



Texas School for the Blind and Visually Impaired

Comprehensive Programs

Needs Assessment for 2025-2026 Annual Improvement Plan

A. Student Outcomes

1. Core Curriculum

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

Strengths

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

- Language Arts – 90%
- Math – 100%
- Science – 100%
- Social Studies – 100%

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

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

STAAR 3-8 and STAAR EOC

- Grade 4 Reading Language Arts 100% (1/1)
- Grade 5 Reading Language Arts (administered in English) 50% (1/2)
- Grade 8 Social Studies 33% (1/3)
- English I EOC 67% (2/3)
- Algebra I EOC 80% (4/5)
- English II EOC 80% (4/5)
- Biology II EOC 100% (3/3)

STAAR Alt 2 3-8 and Alt 2 EOC

- Grade 4 Reading Language Arts 100% (1/1)
- Grade 4 Mathematics 100% (1/1)
- Grade 5 Reading Language Arts 100% (1/1)
- Grade 5 Mathematics 100% (1/1)
- Grade 5 Science 100% (1/1)
- Grade 8 Reading Language Arts 100% (4/4)
- Grade 8 Mathematics 100% (4/4)
- Grade 8 Science 100% (4/4)
- Grade 8 Social Studies 100% (4/4)
- English I EOC 100% (3/3)
- Algebra I EOC 100% (3/3)
- US History EOC 100% (1/1)

Needs

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

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

- Grade 4 Mathematics 0% (0/1)
- Grade 5 Mathematics (administered in English) 25% (1/4)
- Grade 5 Mathematics (administered in Spanish) 0% (0/1)
- Grade 5 Science (administered in English) 0% (0/4)
- Grade 5 Science (administered in Spanish) 0% (0/1)
- Grade 6 Reading Language Arts 0% (0/1)
- Grade 6 Mathematics 0% (0/3)
- Grade 7 Reading Language Arts 0% (0/2)
- Grade 7 Mathematics 0% (0/4)
- Grade 8 Reading Language Arts 33% (1/3)
- Grade 8 Mathematics 0% (0/3)
- Grade 8 Science 0% (0/3)
- US History EOC 63% (5/8)

STAAR Alt 2 3-8 and Alt 2 EOC

- English II EOC 71% (5/7)
- Biology EOC 83% (5/6)

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

Reading and Math Advisory Committee

The TSBVI Reading and Math Advisory committee completed a comprehensive literacy assessment inventory of available resources for teachers. Information gathered provided teachers with opportunities for needed interventions for core curricular instruction. A five year literacy plan includes developing training to support teachers with comprehensive classroom methodologies and instructional practices across the continuum of literacy abilities for all (e.g. all classrooms maintaining a classroom library, environmental braille, utilizing phonics curriculum).

Strengths

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

Needs

- Identification of appropriate assessments and progress monitoring tools; tools for collecting and organizing student data.
- Adoption of comprehensive campus wide literacy curricula.
- Provide relevant professional learning experiences to build teacher capacity.
- Provide early and intensive literacy interventions.
- Development of a classroom literacy guidelines and checklist used in all classrooms
- Support for families to engage in family literacy activities, including books, and information about the continuum of literacy learning.
- Increase curricular materials for math and literacy available to teachers for students with complex needs
- Develop a comprehensive math assessment inventory
- Develop a five year math plan to support classroom methodologies and instructional practices

2. Expanded Core Curriculum

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

Strengths

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

- Assistive Technology – 92%
- Career Education – 97%
- Compensatory Skills – 97%

- Independent Living Skills – 95%
- Orientation and Mobility – 98%
- Recreation and Leisure – 100%
- Self-determination – 100%
- Social Skills – 73%
- Transition Planning Skills – 100%

Needs

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

B. High Quality Programs and Staff

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

1. High Quality Teachers and Staff

Strengths

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

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

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

We have begun to pilot an intervener training pathway for teacher aides in order to increase the number of specially trained staff to support students who are Deafblind.

Teacher Aaron Mason was selected as the 2025 TSBVI Outstanding Teacher of Students with Visual Impairments; Teacher Erin Syler was selected as the 2025 TSBVI Outstanding Teacher of Students with Visual and Multiple Impairments; Residential Instructor James Fain was selected as the 2025 TSBVI Outstanding Residential Staff Member; Teacher Aide Yamal Said was selected as the 2025 TSBVI Outstanding Paraprofessional; and Social Worker Marcela Contreras was selected as the 2025 TSBVI Outstanding Related Service Provider.

The Campus Culture Committee provided training on topics related to the experiences of individuals who are deaf, Deafblind, blind, or have low vision to support a positive campus climate. Staff response was favorable, and Comprehensive Programs will continue to work closely with the Campus Culture Committee to offer training, information, and support to staff across campus.

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

Professional Learning Communities (PLCs)

This year, we've grouped our teachers and related service staff members into sixteen PLCs, based on subject and learner type, and each of these groups have an assigned PLC lead. Our PLCs are meeting each week to support each other in the iterative work of instructional design and reflective problem-solving. PLC leads attended a summer training, and several of our leads attended a Region 13 PLC Leaders training in Fall of 2024. Now in our third year of implementation, PLCs have become an important mechanism for staff collaboration.

