instruction for the last five classes of the year.

In addition to working on the academic objectives for 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 peers with visual impairments who are also practicing these 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.

ACHIEVEMENTS IN SHORT-TERM PROGRAMS

- Served a total of 205 students from across the state
- Served students from 17(of 20) educational regions
- Offered 15 in-person classes from late August through mid-March
- Developed an on-the-road class on Optical Character Recognition in Kennedale, Texas
- Published one new online class: Abacus Part-Part 2 -Addition and Subtraction
- Filled two vacant teacher positions
- Presented at Mentor Center, TSBVI technology training day, and Texas Tech University Assistive Tech Weekend (BrailleNote, iOS devices & Zoomtext)

Course List (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.

Individualized Instruction (Content determined by local district)

Accessibility: What and Why?

Abacus Parts 1 and 2

Orion TI-84+ Talking Graphing Calculator Part 1, 2, 3

Google Classroom and VoiceOver

Google Classroom and JAWS

iOS Accessibility Features for the Visually Impaired

JAWS Part 1 Basic Concepts

Book Club

Elementary Independence Weekend (Grades 2-3)

Junior Access to Academic Skills #1 (grades 6-8)

Elementary Technology & Math Series Part A

Tech Tools (grades 2-5)

Math Masters (grades 2-5)

Graphaganza! Math Tools and Tactile Graphics (gr 5-7)

Elementary Technology, Math Series Part B

High School Access to Academic Skills #1 (9-12)

Math or Technology, or Low Vision Tools

Special Focus: Preparing for College

Super Science! (grades 3-5)

Elementary Technology & Math Series Part C

Junior Independence #1 Iron Chef (grades 6-8)

Game of Life (grades 7-9)

Elementary Access to Academic Skills (grades 3-5)

High School Access to Academic Skills #2 (gr. 9-12)

Wellness Weekend (grades 9-12)

Junior Independence Weekend #2 (6-8)

Junior Access to Academic Skills #2 (grades 6-8)

In the Driver's Seat: Intro to Safe Driving Low Vision (9-12)

High School Independence Weekend #3: Prom (10-12) Class held via Zoom.

