CATCHING THE INDEPENDENCE BUG

FEATURED AGENCY: BRAILLE INSTITUTE

SPECIAL EDUCATION PROMPTS BUDGET REFORM

WINTER 2018 | VOLUME LXII, NO. 1
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Change is in the air; starting right here with the JOURNAL. We have a new look and a new format and are excited to show it off. In addition to the articles written by our own specialists, we are also including guest articles that contain up-to-date information on best practices, new assistive technology, and changes to the law that affect the population we serve.

The JOURNAL will continue to evolve, based on your feedback and the changing needs of our organization and I invite you to be a part of that process. At the end of this issue, you will find the contact information for the CTEBVI Board, Specialists, and dates for article submission to the JOURNAL.

I want to thank all of you who have been loyal to CTEBVI through the years by maintaining your membership and participating in our conference as an attendee, presenter, or exhibitor. Even, or perhaps especially, as the virtual world flourishes, there is still something powerful and important about being part of a community. Conference is a rare opportunity to immerse yourself in this special community you are a part of; to shake hands, give hugs, share ideas, and raise a glass with colleagues and friends. I hope to see you all at conference this year to do all of the above.

For general comments, please send us an e-mail CTEBVI@gmail.com. If you have a comment or question about an article, you can e-mail directly to the person writing the article.

Thank you for your support,

Cristin Lockwood
The Board of the CTEBVI would like to acknowledge those members who left behind them their skills and talents in the field of blindness.

Theresa Postello

For those of you who knew Theresa, you knew how quintessentially kind she was. From her entry into the profession, Theresa was an annual participant at CTEBVI conferences, with her husband Jerry Kuns. She brought optimism and an uplifting spirit to every situation. For those who knew her, hold on to the love you shared with her and let it fuel a memory that brings you more optimism and energy every day. For those of you hearing of Theresa for the first time, you missed one of the true angels in the field of blindness. We will miss her enthusiasm for life and her passion for teaching. Remember her battle cry to the students, “You can do it. You will do it. WYDX!”

Philip Northrup Mangold

Teacher of the Visually Impaired in Castro Valley, CA for almost 30 years, Phil passed away in his home surrounded by loving caregivers on September 13, 2017. He was born August 8, 1931 in Long Beach, CA with Retinitis Pigmentosa, a genetic disorder that didn’t daunt him ever. Phil is remembered as having a strong sense of independence while growing up, and was an excellent student. He graduated from Pomona College and later attended San Francisco State University where he received a teaching credential and met his future wife, Sally Fox. Phil and Sally moved to Castro Valley where they both taught and mentored numerous students with various levels of visual impairment. He loved to design all sorts of games to make learning fun for his students. Phil was a pioneer, using computer games that were accessible for visually impaired and blind children.

Ann Kelt

Ann Kelt passed away peacefully after a short illness on March 2, 2018 at the age of 90. A graduate of UC Berkeley at 19, Ann channeled her energy and intelligence by dedicating herself to helping others. Her major passion was for the BVI community and her work with braille. She learned braille transcription in the 1960’s and worked in the Richmond School District until her retirement in 1993. During this time she volunteered in many capacities in the BVI field which she continued until her late 80’s. Ann was a teacher, mentor and inspiration to many transcribers and professionals in the field who continue to carry on her work today. She served on two committees for BANA to rewrite braille format and create foreign language guidelines. She was a Lifetime Member, President and Conference Chair of CTEBVI, and was particularly proud of her work and relationship with prisoners at Folsom Prison who learned braille from her - they called her “Mom”. Ann received many awards and acknowledgments for her efforts; most notably the CTEBVI Distinguished Member Award, a dedication on the Wall of Tribute at the APH Hall of Fame, and the NBA Lifetime Achievement Award.
SPECIAL RECOGNITION

CTEBVI wishes to thank and commemorate Beach Cities Braille Guild for donating nearly $34,000 to our organization, all in memory of their founder, Norma Schecter. Most recently the majority was given to CTEBVI when they disbanded in March 2017.