Needs

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

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

Form a campus training committee with select administrators and staff to help our Instructional Tech and Staff Learning Coordinator with tasks such as:

- Developing short term and long term staff training goals to help increase cohesion, intentionality, and effectiveness of all staff development events, and to ensure our high priority staff development needs are addressed each year.
- Identifying training topics and scheduling presenters for each event.
- Planning, coordinating logistics, and executing staff development events.
- Advising on the development of training content in our Bridge LMS.

More opportunities for the increasing number of day students to participate in after school independent living instruction will be arranged with a revised bell schedule with these additional times included for next school year.

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

2. Residential Instruction

Strengths

The TSBVI Residential Program provides high quality instruction in the critical Expanded Core Curriculum areas of Independent Living Skills, Social Skills, and Recreation and Leisure Skills in the after school residential setting. Residential Instructors work in coordination with Dorm Managers, Residential Instructional Specialists (certified Teachers of

Students with Visual Impairments), classroom teachers and other members of the instructional team to provide student supervision, care and instruction related to students' educational and personal development.

During the 2024-2025 school year, our residential staff have worked hard to provide a warm, enriching and fun evening living environment for our students.

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

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

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

Residential Teachers lead a Residential Work program, providing vocational training in the evening hours to students across campus. Residential Teachers have led evening instruction related to social skills, community building and housing opportunities. The Residential Teachers have also taken the lead as Department Mandt Training instructors and provided staff development training related to IEP documentation and instructional cooking programs.

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

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

into an environment set up to support the individualized learning and support needs in the Residential environment.

Needs

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

We will initiate a local advertising campaign and host an on-campus job fair in June of 2025 in an attempt to attract and hire more staff into these vital roles before the 2025-2026 school year.

A comprehensive training approach to support new and existing staff continues to be an area of needed improvement. Feedback from staff will be incorporated in next year's planning of the two-week training period in August to provide clear and helpful information about student safety and instruction prior to the 2025-2026 school year. Opportunities for staff to share their experiences with each other via presentations and structured conversations will be prioritized in the planning process. The Residential Team has begun work with the TSBVI Information Resources Team to create individualized and confidential student folders that would house important information relating to each student's evening programming and support needs. This information would be in the form of videos, photos and written documentation. Time in our training and prep weeks would be devoted to review and discussion of these student specific materials.

We will continue the modified schedule we created this year for annual Mandt and PBIS training opportunities for our direct care staff. This continued initiative is critical in meeting an important need area.

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

Evaluation

During 24-25 fall semester, 81 consents for evaluation were requested in the following areas:

- Dyslexia / Learning Disability - 8
- Autism - 5
- Intellectual Disability - 5
- Emotional Disability - 6
- Functional Vision Evaluation / Learning Media Assessment - 31
- Low Vision - 13
- Orientation and Mobility - 34

- Speech - 31
- Occupational Therapy - 24
- Physical Therapy - 7
- Adapted Physical Education - 9
- Functional Behavior Assessment - 21
- Counseling - 14

IEP content, development and implementation

After piloting some new procedures to gather parent input to the IEP last spring, this year we successfully transitioned to having parents and LEAs both attend planning meeting/work sessions for annual IEP meetings. Lead teachers and assistant principals facilitated these planning/work session meetings to ensure that parent concerns were fully addressed, transition considerations were clarified and priority goal focus areas agreed upon before TSBVI staff began drafting the IEP recommendations.

In October and February, additional guidance was provided to staff on writing present levels of academic achievement and functional performance and progress monitoring/IEP data collection.

The process of sharing draft IEP input with LEAs and families continues to be routinely reviewed to develop a more streamlined process where families can easily access information and LEAs have access to information in a timely manner. Google file sharing has been implemented so that student information is protected but easily accessible to all organized by meeting date. Most TSBVI IEP input is available to Local IEP teams and parents approximately two weeks prior to the scheduled meeting.

Progress reporting continues to be evaluated for improvement. Reports are disseminated by email. Ongoing efforts are made to ensure that families who speak languages other than English understand IEP recommendations and student progress. TSBVI ensures that evaluations, present level and progress reports are translated in a timely manner to allow for meaningful parent participation in IEP development. When requested TSBVI arranges additional meetings with a tele based interpreting service to allow staff and parents the opportunity to communicate and review IEP information.

LEA collaboration

Pre-enrollment IEP planning is scheduled to assist families and local education agencies in developing an IEP prior to a student's arrival. TSBVI staff collaborate with their LEA counterparts to amend or write new goals that meet the student's referral needs. TSBVI staff assist LEAs with addressing out of district placement considerations, timeline for placement as well as goals and activities to support a return to a local program.

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

TSBVI behavior specialists have improved support for new students with behavioral needs by completing functional behavior assessments and behavior intervention plans within the first grading period for all new students exhibiting behavioral challenges prior to their start at TSBVI. When possible a visit to observe the student in the LEA was conducted as part of the referral process.

Beginning fall 24-25 LEAs were invited to more fully participate in IEP development by attending planning/worksession meetings with TSBVI staff and parents prior to TSBVI staff drafting IEP recommendations.

During the fall of 24-25 school year TSBVI collaboration staff coordinated approximately 23 onsite visits to TSBVI and 6 LEA visits for students returning to their LEAs.

ARD Committee Meetings

TSBVI hosts ARD meetings through Zoom video conferencing. Procedures and information sharing is updated annually to ensure that LEAs are supported in their oversight of the IEP process and holding ARD meetings within required timelines. TSBVI staff review IEP documentation following meetings to ensure accuracy and follow up with the LEA when discrepancies are noted.