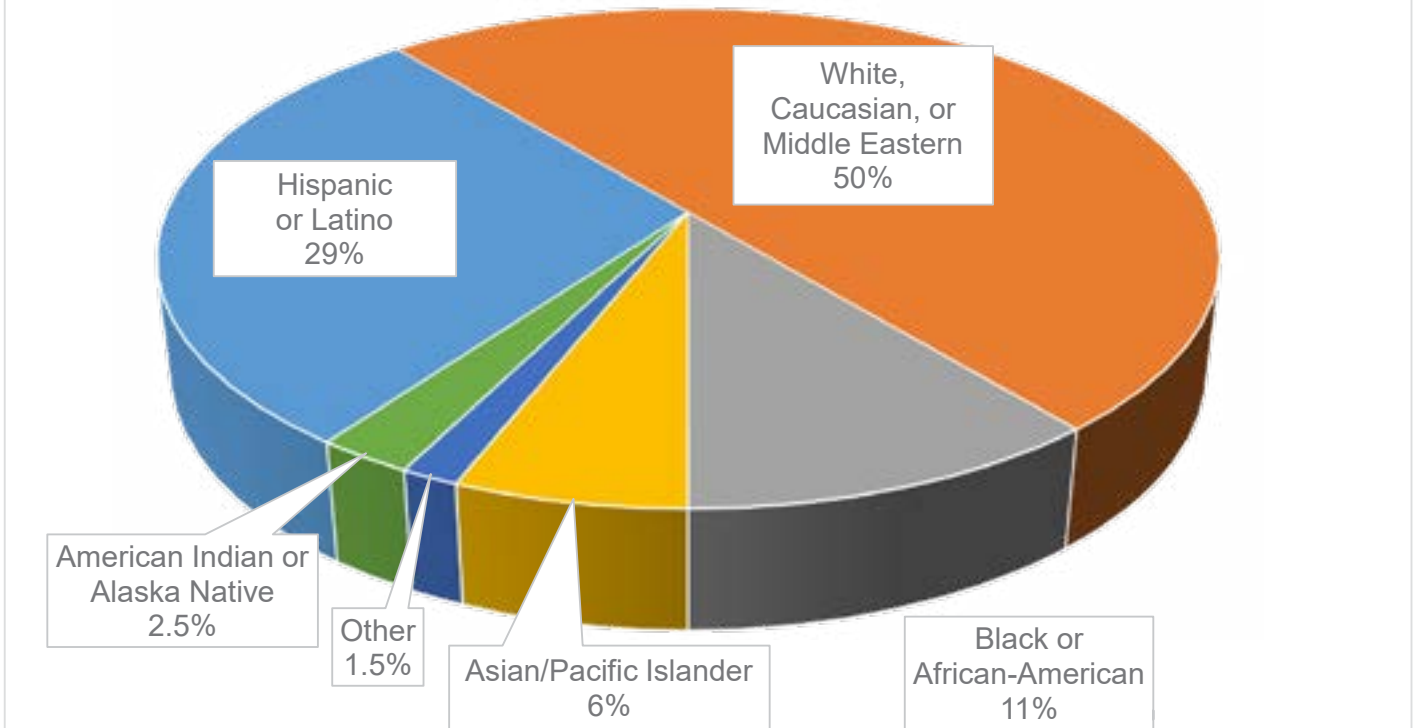


Enrollment Statistics (School Year) 2019-2020

STP served 205 students, representing 17 Education Service Centers and 73 school districts from across the state.

YEAR	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
STUDENTS	206	223	268	311	275	205

ETHNICITY OF STUDENTS IN SHORT-TERM PROGRAMS (School Year)



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



“Thank you for all you do!
Love this opportunity to come
and learn. Being around other
people that understand what
you are going through is
amazing!”

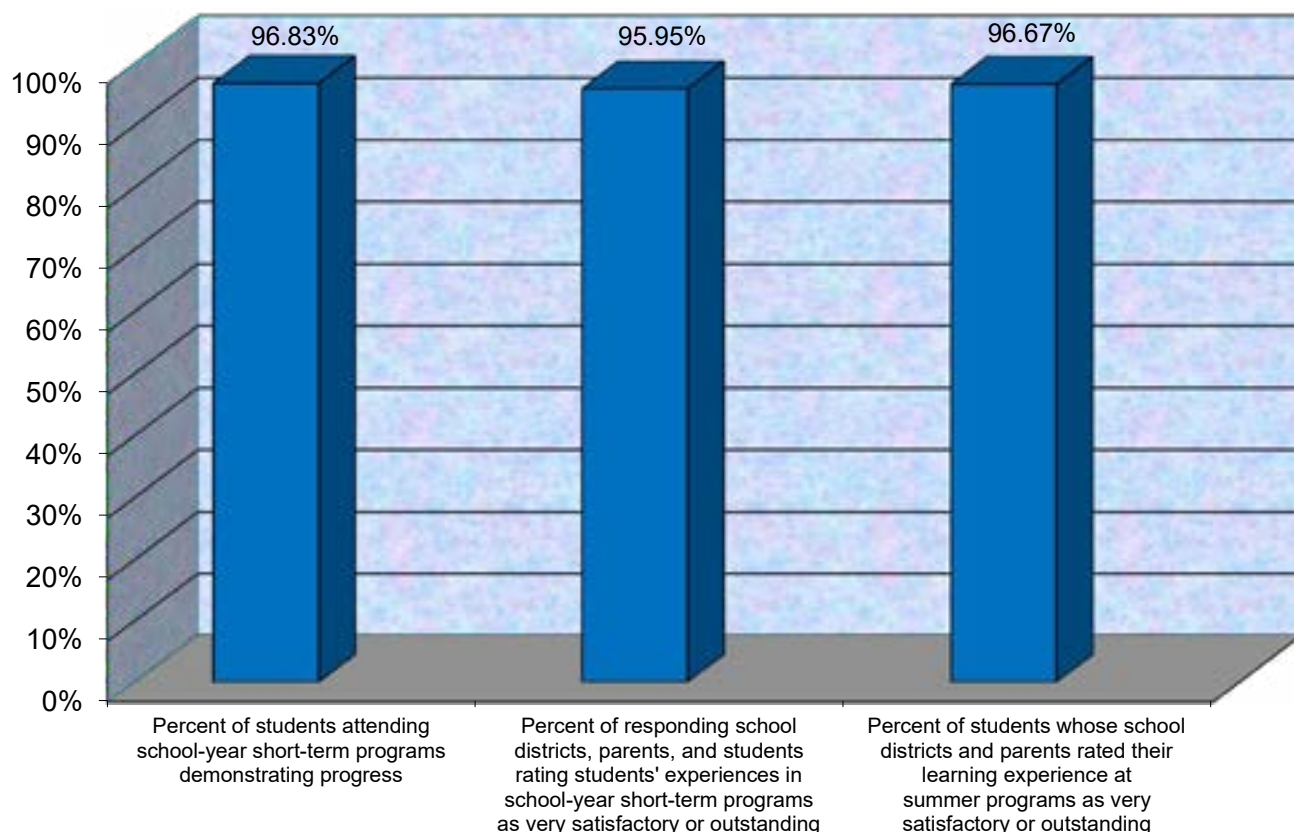


“Without your services and help my son would not be the social, successful and independent young adult that he is today. We have less fear about him going off to college and living independent because of TSBVI. Thank You!!”

