



2021

NMSBVI INNOVATIONS FAIR
Adapting & Thriving during Remote Learning

Summer 2021

Hello, NMSBVI Partners, Families, and Stakeholders!

This has been quite a challenging school year. However, those challenges have pressed NMSBVI to persevere and create new and innovative programs, tools, and practices. We are pleased to host our Fourth Annual Innovations Fair – A Showcase of New Ideas & Evolving Programs. This year, like everything else, our Fair looks different. Due to the continued risks that come with large gatherings, we are presenting a print / online version of our Fair.

Part of NMSBVI's Strategic Plan involves creating and supporting innovative practices for our students. This Fair is a celebration of these innovative practices and allows us to share a sampling of our ideas with our community. These practices allow us to better serve our students and keep us in the forefront of our field of educating students who are blind or visually impaired.

We encourage you to take some time & read through this past year's initiatives and creations, as we are eager to share them with you. If you have any questions, please reach out to any one of us at NMSBVI. We are here to support and collaborate with our partners in order to continue to contribute to growth in our field and the success of all of the students who are blind or visually impaired in New Mexico. **Explore and enjoy!**

Patricia Beecher

Patricia Beecher, NMSBVI Superintendent 



During this time of remote learning, families, staff, and students have all become true innovators! Here, student Amythyst proudly displays her 3-dimensional paper-craft creation, which she made at home; in the background, an electronic device sits on the table, ready for her next virtual gathering with NMSBVI teachers and friends.



A virtual "telehealth" session with staff from the NMSBVI Birth-to-Three Program helps this 11-month old to strengthen his tactile & exploration skills, in the comfort of his own home.



ECP student Eliza follows along with her class, to create some artwork on a countertop at home; in the background is a video-display of her teacher broadcasting the remote session.



ECP student Phoebe participates in a cooking activity in her home, with her teacher directing the process via Zoom.

TABLE OF CONTENTS

The Virtual Classroom

Activities, instruction, and learning during remote learning

ECP Braille Group	Page 4
Teddy Bear, Teddy Bear	4
Blowing Clouds	4
Circletime Powerpoint	5
Elementary Classroom	5
Virtual Science	6

Expanded Core Curriculum / Life Skills / Extra-Curricular Instruction

Beyond the classroom from Birth to 21 and every age in between

Summer Camp 2020	7
ECP Family Nights/Literacy Event	8
Library Services	8
Woodworking and Greenhouse Projects ~ Virtual	9
Dorm Life	9
NMSBVI Yearbook	9
Recreation & Leisure/Adapted PE	10
Girl Scouts!	11
Food Services ~ Alamogordo Campus	11

Related Services

Creating, supporting, and adapting to a new way of service provision

ECP Therapists	12
Virtual Counseling Services	12

O&M ~ Main Campus	Page 13
Nursing newsletters from ECP	13
Handwriting Without Tears ~ Virtually	14
Virtual O&M Lessons (ECP Classes)	14

Social Activities

Continuing to connect and build relationships while apart

Preschool "Social Hour"	15
Movie Night ~ ECP Preschoolers	15
Zoom Social Nights for School-Age Students	15

Around the State

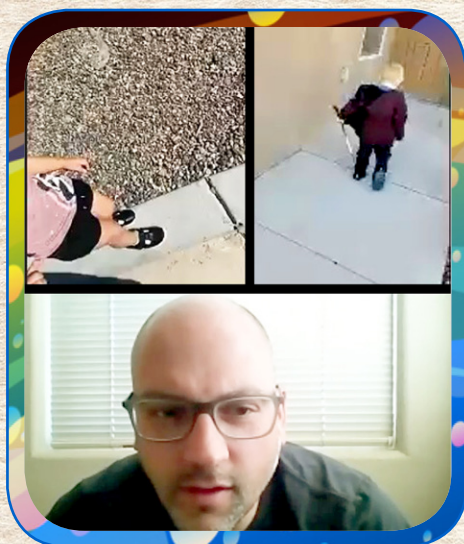
Statewide services to students and professionals

Virtual Assessments & Outreach	16
Technology Lending Library	16
2021 Vision Bee	17
VIP Program at NMSU	17

Current Research

Updates and lessons learned

B-6 O&M Inventory	18
CVI Profile Professional Learning Circles as part of Study	18



ECP O&M Mr. Jason goes on a virtual walk with two students around the neighborhood; one student walks along a curb while the other uses his cane to find his front door.



Holiday sing-alongs were still fun, even in a remote format! Shown here, music instructor Mr. CC leads students Jordyn & Jude in a song played on guitars and a noisy shake-bottle!




In remote technology class, instructor Ms. Jerri visits with student Aneas on a screen in the tech classroom. Online meetings like this facilitated a continuation of learning, all thru the pandemic.



ECP Braille Group

Navi Madrugada - ECP Instructor


The goal & purpose behind this virtual class was to provide direct braille instruction for preschool students. In person, teaching braille is often done one on one and with lots of tactile modeling, which was a great barrier to overcome for virtual learning. Each class began with a warm up activity to strengthen hands & fingers and get them ready to track or produce braille symbols. We focused on finger isolation, learning to use two hands together, and positional concepts through fun sensory play items and songs. Once a week, the class focused on just tracking/reading lines of braille in books, or on teacher-made braille pages. The other class focused on learning parts of the braille writer, finger placement and strengthening on the braille keys, and producing a couple braille symbols or letters such as full cell, letter a, c, g, and l. In the spring, we introduced the swing cell & braille flashcards, and students worked on forming and finding braille letters in both formats. It was great to see progress made, which was in large part due to the ability of family members to sit with and help cue and support their child as needed. Teaching this braille class (and other classes) virtually, enabled me to communicate & demonstrate strategies & needs to family members on a much more frequent basis. It gave family members an up-close, in-person understanding of their child's visual & learning needs. Learning at home can be tricky, because often students work & behave differently for parents than for teachers. The biggest joy was seeing one of my students complete everything we had worked on virtually all year, demonstrated in-person and independently, when in-person learning resumed. 



Ms. Navi teaches three students how to use the swing cell during online braille class.

Teddy Bear, Teddy Bear

Stephen Lyle - ECP Instructor


During the month of February, we were discussing friendship, so we created a series of lessons where students could "show off" their stuffed friends. Each day in circle time the students brought a stuffed friend. Initially we would spotlight their video and have them show us their stuffy; then as a group we practiced positional concepts of the bears going up/down, under, beside, etc. Later in the month we switched to pretend play, fed our teddy bears, & took turns feeding each other's teddy bears. I would spotlight one student & ask them to hold their stuffed friend to the camera, while other students used spoons or cups to virtually "feed" the spotlighted stuffy. 

Blowing Clouds

Jenna Stewart - ECP Speech Language Pathologist

This is a fun example of how zoom continued to show us unique learning opportunities, even once we returned in person. There was one student in class & one on zoom. The teacher read "The Wind Blew" and then the kids made a cloud by pulling apart cotton balls and gluing the pieces onto a white piece of paper shaped like a cloud.