BEACH CITIES BRAILLE GUILD

By Judi Biller and Linda McGovern

Beach Cities Braille Guild in Huntington Beach officially closed its doors on March 31, 2017. Our transcribed titles have been donated to another agency so the work we did is not gone. Our group is mostly in their 80s and 90s, meeting monthly for lunch, we are comfortable.

Norma Schecter became a certified braille transcriber in 1959 after taking classes at Braille Institute in Los Angeles. She served on the Board at CTEVH (as it was known then), was the editor of “The California Transcriber” (now known as the CTEBVI JOURNAL), conducted many workshops at conference, and served as the Literary Specialist until 2005. Norma taught braille transcribing classes in the Orange County area until 1999 when her health dictated that she retire from teaching. She was a tremendous advocate for Jumbo Braille for touch impaired adults. She wrote a primer on teaching and learning braille in jumbo format called World at My Fingertips. Norma passed away in 2007, and the braille world lost a passionate advocate for braille literacy. Beach Cities lost a teacher, mentor and friend.

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<tr>
<td>1919</td>
<td>Norma Schecter born</td>
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<tr>
<td>1959</td>
<td>Certified in Literary Braille</td>
</tr>
<tr>
<td>1960 - 1973</td>
<td>Founded Braille Guilds in Los Angeles &amp; West Covina</td>
</tr>
<tr>
<td>1970-1975</td>
<td>Editor of “The California Transcriber” for CTEVH</td>
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<tr>
<td>1973-1999</td>
<td>Taught braille transcribing classes in Orange County</td>
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<td>1974</td>
<td>Founded Beach Cities Braille Guild</td>
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<tr>
<td>1976</td>
<td>CTEVH Certificate of Appreciation</td>
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<td>1992</td>
<td>CTEVH Distinguished Member</td>
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<td>1998</td>
<td>California Council of the Blind Hall of Fame</td>
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<tr>
<td>2001</td>
<td>James H. Veale Humanitarian Award</td>
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<tr>
<td>2002</td>
<td>Braille Institute’s Braille Literacy Award</td>
</tr>
<tr>
<td>2003</td>
<td>American Printing House for the Blind’s Wall of Tribute</td>
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Since this is our inaugural issue for the Legal Corner, we should begin by providing references/links to pertinent laws. **The Americans with Disabilities Act**, **Individuals With Disabilities Education Act**, **California Education Code**, **Federal Code of Regulations**, and **Section 504 of the Civil Rights Act**. Perhaps one resource you should know about when beginning to understand these laws is the [Guide to Disability Rights Laws](https://www.ada.gov/cguide.htm).

Are you hearing that your students don’t need an IEP, and you are then offered a 504 Plan? Do you know the differences? Do those differences matter? I urge you to check your upcoming conference program for a workshop by Ting Siu and me on what it means not to have an IEP, and what a 504 plan is intended to accomplish. Don’t miss the upcoming conference this Spring!

It is important to keep up on legislation. A good place to find proposed laws, details on the impact of laws, and pending legislation is from the California Council of the Blind [Legislative Report](http://www.ccbnet.org/leginfo/legrep17.htm) for 2017.

Please email me at reardonesq@gmail.com with inquiries and comments.

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**The Americans with Disabilities Act:**
[https://www.ada.gov/cguide.htm](https://www.ada.gov/cguide.htm)

**Individuals with Disabilities Education Act:**

**California Education Code:**
[codes.findlaw.com/ca/education-code/](codes.findlaw.com/ca/education-code/)

**Federal Code of Regulations:**

**Section 504 of the Civil Rights Act:**
[www.wrightslaw.com/info/sec504.index.htm](www.wrightslaw.com/info/sec504.index.htm)