Performance Objectives

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.

SHORT-TERM PROGRAMS PERFORMANCE MEASURES FOR 2019-2020



“Thank you so much for the efforts you do to have this great camp and experience. We truly appreciate it and wish to continue having such educational camp opportunities that help to educate both parents and their 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 participated to increase access to this specialized opportunity. Students attend one of five different summer programs described below. This year, STP offered the following summer programs remotely due to COVID-19.

1. **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 of eight to twelve students. Students in this program generally take the STAAR assessment.
2. **Elementary Summer Enrichment (ESE)** provides students opportunities to practice academic and vision-related skills in enrichment activities in theme-based classes of eight students. Students in this program generally take the STAAR assessment.
3. **Practical Experiences in Expanded Core (PEEC)** provides opportunities for elementary and secondary aged students to practice ECC and vision-specific skills in a structured classroom engaged in community-based instruction. Students are usually enrolled in self-contained classrooms in their local districts and generally take the STAAR Alternate assessment. Each PEEC class serves four to five students.
4. **Summer Work Experience in Austin Texas (SWEAT)** provides high-school-aged students 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.
5. **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.

ACHIEVEMENT SUMMER PROGRAMS

- 97% of responding school districts, parents, and students rated their experience in summer programs as very satisfactory or above (2019 programs – 2020 results are not yet available)

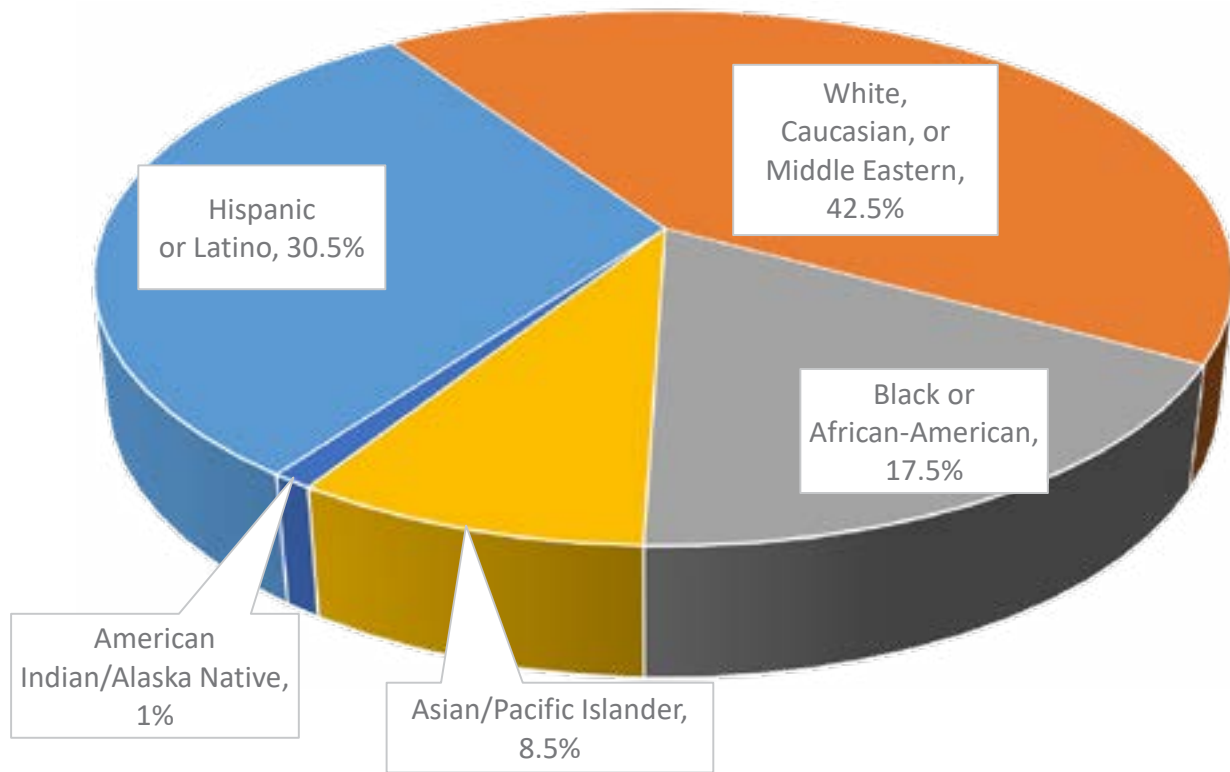


Enrollment Statistics 2019-2020 (Summer)