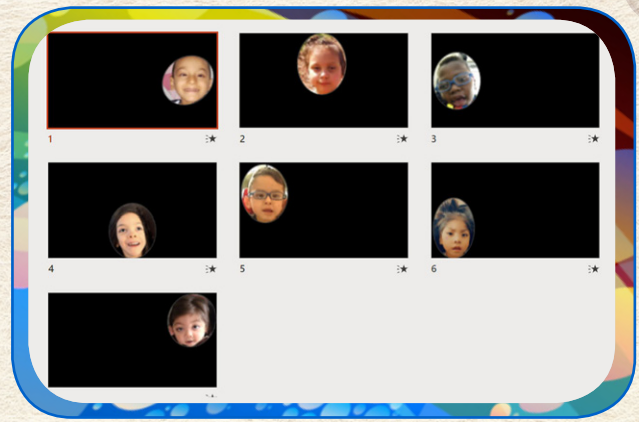
After the kids finished the craft, they wanted to show off their clouds. To capitalize on this "teachable moment," and to make it a little more interactive, I suggested incorporating the oral motor activity of blowing. One student held up his cloud to show his classmate and then we counted down "3, 2, 1, blow!" As the student blew, I moved his cloud away from him until it covered the whole screen on Zoom. Next, I verbally encouraged the student on Zoom to blow the cloud back to his friend. As the student on Zoom started blowing, I moved the cloud away from the camera and back to the first student. We then talked about it with the parent on Zoom and were able to repeat the process in reverse. The kids were having a great time with this, so we continued for several more minutes, taking turns blowing their clouds back and forth to each other. This activity ended up working on following directions, back and forth turn taking/ social interaction, and oral motor planning.

After the lesson, we discussed that this would be a difficult activity with multiple kids in the classroom (due to potentially blowing more germs around!), but it worked well with one in the classroom and one on Zoom and could easily be a whole-class zoom activity. 

Circletime Powerpoint


Maya AlaridPease
~ ECP Instructor

During the distance learning period of the 2020-2021 school year, every day presented a unique set of challenges to ensure that learning was accessible for my students. My classroom is comprised of students with multiple impairments, including blindness. For my students, the auditory component is a very important piece of their instruction and, for most of them, is their primary mode of learning. When in the classroom, we do a lot of singing throughout the day! We use songs as an auditory cue for transitions, to help students anticipate a specific activity, and as a technique to draw their visual attention to an activity. Due to the frequency & repetition across school years, most of my students are very familiar with the songs. During distance learning this year, I strived to bridge the gap between school & home by incorporating some of the familiar songs into the daily virtual lessons.



During virtual learning, Ms. Maya used an animated Powerpoint presentation to work on visual tracking skills.

One of the most familiar songs we use in my classroom is "Welcome to Circle." Traditionally, we sing to each student who is present before we begin our whole group songs and thematic story. For our virtual learning, I wanted to present the "Welcome to Circle" song in a way that would maintain these social interactions and relationships not only between the staff and individual student, but also between students despite the physical distance. I created a Powerpoint presentation that incorporated the face of each student on a separate slide. The enlarged faces were fixed in different starting locations on the pages. I set a delayed timer to allow time for visual attention and fixation on the faces, before starting a unique trajectory of movement across the slide to work on visual tracking skills (horizontally left-to-right and right-to-left, vertically above-to-below and below-to-above, and diagonally). The rate of the transition across the slide was adjusted to the specific needs and goals of the students. I adjusted the length of each slide presentation to the approximate time needed to sing the "Welcome to Circle" song to each child. I also wanted to work on the student's receptive communication goals and cognitive anticipation of the next slide by pausing between slides, asking "who's next?", and looking for a response through facial expression, body, movement, or vocalization.

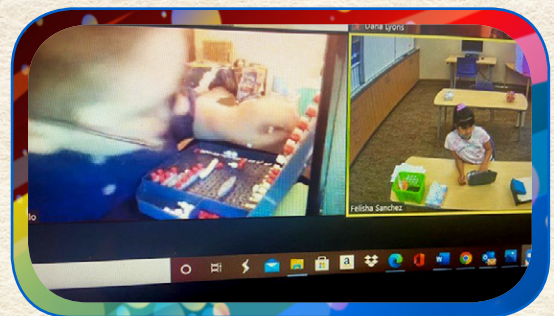
Other goals of this activity included the student's facial recognition of self and of their peers in anticipation of returning to school for in-person learning. I wanted the students to feel connected to each other despite the geographic distance and this ended up being a fun activity that they accessed through their iPads in order to accomplish this goal. 

Elementary Classroom

Dana Lyons ~ Elementary Instructor

This school year has been challenging, but one for the history books! Teachers, EAs, staff, and students were faced with challenges that we never could have imagined. The NMSBVI Elementary students rose above these challenges and continued to learn and grow in such unprecedented times. The lessons listed below just highlight a few of the ways that learning was brought to them, from their classroom to their homes.

Race to A Dollar Group Game: This game was used to practice money skills of counting coins and creating a dollar with different coin configurations. Each student was sent a variety of coins and paper money to practice their money counting skills and learn or practice how to fold paper money for identification. To play this game, each student needed their coins, and/or braille dice or interactive dice on YouTube. Each student would roll their dice or say "stop" with the interactive dice and the teacher would pause the video and then the student would collect their winnings based on the number they rolled. During each turn, as they receive more money, they have to add their coins together. The first person to a dollar or 100 cents is the winner! Also, if a student had five nickels, they would be prompted to see if there was a trade in or trade up for another coin. This game works with turn taking when playing a group game, and math & money skills. For more information, you can visit <https://www.youtube.com/watch?v=9L-VhUmir-A&t=64s>



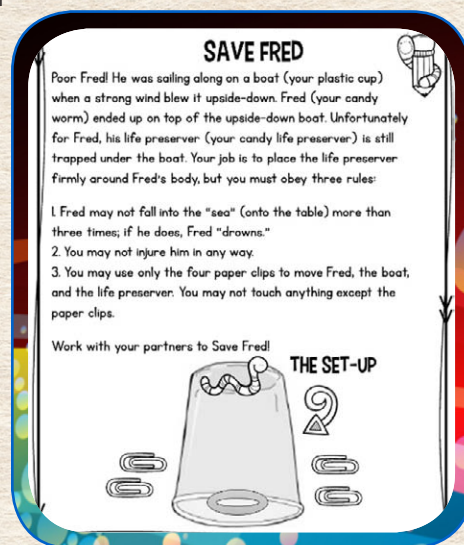
Students play the board-game Battleship, adapted for a Zoom platform. It reinforces graphing concepts, and is a whole lot of fun to play!

Zoom Battleship: Finding games to play remotely over zoom or other virtual platforms was a bit challenging. Playing group games and other games is a great way to build upon social skills, as well

as recreation leisure skills. One game that students really liked to play was the classic game Battleship. This required each student to have a Battleship game board, whether remotely or in-person; and for students who were unfamiliar with the game, it required some teaching and adapting of the game. This game is great to introduce graphing concepts to upper elementary students. This also can be a good game to practice tracking from left to right, identifying nemeth and literary braille letters, recreation and leisure, and social & game skills. It can also be adapted to play on brailled graph paper, enlarged print graph paper, or tactual graphing grids. Once the students learn the rules and how to navigate a battleship grid, the students were able to play without staff support.

STEM Activities: Throughout remote learning and when students returned to in-person learning, STEM activities were incorporated monthly for all students. These activities were built in as rewards and motivators during weeks leading up to breaks or holidays. Some of the activities included: building structures with food items and toothpicks; building towers with food items; and the Save Fred activity described below. All students participated in these activities and the activity instruction was tailored to their ability or grade level. These activities not only promote, but also work on sensory efficiency skills, especially their listening skills. Due to limited in-person learning experiences, students needed opportunities to work on their problem-solving skills, team work, creativity, and to practice critical thinking.