Instructional Strategies

Assistant Principals continue to support teachers and related service staff with developing specially designed instruction, lesson planning and monitoring IEP progress data to ensure the fidelity of special education supports and services.

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

Dyslexia services

TSBVI has updated dyslexia procedures to align with the state's recently updated Dyslexia handbook. Students are screened at the state mandated timelines. Two providers of dyslexia instruction continued to participate in evaluations to identify students, assist with IEP development, provide dyslexia services, and training to staff and parents. A multidisciplinary team meets periodically to review updates and make procedural recommendations for meeting the needs of students with dyslexia and related disorders.

Needs

- Continue to update guidance documents related to IEP development, data collection and progress monitoring aligned to staff roles.
- Explore the development of a more specific training sequence for new staff on IEP best practices for students with visual impairments.

- Continue to explore the purchase of an accessible progress monitoring software to provide more efficient IEP data collection, progress reporting and monitoring related service session logs.

4. Transition to Adult Life

Strengths

- Ongoing advancements in communication and collaboration with school districts and state agencies in Transition to Adult Life matters. This includes the growing involvement and training of TSBVI advisors, Instructional Specialists, and Social Workers in this critical piece of transition planning. Collaboration between the Transition Coordinator, Social Workers, and Instructional Specialists continues to improve family access to resources, individualized transition planning guidance, reinforced collaboration with districts, and completion of coordinated activities outlined in each student's IEP Transition Services.
- Increased collaboration between Transition Coordinator of Comprehensive Programs and Outreach's Transition Consultants included 3 meetings in spring 2024 and a joint presentation at the annual Texas Transition Conference in February 2025 outlining transition services and supports provided by Comprehensive Programs, Outreach, and Post Secondary Program.
- Transition Coordinator's 9th consecutive year of participation in the Transition Network at Region XIII, representing our population, networking with transition professionals from the Central Texas area, discussing transition programming successes and challenges, and accessing up-to-date resources shared with TSBVI staff and families.
- Transition Coordinator partnered with Transition Collaboration Specialist to facilitate individual transition/collaboration meetings for 18 high school students. These meetings ensure ongoing teamwork, coordinated planning with students' districts, and a more solid connection to their home communities. In order to gain a better understanding of the community in which our students will live out their adult lives, there is a concerted effort to tour the district's 18+ programs and home communities of juniors and seniors before their return home, graduation or referral to EXIT. During district visits to TSBVI, the Transition Coordinator and Transition Collaboration Specialist meet with LEA staff to discuss their observation, home community connections, and transition planning.
- Transition Coordinator and College Prep teacher coordinated an in-person information session and luncheon with 3 representatives from Austin Community College Student Accessibility Services. In attendance were 15 high school juniors and seniors and EXIT students who were guided through preparing questions for our guest speakers beforehand.
- Coordinated with 2 districts to support students on college tours in their local communities.
- Transition Coordinator is assisting staff in coordinating approximately 16 home and community visits for High School seniors and EXIT students during the 2024-2025 school year. A key component of each visit is the creation of a meaningful itinerary; advanced communication with district, agency representatives, and community partners to schedule appointments, meetings and tours; preparation of necessary documentation; and the determination of attendees, whether the Transition Coordinator or other related service staff.

- In coordination with TWS-VR Counselors and TWC Psychologist, 6 neuropsychological vocational evaluations and assessments were completed for our students. Post-evaluation review sessions led by the evaluator have been routinized and include student, family, staff, and TWS-VR Counselor.
- EXIT Program Assistant Principal and Lead Teacher continue to facilitate “Life Plan” Transition Assessment discussions with parents of students who are new to the program.
- Transition Coordinator coordinates the scheduling and supports the planning for and facilitation of Life Plan Check-In meetings for EXIT students, resulting in broader stakeholder representation and collaboration, thus improving student outcomes.
- Transition Coordinator and Social Workers continue to prioritize coordinated efforts to ensure each student's connection to the appropriate state agency, TWC and/or Blind Children's Program, Medicaid Waiver interest lists, and LIDDA, as appropriate
- At our annual Family Day, the Transition Coordinator hosted representatives from Texas Workforce Commission-VR Services and Blind Children's Program to provide resources and consultation to families. Transition Coordinator provided one-on-one consultation to 26 families to address their individual transition planning concerns.
- Transition Coordinator and Social Workers ensure ongoing access to key transition planning resource tools for families over the course of the school year via phone, email, and in-person. At Registration, all new TSBVI families received paper copies of the TEA publications “Next Steps to Independence - Skills and Strategies” and “Next Steps – Transition Checklist.” These documents were accompanied by a letter of introduction from the Transition Coordinator and guidance on the use of these tools for individualized transition planning. At Family Day, families were provided paper copies and QR codes for resources on Medicaid waivers, LIDDA, independent living skills, vocational competencies, and college readiness.
- Transition Coordinator manages the campus-wide Transition Assessment Library and Family Resource Library to ensure relevant and current tools and resources that support transition activity timelines and planning for staff and families are available to all staff.
- Transition Coordinator collaborates with Middle/ High School Assistant Principal to provide lessons and instruction for the monthly advisory period. Topics and resources focus on transition to adult life planning, self advocacy, employment, accommodations, visual impairments, and college readiness. Guidance to individual students and small groups are coordinated as appropriate.
- Transition Coordinator provides new and experienced advisors with individual and small group consultation and training in meaningful transition planning and completion of the Transition Services portion of the IEP. Information resources to build our staff understanding of agencies (TWC, BCP); LIDDAs; Medicaid waivers, post secondary programs, and community resources across Texas are included. Transition Coordinator led a study group focused on transition to adult life in the spring of 2024 and will host another one in the spring of 2025, tailored each year to meet the participants needs and experience.
- Transition Coordinator and Career Ed Coordinator systematized the collection, storage, and access to career ed related documents (ability statements, resumes, est.) for inclusion in individual student's CSR folder.
- Transition Coordinator and Career Ed Coordinator systematized the determination, completion, and storage of career ed-related transition assessments in CSR for select elementary, middle and high school students.

