



2018-2019  
**Annual Report**  
*New Mexico School for the Blind & Visually Impaired*





## From Our Superintendent...

July 1, 2019

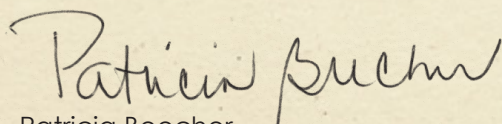
**Dear NMSBVI Family and Partners,**

This report shows the breadth of services that NMSBVI provided to the children of the State of New Mexico during the 2018-2019 school year. We are excited to highlight some of our successes, adventures and projects. We are humbled by the support that we receive; and celebrate the partnerships that help us to be innovative, child-centered, and involved in our communities. We appreciate the partnerships with our stakeholders – especially our families – and understand that it takes these partnerships in order to be truly successful.

These pages highlight the variety of initiatives in which NMSBVI is involved: from our research projects and parent trainings to our Prison Braille Project. It also highlights the variety of activities that are provided for our students: from our science fair, public speaking club, and STEM weekend to our adaptive ski program, goal ball teams, and cheerleading squad.

Our NMSBVI students learn in a variety of ways and in a variety of settings. It is through our partnerships with public school systems, local communities, businesses, local parks, and more, that our students can learn to be independent and successful. These relationships also allow the wider communities to see how successful our students can be and to have a better understanding of our population. We stress to our students that they can participate in every activity and every adventure. They can study, learn, grow and dream big.

This annual report serves as a huge thank-you for all of your support; and a reminder of the many services that you help NMSBVI to provide for our wonderful children throughout our beautiful state.



Patricia Beecher,  
NMSBVI Acting Superintendent



*After one class carved a Halloween jack-o-lantern, Acting Superintendent Patty Beecher guided student Angie's hand to squeeze some goeey pumpkin slime inside a ziplock bag... lots of laughter all-around!*



## Board of Regents

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## History of Our School

As a network of services, the New Mexico School for the Blind and Visually Impaired (NMSBVI) staff can be found in hospitals, in family homes, in classrooms, at Low Vision Clinics and in university classrooms. This hasn't always been the case. When NMSBVI (originally called the Institute for the Blind) was officially created by the territorial New Mexico Legislature in 1903, the goal was to establish a residential campus that would house the state's students who were blind and provide for their education and upbringing. To that end, 20 acres were set aside in Otero County for this purpose and an \$8,000 appropriation from the legislative process was used to build the first education building in Alamogordo, New Mexico. As the number of students grew, the need for additional buildings grew as well. In 1925, R.R. Pratt, the school's superintendent, invited Helen Keller to help him lobby in Santa Fe. Helen Keller and Elizabeth Garrett, daughter of lawyer Pat Garrett, addressed a joint session of the New Mexico Legislature on behalf of the school and were successful in raising \$65,000 for expansion.

Through the years, school staff as well as the Board of Regents have grappled with ways to meet the programmatic needs of their students. Programming has changed dramatically through the years. Some students are now educated in their home schools with short bursts of intensive instruction on the residential campus. Career exploration remains an essential component of blindness education but chair caning and piano tuning have given way to individualized career plans that teach job skills matching the interest of each student. Braille and independent travel skills continue to be a priority, and students now have extensive





exposure to the expanded core curriculum of blindness.

One thing that has not changed through the years is the abiding belief that independence is essential for every student, and the development of independence requires the engagement of everyone. With the understanding that independence comes when everyone has promoted its development throughout a child's life, in 1974 the school opened a second campus in Albuquerque to provide services to children aged 3-6, who need to learn early blindness skills. In the late 1990's, the school established a statewide birth-to-3 homebased program that has become a national model for visual impairment (VI) services to very young children and their families. A Low Vision Clinic, a university teacher preparation program, technology lending library, and an extensive mentorship program for teachers have all followed.

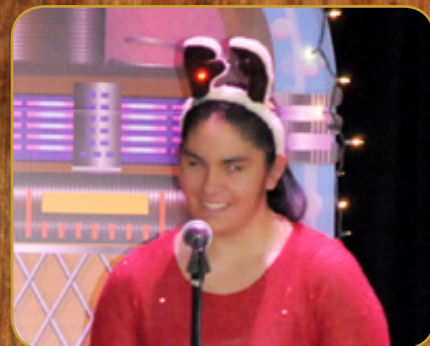
At every level, NMSBVI continues to live its mission: every child in New Mexico, every day, will be educated in an appropriate setting with programming and materials that are accessible; and will have access to highly qualified teachers of the visually impaired.

## Strategic Plan

NMSBVI's Strategic Plan is a dynamic document that drives decision-making at every level at NMSBVI. The plan centers on six overarching goals that support all of the initiatives of the school. The goals include:

- (1) Supporting systems that result in sufficient numbers of specialized staff in the field of blindness and visual impairment in the state;
- (2) Creating a system to convey and receive information about blindness;
- (3) Building, maintaining, and supporting a system of data-driven decision-making to help support the needs of the students throughout New Mexico;
- (4) Developing a system throughout the state that supports early identification as well as successful transition of students across programs and into adult life;
- (5) Developing and maintaining partnerships and resources that will be used to advance the success of each student.
- (6) Developing systems to document, share and advance the efficacy of NMSBVI practices for educating students with visual impairments using the core and expanded core curricula.

This new Strategic Plan was finalized in April, 2019. We have created action steps and timelines under each broad goal and are actively working to achieve these steps. The process of strategic planning is vital in ensuring that NMSBVI continues to embrace and follow our mission. It provides clarity and direction for our staff and maintains our focus on educating our students with vision impairments and blindness throughout our beautiful state. The process allows each staff member to have a voice in determining the direction of our school and supports our collaborative spirit. We look forward to achieving these goals.





# Our Ongoing Mission

NMSBVI, an innovative leader and unifying entity in the field of educating students birth-to-high-school who are blind or visually impaired, will identify students and promote quality education through collaborative relationships with students, families, and local/state/national partners through outstanding advocacy, training, resources, and support services, thus empowering all students who are blind or visually impaired to become independent, productive members of their communities.



## A Bill of Rights for All Children with Visual Impairment and their Families

**Preamble:** In addition to numerous educational principles that have been proven to be beneficial for children with visual impairment, all the provisions of what constitutes a "Free and Appropriate Public Education" under the federal Individuals with Disabilities Education Act of 1990 shall be assumed along with this bill of rights.

1. Children with all levels of visual impairment (including those with multiple disabilities and those who are DeafBlind) have a right to early intervention/instruction provided by highly trained and qualified teachers of students with visual impairment and certified orientation and mobility specialists, that is timely, ambitious, and results in the highest possible achievement for each child.
2. Children with visual impairment have the right to a functional vision evaluation and a learning media assessment by highly trained and qualified teachers of students with visual impairment to determine appropriate services following the initial clinical eye exam.
3. Parents/guardians of children with visual impairment have the right to assistance in interpreting the educational implications of the diagnosed visual impairment that is provided by highly trained and qualified teachers of students with visual impairment and certified mobility specialists and the right to seek assistance from regional/national agencies (including consumer advocacy organizations) that can help them make informed decisions on behalf of their child.
4. As required in the Individuals with Disabilities Education Act "in the case of a child who is blind or visually impaired, the Individualized Education Program (IEP) Team must provide for instruction in braille and the use of braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for the child." Appropriate reading and writing media are determined by conducting a learning media assessment.
5. Children and families have the right to be fully informed about the "Expanded Core Curriculum" of skills unique to students with visual impairment, which includes: compensatory skills, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, assistive technology, sensory efficiency skills, & self-determination.
6. Children have the right to assessment and instruction, in school and in their communities, in every area of the Expanded Core Curriculum that is deemed appropriate by the educational team and includes the parents/guardians as the primary decision makers and includes the student when appropriate. The Expanded Core Curriculum is equal in importance to the standard academic curriculum and will not be overlooked in the educational plan.
7. Children have the right to receive school materials that are accessible, in the preferred format and at the same time as their sighted peers. Children have an absolute right to testing procedures and instruments that are fair and accessible, that take into consideration the results of the functional vision evaluation, and include all accommodations identified in the IEP.
8. It is the right of children and families for a full range of educational placement settings to be discussed at IEP meetings, including the variety of unique programs and options offered in specialized schools/services for children who are visually impaired. A specialized school may offer the best opportunity for achievement and be the "least restrictive environment" for some children.
9. All children with a visual impairment have the right to teams that enthusiastically assist them in preparing for transition to independence and adulthood.
10. Children with visual impairment, including those with multiple disabilities and DeafBlindness, have the right to be perceived and treated as equal, active, and contributing members of their communities, classrooms, and schools. As with all children, their engagement through belonging increases the collective value of each setting within which they participate.