Save Fred: This activity was an easily adapted activity for students with visual impairments and of all grade levels in elementary. Each student received a plastic cup, gummy worm, gummy peach ring, and four paper clips. The story about Fred was read out loud and each student needed to set up their materials. The goal of the activity was to get Fred (gummy worm) into his life preserver (gummy peach ring) and then flip the boat right-side up, so Fred can safely be in the "water." This fun story-based activity worked on students' listening skills, problem solving skills, and prepositional phrases. Depending on the age and ability level, the difficulty level was adjusted. Students who were at the most advanced level, were not able to touch the gummy worm, cup, or peach ring with their fingers; they had to use the four paper clips. Younger students had to use their fingers and paper clips to save Fred. Lastly, students who were working on their prepositional concepts, could use their fingers and hands and practice putting on top, next to, under, beside, through, etc. For this activity, students were encouraged to do it several times, and try different strategies to save Fred!



The instruction sheet from "Save Fred" explains how to set up & play with simple objects provided by the school; the game reinforces many skills including innovation and creative problem-solving.

Virtual Science *Jeff Killebrew - Science Instructor*

Science education delivered remotely for our students provided many unique challenges to overcome, in order to continue providing the high quality and vigorous learning opportunities our students need to succeed. These challenges were addressed by engaging in weekly at-home science experiments, partnering with our O&M staff to provide weekly "Discovery Walks", and to make use of a digital graphics tablet in lieu of a classroom whiteboard.

Science Experiments: Our science experiments used common household and kitchen items to explore various properties of matter including chemical reactions, forces, simple machines, density, polymers, and fluid dynamics. All of the materials needed for the activities were sent home to the students, along with instructions for each week's activity. With each experiment, students gained greater independence and greatly enjoyed "making messes" at home all while learning about the science principles embedded within each activity.

Discovery Walks: In order to maintain a sense of community and exploration, we partnered with Kelly Carnes, one of our O&M specialists, to go on



Student Ivory works virtually with Mr. Jeff to set up an experiment of an "erupting volcano." Educational, messy, and fun!

virtual Discovery Walks each week. During these walks, we would join Kelly via the TEAMS video platform where he would take us on a tour of different locations and businesses in and around the city of Alamogordo and nearby communities. We spent time exploring the desert ecosystem to learn about predators and their prey; explored directionality by observing the location of the sun and from which direction the wind was blowing; and made many new friends (both human and animal) as Kelly introduced us to local business owners along with farm and ranch animals. One of the highlights was meeting Pigga the Pig, a rescue animal who is blind.



During science class Discovery Walks, students and Mr. Jeff followed along with O&M instructor Mr. Kelly as he explored the community; they toured virtually many interesting locations, and met Pigga the Pig and other animal friends along the way.

Graphics Tablet: To better serve my High School Chemistry and Astronomy classes I used a digital graphics tablet to replace the classroom whiteboard. Connected to my computer by USB, this tablet allowed me to create and explain interactive content visually by writing, editing, and annotating directly in files and sharing my screen in real-time. Working like a real pen/marker, the tablet and pen provided greater control in creating real-time pointer-based graphics such as using different colors and line thickness to circle an item in the display, or handwriting text. It proved to be especially handy in writing, editing, and explaining

complicated equations to my students.



EXPANDED CORE CURRICULUM/LIFE SKILLS/ EXTRA-CURRICULAR INSTRUCTION BEYOND THE CLASSROOM FROM BIRTH TO 21 & EVERY AGE IN BETWEEN

Summer Camp 2020 *Ron Later ~ Resource Specialist/O&M Instructor*

Due to the Pandemic, 2020 was the first time NMSBVI attempted to run an online summer program. In previous years, camps were held all around the state and even out of state! With the craziness of 2020 in full swing, NMSBVI had the challenge of maintaining the essence of camps from previous years in a remote format. Luckily, NMSBVI's teachers and students had the last quarter of the 19-20 school year to get started using an online format. This helped with the formation of plans for instruction and activities. Educational supplies were sent to students ahead of time, which helped ensure that everyone had what they needed for the class.

Though we missed being in person, there were some surprising benefits to the online format. Parents didn't need to fill out the usual set of forms and set up appointments for their child to see their doctor, which made attending camp easier. Students got to attend classes from their home, sleeping in their own beds each night. Because the classes were offered in a cafeteria format, students could choose which classes interested them and/or fit their academic goals. Teachers were able to have a more specific focus in key subject areas, such as Algebra 2, instead of a more generic high school math that encompassed concepts from 9th to 11th grade. Programmatically, the remote model allowed for NMSBVI to serve some students who had never been seen before and who would not have participated in an in-person format, which was a unique opportunity brought forth by the pandemic.



The 2020 Summer Camp experiences were virtual, rather than in-person; students joined a variety of activities via Zoom, and continued refining their technology skills.

Ultimately, the 2020 summer program wasn't so much about finding a silver lining as identifying a way to benefit more New Mexican students with visual impairments going forward... possibly combining an in-person experience with an on-line presence to expand NMSBVI's summer programming.



ECP Family Nights / Literacy Event

Kitty Edstrand ~ Innovation, Development, & Resource Coordinator

One aspect of regular in-person programming that we were sad to give up due to the pandemic were our family fun-nights. In order to try to continue to give families from all school classes a chance to come together for an activity, the ECP hosted a few "Virtual Family Fun-Nights" where families were invited to join in a pre-planned, multi-sensory activity that related to a theme. Yvette Aragon (Ed.Assistant) coordinated the activity, materials, and zoom link, to ensure everyone who could participate was able to. In addition to the family fun-nights, Sarah Caswell (Ed.Assistant) coordinated a virtual literacy event that focused on providing hard copies of various resources on how to make literacy meaningful for students with visual impairments, as well as a raffle for story boxes with real object props that she created! Though these were activities that would normally happen "after hours" on campus, these staff dedicated their time to making sure these extra-curricular events could still be offered, despite the pandemic.

ECP staff created several "story boxes" complete with tactile components, to help enhance the reading experience for preschool students with visual impairments.



Many staff & students gathered virtually to attend the ECP's Family Fun Nights!

Library Services **Amy Brody ~ Librarian**

The library was closed from March of 2020 through the rest of the next school year, so we did things a little differently. The librarian checked out books and sent them to students through the Transportation department. She also used Bookshare service to make books in braille and large print, to meet the demand for quick-turnaround book requests which were more difficult to meet when manufacturers were closed and unable to ship things quickly.

The library began making a weekly offering of books on the school website. Each week there was a classic book for teens with a link to a choice of audiobook or text version of the book, followed by biographical information about the author and discussion questions. Younger students were provided links to video readings of five storybooks, one of which was in Spanish, and one easy reader science book. The librarian also read books live to the younger students through videoconferencing from her home library.

Additionally, the school's librarian also made many 3D printed buildings and other objects on her home 3D printer and looked forward to sharing them with everyone when all the students were back in school. These objects were designed to help facilitate understanding the world we live in and demonstrate concepts from the books we read.

Though learning and teaching from home was a big challenge for everyone, we still were able to enjoy the comforts of a good story no matter where we were.



Students Hae'Leigh & Beau, and Residential Life Assistant Ms. Angeli gather virtually to enjoy another reading adventure with Librarian Ms. Amy.