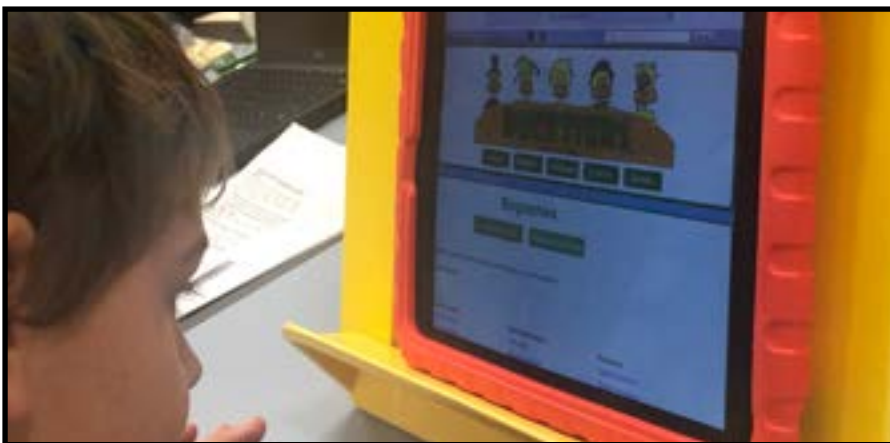
108 students attended, representing 16 of the 20 Education Service Center regions and 61 local school districts throughout Texas. In 2020 we received 340 applications and between March and June, 263 of these students were offered a class at some point.

YEAR	2015	2016	2017	2018	2019	2020
STUDENTS	318	321	345	315	177	108

ETHNICITY OF STUDENTS SHORT-TERM PROGRAMS (Summer)



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



“The programs are so well designed and the staff does an amazing job. We are really and truly blessed to have programs like this for visually impaired students in Texas.”

"You are providing our students the excellent opportunities that are not so easy to access in a regular school day in a regular high school setting. The TSBVI staff are always ready to help with kindness. TSBVI staff especially the outreach personnel are always willing to help the local TVI like me. Thanks."



"TSBVI did an excellent job matching my students interest to the work program. This gave my student experience for his intended career. The inclusive program gave my student an opportunity to practice independence in areas of money management and time management. He also had the opportunity to practice independence from family and in all areas of the expanded core. TSBVI's staff have always been supportive with our goals for our students. While working together, they help support the conversation between the school and the parent."



"TSBVI's summer programs are amazing. The staff is kind, courteous, friendly and helpful. TSBVI is an institution that is necessary for students with visual impairment. The programs run by TSBVI give the students confidence and the power to believe they can be independent."



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 and/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 consultations to families, schools, and other related agencies or community organizations
 - These consultations incorporate a coaching model
- Training for families, professionals, and paraprofessionals through face-to-face workshops and conferences around the state
- Distance learning options via web-based live and archived webinars
- A newsletter (Texas SenseAbilities) produced with Health and Human Services Commission Blind Children's Program and TX Workforce Solutions offered online and in paper, both in Spanish and English
- Resources on visual impairments and deafblind strategies posted online
- Materials from the American Printing House for the Blind (APH) are distributed and ordered from the TSBVI Outreach Programs website
- Assistive technology is available on 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 available at regional Education Service Centers. Students with visual impairment or who are deafblind represent extremely low incidence populations with diverse and unique needs. Districts typically first turn to their regional ESC Consultant in Visual Impairment and/or Deafblind Specialist. Those professionals refer to the TSBVI Outreach Programs as needed and we work together for optimal follow-up and implementation. This provides for a strong statewide system to support quality educational programs for students across Texas.

ACHIEVEMENTS

Training and Consultation

- 87.67% 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 76 student/school consultations across Texas. The majority of these visits happened in person, but with the advent of COVID-19, the last 5 were done through distance methods. This number is lower than is typical, but given the move from in-person to online school, it is not a surprise. However, 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.
- Outreach Programs supported students in their local districts and programs in every ESC region of the state. Consultations may involve multiple visits with a program and can include both in-person and distance connections.
- TSBVI Outreach presented or facilitated 211 conferences and/or workshop sessions at local districts, regional service centers, and at statewide and national venues, including via distance technologies, for 14,928 participants. This increase is due in large part to the creation of Coffee Hour (see information under “Web-based Accomplishments”). Requests for workshops and training come from throughout the state and around the nation.
- There were several statewide conferences sponsored by TSBVI Outreach, including: Texas Focus (in Houston), Intervener Training, Intervener Train the Trainers, Braille “Boot Camp”, the Southwest Orientation and Mobility Association Conference, Active Learning, three Mentor Centers, and a statewide Mentor Training. In addition, TSBVI Outreach staff presented at many related conferences throughout the state and nation such as Getting in Touch with Literacy and State AER conferences.
- In the 2019-2020 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, self-determination skills, early childhood specific strategies, and 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. In the 2019-2020 year, 6,501 people received credit hours. A total of 285,412.5 hours were awarded.