**Guide to Disability Rights Law:**
[https://www.ada.gov/cguide.htm](https://www.ada.gov/cguide.htm)

**Legislative Report:**
[www.ccbnet.org/leginfo/legrep17.htm](www.ccbnet.org/leginfo/legrep17.htm)
Spurred by the dramatically poor showing of students with disabilities in statewide testing last spring, Governor Jerry Brown has proposed new oversight and hundreds of millions of additional dollars aimed at improving special education outcomes. As part of his January budget Brown has proposed that the state spend $167 million to help address the needs of SWD under the age of five years, especially those in low income neighborhoods. In addition, Brown wants another $100 million to be used to address the statewide shortage of special education teachers.

The governor also wants regional oversight boards, Special Education Local Plan Areas, or SELPAs, to begin formally aligning services and resources with those outlined in accountability plans of member districts. If approved, advocates say the combination of proposals represents a significant step forward in upgrading services to SWD.

Teacher Residency Grant: As proposed, the state would provide $50 million to fund competitive grants on a one-time basis to local educational agencies. LEAs would be required to partner with colleges or universities to prepare and recruit new teachers in special education and provide a match on a dollar for dollar basis. Grant awards would be for up to $20,000 per teacher candidate, and the grants would be administered by the Commission on Teacher Credentialing. Palmer said the
idea is that candidates would emerge from the program to work in a classroom of the sponsoring district alongside a teacher of record for at least one year. Mentoring and professional development would continue for another year.

Local Solutions Grant: Another $50 million would be provided under a competitive setting that would also be overseen by the CTC and require a local match. Awards would be up to $20,000 per candidate. As with virtually every other state, California has sought to give all families access to quality early education services, but one area that remains problematic are providing services for children with disabilities who are under the age of five years. To address that need, the governor has proposed spending $125 million on one-time state money, along with $42 million in federal funds, to create the Early Education Expansion Program.

Increase transparency and accountability over how special education funds are used. Following release of a 2016 report on special education finance by the Public Policy Institute of California, the role of the SELPAs came under new scrutiny because it was out of step with the fundamental goal of the Local Control Funding Formula, which pushed most decisions about school funding to the local level. As part of the budget plan released last week, Brown has called for SELPAs to develop local plans that are formally aligned with the priorities of their member districts. He also wants creation of a single template that will be used for the new plans.

Note by CTEBVI JOURNAL Committee:

There currently exists a great need for teachers for the visually impaired (TVI). With additional retirements, people moving out of state, and others leaving education for different careers, we are in critical need for teaching services for children who are blind or visually impaired (BVI).

Without a steady flow of new professionals in this low incidence BVI population students may be shortchanged. Please follow the legislative actions on the budget and the final signing by the governor – and then contact your SELPA to request funding for district, county, and SELPA TVI programs.
BRAILLE INSTITUTE
CLOSING IN ON 100 YEARS OF SERVICE

by Peter Mindnich, President of Braille Institute

Last year Braille Institute completed its 98th year of service to individuals living with vision loss. Our Centennial celebration is fast approaching in September 2019, and we are focused this year on creating several initiatives that will help us honor our magnificent history, celebrate the impact of our mission, and strengthen awareness about where BIA is headed in the future. But as we enter 2018, Braille Institute is also preparing to radically change the lives of tens of thousands of individuals who seek our services. Recently, I was reading the California State Plan of Aging, and noted that the number of residents aged 60+ is expected to increase 40% over the next decade. Thus, I believe BIA is entering a crucial period when we will have the opportunity to serve more students than ever before in our history.

We are working to making it easier for the thousands of students we serve to access our programs by getting closer to where they live. Our new Neighborhood Center in Laguna Hills launched in 2016 exceeded expectations by providing service to over 600 students last year. We are actively reviewing our options for a site in Riverside, which is the fastest growing county in Southern California. And we continue to expand our In-Home service delivery in Orange County, Santa Barbara, and Rancho Mirage.