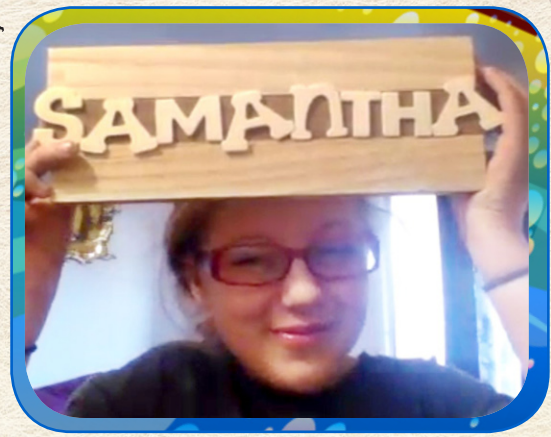
Woodworking & Greenhouse Projects ~ Virtual

Jackie Freeman ~ Program Coordinator

While many elements of the Life Skills program could easily transition to occurring in the home, the yearly woodworking project and greenhouse project were more challenging! Though it was beyond our ability to give the students the usual teaching experiences related to how to safely use a variety of power tools in the woodshop, we were able to focus on the finish elements that are essential to a quality woodworking project. Students were sent pre-cut and drilled pieces of wood; then they had to assemble the strips of wood into their own creative masterpiece. Students glued the wood and used rubber bands in place of clamps for drying, learning an alternative use from a common household item! Once the strips were dry and sanded, the students inserted pegs into pre-drilled holes to braille out their name, or glued wooden letters of their printed name. Students were then able to enjoy their name plaques, and one student gave his away as a gift.

For the greenhouse, students were provided seeds and pots to plant flowers at home. While the teaching process for that followed much what it would look like during in-person, we had to create a greenhouse for them! So, students learned how to use plastic bags and foam bowls to create home-made greenhouses for the plants they planted. Students also learned how to water and carefully check their plants so they did not destroy tender young plants coming up. They now have thriving young plants that are ready to be planted outside at their own home.

Though these projects were carried through in an alternative format than they would be in person, virtual learning provided a unique learning opportunity. It allowed students to learn how these projects could be done at home & how there are many uses for things you can find right inside your own house!



Samantha proudly holds up her wooden name-sign, which she created at home with components sent from the school's Life Skills department.



Life Skills students have some big fun potting their very own plants at home, as Educational Assistants Mr. Matthew & Ms. Kim laugh along with the class.

Dorm Life Jackie Freeman ~ Program Coordinator

With the closure of school came the closure of the dorms. This created a new opportunity for many residential life staff to get involved in daytime instruction. Residential life staff were linked with classrooms, and began providing educational support: helping prepare materials, participating in zooms, leading 1:1 activities with students, researching activities for teachers, and more. This was a great way to get staff more involved in the educational process, and they really learned a lot from seeing how teachers push students to high expectations!

NMSBVI Yearbook Carla Gonzales ~ Multi-Media Specialist

The yearbook duo of Carla Gonzales, Multi Media Specialist, and Joanna Bradley, Graphic Designer, knew from the beginning of remote instruction that getting photos for the yearbook would be challenging. A plan was discussed at the beginning of the school year to create a "Then and Now" time-traveling theme, which would allow for the incorporation of some historical photos of NMSBVI, to supplement any new photos. Then it was time to try and capture photos of this school year.... With virtual teaching in full swing, Ms. Carla joined multiple lessons across disciplines to take screen shots of the classes & events. Additionally, families used their own digital cameras to document their students' learning & activities; and were given access to a special yearbook app, to transfer their digital pictures easily to Ms. Carla. Additionally, disposable film cameras were sent home to all school-age students, so families could to take pictures and send them back for developing. Film-based photography may be a thing of the past, but students & their families captured many cool moments thruout the school-year! We look forward to sharing the finished publication... which, like always, will showcase our students' many achievements!

Recreation & Leisure / Adapted PE

Alex Bocian ~ Adaptive Physical Education Instructor

During remote learning, the students of NMSBVI continued to explore movement topics in adapted physical education. The adapted physical education program at NMSBVI strives to provide a wide variety of movement experiences through practicing object control skills, locomotor skills, enhancing overall fitness, learning sport skills, recreation topics, and exposure to lifetime-based activities which will provide the students with tools & knowledge needed to lead an active lifestyle. After taking the time to reflect on the distance learning experience, I have identified some components that I feel increased success participation & success.


Collaboration: During adapted physical education sessions, both Randal M. (physical therapist) and Ron L. (O&M) were able to attend and assist students with specific feedback and instruction. We all have different specialties, but much overlap exists, and this team approach lead to safe and successful student outcomes.

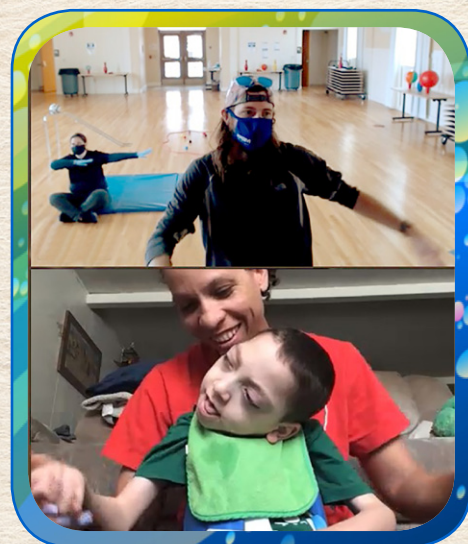
Demonstration: Each adapted physical education class contains a wide range of ability. To best support the unique needs of each class, we determined that each staff would provide a different demonstration. This allowed for students and caregivers to see progressions and be able to identify what the expectation was for the child that they were working with. For example, Randal would show a wheelchair modification, I would show a standard form, and an educational assistant would show an easier modification of the standard form. This allowed all students to participate together at their own level.

Equipment: PE equipment can be costly, and many students require some equipment to be modified or adapted. To provide students with a wide range of activities and equipment for virtual lessons, lots of the equipment was made inexpensively by staff. This allowed students to have equipment that they could modify and continue using in the future. Some examples of items that students utilized were beanbags, paper balls, pool noodle pieces, sock or paper balls, ropes, hula hoops, and plastic cups. --A huge thanks to all the staff who contributed to make and transport all these items to our students' homes!

Recordings: Each class session was recorded and posted for asynchronous students. These videos allowed students that might have schedule or internet issues access to content and the ability to see and hear their classmates. Additionally, these videos were made available for any students or parents that wanted to review content, practice a skill, or replay a favorite activity.

Activities: Each lesson and activity needed to be carefully crafted, allowing for multiple movement sequences that allowed for student success. For example, when bowling, allowing a student to roll a ball using one or two hands, one or two feet, or driving their wheelchair into it to progress the ball forward into their target. Additionally, many activities were crafted that allowed students to have the opportunity to socialize and engage with their peers, another component that was difficult during remote learning.

Remote learning posed a new challenge, and required creative thinking in order to continue addressing these skills at home without physical guidance or special equipment; and with the help of the whole team, we made it a success! 



Mr. Alex broadcasts his PE class from the Alamogordo campus; and Eli & his mom follow along with the stretches at home.



The latter part of the schoolyear included simultaneous virtual and in-person classes. Shown here, in the gymnasium of the NMSBVI campus, Mr. Alex demonstrates to his virtual audience how to do the next activity.... And then, as the remote participants follow along, he conducts the activity with students who are physically on campus. (Service Dog River stands by to watch the action.)

Girl Scouts!