Personnel Preparation and Mentoring

- TSBVI is an active partner in professional development of new teachers of students with visual impairments and certified orientation and mobility specialists. With the support of the TSBVI’s state and federal funds and the TSBVI VI mentor program, 54 new VI professionals were employed in Texas.
- TX universities enrolled 93 new students into professional development coursework, thus ensuring a supply of appropriately trained professionals for students.
- During the 2019-2020 school year, 80 new teachers received mentoring. There are a total of 416 trained mentors throughout Texas (TVIs and COMS).

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.
- TSBVI Deafblind Project staff continued the Teacher of the Deafblind Pilot (TDB) programs in 4 school districts.
- Members of the Deafblind team also served on a committee to draft state certification standards which were approved by SBEC and subsequently were adopted by SBOE
- In November, the Deafblind Project held a week long session for the Advanced Practitioner series. Paul Hart, from Sense Scotland, met with students, teachers, and family members and help several workshops on communication and interaction strategies for students who are Deafblind.

Family Engagement

- Families have a long-term impact on the outcome of their children with disabilities' educational programs. Outreach continuously offers family supports and consultations, participates in conferences and trainings 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. From April through May they held 18 sessions over 6 weeks, with three sessions every Tuesday. TFT continued throughout the summer, and will continue throughout the 2020-2021 school year. 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."



Statewide Collaboration and Networks

- TSBVI Outreach members promote, expect, and appreciate collaboration with regional and statewide entities including:
 - The West Texas Cluster
 - The Deaf Plus planning committee
 - Personnel Preparation Advisory Group
 - State Leadership Services for Students who are Blind and Visually Impaired
 - The Texas Assistive Technology Network
 - Family organizations in the wider disability field such as Parent to Parent and Texas Hands and Voices as well as blindness related family groups
 - The Alliance of and for Visually Impaired Texans
 - The Texas Action Committee for the Education of Students with Visual Impairments
 - The Texas Interagency Task Force on DeafBlindness.

Online and Distance Initiatives

- The use of distance 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 most of these presentations were archived and posted on the website for later viewing.
- Outreach continued to provide web-based study groups on topics including cortical visual impairment and active learning strategies. Virtual sessions allow professionals in their local communities to connect for scheduled topical discussions and provides access to expert assistance and a peer group for discussion without the costs of time and travel.
- 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.
- In March, Outreach created a new initiative called "Coffee Hour." The purpose of these one hour sessions was 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 many more! We also collaborated with many others in the field such as Dr. Christine Roman, to lead Coffee Hour sessions. From March 30th to May 29th, we held 26 sessions with a total of 8,659



Outreach staff helps to host and run the annual Braille Challenge. This photo shows a student's hands reading a tactile and braille graph.