Last October, we broke ground on our new, state of the art 14,500 square foot regional center in Anaheim, which is designed to better integrate our technology, low vision and literacy instruction facilities. It is expected to be completed next fall.

We also continue to experience significant growth at newly renovated LA Connection Pointe, which is our mainstream technology teaching lab. This investment has invigorated our staff, excited our students, reenergized our day to day service, and substantially increased our total service hours. Over the past twelve
months, we served over 400 students. We are now replicating the individualized curriculum and teaching model of this program at our centers in both San Diego and Rancho Mirage.

Our Library Services are also changing with the times, building partnerships to provide more ways to access more content and serve more people. We continue to expand our training on how to download audio books, and in 2017 we received funding to begin distributing 140 free licenses for Bookshare, an online accessible library with five times the number of book titles we currently provide through the National Library Service. Our library team also initiated new partnerships with several large municipal and non-profit organizations, which provided approximately 50% of the 2,286 new library patrons we added in the past year.

And speaking of partnerships, we held our first annual Low Vision/Aging in Place Conference in Los Angeles for our students, families, caregivers and other professionals in 2017. Almost 300 individuals attended and benefited from a series of programs, including: medical updates on the major eye diseases from USC Roski Eye Institute doctors; workshops featuring core BIA programs; presentations by Caregivers, CA-DMV, Uber/Lyft; and a vendor fair of 25 companies and agencies focused on the needs of our students and families.

Given our key goal of strengthening the impact of our programs, we made two important enhancements to our staffing model through BIA’s growing partnership with USC. In Los Angeles, we brought on our first intern from the USC School of Social Work to streamline our Intake process and deepen our counseling capacity over time. In Anaheim, we added Occupational Therapist (OT) interns from USC to work in core Daily Living Skills programs.

In Youth Programs, we are developing programs aimed at higher parent involvement and a more consistent curriculum focused on the Expanded Core Curriculum. The Braille Challenge Finals moved to the USC campus and the Cane Quest Southern California regional moved to Cal State LA, two shifts designed to demystify higher education for visually impaired students. Both programs continue to grow in terms of the number of states and students participating.

We’ve also made significant progress in capturing data and better evaluating the quality and impact of our programs. We’ve introduced a new evidenced-based assessment tool that helps us understand the changes vision loss has made to a student’s quality of life, and have recently completed a detailed business plan for growing and strengthening our Low Vision program. We are capturing more accurate information and doing so on a more timely basis, giving a clearer picture of the number of students served, cost per student served, measurable program impact on the lives of our students, and overall staff productivity.

Frances Hesselbein, one of the great American leaders of the last 50 years, remarked recently that she asks herself two questions at the end of each day, “Did I do something today that made a difference in someone’s life? Did I open a door that had never been opened before?” There is indeed something wonderful about being able to help others, even in the smallest way, and all of us, at Braille Institute and in this field in general, have the special privilege of answering these important question with a big “Yes every day!”
Every parent needs support in raising children to be successful adults living happy and productive lives. Realizing that one’s child has visual impairments makes that need for support both more intense as well as more urgent. Parents who have experienced a similar life journey are key to information and advice as we travel along.

We will persist in presenting our annual meeting with parents at CTEBVI, maintain our email list that keeps parents informed of what is available for their children, reach out to parents through CTEBVI, the Lowenfeld-Akeson Symposium, CSB, Blind Babies Foundation, Wayfinder Family Services (formerly Junior Blind), LightHouse for the Blind, Braille Institute, NCAER, and other groups who try to meet the needs of parents whose children have visual impairments.

**CAPVI** -- the California Association for Parents of Children with Visual Impairments, has decided to run our own membership accounts. You can help with our effort by joining CAPVI. If you want to join CAPVI, send $25 with your name, address, email, name of your child(ren) and their ages plus diagnosis to CAPVI, 414 West Mill St., Ukiah, CA 95482.