- Through coordinated efforts with Social Workers and Advisors, we continue to support students and families with completing activities critical to transition planning, such as applying for SSI, completing calls to Medicaid waiver programs, coordinating completion of supported decision making agreements, and opening bank accounts.
- Transition Coordinator and Social Workers coordinated meetings with more families to provide individualized transition planning support and guidance.
- EXIT students who demonstrate the need for explicit instruction in certain areas enrolled in the following locally developed transition related courses: Practical Applications of Technology, Self Determination/Sex Education, College Prep and Fine Arts in Adult Life.
- High School and EXIT students enrolled in the Career Education Continuum of courses (General Employability, MAPS, Work Exploration, Student to Industry Connection and Career Prep I).
- EXIT Program advisors continually collaborate with each other to create experiential learning opportunities (both on campus and off campus) that align with student needs, interests and goals.

Needs

- Ongoing maintenance of the transition assessment library to ensure its relevance, accessibility, and inclusion of assessments for various disabilities whenever possible.

5. Career Education

Strengths

Career Education Courses/Curriculum

We continue to implement our five-step continuum of Career Education courses for students in Middle School, High School, and EXIT. These courses provide content and experiential learning opportunities that are designed to help students and their families narrow down goals for future employment.

Courses in the continuum are:

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

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

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

- Principles of Hospitality
- Hospitality Services
- General Employability
- Student-to-Industry Connection
- Career Prep I
- Audio and Video Production I and Lab
- Audio and Video Production II and Lab
- Applied Nutrition and Dietetics
- Travel and Tourism
- Family and Consumer Services
- Professional Communication

We currently offer 4 different Programs of Study that Align with TEA's State refresh of Career Education Offerings. The Programs of study are:

- Digital Communications
- Lodging and Resort Management
- Health and Wellness
- Family and Community Services

All of these courses align to Industry Based Certifications.

To date during the 2024-2025 school year, the Career Education program has placed students for community-based work training at the following locations:

- Austin Lighthouse for the Blind
- HEB
- Kalahari Resorts
- Wheatsville Co-Op
- Cafe Monet
- The Villages Retirement and Nursing Home
- Gethsemane Lutheran Child Development Center
- Thinkery
- Yarborough Library
- Chuckwagon Cafe
- Main Event
- Umlauf Sculpture Garden
- DoubleTree Hotel
- Guitar Center
- Austin Humane Society

Lighthouse for the Blind

During the 2024-2025 school year, the Austin Lighthouse hosted 10 student interns. In this student Work Training experience, students receive new employee orientation, information on benefits and payroll processes, on-the-job training in the warehouse, retail store, laundry services, front desk, retail store, vocational training, and technology classes.

HEB

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

Kalahari Resorts

TSBVI initiated a new partnership with Kalahari Resorts which supported three student interns volunteering in the hotel's Retail Department. Students worked stocking and replenishing items, merchandising products, and helping customers under the direction of Kalahari management.

Additional Career Education Initiatives

- Residential Work Training Program: During the 2024-2025 school year the Residential Work Program has continued to provide students with meaningful, authentic work experiences in the evening hours. The career education department has worked closely with dorm teachers to enhance the program this year. Dorm managers were trained on the program and provided with guidance on how to utilize the clock-in system.
- TSBVI Farmer's Market: Students make a variety of artisanal items and small-batch craft foods for sale on campus. The variety of handmade items reflect the interests of students and allows opportunities for them to discover new vocational skills and aptitudes. This program integrates money management, customer service, art, communication, cooking and independent living skills in a real-world setting.
- The Career Education Department developed curricula and scope and sequences for three new CTE courses.
- The Career Education Department created an introductory CTE curriculum for elementary and middle school students and is being implemented monthly.

Needs

- Continue to evaluate feedback from the Business Advisory Council to determine improvements to Career Education programs and services.
- Increase Career Education content on the TSBVI website to include a portal for community organizations to use to indicate interest in partnering with the Career Ed department as a Work Training site. The database was created by the UT McCombs School of Business, but needs to be modified by the TSBVI IR dept for the TSBVI website.

6. English as a Second Language (ESL)

Strengths

A key strength of the ESL program is its team of bilingual staff members. During instructional time, Emergent Bilinguals are supported by seven staff members fluent in Spanish, addressing the needs of the school's largest EB population. This bridges linguistic and cultural gaps, fostering a more inclusive and supportive learning environment. Bilingual staff provide direct instructional support by communicating effectively with students in their native language when

needed, aiding their transition to English proficiency. They also maintain clear communication with parents, promoting collaboration and understanding. For the two Emergent Bilinguals out of 11 who are neither Spanish speakers nor newcomers, communication with parents is conducted in English, as they are fully fluent. This ensures that all families receive clear and effective communication and updates.