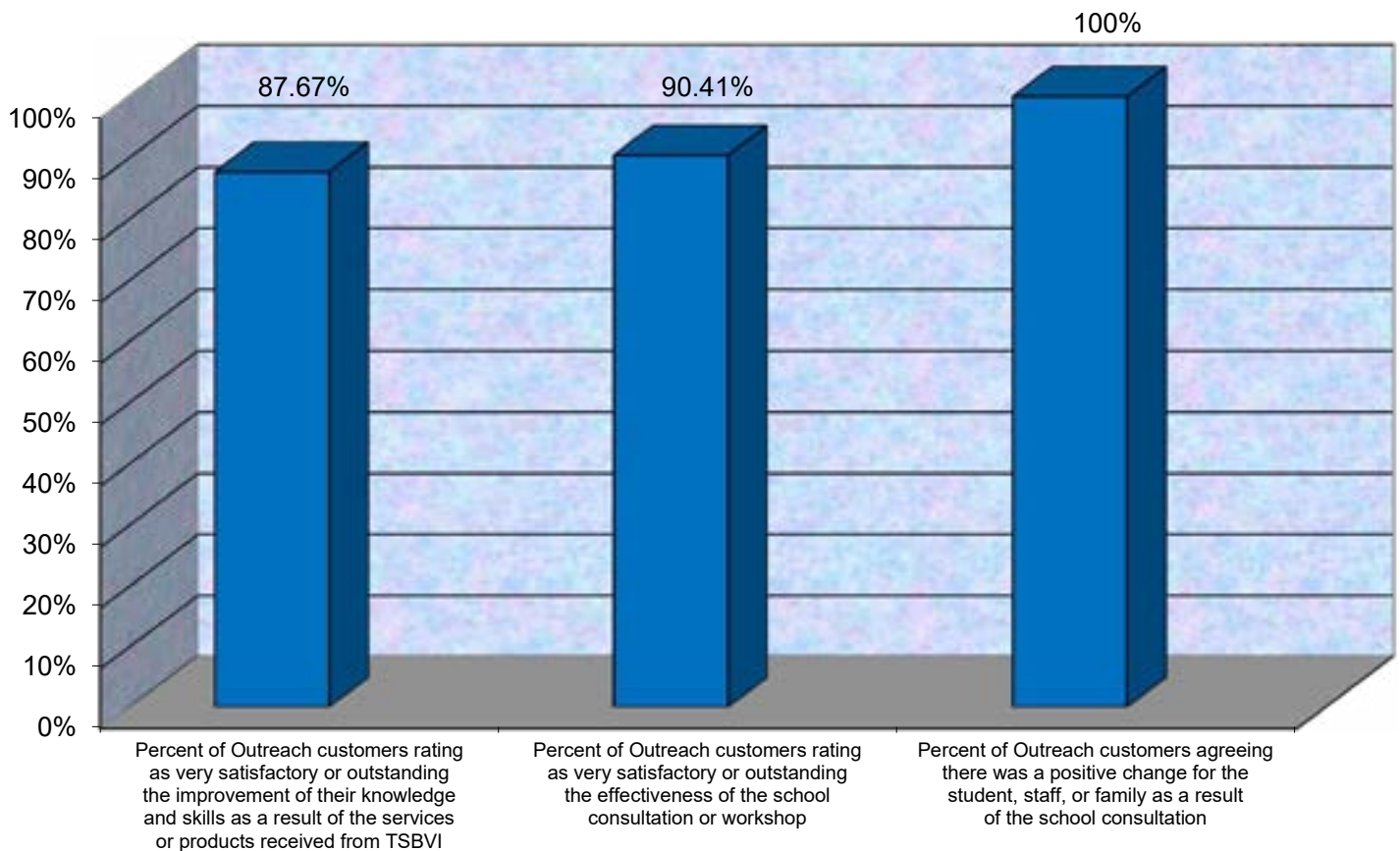
participants and averaged 333 people per session. We were honored in August 2020 to receive a joint award for Presidential Recognition of Extraordinary Achievement from the Division on Vision Impairment and Deafblindness (DVIDB) and the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER). Coffee Hour will continue during the 2020-2021 school year.

- Outreach published two issues of Texas SenseAbilities, a publication about visual impairment and deafblindness for families and professionals. The newsletter has 3 sections: Family Wisdom, Effective Practices, and News & Views. Content is curated by Outreach, TWC, and HHSC staff and written by families and professionals throughout the field. Currently, there are 843 people subscribed for print editions (76 Spanish, 775 English) and 1,029 subscribed to receive it digitally.
- The podcast, *A Sense of Texas*, continues to be published twice each month. During this year, there were 10,200 total downloads with an episode average of 362 downloads. The podcast has been downloaded in all 50 U.S. States (and D.C.) and in 42 additional countries.

Performance Objectives

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

OUTREACH PROGRAM MEASURES



Outreach Programs Survey Responses From Parents, and Local School Districts

"I greatly appreciated the insight and professionalism of Renee, Kathy, and Mary. They gave great suggestions and worked well with our teachers and student. After they left our teachers felt validated and ready to make a plan. I hope to work with this team again."

"I am so grateful for the support and suggestions TSBVI provided. They provided so many great tips and offered fantastic advice. I loved how their suggestions were realistic and things that could truly be done in a real-world setting. Thank you so much for your help ladies!!!"



Cyral Miller talks about Texas SenseAbilities with two Texas Focus Conference participants.

"We always enjoy their presentations/ consultations and learn so much. Wow- what an awesome resource. Thank you!"

Outreach Programs Survey Responses From Parents, and Local School Districts



"I cannot say enough about the experience of this workshop... it provided me with pertinent information that I can apply immediately with my students and gave me a greater level of confidence beginning this new area of work. All of the time and effort put into the development for this training is well worth it for your participants. I would love to come back!"