If you prefer to pay online, please go to [CTEBVI](https://ctebvi.org) and click on CAPVI. We are a California non-profit corporation, C1607838.
CTEBVI EXECUTIVE DIRECTOR

by Cristin Lockwood

Grant Horrocks has served on the CTEBVI board for many years, two terms as president, and ongoing conference chair since 2009. He first started presenting at CTEVH conferences in 1993, and outside of CTEBVI Grant is a music specialist serving the blindness community for over 25 years having produced several select prodigy students. As Academic Director and Co-Chair of the Braille Music Division of the Southern California Conservatory of Music, he developed music outreach programs for special education students which continue today throughout the Los Angeles Unified School District. The board has deservedly appointed Mr. Horrocks as its Executive Director.

NEW EX-OFFICIO REPRESENTING APH

Jayma Hawkins has been a frequent presenter at our CTEBVI conference. The board is thrilled to have a representative from APH as so much happens nationally that applies directly to our organization. We welcome her expertise in braille and policy. Jayma Hawkins is the Braille Transcription Services Supervisor at the American Printing House for the Blind. Jayma has been a NLS Certified Transcriber since 2002. She has NBA Formats Certification, and specializes in the transcription of early literacy textbooks and materials. Jayma is a member of CTEBVI, Visual Aid Volunteers of Florida (VAVF), National Braille Association (NBA), and is the Vice-Chair of the Computer Assistive Transcription Committee for NBA.

Her current role at APH is to train new transcribers, support staff in additional braille certifications, support the transcription program at the Kentucky Correctional Institute for Women, and to train transcribers across the country. Jayma also is a lead trainer and transition specialist with the Braille Transcriber Apprentice Program for APH. Jayma works with ex-offenders from across the United States in successful re-entry into society as well as teaching them skills to be successful transcribers outside of prison.
by Tracy Gaines, Chair

The election of new members for the CTEBVI Board will be held at the general session of the CTEBVI 2018 Conference in Los Angeles.

FIRST TERM

Kyejune Lee: Kyejune is a parent of a student who is visually impaired. He taught himself braille in order to assist in the education of his nine-year-old son who is autistic, and VI, and was diagnosed as an academically uneducable student. Kyejune taught his son braille, in addition to working with BVI students as a volunteer in the resource room at Nobel Middle School. As a result of his advocacy and academic assistance, his son was accepted to UCLA as a freshman in the Music History program in the fall of 2017. Following the guidance of his legal team, Kyejune along with other VI parents were solely responsible for the development of a BVI resource room at the Valley Academy of Arts and Sciences with a full time TVI, providing an additional high school option for BVI students in the San Fernando Valley. Kyejune graduated from the University of California, Los Angeles (UCLA) with a B.S. in Mechanical Engineering. He currently works for the Northrop Grumman Corporation as a certified MRB/Aerospace Design Engineer, Integrated Systems.

Adrian Amandi: California School for the Blind, Administrator and TVI California Education Resource Center for the Blind and Visually Impaired, Director

Adrian Amandi has been at the California School for the Blind since 2005. He spent ten years on the assistive technology team and is currently the Director of the California Education Resource Center for the Blind and Visually Impaired, leading a team of education specialists to provide outreach to students and their educational teams throughout the state. Adrian works directly with organizations within our field throughout California and the country. He has an active role within the Principals of Schools for the Blind and Assistive Technology Forum groups.

SECOND TERM

Lupe Arellano and Don Ouimet

OFFICER NOMINATIONS

President Maureen Reardon and Vice President Jonn Paris-Salb

As per the Policies and Procedures (III-D-2): “Additional nominations, if any, from the membership must be received, in writing, by a member of the Nominating Committee no later than three weeks prior to the Annual Meeting. These written nominations must include name, address, and qualifications.”