Emergent Bilingual students receive services from their ELA teachers, who are also ESL-certified. Additional support is provided through co-teaching within the pull-out model. This collaborative approach promotes effective learning and ensures compliance. Having sufficient ESL-certified teachers to incorporate co-teaching within the pull-out model is a notable strength of the ESL program.

The English Language Proficiency Standards (ELPS) are consistently implemented and monitored in daily instruction and through IEP goals. This ensures that Emergent Bilinguals receive targeted support aligned with their linguistic and academic needs.

ELA teachers of Emergent Bilinguals also serve as members of the Language Proficiency Assessment Committee (LPAC), which meets three times a year: at the start of the school year, before state assessments, and at the end of the year. The LPAC determines which students can be reclassified as English proficient. Teachers receive TELPAS (Texas English Language Proficiency Assessment) calibration training to effectively rate assessments holistically for the domains of listening, speaking, and writing. As part of this required training, teachers practice scoring student work against defined criteria to ensure accurate and consistent evaluations. This process also includes assessing writing samples collected during the designated testing window.

A total of eight students will take TELPAS in the spring. One student will complete the reading portion in Braille, while the remaining seven will be exempt from the reading domain due to their current reading levels. Two students will take TELPAS Alt, which assesses language proficiency for students with the most significant cognitive needs. Teachers will receive specialized training in TELPAS Alt scoring.

Currently, two high schoolers and one middle schooler are being monitored, while ten students remain active in the ESL program. One student's parents have denied services; however, the student will continue to be assessed with TELPAS until they meet the reclassification criteria.

Needs

To better serve Emergent Bilingual students, offering English Language Development Acquisition and English for Speakers of Other Languages classes has been identified as a need:

ELDA (English Language Development Acquisition) Class for Middle School:

For students whose first language is not English, the students' native language serves as a foundation for English language acquisition. The course's objective is to develop competence in

English while valuing the academic and cultural experiences of the student. The TEKS are organized into the following strands: Foundational Language Skills, Comprehension Skills, Response Skills, Multiple Genres, Author's Purpose and Craft, Composition, and Inquiry and Research. Students read and understand a wide variety of literary and informational texts while engaging in listening, speaking, reading, writing, and thinking. They also integrate the writing process into each of the genres. Instruction must be linguistically accommodated in accordance with ELPS and the student's English proficiency levels to ensure mastery of knowledge and skills. This course must be taught by an ESL-certified teacher who will employ best practices and approaches based on current research in English language acquisition.

ESOL I (English for Speakers of Other Languages) Class for High School:

ESOL I is a course designed to provide instruction in the English I TEKS for beginner and intermediate-level Emergent Bilingual students enrolled in ESL. It serves as a core course that replaces standard English classes for English learners. This course covers the TEKS for English I while simultaneously building language proficiency. It focuses on foundational English language skills in listening, speaking, reading, and writing, emphasizing conversational topics, personal information, and basic academic language. Key components include basic grammar, vocabulary development, listening comprehension, speaking skills, reading comprehension, and writing skills. ESOL I fulfills the graduation requirement for English I. Students who take this course may not later take regular English I for credit.

- Provide additional professional development for teachers on best practices for supporting Emergent Bilingual students.
- Continue offering resources and support for teachers to obtain ESL certification.
- Maintain close communication and collaboration with ELA teachers and the ARD committee to ensure accommodations and language assessments meet each student's specific needs.

7. Instructional Technology

Strengths

Staff Tech Trainings

- **Semester AT Study Groups:** This year we offered several AT-focused study groups: Switch Access, iOS VoiceOver, Makerspace 3D Printing, and Makerspace Laser Cutting. These study groups were led by our AT teachers and met once a month to take a deeper dive into these AT topics and consider instructional strategies for supporting students in learning these AT skills/devices.
- **TechCatsSupport/Training:** We continue to offer individualized TechCats Support via the Help Desk system for individualized technology training for staff. These trainings are upon request, and have been a great way for the Instructional Technology Coordinator to meet with staff at their convenience and provide customized trainings on a wide range of topics such as Google apps (Classroom, Gmail, Drive, Calendar), VoiceOver on iOS, JAWS and keyboard access, accessible document design, using AI for instructional purposes, and braille displays.

- **TechCats Tutorials:** We have continued creating short screencast tutorials called “TechCats Tutorials” that we embed in our monthly TechCats Newsletter to provide short tips/tricks on TSBVI-specific tech areas of need, such as using JAWS to add a shortcut to a file in Drive, or how to copy a file from a Google Shared drive into your My Drive. We plan to continue building out our repository of TechCats Tutorials over the next year.
- **Staff Development Days:** We offered a variety of in-person and hybrid tech sessions as part of the Beginning of the year, October, and February staff development days. Topics included Keyboard yoga for teaching JAWS, Makerspace tools and resources, Google apps training, Using AI for instructional purposes, Braille production, and more.

Tools for Communication and Collaboration

- **Professional Learning Communities** - PLCs have helped improve communication and collaboration between staff and provide a mechanism for offering more targeted technology trainings based on specific areas of needs. (see High Quality Programming section for more information on PLCs)
- **Student Confidential Records Google Drive Folders** - We’re now in our third year of implementing a Google Confidential Student Records directory with subfolders for each student to centralize confidential student records online. A custom script provisions access to student subfolders based on the associations in the Student Care System. Inside each student confidential Google drive folder are files such as family/LEA communication logs, collaboration logs, career ed input forms, and Performance Indicator and MAP Growth assessment results. We’ve trained staff on how to access these folders, as well as contribute student media to the folders for sharing amongst student teams. This centralized folder structure has improved staff ability to quickly/easily access critical student information and collaborate with their students’ teams.
- **TechCats Newsletter:** We have continued producing our monthly digital campus newsletter called the TechCats Newsletter. This publication is designed to capture and consolidate all the tech news, events, resources, and highlights across TSBVI and communicate them out to all employees in a consistent format in order to raise general awareness.