The rights listed in this document consist of a combination of legal rights, ethical rights, and human rights. This document exists as a resource for students, parents, and professionals. The authors hope that this resource will be widely distributed and endorsed (formally or informally) by interested individuals and organizations. It is not fully inclusive of all rights; it is a starting point for teams when planning individualized programs for children with visual impairments.

*This resource is the result of a joint project between the leaders of the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) and the Council of Schools and Services for the Blind (COSB), May 2019.*





# Partnerships & Collaborations

**Patty Beecher, NMSBVI Acting Superintendent**

*"Individually, we are one drop.*

*...Together, we are an ocean."* – Ryunosuke Satoro

NMSBVI is not alone in our mission to serve the students in New Mexico who are blind/visually impaired. We are lucky enough to have many partnerships that not only make our work possible, but also enhance it. It is with our partners that we, together, create innovations and strive to move into the forefront of our field of education in service to our students and families. Here are just a few of them:

- **Higher Education Partnership:** The New Mexico State University (NMSU)/NMSBVI partnership continues to provide educational training for NM teachers through the Vision Impairment Program (VIP). As a result over the past ten years, more than 100 teachers in New Mexico have become licensed Teachers of the Visually Impaired or Certified Orientation and Mobility Instructors.
- **Funding Partners:** Like most schools, adequate funding is always an issue. Partnerships support NMSBVI's efforts to acquire the funding necessary to meet the needs of the school. We appreciate the support from the Land Grant Permanent Fund and the support from the New Mexico Land Office. The Navajo Nation provides funding for a developmental specialist. The 2019 Legislators provided funding for the Low Vision Clinic and the Early Childhood Program. We have been lucky enough to receive funding through the Legislature for much-needed capital projects for our Alamogordo Campus as well. Additionally, the NMSBVI Foundation provided funding for unmet needs of the school throughout the year.
- **Research Partners:** The school enjoyed research partnerships this year as well. The Early Childhood Program staff have collaborations with entities in Russia, supporting effective teaching practices in both countries for children who are blind and visually impaired. Our Birth-to-Three program just had its own birth-to-six O&M assessment tool validated with both content and construct validity.
- **Supporters:** Some of NMSBVI's most treasured partnerships come from individuals and groups who share the vision for improving services for the blind throughout the state. There are VI contractors who work in multiple districts whose passion and commitment to their students and to the field results in outstanding services. The National Federation of the Blind, the Commission for the Blind, as well as public school districts throughout the state have engaged in dialogue, worked with the school to promote change, and have been strong supporters of our united efforts to integrate services seamlessly for our students. We have partnered with the Department of Corrections and Lea County Correctional facility in our Prison Braille Program.

NMSBVI is grateful for the strength of every partnership we enjoy. As this year draws to a close, NMSBVI thanks each of its partners and we look forward to creating new, exciting partnerships.

*"As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them."* – John F. Kennedy





# Program Updates

## Birth-to-Three Program

**Cindy Faris, Birth-to-Three Program Coordinator**

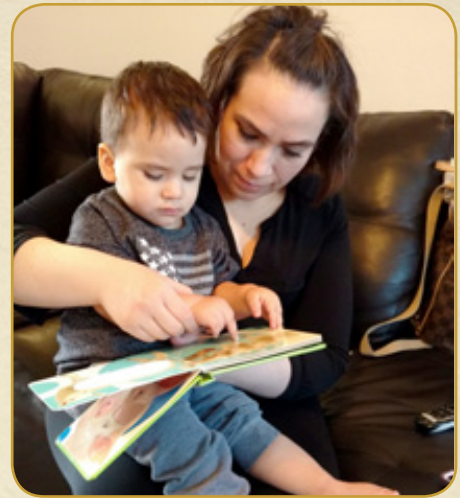
Our program has been selected by the New Mexico Family Infant Toddler Program (FIT) to participate in the FIT Early Intervention Practices training this year. The purpose of this training is to support staff working with children & families with coaching and reflective supervision support. In turn, the staff will be able to better support children & families in the field. Our staff is collaborating with the different early intervention agencies in New Mexico to work with their staff on teams with the families to provide services. NMSBVI Birth-to-Three staff

also collaborate with the different MOU groups across New Mexico to discuss the transition of children from early intervention services to preschool services. Our staff also participate as members of the New Mexico Interagency Coordinating Council (ICC) and work committees to provide input from NMSBVI for services in New Mexico. Additionally, we are participating in piloting the use of Telehealth for FIT services in New Mexico. Currently, one early intervention provider is required by FIT to be in the home with the family to coordinate the Telehealth sessions with our staff by Telehealth. We are approaching 20 years of formal collaboration with the New Mexico Family Infant Toddler Program to provide vision and orientation & mobility services.

We have four staff currently studying in the NMSU Orientation & Mobility program and starting their internship hours in the field. They are located in four different areas of New Mexico and will be able to provide more support for children and families in their homes and communities. Our Birth-to-Three Program leads support our staff in the field with training, direct observations, and feedback.

Staff certified in Orientation & Mobility are using the new Birth-to-Six O&M Inventory tool to assess children referred for this service. This tool was created by the NMSBVI's Birth-to-Three Program and was validated for application by Western Michigan University through a collaboration with NMSBVI. This tool supports staff's ability to evaluate, develop goals and next steps for children from birth to six years. It also assists the new staff in their O&M internships and fieldwork.

Additionally, one staff member attended a Deaf-Blind Symposium and is supporting staff with what she learned about working with children with dual sensory and multiple impairments.



*Early literacy skills are so important for even the youngest NMSBVI students. Here, a mother assists her very young son as he explores a board book.*





Our group collaborated on a project this year with Dr. Linda Lawrence, pediatric ophthalmologist from Kansas, to produce a booklet about the importance of early identification for the need of eye glasses for children birth to three. This brochure has also been translated to Spanish and will be distributed both nationally and internationally to both families and service providers.



A very young girl poses proudly with her white cane for a Fourth-of-July portrait.

for providing services for deaf, deaf-blind, and blind/visually impaired children from birth to five in the United States.

Additionally, we have been invited to participate in an International Cortical Visual Impairment Workgroup at the American Printing House for the Blind in Louisville, Kentucky, in June 2019. Thirty ophthalmologists, professors from the field of vision, research scientists, and vision teachers from the field will meet to work on future directions for the field regarding Cortical Visual Impairment. In addition, one of our staff has been elected to participate in the national AER committee for Neurological Visual Impairment.

As of April 2019, our group has screened the vision of 889 children in New Mexico and provided services for 984 new referrals. On average over the past 10 months, we have received 98 new referrals per month. Average ongoing caseloads of staff each month for the past 10 months have been 297 children. We continue to participate in community Child Find efforts throughout New Mexico to collaborate in screening the vision of children. In addition to carrying ongoing caseloads of children, staff screen new referrals, participate in Child Find community efforts, and provide training on vision screening to early intervention agencies across New Mexico.