Lori Adam ~ Occupational Therapist

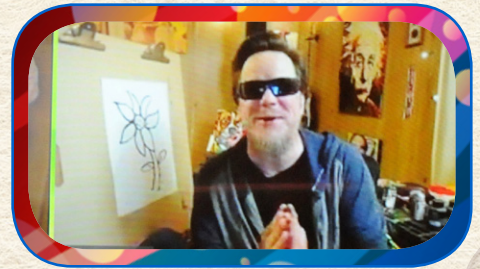
The virtual setting of the 20-21 school year did not stop us from forming a Girl Scout troop for NMSBVI students and female family members of NMSBVI employees. By involving the larger Alamogordo community, more students participated and new friendships were created. Three of the seven scouts are NMSBVI students. We have been meeting virtually each week. When starting the troop, the girls voted to have the white rose for our troop crest, representing our beautiful campus Rose Garden.

Throughout remote learning, we have completed a variety of activities that focus on the 4 pillars of Girl Scouts: Life Skills, Outdoors, STEM, and Entrepreneurship. Each week supplies were sent home for the following week's meeting. We have discussed COVID safe practices, made origami, built with marshmallows and toothpicks, used Oreo cookies to make the moon phases, made a kite, and created Valentine cards for the elderly. Our first year selling cookies was an incredible success; the troop sold a total of 9,284 boxes! Though we couldn't have traditional cookie booths with the whole troop, 2 girls at a time were able to sell cookies as a drive-thru service to meet COVID safety practices. Thanks to the staff and community who bought cookies from our students! Donated cookies were given to a local food pantry and we recycled the cardboard boxes into cat scratchers to also be donated. The girls would like to go camping with money raised from cookie sales.

With the virtual format, we've been able to have successful meetings, and even met virtually with some special guests; including an art activity with the world's best blind painter, John Bramblitt (shown at right).



Girl Scout Jessica tries not to laugh too hard as she balances a tall stack of her OWN Girl Scout cookies, just for fun!



Food Services ~ Alamogordo Campus

Cece Hurst ~ Food Services Manager

It has certainly been a crazy year, hasn't it? When COVID came along, it seemed that almost overnight everything changed. We went from feeding everyone in the school's dining room and being very family-oriented, to making "to-go" meals, which NMSBVI Transportation then delivered to local students' homes.

We changed the menus to be much more child friendly, easy to transport, and easy to serve. We tried to utilize food we already had on-hand because when the school buildings closed, we were well-stocked, with our freezers and pantry full of food.

The Education department checked with all the parents to see which local children wanted to get lunch meals from us. Due to social distancing requirements, we had to split staff so only half were here at a time; and we adapted to make sure the process of meal preparation was streamlined and effective. Then the school's Transportation department helped by picking up and delivering the meals to the students. We appreciated knowing that we were continuing to provide nutritious meals to students. We also did a couple of food-prep videos for the students and staff just to let them know we were still here. So, if you visit the link below, you can see a video that Carla Gonzales (staff Multimedia Specialist) recorded of Jan Denton and Jelly Myers demonstrating how to make a homemade grilled cheese sandwich on homemade bread — a campus favorite! The videos were a fun way to reach out since we all missed getting to see the students every day. Watch our videos on youtube, here.... <https://www.youtube.com/watch?v=9qVUNnewXhs>

We are now back in the kitchen full time, with the return of our Alamogordo on-campus students! While the students aren't eating in the dining room just yet, we get to see them when we deliver their meals to their classrooms and at the outdoor picnic tables in the school's Rose Garden, and we all so enjoy that!



Throughout the pandemic, Food Services provided meals to local students. Here, Cook Helper Mr. Clinton carefully hands a huge insulated food bag to Driver/Caregiver Ms. Brandilynn, who will deliver the meals to local students' homes.



RELATED SERVICES

CREATING, SUPPORTING, & ADAPTING TO A NEW WAY OF SERVICE PROVISION

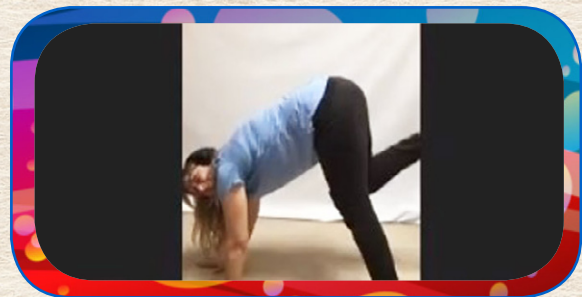
ECP Therapists *Mikaela Pierce - Occupational Therapist*

With the switch to remote learning, therapists at the ECP quickly realized they would become family coaches, which felt like a big change from providing hands-on therapy services. But they quickly adapted and realized it was quite a gift; and it has changed how therapists will work with families in the future! It's been beautiful to so closely bond with and get to know our families. Families have said they are learning so much about their kids' specific skills but also how their children learn in general (waiting time, repetition, etc.). Therapists also utilized the app, ClassDojo, as a communication and lesson-sharing tool in which they shared videos on a wide variety of topics; pre-recording lessons or songs so parents could use them during non-live lesson times, or to demonstrate a skill, or to explain a skill or purpose of an activity. We now have a library of these videos we can continue to share on a wide variety of topics -- that is another thing that can carry over to in-person learning.

Therapists also had to think creatively in terms of equipment or materials that may be needed for a particular skill or activity. They worked with teachers' Go-Bags to provide materials to address balance, mobility, hide-and-seek and treasure hunts for O&M, cane parts, ball games, sensory/massage, range of motion reaching, hand strength, scissors, writing and drawing, visual motor, fine motor, answering questions, following directions, taking turns, and more. Additionally, therapists began to use common materials that families have at home. A tissue box filled with beans on the floor for weighted kicking, measuring cups for nesting cups, water/beans/rice in a big bowl for sensory play, walking through the kitchen for an orientation lesson, discussing family pets for language lesson, pennies for finger strength, and changing lessons to have everyone go outside/to their window to look at, feel, discuss the weather. Therapists also got creative in their presentation of materials: using separate apps for read-aloud, electronic whiteboard for handwriting practice, and creating zoom backgrounds to limit visual clutter and maximize viewing space! One therapist with a photographer spouse set up a wonderful therapy studio using two computers and two sets of audio input/output/speakers so she can demonstrate and lead gross motor activities 10 feet away from the Zoom camera but still be heard by the students, and can still hear her students.



ECP teacher Mr. Michael & OT Ms. Michaela host a virtual class in which students paint pigs with big dots!



PT Ms. Laura virtually leads her ECP class in a range of gross motor activities designed for big movements, stretching, and fun.

Virtual Counseling Services

Jackie Freeman - Program Coordinator

During Remote Learning, the school psychologist had to be very flexible to ensure that she was able to meet the students' needs. This flexibility included the willingness to engage in multiple methods of contacting students – from phone calls, video sessions, emails and even snail mail with Braille information! While the school psychologist did maintain regular session times with students, she also developed more of an on-call availability for students to contact her when they really felt like they needed to talk. It was also important to focus on topics that many of us had not experienced to the degree that we did during the pandemic – social isolation, depression, anxiety about the unknown, and the sudden changes about COVID. In addition to the virtual counseling, we provided social and emotional support content to families & staff to aid everyone in addressing the range of emotions the pandemic raised.



Self-care is of paramount importance; and spending time in the school's Rose Garden is a great way to relax!

Orientation & Mobility ~ Main Campus

Ron Later ~ Resource Specialist / O&M Instructor

The change to remote learning posed a difficult and unique challenge for Orientation & Mobility (O&M) services to students who have visual impairments.