STEM Programming Strengths

Makerspace and Digital Fabrication Success and Adoption:

- Five recurring classes actively utilizing the makerspace:
 - 3 Exit Program classes
 - 1 Elementary class
 - Regular usage (1-4 times weekly)
- Active elementary science program integration:
 - 5 elementary students routinely using 3D printers for science class
 - Regular engagement with digital fabrication tools
- Multiple teachers trained and proficient with:
 - Laser cutters
 - 3D printers

- Highly demanded and well attended staff development for training on using the 3D printers, laser cutters, and maker space. Over 30 staff have received training!
- Additional short-term programs teachers (2) scheduling regular activities
- Staff training blocks for using the maker space, 3D printers, and laser cutters are typically fully booked weekly and in high demand among staff.

Audio/Visual Engineering Achievements

- Student-led productions and jobs:
 - Active YouTube channel managed by students
 - Farmers Market commercial production by Exit students
 - Regular coffee house A/V support
 - PA system setup and management
 - Multiple student centered audio and video projects completed and published
 - Support of Sense of Texas podcast episode
- Comprehensive high school A/V production class:
 - Meets 3 days weekly (double block periods)
 - Team-taught by two instructors
 - Students use cutting edge A/V and AI tools to develop content and provide AV support around campus

Student Employment and Leadership

- Current employment:
 - Three high school students in AV/STEM positions
 - Planned expansion into student-run 3D printing lab with EXIT manufacturing collaboration
- Cross-department service:
 - Support for staff and student printing requests
 - Event A/V technical support
 - Content creation and management for teams across campus, included but not limited to: Security, Outreach, EXIT Comp, Elementary Comp, and HS/MS Comp

Needs

Instructional Tech Needs

Training and Support Needs:

- Develop an AT Leadership Pathway as part of our teacher compensation system to incentive and organize our AT training and support offerings and increase the number of staff who are proficient in AT.
- Continue offering semester-long study groups with an AT focus.
- Continue offering on-demand and by appointment tech trainings via the TechCats Zone and Bridge.
- Increase the number of teachers who implement technology daily into their instruction.
- Increase the number of students who are proficient in their use and access of laptops, iPads, braille displays, and other AT.

- Increase the number of teachers who design and implement cross-curricular projects with a tech component.
- Deliver robust and consistent screen reader trainings across teams with a focus on:
 - Keyboard shortcut and JAWS proficiency
 - iOS accessibility features
 - AT integration methods
- Evaluate, acquire, implement and train staff on the effective use of AI tools for instructional purposes.

Curriculum and Programming Needs:

- Develop an AT curriculum project in coordination with Curriculum, Outreach, and Comp Programs Tech Teachers which would address:
 - Core Competencies Development
 - Standardized screen reader curriculum
 - Consistent and specific JAWS and VoiceOver proficiency benchmarks across teams and teachers derived from curriculum
 - Grade-Level Focus Areas
 - Early device introduction in elementary
 - Laptop and screen reader foundations
 - More academic classroom integration and support for technology

Communication and Collaboration Needs:

- Re-organize our TSBVI Staff Training Youtube channel to include playlists around various technology topics. We would house our “TechCats Tutorials” on this Youtube channel for easy staff access.
- Continue fostering effective PLCs and leverage them to facilitate small group tech trainings and cross-team instructional projects with a technology component.

STEM Programming Needs:

Workspace Equipment Enhancements

- Facility and Safety Improvements
 - Develop a student-run fabrication lab with additional student 3D printers
 - Laser cutter exhaust installation in Makerspace
- Organization Systems
 - TA support for material management
 - Enhanced material and storage organization systems in Makerspace and Broadcast Studio

Curriculum and Programming

- STEM curriculum development - more project based curriculum to support modified students and teachers.
- Cross-program integration with Outreach and Short Term Programs
- Contribute to an AT curriculum project in collaboration with Curriculum, Outreach, and Comp Programs:
 - Standardize screen reader curriculum
 - Grade-level focus areas and benchmarks
 - Teacher support for tech integration

STEM Training and Professional Development

- Promote and incentivize staff to complete the Lasercutter and 3D printing Leadership pathways.
- Continue offering study groups each semester to teach staff how to utilize the Makerspace for instructional purposes.
- Continue offering Friday afternoon open time for staff to come into the Makerspace and be trained on the equipment, including potentially utilizing other staff Makerspace SMEs (subject matter experts) to lead the trainings.

External Partnerships and Opportunities

- Internal Collaboration
 - Enhanced Outreach department connections
 - In-house AV team internships
 - Cross-department project support, curriculum development, and staff trainings
- External Opportunities
 - AV employment partnerships:
 - Churches
 - Recording studios
 - Music venues
 - Hotels/conference centers
 - Job coaching support needed to accompany increased external partnerships for students.