The CTEBVI Nominating Committee includes Chair: Tracy Gaines and Members: Cristin Lockwood, Maureen Reardon, and Patty Biasca. During our conference you will be asked to vote on the nomination slate. Please look over the suggested nominations.
Thank you for considering donating to CTEBVI. You may use our secure credit card service and donate online. If you wish to mail in your contribution with a check, please use this donation form (.doc). Just a reminder to do your shopping at smile.amazon.com and Amazon will donate to CTEBVI. Please search AmazonSmile for our name as: California Transcribers & Educators of The Visually Handicapped when you shop for gifts and supplies.

Donations received January 1, 2017 through December 31, 2017

KATIE SIBERT: Chester Goodale, Maya Greenberg, Skya Richardson, Sally Bratton and Sarah Souza, Beach Cities Braille Guild (In Memory of Norma Schecter), Sonja Biggs, Lisa Gessow, Cindy Olmstead, Maureen Reardon, Sandy Staples, Lisa Wirgau, Liz Barclay, Cath Tendler-Valencia (In Honor of Traurig birthday and anniversaries), Sharon von See, and Jacqueline Wise

DONNA COFFEE: Chester Goodale, Maya Greenberg, Skya Richardson, Jan Swayne, Sally Bratton and Sarah Souza, Patty Biasca, Sonja Biggs, Lisa Gessow, Judith Lesner, Cindy Olmstead, Maureen Reardon, Sheryl Schmidt, Sandy Staples, Lisa Wirgau, Cath Tendler-Valencia, BFR Dinner Club (In Memory of Scott Ross), Joan Treptow, Carol Morrison (twice), and Dawn Gross


Our organization is growing. The number of Life Members is also rising. The membership form is always on the Web. New members can sign up here. Renewing members here.

We always want to update our member roster, so if you have changed e-mail address, physical address, or if new information is available, please let us know.
by Sharon Anderson

Sharon was unable to attend the fall board meeting, so this budget was sent following the meeting. The Financials were submitted to board members and approved by a vote via special group e-mail.

### RECEIPTS

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**DISBURSEMENTS (continued)**

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## CASH RECONCILIATION

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## CTEBVI CONFERENCE

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TODAY’S TECH CORNER

by Sheryl Schmidt
bri4me@aol.com

Today’s Tech Corner will be devoted to ‘pairing’. That does not mean how to convert pear juice to wine, but instead how to pair two devices so they can interact with each other. We will begin with pairing the Focus Forty Blue Braille Display with a laptop for the purpose of practicing for the Smarter Balanced Test.

Configuring the USB Connection

To configure the Focus Blue braille display to operate with JAWS over USB, do the following:

1. Establish a USB connection between the Focus and computer using the supplied USB cable.

2. Windows will detect the display and install the appropriate drivers. Note: Windows XP will display a Found New Hardware Wizard, prompting you to locate the driver. Choose the option to automatically install the software then select Finish to complete the installation. However, if you are still using XP, please look into upgrading to Windows 8 or 10!

3. Once Windows has confirmed that the hardware was successfully installed, close and then restart JAWS. JAWS automatically detects and begins using your Focus 40 Blue braille display.

Special thanks to Freedom Scientific. Now your student is ready to practice taking the Smarter Balanced Test. But don’t stop there! Give your student opportunities to use the braille display and JAWS to access other programs on their computer too for even more accessibility!

You might also find what you are looking for through the following websites; American Foundation for the Blind Assistive Technology, Teaching Students with Visual Impairments, Paths to Literacy; Overview of Assistive Technology, and QUAT’s Resource Guide to Assistive Technology.

Of course, software and apps are the real guts of AT. There are thousands of apps to support people with visual impairments. iOS Apps Developed Specifically for Blind or Low Vision Users. 10 iPhone Apps Designed to Assist the Visually Impaired, or Magnifier Apps.

I am happy to answer your questions about assistive technology (AT) for your students who are low vision and blind. I have a Twitter account that provides videos related to AT and Orientation and Mobility (O&M) @JesTVIOandM. My mantra is to always conduct an assistive technology assessment. This determines what the students can do independently, and where a device or app might provide the workaround for students who cannot see.