"This is an EXCELLENT training and can't wait to use the system with my students!!"

Curriculum Development Department

Debra Sewell, Director

The Curriculum Department at Texas School for the Blind and Visually Impaired develops curriculum written by teachers and other certified professionals serving students with blindness and visual impairments. Curriculum and resource guides are developed, peer-reviewed, published, and sold world- wide to assist the certified teacher of students with visual impairments (TVI), the certified orientation and mobility specialist (COMS), the classroom teacher, and the family in the delivery of instruction in the areas of the Core Curriculum and Expanded Core Curriculum (ECC). ECC programming includes: independent living; career education; assistive technology; compensatory skills instruction such as concept development and braille; orientation and mobility; recreation and leisure, self-determination, sensory efficiency skills, and social interaction skills. Each guide contains evaluation tools and instructional methodology.

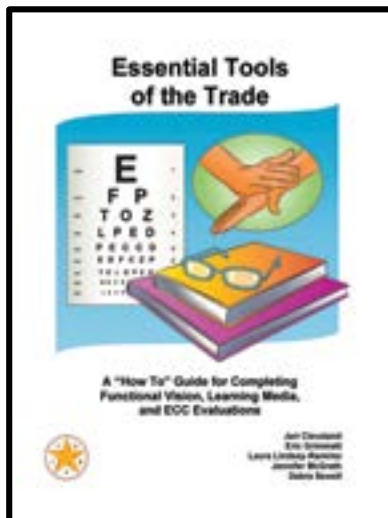
ACHIEVEMENTS

- A total of 4,004 publications were sold in this fiscal year, equaling a total dollar amount of \$212,095, after an \$11,365 employee discount was taken into account
- Essential Tools of the Trade: A “How-To” Guide for Completing Functional Vision, Learning Media and ECC Evaluations was at the top of our best-seller list. We sold a total of 675 copies of the ETT publication. It is reported that several universities are using this publication in coursework.
- TAPS Orientation and Mobility Curriculum, 3rd Edition, continues to be in demand and was second on the list with 485 sold. We sold 158 copies of the curriculum set, 247 Evaluation Booklets, and 80 flash drives, making a total of 485.
- A total of 375 copies of the Calendars for Students with Multiple Impairments were purchased.
- We sold 315 copies of Texas 2 STEPS, An Early Intervention O&M Curriculum. For the Evaluation and Curriculum set, we sold 173 copies. Also purchased were 142 copies of the Evaluation Booklet.
- 315 copies of A Paraeducator’s Handbook for Working with Students Who Are Visually Impaired were also purchased.
- Also sold during the school year were: 186 copies of Nemeth At A Glance: A Math Resource, Grade-Level Chart and Evaluation Tool; 135 copies of the Learning Media Assessment publication; 87 copies of EVALS; Evaluation Tools for Core and ECC Areas; 71 copies of Expanded Core Curriculum: Resources for Evaluation and Instruction publication; and 46 copies of Empowered, our Self-Determination curriculum.
- TSBVI is continuing to teach Innovative Courses: General Employability, Methodologies or Academic and Personal Success (MAPS), Braille, O&M, and Assistive Technology.
- The Curriculum department provides support to classroom teachers in daily instruction, completion of the Performance Indicator Evaluations, and use of appropriate curriculum.
- Curriculum is being adapted for students receiving modified instruction in Language Arts, Math, Science and Social Studies. AGS curriculum products from Pearson, Study Island and The Unique Learning System program are being used as the basis for some of these courses.
- The Curriculum Department provides training, in Texas as well as out of state, on the use of our publications.

ACHIEVEMENTS Continued

- The Curriculum Director collaborated with Outreach staff on several projects: Literacy for Little Ones (emergent literacy instruction for braille reading students), and the Progression of Tactual Learning (a profile of early tactile development).
- The Curriculum Director continues to evaluate and refine the performance indicator evaluation tools that guide IEP development and instruction for TSBVI students.
- The Curriculum Director continues to submit a report to TEA detailing the yearly progress made by our students as determined by our Performance Indicator Evaluations. Although the post-testing did not occur this school year due to Covid-19, we submitted a report detailing the pre-test data.
- Development continues on the following publications:
 1. Update of Making Evaluation Meaningful
 2. FVE/LMA Guidebook, Essential Tools of the Trade 2, for students with Deafblindness
 3. EXIT Curriculum designed for students who have received credits for graduation and are working on skills needed for adult life
 4. Revision of the Finding Wheels publication, formerly produced by Pro-Ed Publishers.