O&M lessons typically build on real-time, real-life obstacles and the problem-solving needed to handle those situations. For example, during in-person instruction, students learn to detect an intersecting hallway in a large building, not only through tactile input (by hand trailing or use of a cane), but also by the subtle change in air currents or a seemingly minor noise that the instructor often needs to be there to point out. Students learn to align for crossings at intersections by using a wealth of auditory input created by parallel and perpendicular traffic, which can only be experienced in person, as well as the instructor needing to be close-by for safety. This posed a problem for our O&M Specialists, as they were required to consider how to translate these real-life lessons into our new virtual system.



In her home, student Jessica listens to her lesson from Orientation & Mobility instructor Mr. Ron, using an iPad in tandem with a tiny physical mock-up of an intersection with mini cars, to help her understand the real-world spatial relationships.

Our O&M Specialists quickly realized that Remote O&M instruction was able to help students develop many other concepts and in a variety of different ways. Left/right, parallel/perpendicular, clockwise/counterclockwise, clockwise directions, and cardinality — all necessary concepts to be able to travel down the street—were all incorporated into a number of different games during PE classes with elementary students. Preschool age students with multiple impairments were seen in their own backyards where concepts like up/down, behind/front/side, in/out, backwards/forwards were added to their personal play activities. Older students reviewed a series of videos that each featured different types of intersection and had questions to answer about which of the crossing options were viable choices, given the different types of traffic controls at each type of intersection. Though there's a lot to learn and practice when in-person resumes, we were able to continue working on foundational concepts and skills that could still progress the students in their O&M training.

Nursing Newsletters from ECP

Maleri Gallegos & Burdetta Martinez ~ Nurses

During the Covid-19 pandemic, school nurses were at home. Most of our job duties include 1:1 interaction with students, so we had to be creative to continue to meet the students' needs during the pandemic. To that end, we created monthly nursing newsletters that included healthy recipes, exercise suggestions, information on mental health, art activities, sensory projects, etc. These were emailed to staff and uploaded to the Class Dojo for parents to read. Because we were able to communicate with the families so frequently, we developed a rapport with them which has been more than helpful while coming back to school in-person.

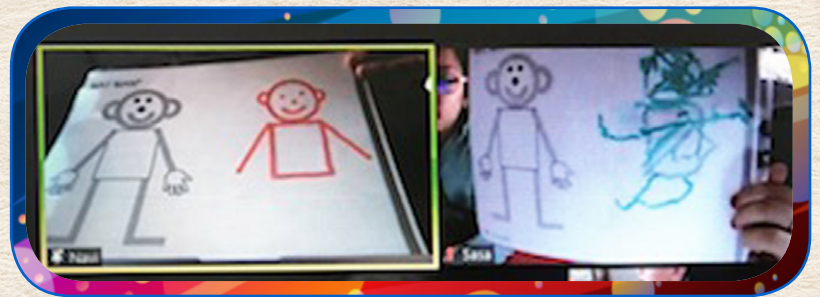
Monthly nursing newsletters were distributed electronically. Shown here, the Thanksgiving-themed newsletter from November; and a simple & delicious recipe for "Golden Milk".

Handwriting Without Tears ~ Virtually

Joan Henriksen ~ Occupational Therapist

"Handwriting Without Tears" uses a multi-sensory approach to teach handwriting skills for preschool and kindergarten students, and has been used as appropriate at the ECP for years. During remote learning, in support of this curriculum, we prepared and distributed personal kits of manipulatives to the students. These included wooden letters, foam boards, play dough, chalkboards, and magnetic writing boards.

We utilized video to demonstrate movement/song pre-writing activities including in-house video recordings and free content that was available online. Another successful technique was pre-recording the completion of worksheets using a suspended iPad so the parent and child could watch how the letters were formed and staff could stop and start the demonstration video to observe and coach while working on worksheets. Another helpful tool was the use of the white board function on Zoom. This was a useful tool to work on letter recognition where color, size, and contrast can be adjusted as needed to meet the visual needs of a given student. The combination of hands-on materials, live parent/child coaching, visual/video materials, and music and movement was a successful combination that created a fun and successful online learning environment. And we got to carry it forward when in-person learning resumed!



As a part of the virtual Handwriting Without Tears curriculum, students practice duplicating a drawing of "MatMan".

Virtual Orientation & Mobility Lessons (ECP Classes)

Kitty Edstrand ~ Innovation, Development, and Research Coordinator

Since we had to address traveling skills remotely, O&Ms at the ECP brought the outdoors to students through video recorded outings and activity Powerpoints that students could watch or do on their own. Lessons could occur live or recorded so that students could repeat the activity if they enjoyed it. The O&M took their camera outside and talked about environmental features, weather, and travel concepts. This also served as a model to show parents what parts of the environment are important to share or teach to their children (i.e. for landmarks). Using the powerpoint helped embed other skills, such as counting, and working on pairing pictures with real objects (i.e. a scavenger hunt).



ECP O&M Mr. Jason leads Ms. Maya's class on a virtual field trip to zoos across the country, to get a closer look at the animals!

<p>Taking A Walk Outside: Visual Learning, Matching, and Counting</p>	<p>When I walk outside, I can find 5 smooth rocks.</p>	<p>When walking on the sidewalk, I see 4 cars driving by.</p>
<p>When walking under a tree, I can find and pick up 3 bumpy sticks that have fallen on the ground.</p>	<p>I can find 2 mail boxes on my walk.</p>	<p>When walking back home I see my house.</p>

ECP O&M Ms. Jackie created Powerpoint presentations to reinforce environmental concepts, counting, and students' O&M goals during neighborhood walks.



SOCIAL ACTIVITIES

CONTINUING TO CONNECT AND BUILD RELATIONSHIPS WHILE APART

Preschool "Social Hour" *Navi Madrugada - ECP Instructor*

There were 6 preschool students with visual impairments consistently attending my virtual classes during the pandemic. Many of these students require speech & language services to target language needs. A few students in my class are very social and outgoing, and could easily dominate a lesson unless we took turns, using mute in order to have a quiet audience while one child at a time responded. The goal behind the social hour virtual class was to engage the other students in my class in an opportunity for more communication, turn taking, and social play in a less academically demanding setting. The class was an even smaller group and the idea was to have it be as child-led as possible. Teachers and paraprofessionals proposed a couple open-ended ideas such as show and tell or tea time. However, we were ecstatic to roll with the ideas the students came up with such as dancing to a favorite song or playing hide and seek. It was so encouraging to see students become more comfortable as the lesson went on and begin to propose their own thoughts, words and ideas! It was extra special to hear one of them comment that the other friend was her "best friend," due to a feeling of a more intimate & playful connection, otherwise not achieved in a full academic virtual class.



Educational Assistants Ms. Gloria & Ms. Ana hang out online with two students to observe and facilitate social interactions via Zoom.



Movie Night ~ ECP Preschoolers *Amber Long - ECP Instructor*

During remote learning, I thought it would be fun to have an extra-curricular activity that would involve siblings and other family members to be included. This also tied into our book of the month, "Llama Llama Red Pajama". We ended up with almost every family participating! Since we were doing learning via zoom, I thought it would be fun to have an at-home "movie night" event where families could come together virtually to watch the book we'd been reading. We sent home movie tickets that the students had to show for admission, and a "Llama Popcorn" snack recipe for families to make ahead of time and bring to the movie. Even during this extra-curricular event, we were able to address visual attention, listening, following directions, and alliteration. Additionally, this activity connected to the Expanded Core Curriculum (ECC) through social skills (safety, waiting, feelings), recreation and leisure, daily living skills, literacy, and overall concept development! This activity is definitely something that came out of remote-learning and everyone's familiarity/comfort with zoom. It allowed families to participate more as a whole family and enjoy something out of the ordinary while staying in their own home. It was such a fun time for families and teachers!