## Early Childhood Programs (ECP)

**Paul Kilman, Program Coordinator, Early Childhood Programs**

It was another exiting year at the Albuquerque ECP campus! This year, our student numbers increased to 59 for the school year. Next year we anticipate that we will continue to grow so we are adding an ad-







ditional classroom, which will give the ECP ten classrooms. The students enjoyed many different activities throughout the year in the classrooms. Field trips are regular experiences for all classrooms in order to provide students with hands-on experience related to their classroom themes. At the ECP, we bring many exciting and fun activities to the school like "The Recycle Guy" who uses recycled materials to play music and allows the students to interact with his homemade musical instruments. Another favorite event of the students was a visit by the local Fire Department. Students were able to explore the fire truck and watch the fire fighters spray their hose.



*The ECP students very much enjoyed chatting with the firemen who visited our school and taught the students about their specialized safety equipment.*

Two of our teachers (Kitty Edstrand and Maya Alarid Pease) and one of our Speech Language Pathologists (Jessica Matney) have collaborated with UNM to develop a study to validate our communication systems used in the Communication In Action curriculum. Next year they will be collecting data with the students.

One of our Occupational Therapists, Audrey Bergan, continues to improve and upgrade the ECP's Light Room. She continues to add light-up toys, glow in the dark materials, as well activities with rotating thematic themes for the students. The generous donation by AT&T Pioneers of eight-foot tall bubble tubes were installed and students have thoroughly enjoyed using the switches to interact with them. In order to honor the AT&T Pioneers for their generous support of the ECP, we dedicated the light room to them in February. The students participated in the dedication ceremony and demonstrated to the many guests in attendance how the Light Room is used & enjoyed every day.



*An ECP student focuses diligently on constructing a tall tower made of small glowing bricks.*

At the ECP, we use a transdisciplinary approach when planning for the students' needs. In this approach, teachers, educational assistants, and therapists meet regularly to discuss all the students in the classroom and plan next steps in all areas of development in order to adjust strategies used with each student. This approach allows all team members to understand all the student's needs so that they can integrate a variety of



skills together in order to best meet the needs of the students.

This year we partnered with two different schools on a weekly basis. Serendipity Day School is a preschool that has generously agreed to allow some of our classrooms to go to their school and participate in part of their school day. This partnership allows students to practice their skills in a larger setting and teachers to assess the students and provide appropriate modifications and adaptations for the larger setting. The other school we partnered with is Technology Leadership High School and the students come to the ECP and shadow teachers in the classroom. This gives the high school students the opportunities to see what types of career opportunities there are in the early childhood educational field. Our students love the older role models and interacting with them.



Face-painting at the ECP's Fall Carnival was a very popular activity among the students and their siblings!

opportunities to interact with other families in a relaxed supportive environment. I work with students on social emotional skill building; it is fun and a great way to support capacity and self-advocacy for this age group! Every day, our students have time to express their thinking, engage with their peers, and work on problem solving.

## **Innovations Fair at the Santa Fe Roundhouse**

**Beth Lyle, Innovations and Development Manager**

Education in the 21st century is changing rapidly and the New Mexico School for the Blind and Visually Impaired is excited to find itself on the forefront of innovative changes in the field of blindness. The school considers itself blessed to have a staff of forward-thinking educators and support staff who practice excellence every day. With the Third Annual Innovations Fair, NMSBVI was able to exhibit a small portion of the creative, out-of-the-box thinking that goes into our work of educating the blind and visually impaired students of New Mexico, with booths displayed in the Rotunda during this year's legislative session.

The exhibits encouraged Legislators and visitors to take some time to browse, interact and ask questions of the staff. Staff eagerly demon-







strated their projects, introduced their programs and initiatives and provided hands-on experiences. Some of the programs, projects and initiatives highlighted included... Neuroimaging and Visual Improvement (NIVI) Project: a research project integrating "low tech" school based assessments with "high tech" state of the art MRI scanning; Communication in Action: a web-based resource targeting transdisciplinary intervention for learners with complex communication needs; Games that Teach: interactive adapted games to engage students in learning a variety of concepts; Innovations in Science: showcasing the Louis Braille Touch of Genius Prize for Innovation winning learning devices SC2 and Touch Grids and how these tools help bridge STEM barriers for all learners; Adaptive Sports for the Blind and Visually Impaired; and Assistive Technology for the Blind and Visually Impaired.



*While visiting the State Capitol Building to present speeches & musical arrangements during the school's Innovations Fair, NMSBVI students see and feel a piece of wall-art: a huge buffalo head made from recycled materials.*

On this day of Innovation, NMSBVI was recognized on the House and Senate floor. A proclamation was made and the school was recognized for its continued work.

To top off a day of celebration and innovation, several of the secondary students from the residential campus performed musical and oratorical pieces in the Rotunda of the New Mexico Roundhouse.

## **Instructional Resource Center (IRC)**

**Mary Vaughn, IRC Coordinator**

NMSBVI's Instructional Resource Center (IRC) fills many roles to support the students of New Mexico. The IRC serves as a statewide lending resource for the American Printing House (APH) for the Blind. The APH Federal Quota Program is an annual appropriation for the specific purpose of providing resources, including Braille textbooks, to students who are blind & visually impaired in the United States. Ordering APH Quota Fund materials through the IRC is at no charge to the school district or the student.



*Beverly Naylor, a Braille Transcriptionist within NMSBVI's IRC Department, feels the raised line artwork of a sea turtle.*

These materials help support the core curriculum and the expanded core curriculum essential for students who are blind & visually impaired.



For students who meet the criteria for eligibility of the APH Quota Fund program, school districts in New Mexico register them through NMVI Count; a statewide database shepherded by NMSBVI. Each student must meet the federal definition of blindness, have an educational program that meets the guidelines and have a written educational plan. Not only does the IRC provide materials for the district, but provides personal support to train on APH resources, and offers support for staff working with students who are blind & visually impaired.

The IRC Lending Library has two staff who handle the purchasing & incoming orders of APH resources. They are always happy to fill orders for students because they know this ultimately helps students to be successful in their classrooms. The staff also maintain the Perkins Braille writers by cleaning and repairing them so that they are always ready for student use. There have also been opportunities for the school's Life Skills Program students to participate in job training skills at the IRC.

The IRC currently has four braille transcribers on staff. They get braille textbooks into the hands of students in New Mexico. This team of dedicated staff fulfill many orders for New Mexico each year. Some of those orders include transcribing end-of-course exams, literary books, core curriculum textbooks, and lessons for inclusion students attending the residential campus. This school year was busy with transcribing World History and Geography books, along with many lessons for inclusion students. Our staff are currently starting transcription of an Astronomy textbook that the science teacher will be using in Fall of 2020; and literary books that the elementary teacher will be utilizing next school year. For more information about the Instructional Resource Center, you can contact Mary Vaughn at (575) 439-4438, or send an email to [maryvaughn@nmsbvi.k12.nm.us](mailto:maryvaughn@nmsbvi.k12.nm.us)

## NMSU's Visual Impairment Program (VIP)

**Loana Mason, Ed.D., COMS, Visual Impairment Program Director**

In May 2019, the VIP welcomed another five teachers of students with visual impairments (TSVIs) into the profession for a grand total of 78 TSVIs, 16 developmental vision specialists (DVSSs), and 21 certified orientation and mobility specialists (COMSs) trained since 2003. Four TSVIs also successfully completed their Master of Arts in Special Education this year. Fourteen new students were admitted into the VIP (eight TSVIs, five COMSs, and one non-licensure student) thereby bringing active enrollment to 26 students. During the 2018-2019 school year, NMSU VIP alumni and interns accounted for 76% of the practicing TSVIs, 88% of the practicing DVSSs, and 58% of the practicing COMSs in



*As part of a training session, an NMSU VIP student uses a white cane to navigate a residential area in town.*







the state. Four NMSBVI Outreach Consultants provided mentorship to eight TSVI interns in two public school districts in New Mexico and at NMSBVI. Furthermore, two university-appointed practitioners provided mentorship to two COMS interns. The NMSU VIP currently provides high quality professionals trained in blindness and visual impairment to at least 24 public school districts and to NMSBVI, which in turn makes the continuum of services accessible to most children and youth with visual impairments who reside in "The Land of Enchantment."