Your questions and answers will be part of a growing Frequently Asked Questions (FAQ) section of the CTEBVI website.
Corrections: We have reprinted a portion of the treatise on print to braille dictation that appeared in our winter journal. Those who found the braille facsimile to be incomplete per the text lesson, should compare the following reprint so as to validate the article and its purpose. A portion of measure 3, and all of measure 4 in braille were missing. (Perhaps they fell victim to “Ransomware.”)

For the MENVI members who enjoy reading our CTEBVI portion, your version was correct as sent to you by subscription. The omitted measure portions are highlighted here in the braille facsimile. Kindly compare the following to the second example in the lesson as appeared in CTEBVI Winter issue, pages 24-25.

Teacher [reprinted portion]:

2. The student has taken the dictation based on how the teacher-in-training has dictated it in question 1; according to the following braille facsimile, has the student done the work correctly according to the original dictation? [Remember that the dictation may or may not be correct, therefore, evaluate only the oral dictation as it was presented before the report; make no corrections.] The student’s music begins at the margin of the braille page. Discuss errors following the report.
2. Report [reprinted portion]:

a. (1) The student teacher’s dictation, although incorrect, stated: “Four-quarter” time, and not Common Time, as the student has written. (2) The word “Exercise” was dictated before the number, and should not have been omitted.

b. Measure 1 is correct as dictated. Also, the teacher has made it very clear just what portion of the measure is to be repeated.

c. (1) Measure 2: A fourth octave mark was not dictated, and should not have been included by the student. (2) Although the value of the E note was not specified by the teacher, the student assumed the correct value, but should have asked for clarification to be sure.

(3) For the “repeat” portion, the student correctly assumed that the previous two beats are repeated, although the dictation inferred only the last note. (Best remember that assumption is the mother of most goof-ups.)

d. Measure 3 is correct according to the dictation, although incorrect musically and according to print (Review the previous report).

e. Measure 4: Since the teacher did not specify the octave mark required for the last note G, though incorrect as to the print, the student is correct in writing what the teacher has dictated. The G half note would then appear incorrectly as fifth octave, and not in the fourth octave as written in print.
THE ONE CONSTANT IS CHANGE:
A Brief Discussion of Formats in Piano Music
(Part 1)

by Stephanie Pieck

With the recent adoption of UEB, many have debated the pros and cons of changing the way braille is written. Some feel things were fine the way they were and want no alterations, while others believe the code should reflect the ongoing evolution and variety that appears in print. In all the conversation, it’s easy to overlook how much braille has changed since its invention in the early 1800s. As a piano teacher, I have the privilege to own a music library that illustrates these vast changes. In the following paragraphs, I will attempt to illustrate that, as in so many other areas, change is constant in braille, too.

Pianists play an instrument that requires the use of both hands simultaneously. So if the right hand is playing “C D E” at a particular place, the music must show what the left hand will be doing at the same time. Over the years, distinctive braille formats have been used to meet this challenge. All had the same goal, but each approached the task differently.

In Bar by Bar format, one measure of music was shown, followed by the same measure with notes for the other hand. There was then a special sign used to indicate that the reader was moving on to the next measure. Often, the left hand’s music was shown first, followed by right hand. The score was divided into numbered sections, each beginning in cell 3 (like a literary paragraph). While many scores simply portrayed the music as described above, some producers (such as Royal National Institute for the Blind) divided the music into sections that corresponded to staves on the print page. They indicated the print page and line number at the beginning of
each section. This practice of referencing the print was by no means standardized, however. RNIB’s 1923 production of Rachmaninov’s Prelude in G Sharp Minor, Op. 32 No. 12 simply sets out the measures in sections. The same organization’s production of Poulenc’s Toccata in A Minor opens with this note:

“[To facilitate reference to the staff notation, each score of music (corresponding to the braille section) has been indicated by the page and line of the printed copy.]”