Many ECP families participated in a fun at-home "Movie Night" event, red PJs & all!

Zoom Social Nights for School-Age Students *Jackie Freeman - Program Coordinator*

As the pandemic suddenly separated everyone, we wanted to ensure that students still had a way to be socially connected and have fun things to look forward to. Residential Life Staff began offering weekly Zoom social nights, where all students, families, and staff were welcome to join in, socialize, and play. Trivia nights were particularly popular but scavenger hunts, "Two truths and a lie", escape rooms, and singing events were also well attended and thoroughly enjoyed. We also offered opportunities for students to connect with mentor staff around campus through a "Walk and Talk" time, as we knew students had strong relationships with staff and might miss those connections. It was so fun — and good for everyone's mental health — to come together in these more relaxed, social settings, to connect despite the distance.






AROUND THE STATE

STATEWIDE SERVICES TO STUDENTS AND PROFESSIONALS

Virtual Assessments & Outreach **NMSBVI's Outreach Team**


During this past year and a half, outreach staff were working remotely and adapting their strategies, along with others. One of our primary responsibilities as providers and mentors, is conducting functional vision assessments. When we had to switch to remote, we knew that remote assessments were going to be a challenge since so much of this assessment relies on up-close observation. A year later, we have seen and experienced some great things doing remote assessments: more information is available to us for a file review; we have been able to have more in-depth conversations with school staff, students, and families about how things are working or not working for the student; and we as a staff had an easier time meeting with each other via Zoom as schedules weren't as big of a conflict. Connecting via Zoom allowed us more opportunity to discuss students, share remote assessment/teaching strategies, and ask questions. These meetings also helped us collaborate together to plan assessments, discuss students, and share remote learning strategies.

In person, assessment relies on observation of subtle visual, tactual, & auditory behaviors exhibited by the student during certain tasks. With remote learning, we had to think outside the box to figure out how to observe these behaviors via zoom. This required lots of parent involvement & creative use of technology. Unreliable internet connections sometimes disrupted our plans, but everyone adapted & tried their best! In order to get the best assessment data possible, we had to pre-plan everything: the tasks, materials, time of day, technology set-up, parent roles, and our roles. We sent custom "go-bags" of testing materials to the student's home. We found it was more successful to meet virtually with parents before the assessment to go over the materials, demonstrate & practice specific procedures, and to discuss various visual accommodations. It was sometimes hard to explain this since it's not normally something we'd ask others to do, but it provided a great learning opportunity for parents, and us too! Since judging distance via Zoom is difficult, but is one of the most important aspects of a functional vision assessment, we had parents use tape measures to get a more accurate number. We also helped parents set up 2 video devices when needed so that one device could be positioned to show the materials, and one on the student so we could observe their behavior. It was helpful being able to record sessions as needed and to share those recordings with our Outreach group for discussion. In this way, remote learning helped us collaborate & brainstorm together even more, which helped with our decision making & programming recommendations for each student.

Another aspect of our department is that we offer mentoring for incoming TSVI's. Remote learning also provided more access to see interns and collaborate with them as travel was restricted; we had more time together and we were able to see the interaction between interns, families, and students. With Zoom, we were able to gather as a larger group and dedicate more time to brainstorming ways to remotely collect evaluation data. This allowed interns to learn from all of us and hopefully create a larger network of support than they would have had otherwise. Ultimately, we have learned that remote learning is able to address certain aspects of assessment and mentorship that will hopefully allow us more flexibility in the future. 

Technology Lending Library

Fatima Portugal & Cheryl Petree ~ Assistive Tech. Consultants

This past year, our Technology Lending Library has served children from the very young in NMSBVI's Birth-3 Program, all the way up to older high school students throughout the state. Working all across the state in multiple districts, we had to come up with ways to demonstrate devices, train teachers, students, and families, and conduct assistive technology and functional vision/learning media evaluations remotely. The Lending Library loaned out 112 devices for student use, trainings, and evaluations, served 85 students in 27 districts and conducted an additional 31 evaluations. The instructors were able to conduct these assistive technology trainings and evaluations virtually and provided contactless delivery of the devices to students throughout the state. We loaned out more devices than ever and were able to use video conferencing to address these needs, particularly the ability to screen share documents and show how features and applications work on various devices. We've also been investigating head tracking and eye gaze technology and have purchased some devices to be used with students with multiple impairments. 



Students use an array of technologies to assist them in learning. NMSBVI's Technology Lending Library continues to be an excellent resource for families!


2021 Vision Bee

**Mark Carter ~ Statewide Training Coordinator;
O&M Instructor, Personnel Prep Program**

"Noah is Spinning and Sophia is Sleeping... Sensory Strategies to Facilitate Learning" was a six-hour Vision Bee virtual training spread over two days. The Vision Bee was conducted on April 23 and April 26, 2021 and was attended by parents, therapists, teachers, VI professionals, and educational assistants. Over 200 people registered for the free training, presented online by NMSBVI.



The Vision Bee was hosted on Zoom, with a program booklet.

NMSBVI employees Mary Vaughn, Ron Later, Audrey Bergen, and Andrea Montano presented, in addition to out-of-state presenters: Mildred Smith, Michelle Chacon, and Kristy Bates. Since Vision Bees are usually in person events held at multiple locations across the state, we had to ultimately decide whether a virtual Vision Bee would still be valuable, with so many other webinars available. We decided that a specific training for NM professionals and parents would still be beneficial, and even more valuable, as we would be able to reach attendees who could not travel to hear multiple speakers. We were also able to feature multiple speakers from out of state, rather than only a single presenter; which provided even more depth and viewpoints to the topic. Though there was a large technology learning curve for presenting to this many people and ensuring it was accessible to all, the virtual format showed us that it can be a valuable option for future Vision Bees, although we do hope to host an in-person event next year! 


VIP Program at New Mexico State University

Loana Mason ~ Personnel Prep Program/Visual Impairment Pgm. Director

With remote learning came challenges to observation and internships for the VIP Program. Unlike traditional personnel preparation programs that halted student teaching and practicum in March 2020, the NMSU VIP stayed its course. If our interns were still going to be teaching learners with visual impairments, then we had to figure out ways to support them.

For the prospective TSVIs, it was easy to have our mentors join their online classrooms and continue to provide guided teaching. In fact, this allowed mentors to visit their interns' classrooms more frequently than the typical 1-2 times per month when significant travel is involved. The biggest challenge was providing the interns with resources to create online lessons. Luckily, professionals around the country were sharing tons of resources, which the NMSU VIP Director ultimately compiled into a 10-page list of links to different resources categorized thematically.

During the summer, interns normally conduct in-person observations at the BELL Academy, STEP, the NMSBVI FIT Program, and the NMSBVI Summer Camps. Unfortunately, in-person options were not available, so interns conducted online observations by watching and reflecting on lessons conducted through the American Printing House for the Blind's Virtual ExCEL Academy, which ultimately exposed them to a broader range of topics and instructors from all over the country.