## Outreach Program

**Julie Johnson,**  
**Outreach Coordinator**

The New Mexico School for the Blind and Visually Impaired Outreach department provides a variety of services and supports for school-aged students throughout the state who are blind or visually impaired. One key role for the Outreach department is mentorship support services for the Visual Impairment Program (VIP) at New Mexico State University. Teachers who enter the VIP to become licensed Teachers of Students with Visual Impairments (TSVIs) are enrolled in an internship for the two years they are in that program. The NMSBVI Outreach department serves as appointed mentors to those interns as they work with students with blindness and/or visual impairments. During the 2018-19 school year, the Outreach department mentored 8 interns. The Outreach department also partners with a limited number of smaller districts to provide direct services to students that need services from a licensed TSVI.



*As part of a vision assessment, NMSBVI's Low Vision Clinic Coordinator, Marjorie Rhodes, holds different eyeglass shade colors over student Beau's glasses as he gazes into the distance outside.*

NMSBVI's Outreach department provides Low Vision Clinics around the state for students with visual impairments. NMSBVI partners with optometrists in the state who have received specialized training in low vision to evaluate students and help to determine if any low vision devices might benefit the students and better enable them to access their educational materials. Low Vision Clinics are provided in various locations throughout the state so that families can more easily attend. During the 2018-19 school year, the Low Vision Clinic saw 64 students from 22 school districts (including private and/or charter schools), both NMSBVI campuses and the NMSBVI FIT department.

Assistive Technology services through NMSBVI's Outreach department provide assessments & consultation across the state. The Assistive Technology Lending Library allows students with blindness and/or visual impairments throughout the state to try devices to help determine if the device is appropriate for their needs. During the 2018-19 school year, assistive technology consultants at NMSBVI provided direct service to 41 students across the state. They conducted 9 formal and 41 informal



assistive technology evaluations and loaned out 66 devices over the 2018-2019 school year.

## Prison Braille Program

**Laura Miyoshi, Prison Braille Program Coordinator**

Nearly four years ago, the New Mexico School for the Blind & Visually Impaired entered into a partnership with the Lea County Correctional Facility (LCCF) in order to increase the number of transcribers in the state who could produce braille for students all over New Mexico. The inmates also benefit by having a specialized skill so that they can work after their release, which in turn reduces recidivism rates.

This year has seen three inmates become braille transcribers, certified at the Lea County Correctional Facility. Currently, the braille-certified inmates are going through each section of BANA's Braille Formats Principles of Print-to-Braille Transcription (2016) to prepare for the National Braille Association's Textbook Formats test. They are also learning how to code in Duxbury by transcribing three biography books for use in an NMSBVI teacher's classroom.



Access to an array of high-quality brailled materials is critical to our students' academic success. Shown here, NMSBVI student Savannah reads Braille instructions before beginning her writing assignment.

The prison has purchased a second license for Duxbury Systems to be installed on another computer for inmates to work on, and they will purchase a third copy soon. It is our hope that we will be able to expand the program in the future in an effort to have even more certified transcribers in the state. We hope this relationship will continue to strengthen and move forward so that all of the blind & visually impaired students in New Mexico receive the high-quality textbook materials they will need to remain competitive with their sighted peers.

## Residential Campus / Academic Program

**Maritza Morales, Principal**

The 2018-19 school year proved to be another busy one for the academic program based in Alamogordo; it included a wide variety of learning opportunities. Here are some highlights of our year....

**Elementary:** Our vibrant and active group of young learners worked hard to improve their academic skills in all core academic and expanded core areas. As the year progressed, students became better readers, recognized more difficult braille contractions, worked harder math problems, and became more proficient with technology. Our two fifth graders began their transition to middle school by attending a few classes taught by our secondary teachers.







**Braille:** Braille students gained greater proficiency in the UEB code as they "completed many new and interesting projects designed to support their learning in other classes and activities. One particular focus was in the area of research and science-related reading and writing in order to support their ability to use logic and scientific reasoning, as they prepared for their science fair projects. Additional work was done with UEB formatting and how to organize information in tactile graphics for efficient comprehension.



*In Braille class, student Brooke reads the material with precision and expertise.*

**Language Arts:** Some of our secondary students read two Shakespeare plays this year: "A Midsummer Night's Dream" and "Romeo and Juliet." To complement their study of Shakespeare, they attended a field trip to NMSU Las Cruces, where they visited with Professor Bronson in the Theatre Department's costume shop. While at the costume shop, students were able to explore and try on Elizabethan-style costumes.



**Assistive Technology:** Technology classes worked through a series of tutorials about the newest braille note-taking device, the Braille Note Touch. The new device will allow students to work math problems and produce assignments, as it has been updated with the Nemeth rules and formats. Tech students also worked with other students across campus (including preschool, ISP, PSP, and elementary) on an Excel chart project as they collected and surveyed information which was then used to create a school-wide Excel chart that was displayed in our Watkins Education Center building. They also worked on writing an informational presentation about "How NMSBVI has been Helpful to Me". In this project, students shared their personal opinions about why our campus is the right place for them.



**Math:** This year, students learned more complex mathematical skills and their related problem solving strategies. Students had to step out of their comfort zone to do so, and they have risen to the challenge and are having great success as a result. The math bulletin board in the hallway was designed so the students had to interact with it. As it was periodically changed, students read, constructed responses, and dis-



*Student Lucas solves a problem using tactile fraction-shapes as NMSBVI math instructor Ms. Joyner looks on.*





played their work as it related to the displayed concepts. By the end of the year, either individually or in small groups, students designed their own math bulletin board on a mathematical topic/concept of their choice.

**Science:** The science classes worked in the science laboratory, utilizing the Talking LabQuest, which allows students to work toward being independent in collecting, analyzing, and communicating scientific data in all areas of our science curriculum. Our 1st Annual Science Fair, held on May 2nd, was a resounding success as science students displayed and discussed the projects they worked on throughout the school year.

**Transition:** Our new transition coordinator is implementing new strategies to revamp our transition program as she supports our students in exploring and expanding their career options. She plans to develop an on-campus Career Center in which materials and resources exist to assist students in exploring and developing career interests, and is developing a Transition Handbook for NMSBVI Students and Parents.

## Residential Programs / After-School Clubs



Students traveled to Santa Fe to compete in the "Poetry Out Loud" event. Shown here, student Mary recites her poem during the finals.

Out Loud competition. One of our students, Mary Nix, represented our school and recited poetry in the competition. NMSBVI students who traveled with Mary to the competition were able to experience other high school students taking literature seriously. They discovered that the literary genre of poetry is quite popular among students their own age. At the end of the school year, the public speaking club teamed with the Key Club/Student Council to assist in planning student officer speeches for the upcoming officer election.

### Key Club / Student Council ~ Dana Lyons, Key Club / Stu.Co. Sponsor

Once again this year, Key Club students had an array of opportunities to develop their leadership skills by organizing and executing school activities, fund-raisers, and service projects which benefit the school and community-at-large. During the holiday season, Key Club students







modified soft fluffy socks, adding non-slip material to the bottom of each one... after which they delivered them in-person to the residents of the local Betty Dare Good Samaritan nursing home. In the late spring, the group participated in the local Animal Village Shoe Drive; the used footwear went to a charity organization who dispersed them to children & adults in-need around the world; in turn, that charity organization donated funds to help the local animal shelter care for their rescued pets. Key Club had a busy and productive year!

**Senior Class ~ Randal Martin,  
Senior Class Sponsor**

The NMSBVI Class of 2019 seniors are Nadine Smith, Andres Romero, and Omar Rascon. Seniors met throughout the year in order to plan their special events. Traditionally, each senior class holds fundraisers to raise money for their gift to the school; this year's fundraisers included gift basket raffles, the Valentine's Bake Sale, and selling NMSBVI-logoed clothing. With the profits, the seniors chose to buy a Casio electric keyboard to put in the boys' side of Garrett Dormitory for their gift for the school. Each senior also had a special day in order to recognize their accomplishments; that day, each senior receives a special pin and ribbon, and the entire campus is treated to the senior's favorite meal for lunch that day. Additionally, each senior class nominates an NMSBVI staff member for the Diane Baker Award by writing a paragraph describing why they feel their chosen staff member deserves the award.