Curricula & Resource Guides

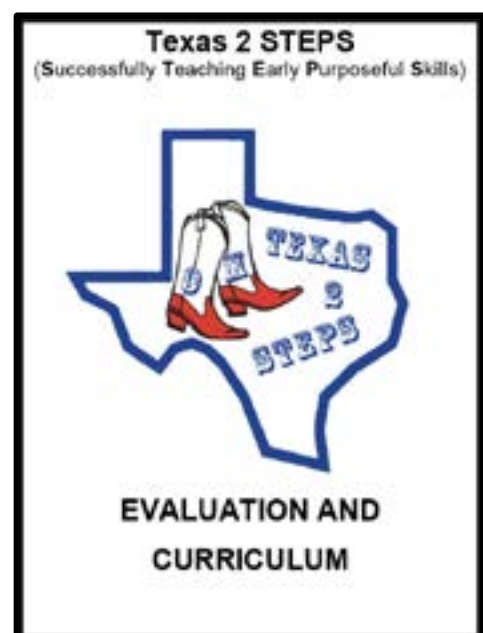


Essential Tools of the Trade: A "How To" Guide for Completing Functional Vision, Learning Media and ECC Evaluations

Essential Tools of the Trade is a comprehensive, user-friendly guide to assist Teachers of Students with Visual Impairments (TVIs) and Certified Orientation and Mobility Specialists (COMS) in performing legally mandated evaluations for students with visual impairments. This publication will support TVIs and COMS in making informed and deliberate decisions, guiding instruction and identifying strategies for intervention. ETT includes a template for Functional Vision Evaluations, forms to complete the Learning Media Assessments and guidance for conducting ECC evaluations. This publication also comes with a flash drive that includes the template and many of the forms.

Texas 2 STEPS (Successfully Teaching Early Purposeful Skills)

Texas 2 STEPS is an early intervention orientation and mobility evaluation tool and a curriculum of supporting activities and routines. It is specifically designed to determine and address the orientation and mobility needs for students with visual impairments from birth through 5 years of age. Both the evaluation and curriculum are also appropriate for students who have additional disabilities and can be implemented in all settings including home, daycare, school and community



Technology Infrastructure Improvements

1. Wide Area Network Restructure

We transitioned from using the AT&T networking service, GigaMAN to a new solution called ADE Managed Ethernet to connect TSBVI to the Internet through new edge firewalls housed at DIR's NSOC facility. This upgrade provides improved reliability while reducing cost.

2. Local Area Network Redesign

Because the current campus was built in phases, the internal network has not been cohesively designed and documented as a whole. The IR team has made significant progress on the restructure and documentation of those systems so they are more secure and easier to monitor and manage.

3. Telecommunication System Replacement

We launched our new 3CX Voice over IP phone system. 3CX is a highly regarded open source telecom platform that provides increased functionality, is easier to maintain and is less costly to operate. Our new Yealink T29G desk phones and 3CX apps for iOS and Android together provide for a variety of options to communicate both on and off campus.

Custom Software Development

The software development team collaborated with others on campus to design and develop an automated Activity Proposal System (APS) to function as an adjunct to the Student Care System (SCS). The team also worked to establish a common development stack and process for building consolidated software solutions. The first outcome of that new environment is SMART (Staff Management and Related Tools), our new tool for managing people information. Initially, SMART connects with our Bridge learning management system for tracking staff professional development. It also fills the role previously handled by PERS for informing the right people across campus about new and departing employees.

Cybersecurity Training and Monitoring

As mandated by HB 3438, we developed and delivered a comprehensive cybersecurity training course for all TSBVI staff. We substantially improved our cybersecurity posture by consolidating our web domain registrations as well as our Secure Socket Layer (SSL) certificates allowing us to provide https:// security to our web properties.

Accessibility Enhancements

As an organization, we accept our responsibility for making all of our technology offerings accessible. We have revived the Accessibility Committee for campus-wide input on accessibility issues. Additionally, our Content team has focused on accessibility training and process documentation.

Content Management

While we work with the legislature to secure funding for website design and development, we have focused on documenting and enhancing our current content. Understanding and managing our content will help us know how a new website should look and act. Then, when a site can be developed, our content will be ready. The Content team is focused on inventorying and standardizing our massive collection of content so we can be confident that the website we eventually design and build will be the right way to make our content available to those who need it.

In response to COVID19 and the need for access to resources from home, we stood up in record time our new campus.tsbvi.edu. The site provides a place where needed work content can be accessed from home.

Campus Security Report (Required by TEA)

There were no violent or criminal offenses resulting in disciplinary action in the 2019-2020 school year.

Administrative Staff

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	Director of Planning and Evaluation
Susan Hauser	Director of Center for School Resources

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

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