Internship for the prospective COMSs was more complicated, given the experiential learning at the heart of orientation and mobility and the need for our prospective COMSs to demonstrate proficiency in teaching advanced travel skills in complex environments. Thus, the prospective COMSs initially provided services using the "telehealth" model implemented by the NMSBVI Family Infant Toddler (FIT) Program. Initial lessons involved activities like sensory walks with the aid of a family member, route planning research, and virtual field trips. Even when the licensed mobility trainers for the blind returned to in-person instruction, interns were not permitted to accompany their mentors in person, and thus, had to Zoom into the lesson. Instead of merely observing these lessons, interns doing guided teaching would prepare and teach the lesson to the traveler with a visual impairment while the in-person, licensed COMS would monitor the child's safety. 




A photo from a past training held at the NMSBVI campus in Alamogordo: a student of NMSU's VIP Program navigates thru a residential section of town, while using eye-cover and a white cane. Trainer Mr. Mark follows closely behind, to assist as necessary.

Birth-to-6 Orientation & Mobility Inventory

Kitty Edstrand - Innovation, Development, & Research Coordinator; and Sophia Diaz - Developmental Specialist

In 2012, the O&Ms from the NMSBVI Birth-3 early childhood program, completed the Birth to Six Orientation & Mobility Skills Inventory (B6OMS) evaluation tool to supplement the already-existing Orientation & Mobility Inventory created by NMSBVI O&M Ron Later. Although there are various evaluation tools available in the orientation and mobility field to measure the development of O&M skills and concepts, there are currently very few specific to these early years. In addition, there is no O&M evaluation tool that has been researched and deemed valid and reliable for the Birth-6 population. These inventories use a rating scale to monitor ongoing student progress, and to support goal development and next steps for a child's IFSP and IEP.


The use of a rating scale and the overall detail of the B6OMS is what caught the attention of researchers at Western Michigan University (WMU), who have validated this evaluation tool and are in the process of researching the reliability. This would be the first O&M evaluation tool to be formally validated in the United States. The research process began a few years ago, with WMU conducting a national Delphi study to obtain consensus from the O&M field that the skills in the B6OMS are indeed relevant. A lightly revised "research edition" of the inventory is now in the validation process. NMSBVI Birth-3 O&Ms are currently collecting data while using the inventory with their families, and sending the scores to WMU for collection and analysis. This process will continue until enough scores are obtained. It is the hope of NMSBVI that the tool is validated and will continue to be shared with all professionals in the field. The most recent research edition is always available on our website! 

CVI Profile Professional Learning Circles as Part of Study

Andrea Montañó - Developmental Specialist

The Covid-19 pandemic created a unique opportunity for the Birth – 3 group at NMSBVI. Because every workday happens from our home offices, we have been able to coordinate schedules to consistently meet via Zoom. One such meeting has been to study the new CVI Companion Guide by Drs. Amanda Hall Lueck, Deborah Chen, and Elizabeth S. Hartmann. The Companion Guide is due to be published this fall by American Printing House for the Blind, but NMSBVI was given a draft copy to begin implementation and offer feedback to the authors. The process has blossomed so that the Birth – 3 group is now partnering with Dr. Hartmann and LaSalle University in a formal research inquiry about the implementation of the CVI Companion Guide from the practitioners' perspectives and from the parents' perspectives. "CVI Study Group" started as a casual experiment, and has since become a reliable forum through which we read the Companion Guide and share ideas. Because each member of the Birth – 3 group has varied experience (i.e., newbies with fresh questions, seasoned vision and O&M specialists with valuable insight and anecdotes, Social Worker, PT, SLP, and OTs), the discussion is always rich.

For example, an SLP reads the Communication Chapter with distinct interest. She is fascinated to learn that CVI adversely affects auditory processing and begins to ponder the domino-effect: once auditory processing is impacted, so is receptive communication and sound localization, which then further impacts understanding of O&M concepts. She brings this to our discussion, and we have the opportunity to explore it together, to help each other grasp the concepts and develop language for when it comes time to address this with a particular child and family. Or a social worker brings her experience with "Circle of Security" when we discuss the Social-Emotional chapter. We get to learn about attachment theory and "good enough parenting" and, again, begin to explore the language by which to support the parents we work with. An OT chimes in about sensory regulation and helps the group understand a child's delicate nervous system. Discussions like this were not something that we were able to have prior to the pandemic, but have proved so valuable we now know to make them a priority moving forward.

Also through the professional learning groups, as part of the research process, we have found group consensus that the Parent Interview Questions in the Companion Guide are invaluable and we have incorporated these into our practices. These questions have helped us with our fundamental goal of empowering and educating the parent and family unit, helping pave the road that, for years to come, will include knowing and advocating for their children's needs. Coming together regularly this year to work on implementing this Guide has reinforced for us that CVI cannot be understood in isolation and that in order to be supportive of a child and their family, we must assess wide enough to view the whole child: their sensory processing skills, every developmental domain, and the family's culture, priorities, and daily routines. The pandemic provided the opportunity and these learning groups have been key in the ongoing melding of facts, ideas, and real-life applicability. 

Thank You!

In this most remarkable of years, we thank our students & their families for your resilience & determination. It is an honor to work alongside you, as a part of your child's educational life!

We also thank our many project-partners, for your tireless support of our school's ongoing educational mission to serve New Mexico's children; your continuing help is invaluable!

Additionally, NMSBVI thanks all of our staff... on both campuses, and sprinkled all across the state; those in the classroom, and those serving in roles behind-the-scenes -- Thank you for your ongoing dedication to all of our students! Your continuing efforts, support, & innovation is fantastic, and the school appreciates every one of you!

Thank you, all NMSBVI Departments!

- Birth-to-Three Program (FIT)
- Business & Finance
- Educational Services
- Human Resources
- Information Systems & Technology
- Innovation, Development, and Research
- Institutional Support
- Instruction ~ Alamogordo
- Instruction ~ Albuquerque (Early Childhood Programs / ECP)
- Instructional Resource Center (IRC) and Braille Production
- NMSBVI Board of Regents
- Outreach Programs
- Personnel Prep Program (NMSU)
- Statewide Training
- Superintendent's Office



During times of remote learning, education supplies were gathered into big boxes each week for transportation to students' homes.



IS&T staff works year-round to meet the school's tech needs; pausing only to pick up lunch!



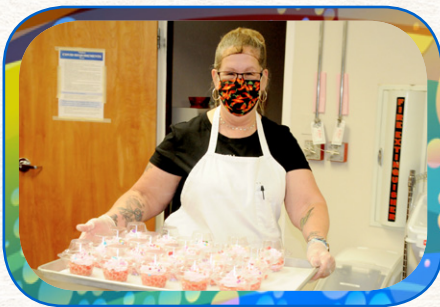
The NMSBVI Board of Regents continues to support the school, just as they would in any year, helping the school to continue its over-arching educational mission!



The Instructional Resource Center (IRC) & Braille Production Departments continue to ensure students have what they need.



Administration & Health Services staff all worked throughout the pandemic; serving the school just like in a "normal" year.



The school's Food Services staff changed the way they served meals; but prepared things with just as much care as always.



Transportation's focus shifted from moving students, to delivering their educational supplies & meals... along with some smiles!



Teachers adapted to changing educational conditions; graduation ceremonies were virtual, but love works over zoom!



Grounds & Maintenance continue to work daily, indoors & out, to ensure everyone's safety & comfort at both campuses.



As always, Housekeeping & Custodial staff continue to give us a safe environment in which to work & learn. **THANK YOU ALL!**



Innovations Department

NEW MEXICO SCHOOL

FOR THE BLIND & VISUALLY IMPAIRED

ALAMOGORDO • ALBUQUERQUE • STATEWIDE OUTREACH

1-800-437-3505 • WWW.NMSBVI.K12.NM.US

SUMMER 2021