**Residential Programs /  
Adaptive Sports**

**Adapted Ski Program ~ Lori  
Adam, Occupational Therapist**

Ten students from the Alamogordo preschool, elementary, and Intense Support Program (ISP) classes participated in the adapted ski program with Ski Apache Adaptive Sports. Students used a variety of adaptive equipment including bi-skis, walkers, poles and tethers. First-time skiers were introduced to ski equipment and worked to develop skills. Returning skiers made improvements, using fewer adaptations, some only requiring verbal cues to ski. Students with greater physical



*After lovingly decorating non-slip socks, Key Club students spread some holiday cheer by delivering them to the residents of a local nursing home. Shown here, "Santa Alex" makes his happy delivery.*



*Student Mario accepts a medal from his Adaptive Ski Coach... with a fist-bump to celebrate a very successful ski season!*



limitations used the bi-ski to work on trunk strength and balance. All participants had fun, improved their skills, and gained self-confidence over the 4-week season!



In between games, the very-busy NMSBVI Goalball Team and Cheerleaders pose for a group portrait. Shown in the front row, left-to-right, are players Omar, Pedro, and Alex; cheerleaders Nadine, Carybeth, and Brooke; and players Mary, Feliz, Andres, Shawn, and Deanna. Standing behind them, left-to-right, are goalball and cheer coaches Ms. Lyons, Mr. Wise, and Mr. Vaughn.

### **Goalball ~ Jeremiah Vaughn, Athletic-Coordinator/Coach**

2018 was another successful season of Goalball at NMSBVI. We had three athletes on our girls team and five athletes on our boys team. The NMSBVI Golden Bear Goalball teams participated in two off-site tournaments this year and took full advantage of their opportunity to play once again, ultimately going undefeated.

NMSBVI opened up with Colorado School for the Deaf and Blind's Homecoming Tournament the weekend of September 28-30. NMSBVI competed against teams from California, Colorado, and Nebraska. Both the girls and boys teams achieved perfect records, going 5-0 to become champions of the tournament.

In late October, the NMSBVI Golden Bears traveled to Texas, to compete in the Lions-Club-sponsored Region X Goalball Extravaganza at Grand Prairie High School. NMSBVI competed against club teams as well as the Texas School for the Blind and Visually Impaired. Both Golden Bear Squads opened up strong, defeating their first two opponents handily. As the tournament progressed, the competition became tougher, providing some very close and exciting games. Ultimately, the Golden Bears proved too much for their competition, going 4-0 per team; and they were crowned the champions once again.

On November 15th, NMSBVI hosted the 5th annual NMSBVI Community Goalball Tournament in Alamogordo. Our athletes had the opportunity to work with and teach goalball skills to peers from the local public school, as well as teams from local businesses and the local Police De-







partment... a total of eight teams from the community in addition to our Golden Bear athletes. We had some really good competition and everyone had a great time putting their skills on display and sharing them with the community.

The coaches are very proud of all our Golden Bears' accomplishments over the course of the season. We look forward to the next season, and all of the hard work & dedication it will take to continue to perform at such a high level. Until next year, Go Golden Bears!

### **Cheerleading ~ Matthew Wise, Cheer Coach/Education Assistant**

This year was the second successful year for our cheerleading group. The team was composed of three girls, who participated in both tournaments the NMSBVI goalball teams travelled to, as well as the annual Community Goal Exhibition tournament in Alamogordo. During the year, the girls showed a willingness to learn new things and they become proficient at teamwork and fluid choreographed movements.

Cheer practices consisted of balancing, structured verbal commands, and minor stunts. For the first few weeks, the cheerleaders used a balance beam while learning the basic set movements; the coach gave verbal commands during practices until the girls memorized the set of commands. Midway through the season, the girls were able to master four sets of 5-6 moves each, which were executed with 100% efficiency. Toward the end of the season, the girls were able to write out their own 10-step cheer, which was performed with group using a stunt in the mix. We will be excited to see this program continue to excel in the future!

### **Residential Programs / Family Weekend**

#### **Brenda Holmes, Director of Student Services**

Family Weekend is an annual event that takes place the first weekend of November. With a yearly average of 61 participants including extended family members, everyone this year learned about the Expanded Core Curriculum, received a touch of Blindness Awareness, and participated in personal parent/teacher conferences with teachers and related service providers. Over the course of 2.5 days, families were entertained with a student talent show, participated in their child's abbreviated schedule, swam, observed and participated in a goalball exhibition, and wore visual simulators while making peanut butter & jelly sandwiches. Families were active participants for the learning modules that took place, to share how their child can do things at home independently.

This year Adelmo Vigil, NM President of National Federal for the Blind, met with families to share



*NMSBVI student Ivory and her family relax between activities by playing a super-sized "Ker Plunk" game with staff.*



his experiences and expertise of what the organization can do to assist students who are blind/visually impaired. Brochures were distributed, questions were answered, and notes were taken about the wealth of information shared during this break-out session. The student panel discussion was shared in our newly-renovated Ditzler Auditorium. Current students and alumni shared their post-secondary goals along with their experiences with colleges and careers. Students answered the audience's questions and parents learned from a student's perspective the daily happenings they encounter.

Self-advocacy is an important area for all students to learn, and this was addressed with tangible items that families could utilize in their home environment. Families asked in-depth questions while other family members expanded upon the answers and shared their personal experiences.... Families meeting families, new friends getting acquainted, parents and guardians seeing first-hand the learning taking place at NMSBVI, and how their child is learning from the time they rise & shine in the morning hours until they go to bed!

Please mark your calendars for the next Family Weekend, which will take place November 1st-3rd, 2019; information will be forthcoming to NMSBVI families, or check out the school's website at [www.nmsbvi.k12.nm.us](http://www.nmsbvi.k12.nm.us) in the News section.



*NMSBVI students and staff rotate their arms in big circles during Morning Movement & exercise time in the gym.*

morning movement, and incorporating it within their educational day. Incorporating 20 minutes of physical movement in the classroom lends benefits including increased oxygen to the brain to enhance its ability to learn, increased focus and attention, improved memory, and increased on-task behavior.

Morning Movement was implemented this year, beginning on the very first day of school. Each morning's activity included all students and educational staff meeting in the gym first thing in the morning; for the first 10 minutes of their day, students were led in some type of physical movement focusing on a theme for the week (stretching, rhythmic,

## Residential Programs / Morning Movement

**Mary Vaughn,**  
**Morning Movement Organizer**

To help prepare students to focus throughout the entire day, NMSBVI implemented a new strategy this year called Morning Movement. Morning Movement is a daily activity that incorporates physical movement through gentle movement exercises to enhance student learning. Research supports the benefits of physical activity for all children, including students with special needs. Many schools are noting the benefits resulting from starting a school-day with physical







interval, yoga, etc.). The benefits of the specific theme were shared with everyone and modifications for the movement were shown to our students with very limited mobility.

Students also had the opportunity to lead the Morning Movement activity themselves, either individually or as a group. Involving student participation as leaders in this way addresses many skills in the Expanded Core Curriculum. Overall, Morning Movement was a fun way to start the day! Students and educational staff alike seemed to enjoy it, especially the opportunity for a little casual socializing with their peers before beginning the academic part of each day.

## Residential Programs / STEM Fest 2019

**Jeff Killebrew, Science Instructor**

Our third annual STEM Fest was a great success as we welcomed our as-yet-largest group of students from around the state to complete challenging STEM activities, centered around science, technology, engineering, and math. This year's theme was Space Exploration; 17 students from around the state followed the engineering design process to explore real-world STEM problems, by designing and building a variety of vehicles simulating the delivery of man & machine in space. The activities included designing a system to accurately deliver a payload to a targeted landing zone on the Moon, building a rover to traverse the Martian landscape, and experiencing what it is like to work in space by building a Space Truss.