Expanding Staff Involvement and Support

- STEM TAs, Job Coaches, and Residential staff involvement
 - Consistent TA or volunteer support staff for material prep, organization, and monitoring students in the Makerspace
 - Identify a residential staff member who can be trained and help run the Makerspace during after school hours

8. Low Vision

Strengths

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

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

Students continue to receive low vision evaluations at Northwest Hills Eye Care and on-campus clinics are scheduled upon staff request. This option is generally more convenient for teachers, COMS and related services staff. By having the clinic on campus, these appointments provide an opportunity for more staff to attend and give a chance to visit with the doctor about the specific student as well as generalized questions on low vision and eye conditions.

Needs

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

9. Parental Involvement

Strengths

- In addition to informal visits by families to campus and attendance at special events, families received frequent and regularly scheduled phone calls and written quarterly progress notes from teachers and residential instructors
- Visits to campus by parents to observe their child's educational program and to collaborate with staff
- Lodging in the Wildcat Inn at no cost to parents for visits to campus
- Annual parent survey
- Distribution of the *Wildcat Times* e-news about campus events
- Hosting a Family Day for parent and teacher meetings, training and familiarization with students' instructional programs
- Meetings of School Health Advisory Council with family member participation and bi-annual publication of a digital newsletter
- Staff visits to families' homes and the local school district for training and collaboration

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

10. Comprehensive School Counseling Program

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

Annual Counseling Survey Results

A survey was distributed after the first semester of the 24-25 school year. Participation rates for parents increased with 42 parent responses.

66 staff responses and 22 student responses were gathered. Most student responses were from students in EXIT and elementary programs.

Staff, Parent and Student surveys agreed on the following areas of strength (Noted by over 50% responding Often or Always):

- Celebrating personal success and success of others
- Good attendance and active engagement in learning
- Healthy relationships and appropriate boundaries
- The positive impact of TSBVI programs on student lives

Additional areas of student strength identified by parents:

- Demonstrating good judgment and impulse control
- Collaborating with others to complete projects
- Effectively communicating wants and needs
- Demonstrating self awareness of visual and physical abilities

- Showing empathy and understanding of other's abilities and needs
- Demonstrating a willingness to make amends and correct mistakes
- Typically demonstrating conflict resolution skills and avoiding aggressive behavior

Additional strengths identified by students:

- Ability to calm when feeling stressed using techniques like breathing, counting or taking a short break
- Working well with classmates on group projects
- Not giving up when things get tough and finding a way to solve problems
- Thinking before speaking to avoid saying things that they may regret
- Usually knowing how to handle problems with friends and classmates in a good way
- Having a good idea of what they can do physically
- Trying to be kind and understanding of other people even if different
- Usually trying to make things right when they've done something wrong
- Knowing how to ask for help from a trusted adult when feeling sad or stressed
- Knowing who to reach out to if there's an emergency at school

Social Emotional Learning (SEL)

During the 24-25 school year lessons were planned and modified using the Collaborative for Social Emotional Learning (CASEL) aligned curriculum Empowering Education.

CASEL competencies covered included the following areas:

- Relationship skills- Developing and maintaining healthy relationships, and navigating settings with diverse people.
- Responsible decision making-Making good choices and evaluating consequences.
- Self awareness- Understanding emotions, thoughts, and values, and how they affect behavior.
- Self management- Regulating emotions, thoughts, and behaviors to achieve goals
- Social awareness- Understanding the perspectives of others, including those from diverse backgrounds.

Lessons covered in the first semester included the following topics:

- Goal Setting
- Gratitude
- Empathy and Compassion
- Active Listening
- Building Relationships
- Bullying
- Coping Skills
- Decision Making
- Fair vs. Equal

- Mindfulness
- Conflict Resolution
- Emotional Literacy
- I Statements
- Mindful Body

Higher Education Information, Admissions and Financial Aid

During the first semester students were offered information sessions presented by Austin Community College. Additionally the school counselor supported students with Federal Application for Student Financial Aid (FAFSA) completion or Opt-out assistance. The FAFSA.gov site can be challenging for blind and visually impaired students and their parents. The Foundations Community College Hub Program was provided to students for direct individual assistance and support regardless of where a student lives.

School Health Advisory Council

The School Health Advisory Council, which includes parent and student participation, met quarterly to address the following:

- Updating the most current Campus Improvement Plan which includes increasing parent recruitment, participation in Wellness activities during Family Day, provision of healthy snacks on dorms/in classrooms
- TEA fentanyl awareness mandate
- Texas Children's Health Access Through Teletherapy (TCHAT) services
- Healthy eating incentives in staff handbook
- Residential Healthy options for food and exercise
- Staff Wellness Committee leadership
- Review of the Sex Ed/Health curriculum materials

The fall SHAC Newsletter included information on increasing medical independence, staff fitness options, staff mental health options, staff training and student care for diabetes and pre-diabetes, Farmer's Market health options.

Positive Behavior Intervention and Support

Positive Behavior Intervention and Support training continues to be delivered to new staff. Behavior and instructional specialists provided monthly study group trainings on an array of topics from proactive classroom management strategies for individual behavior planning, individual interventions and supports. This year's trainings have focused on provision of small group activities and discussion, as well as 1:1 video reflection exercises based on application of the skills trained.

Mental Health Prevention and Intervention

TSBVI continues to partner with Dell Children's Medical Center to provide access to telepsychology and telepsychiatry services to students and families through their TCHAT

program. Since August 2024, 11 students were referred for services facilitated by social workers, 3 students in grades 6-8, 4 students in grades 9-12, and 4 students in the EXIT program. Services accessed included: student assessment, counseling, assistance with referrals to community based mental health services, and medication evaluations. Overall data shows that concerns related to anxiety/excessive worry were the most common.