*STEM Fest participants explore the PVC-constructed truss built to simulate International Space Station compartments. Students Kambree & Shawn examine the structure with their hands while Jalena climbs through.*

The Truss activity was designed to provide students with the opportunity to develop communication skills by working together in small groups to reconstruct a simulated truss structure of the International Space Station. NASA astronauts and support personnel practice space activities and maneuvers by working in giant "swimming pools" which provide the astronauts with a neutral buoyancy environment to simulate the weightless environment of space. They work with duplicates of the actual spacecraft and materials so that they can understand and choreograph what they will be doing during their missions.

Our activity simulated this by having students first study, and then reconstruct the truss underwater in our school's on-site swimming pool. This gave our "student astronauts" a little taste of what it is like to work in space, while also learning the needs of clear communication as student "mission directors" gave instructions on how to reconstruct the pieces of the truss. It proved to be a very challenging activity that incorporated many skills that are needed to succeed in STEM careers.



## Statewide Training Program

**Mark Carter, Statewide Training Coordinator**

"Enhancing Collaboration and Team Decision Making Skills to Benefit Children with Visual Impairment/Blindness and Deaf-Blindness in New Mexico" was the title of two Vision Bees held in November 2018 in Albuquerque and Alamogordo. The Vision Bees were planned and facilitated by Dr. Eugene McMahon in conjunction with NMSBVI Outreach, NMSU Visual Impairment Program and the Project for NM Children and Youth who are Deafblind.

At the start of the 2018/19 school year, blindness awareness trainings were conducted by Mark Carter and Dr. Mason for new NMSBVI employees. A Blindness Awareness training was held in November 2018 at the NMSBVI Preschool for new employees and other interested staff. It was presented by Dr. Mason, Michelle Chacon and Mark Carter.

Also this past school-year, following an application process which required submission of documents detailing how NMSBVI designs, develops and implements continuing education trainings, NMSBVI was granted Category 1 Registered Provider of Professional Learning and Education (RPPL) by the Academy for Certification of Vision Rehabilitation & Education Professionals (ACVREP). As a registered provider of RPPL continuing education opportunities NMSBVI is able to offer continuing education credits toward ACVREP certification.



Visiting instructor Ann Cunningham (shown on the right) and NMSBVI staff work with students as they make beautiful clay art.

The Statewide Training Program conducted a training in conjunction with the Braille Challenge, which occurred in February 2019 in Alamogordo. The training by Ann Cunningham focused on ways to teach art to students who are blind and visually impaired as well as art/tactile drawing activities for NMSBVI students, staff, and parents. The training was recorded and made available to others who were unable to attend the training in person.

Other activities occurring in the Statewide Training Program included assisting with planning and conducting the New Mexico Association for Education and Rehabilitation of the Blind and Visually Impaired (NM-AER) Conference which was held January 30 through February 1, 2019 in Albuquerque. Additionally, the Statewide Training Program is an active participant of the recent NMSBVI Strategic Plan update-process and its subsequent goal implementation.





**TOP  
WORK  
PLACES  
2019**

**Albuquerque Journal**

*NMSBVI: Proud Winner for the  
Third Year in a Row!*

*Article from Albuquerque Journal, May 13, 2019:*

### **NM School for the Blind and Visually Impaired is the Best Midsize Company in New Mexico**

*By Glen Rosales / Albuquerque Journal Staff Writer*

With campuses in Alamogordo and Albuquerque, as well as mobile units available to roam the state, the New Mexico School for the Blind and Visually Impaired provides services to thousands of students across New Mexico. And the rewards of helping these students while maintaining a happy and vibrant work place makes the school the No. 1 mid-size business for the Albuquerque Journal's Top Workplaces 2019.

"We all really like what we do, and we like each other, and we like the students, and that creates a climate of success," said interim superintendent Patricia Beecher. "The number one reason is the students and families with whom we work. It's a low-incidence population of students, comparatively speaking. We learn something new from every student that we teach and every family with whom we work."

The state-supported school has 220 employees, the majority of which are at the residential, all-grade Alamogordo campus. The Albuquerque campus serves as a pre-school for children ages 3-6. "But we feel a responsibility toward students who are blind or visually impaired throughout the state," Beecher said. "We have an Outreach Department that supports school districts and helps to mentor teachers to work with their population of students. And we have an Assistive Technology Department to go out to school districts around the state with the newest technology for students to access technology."

Paul Kilman, principal of the Albuquerque campus, said the way the staff works together and supports each other is what creates the unique workplace environment at both campuses. "What makes us great and the school an amazing place is the dedication of the staff," he said. "Everybody here is happy to be here because they know what they're doing is important."

The cooperation among the staff is beyond compare, Kilman said. "We all work together as a team," he said. "There is lots of collaboration and meetings to talk about students needs; and everybody understands that they've got a voice, and they know they're going to be heard. We refer to everybody here as a work family.... That's what makes the setting so special."





# Demographics Fiscal Year 2019

## Birth-to-3 (also called Family, Infant, Toddler Program/FIT)

- 997 children have been screened.
- 1,177 new referrals.
- 612 children served on caseloads.

## Early Childhood Program (ECP/Albuquerque campus)

- 60 students were enrolled during the school year.
- School districts included: Albuquerque, Rio Rancho, Cibola, Torreon, and Los Lunas.

## Residential Campus (Alamogordo campus)

- 47 students.
- 28 students received itinerant/consult services.
- 8 short-term placements.

## Outreach Department

- Assistive Technology served 113 students across 40 districts and performed 50 evaluations.
- Mentored 8 interns in 2 districts plus both NMSBVI campuses.
- Provided direct services to 16 students in 5 districts around the state, including direct services for Albuquerque Public Schools' pre-school students and did consultative services for students in Tularosa and Mescalero.
- Held 6 learning circles in 4 locations (Albuquerque, Las Cruces, Roswell and Alamogordo) with attendance ranging from 7-11.

## Vision Impairment Program

- Enrollment Data for Summer 2017-Spring 2018: TSVIs = 10, COMSs = 7, MA in SPED = 6, New Admission = 15 (5 COMSs & 10 TSVIs).  
Note: since admissions occurred in spring 2018, these 15 students were not yet enrolled in classes.
- Completion Data for Summer 2017-Spring 2018: TSVIs = 5, COMSs = 0, MA in SPED = 4.
- Internship Data: TSVIs = 9 in 3 districts + NMSBVI, COMSs = 2.

## Low Vision Clinic

- 64 students seen, over 27 new/37 follow-up appointments.
- 4 travel clinics: Gallup, Roswell, Alamogordo and Las Cruces.
- 22 districts + 3 charter schools + all NMSBVI programs.

## Instructional Resource Center (IRC)

- 3,238 items were checked out.
- Provided materials to 37 school-districts in New Mexico.

Number of Children Served by NMSBVI  
Across the State: approximately

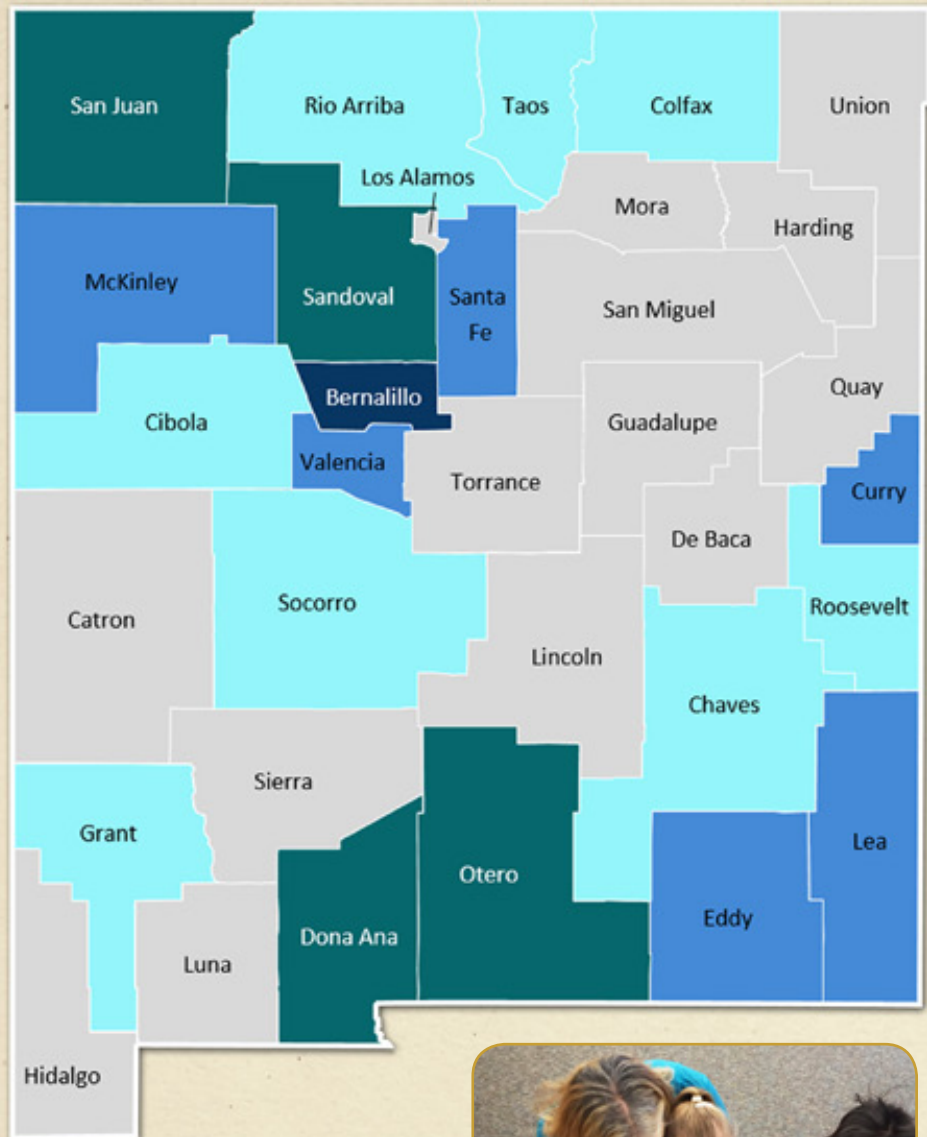
**4,000**





# County Map

## Children Served on Caseload, by County 2018 – 2019 School Year



- 0-10 Students
- 11-30 Students
- 31-75 Students
- 76-150 Students
- 400+ Students



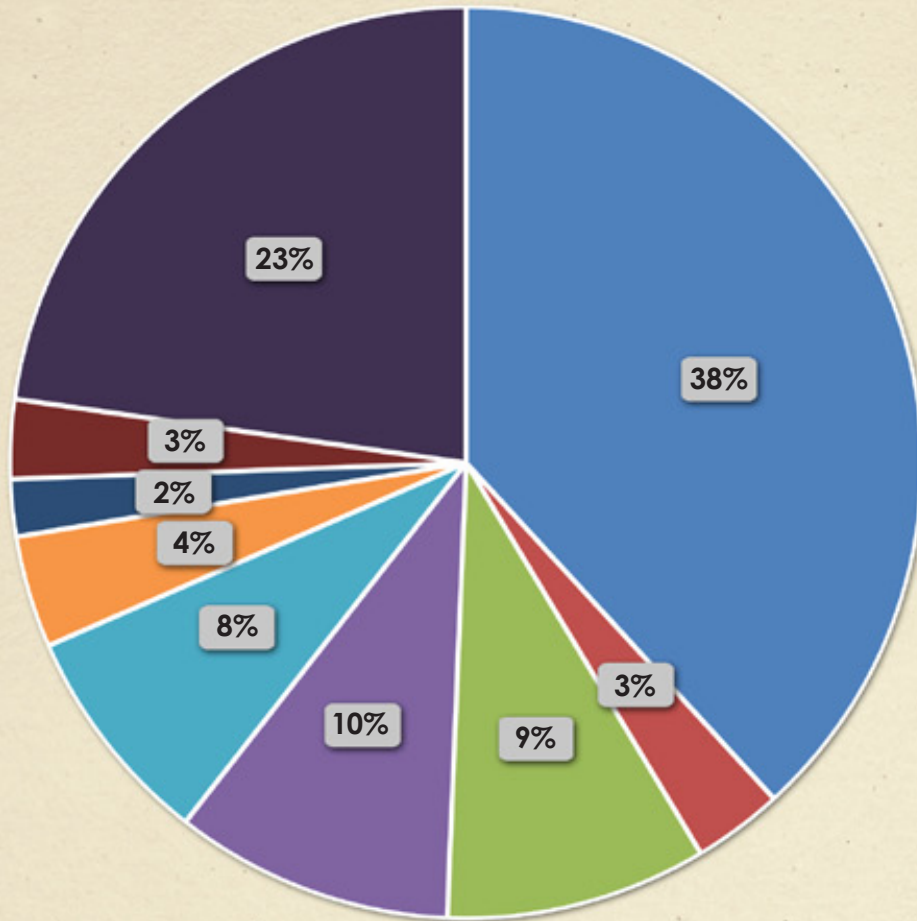
*A classroom teacher reads a story-book to several preschool students at the ECP.*





# Statewide Vision Diagnosis

Statewide Vision Diagnosis  
July 2019



- Neurological Vision Impairment
- VI due to Non-Accidental Trauma
- Optic Nerve Hypoplasia (ONH)
- Retinal Defect
- Anterior Defect
- Ocular Motor
- Enucleation, Anophthalmia, Microphthalmia
- Nystagmus
- At risk