TSBVI has partnered with Integral Care, Austin's local Mental Health Authority, to provide Mental Health First Aid training to staff. A TSBVI social worker and the school counselor were identified to be trained by Integral Care. Future campus based trainings will allow staff to receive general mental health information as well as TSBVI specific procedures to support students in crisis.

Monthly visits from Divine Canines were scheduled to provide students and staff with access to therapy dogs for physical and emotional wellness.

Suicide Prevention

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

TSBVI direct care staff complete online suicide prevention and awareness courses. A mental health focused study group, facilitated by a social worker, was offered this school year with online module resources from [NextMark Foundation](#), a TEA approved content provider.

Middle, high school and EXIT students received age appropriate SEL lessons addressing suicide prevention. During SEL lessons, facilitators ensured that students were aware of the help lines, on campus supports such as social workers and the student health center, and that they were able to access the information included on their student ID badges.

Conflict Resolution

Campus wide use of restorative practices continues to be implemented. Community Circles are being conducted by many teachers as a routine classroom activity. Restorative conferences have increased in frequency to support student processing of events, perspective taking and relationship repair. Behavior specialists and social workers supported administrators in preparing students for follow up conversations and restorative actions.

SEL programming continues to support the development of healthy relationships. Brave Schools, an immersive theater experience from Creative Action was scheduled for

elementary and middle school students for the spring semester. This activity supplements other social-emotional learning lessons on self-regulation and relationship repair. High school and EXIT students are scheduled for a lunch and learn session on gratitude from Nobility in Action where a healthy plant based meal will be shared with students and staff.

Based on an increase in incidents related to student conflict all middle and high school students received a lunch and learn lesson on digital drama, cyberbullying and hate speech. Lunch activities were expanded to provide more social engagement among students with the school counselor offering musical activities and games.

Violence Prevention, Child Abuse and Anti Victimization

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

TSBVI uses the Unhushed Sexuality Education Curriculum for elementary, middle, high school and EXIT students and My Rights My Life Curriculum for high school and EXIT students. The curriculum includes information on communication, consent, healthy relationships, identity and more. Lessons are facilitated/supported by social workers, health teacher, elementary and EXIT teachers.

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

Grief Informed and Trauma Informed Care

New staff complete TEA's Project Restore training modules as part of New Employee assigned training. The school counselor, social workers and school psychologists attend conferences annually to remain well versed in grief informed and trauma informed practices. The Christi Center is a local resource that has been accessed to support students and families dealing with grief.

Dropout Reduction

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

Needs

- Develop training sequence and content for Restorative Practices to include intro information for new staff and refresher information for returning staff.
- Purchase software to support monitoring of student concerns, conducting assessments for behavioral threats and suicide risks, and managing follow up activities.
- Provide increased counseling group opportunities (Kid Talk and Teen Talk) for students to express their feelings, to develop supportive relationships with others and to engage in problem solving.
- Provide additional training to staff on student incident reporting.
- Continue to expand and revise Positive Behavior Intervention and Support (PBIS) training for both new and continuing staff.

C. Comprehensive Programs: 2025-26 List of Priority Initiatives/Action Plans

1. Prepare for student Academic Excellence and Participation in STAAR (Miles Fain)
2. Develop and implement a plan to address Literacy and Math Student Achievement (Angela Wolf and Paul Carlson)
3. Refine and improve Career Education program (Tad Doezema)
4. Implement a plan to improve Instructional Technology Competencies for all staff and students (Daniel Wheeler)
5. Promote Students' Effective Usage of Low Vision (Cindy Bachofer)
6. Implement a plan to improve English as a Second Language skills of students who are Emergent Bilinguals (Ana Villarreal)
7. Implement programs to encourage Family/Parental Involvement (Miles Fain)
8. Implement activities of the Comprehensive School Counseling Program (Valerie Perwein and Nancy Fitch)
9. Evaluate and improve the Positive Behavior Intervention and Support Program and related training (G'Neil Price, Matt Schultz, Paul Carlson)
10. Implement activities of the School Health Advisory Council (Nancy Fitch)
11. Evaluate and improve collaboration with Local Schools and Families in development and monitoring of IEPs (Valerie Perwein)

12. Develop and implement a plan to evaluate and improve Deafblind Student IEP and Instructional Practices (G'Nell Price and Deanna Peterson)
13. Provide training to staff to meet the staff development priority needs identified in the 2025-2026 comprehensive needs assessment. (Daniel Wheeler)

D. Comprehensive Programs: 2025-26 Staff Development Priority Needs

1. Teacher of Students with Visual Impairments, Teacher of DeafBlind Students and English as a Second Language certification training
2. Research and Evidence-based Instructional Best Practices (academics & alternative academics for students with visual and other impairments including Explicit Instruction, IEP Best Practices)
3. Mental and Behavioral Health Best Practices (Positive Behavior Interventions and Supports, Crisis Prevention and Intervention, Restorative Practices, Social Emotional Learning, Grief and Trauma Informed Care)
4. Dyslexia and Related Disorders
5. Specific Conditions Related to Students with Visual and Additional Impairments
6. Instructional Technology and Access Technology
7. Transition to Adult Life
8. Teacher Selected Professional Development Units and Leadership Pathways to address the unique needs of students with visual and other impairments