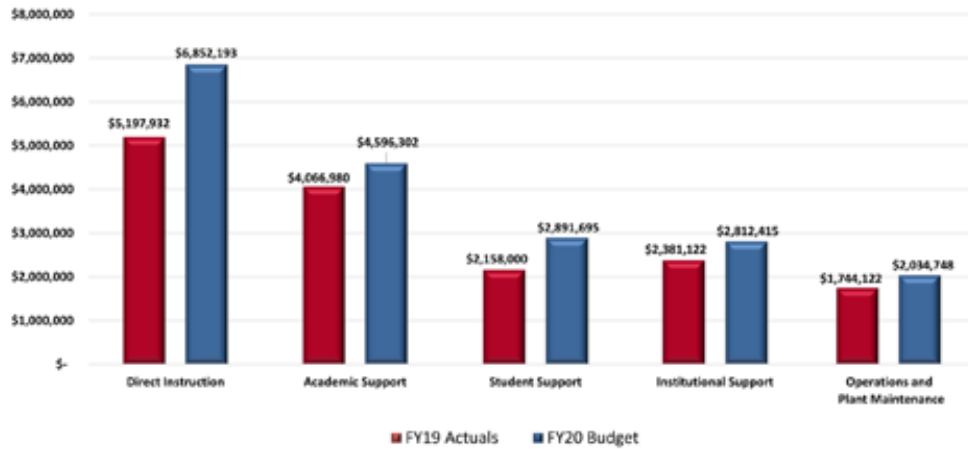




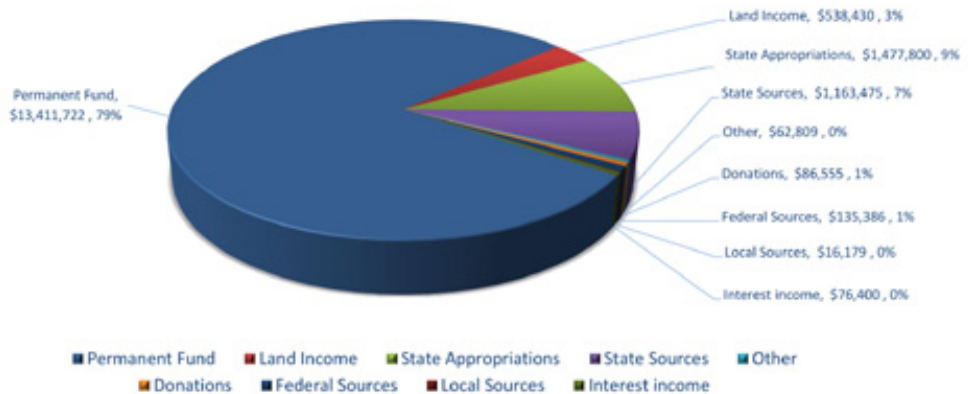
# Financials



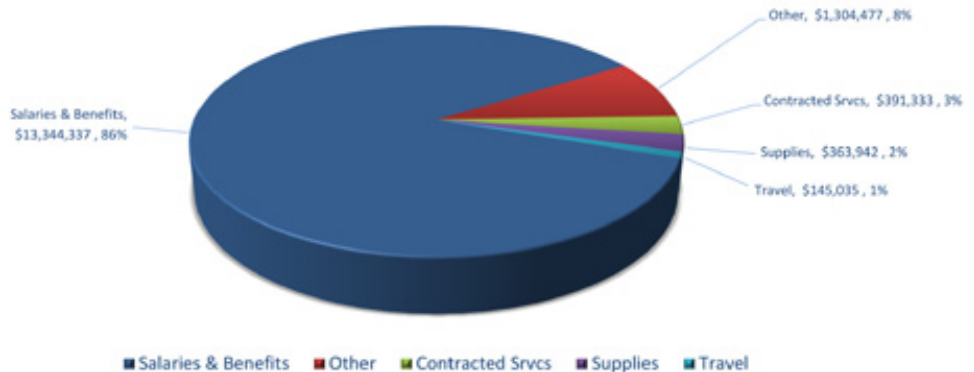
## FY19 Unaudited Actuals to FY20 Budget



## FY19 Revenue



## FY19 Expenses





# Construction on the Alamosordo Campus

## **Margie Macias, Director of Institutional Support Services**

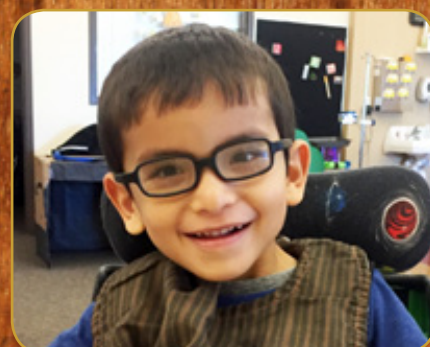
After a small break from construction, the pleasing sounds of progress are soon to start back up at the residential campus in Alamosordo. In partnership with the Public Schools Facilities Authority (PSFA), the Public Schools Capital Outlay Council (PSCOC) and the Higher Education Department (HED) Capital Projects Committee, NMSBVI is gearing up for another full couple of years of construction.

Presently, the design phase for renovations to the Quimby Gymnasium and Natatorium is underway with a targeted construction date of December 2019. Renovations to the gymnasium will consist of a new roof, mechanical, electrical & plumbing upgrades, reconfiguration of the restrooms and locker room areas, new energy-efficient windows & floor upgrades. The natatorium will consist of plumbing upgrades, reconfiguration of the restrooms and shower areas and a new laundry room. The parking lot adjacent to these buildings will also be replaced. On the heels of the Quimby Gymnasium & Natatorium design work, NMSBVI is moving forward with selecting a design professional for the design of two long-awaited projects. The first project involves demolition of the Sacramento Dormitory and construction of two residential cottages. The second project includes demolition of the Garrett Dormitory and construction of a new dormitory. These two projects will run simultaneously, under one general contractor, due to scheduling between the two projects. While the two cottages and the Garrett Dormitory are being constructed, the Sacramento Dormitory will be used as "swing space" to temporarily house the residential students. Once construction of the new Garrett Dormitory is complete, the residential students will move back in, and the Sacramento Dormitory will be demolished.

Along with these three projects, an additional project will follow which involves demolishing the existing Superintendent's Residence and beginning new construction of a handicap accessible residence. Construction estimates for renovations have proven to be more costly than new construction. Lastly, two parking lots will be replaced – one at the area of the two educational buildings and the other at the area bordering the Lyle Administration Building & the Paul & Lois Tapia Building.

It is important to note, planning construction projects on the Alamosordo campus requires much consideration due to the orientation and mobility concerns of students who are blind and visually impaired. Additionally, because NMSBVI is a residential school, the closing of recreational, extracurricular activities facilities and/or housing areas requires strategic staging so that the students' residential setting is not heavily impacted by excessive barriers and obstacles within the confinements of the campus.

In closing, NMSBVI appreciates the partnerships with the PSFA, PSCOC and HED and their continued support and understanding of how projects are scheduled and managed while, at the same time, considering the students' safety and well-being. When in the area, please stop by our beautiful Alamosordo campus for a tour!







Beautiful new light-posts were recently installed.



Continuing campus improvements help to make NMSBVI a safe and pleasant place for our students!



Students gather in the Quimby Gym every day for "morning movement" time.



The school's natatorium is both a beautiful and often-used functional space.



Our Early Childhood Program facility, located in Albuquerque, continues to serve our preschoolers very well! Shown here, three preschool friends walk hand-in-hand through the hallway; and a student & Education Assistant Amanda Gonzales relax on a park bench adjoining the very spooky Halloween-decorated ECP playground.





# NMSBVI Foundation

## **Beth Lyle, Innovations and Development Manager**

Did you know that the New Mexico School for the Blind & Visually Impaired has a Foundation? It was established in 1982 to provide supplementary funding for the many student programs, projects, equipment, and services that NMSBVI provides. In 2009, The Board of Regents foresaw that with the growth of New Mexico's population and the increase in the school's enrollment, the Foundation would need to transition from being a more passive organization to being an active one.

Today, the Foundation has a new-found synergy and direction to meet the current and future needs of our students. Last year, approximately 4,000 children throughout New Mexico were served by NMSBVI. It is with this knowledge that the NMSBVI Foundation works hand-in-hand with the NMSBVI Innovations & Development Department to ensure that there is sustainable funding for the unmet need of the school.

In 2018, The NMSBVI Foundation was pleased to host our Third Annual Glowball Tournament, a great success! Many thanks for the generous donations from our continued sponsors: Modrall Spering Law Firm, Rodey Law Firm, Family Eye Care, and Ortiz and Zamora Law Firm.

## **The NMSBVI Flex Bus: 75th Birthday in 2019... & a brand new home!**

The school's "Flex Bus" was manufactured in 1949; NMSBVI purchased it shortly thereafter, and it served the school handily for many years. Now it's off to a new owner in Oklahoma, where it will be renovated and then travel across the country.

*Pictured: Mr. Davis & his new/old bus!*



## **THANK YOU**

**to the New Mexico Chapter of AT&T Pioneers!** Their generosity made possible the installation of a new "Light Room" at the school's ECP site in Albuquerque, filled with giant bubbling tubes & other light-up goodies!

*ECP student Kimberly assists with the Grand Opening festivities by tugging on the decorative ribbon on the Light Room door.*





# Saying Goodbye



**NMSBVI GRADUATING CLASS OF 2019:**  
 Andres Manuel Romero • Nadine Aleeya Smith • Omar Rascon



## ECP GRADUATES

- Luke Anzo
- Ryleigh Davis
- Athena Diggs
- Josephine "Jo Jo" Dupont
- Audrina Garcia
- Kimberly Gordon
- Anhayla Harris
- Elliott Hitchcock
- William "Liam" McGlothlin
- Anna Milford
- Ema Morales
- Chase Owen
- Easton Smith
- Elijah Tafoya
- Madelynn Troyer
- Lilah Wilson
- Avery Wright



*Pictured here, ECP graduates sit among festive balloons; and graduate Elijah gets his diploma and a hug from ECP Principal Paul Kilman.*

## NMSBVI STAFF RETIREMENTS

- Ellen Kivitz
- Paul Mancuso
- Dan Moore
- Cece Quintana





To request a copy of this publication in Braille,  
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NMSBVI Braille Production Department:  
email [SHilton@nmsbvi.k12.nm.us](mailto:SHilton@nmsbvi.k12.nm.us)



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