In Section by Section format, a group of measures for one hand was shown in its own paragraph, then followed by the corresponding music for the other hand. Usually, the right hand’s music appeared first, followed by that for left hand. Sections were numbered, but the numbers were only transcribed before the right hand’s music. Some producers (such as American Printing House) would indicate the measure number that had been reached at the end of each right hand section. Once again, that practice was not universal among countries or even within production houses. APH’s transcription of Chopin’s Ballade in G Minor Op. 23 concludes with the following note:

“The reader will find occasional crowding together of letters and signs, for which the following apology is offered.”

“When the Barcarolle [sic] was first transcribed into American Braille, the plate-making machine was set not for the usual block spacing but for New York Point spacing which gives less space to characters of one-dot width. More recently, when the American Braille letters were changed on the plates to Standard Braille, block spacing was used whenever possible. Much of the crowded spacing had to be retained. This accounts for the otherwise unpardonable inconsistency.”

Most piano music produced today is transcribed in Bar over Bar format, in which right hand measures are aligned vertically over those for left hand. Each new parallel begins with a measure number.

Bar over Bar is now the preferred format for braille piano music in most countries, but this acceptance took time to develop. While it is tempting to see this standardization as a modern improvement, it is important to note that in some cases, the format was being used even before others were adopted. As an example, the American Braille Press for War and Civilian Blind (Paris) produced a Bar over Bar transcription of Prokofiev’s Sonata in D Minor Op. 14 in 1929. The same organization’s Section by Section transcription of Debussy’s Images (First Series) appeared in 1935, followed two years later by a similarly formatted transcription of the same composer’s Preludes (Book 1).

So how are readers supposed to deal with all these different formats? Tune in next time for some suggestions. [To be continued in next Issue]
HAPPY BIRTHDAY MENVI! WE MADE IT! TWENTY YEARS!

(Above) The tattered remains of an SCCM t-shirt, just like the one that Bettye Krolick wore at our first MENVI annual meeting [CTEVH Conference, 1997]

(Left) A former home of the MENVI network, along with shelves of braille music collections.

MENVI PHOTO ARCHIVE

CTEBVI MUSIC COMMITTEE

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CTEBVI Music Specialist
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taviscarol@yahoo.com
by Jacob Lesner-Buxton
jlesner@ilrc-trico.org

About four years ago I was sitting in my cubicle when I noticed my co-worker having a very intense conversation with a teacher of visually impaired high school students. The teacher seemed to be venting about one of his students named “Sophia.” Sophia, he explained was a 16-year old student who had limited braille and computer skills. After half an hour venting about the student’s lack of motivation, the man says that Sophia needs volunteer experience this summer.

Soon the man was walking over to my desk and pointing at me. “Can Sophia be your intern this summer for 12 hours a week?” Unprepared for that question, I mumble “yes” even though I had not met the teacher or Sophia before. It was March and I figured there would be plenty of time to iron out the details of the internship if the teacher was serious.

The next week I happened to stumble upon Sophia at the local high school where I was tabling at a resource fair. “Are you Jacob?” she asked upon hearing that she was near my booth. After introducing herself she said, “Like my teacher said I needed to contact you about working with you this summer.” She then said something about being blind at which point her friends interrupted. “You’re not blind you are just lazy,” they said. Sophia laughed and agreed with her friends that she was lazy.

I never saw Sophia again after that day, and don’t know what happened to her. Yet from our interaction, it seemed that while her teacher was pushing her to develop independent living skills, Sophia didn’t share that urgency. It was apparent that she had not been bitten by the independence bug yet. I believe that becoming independent is a personal choice. One can push a student towards independence or place them in a program designed to teach living skills. However, the decision to use these skills is left up to the student. For example, I first learned how to take the bus by myself in 8th grade, but didn’t have the urge to travel independently.

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CATCHING THE INDEPENDENCE BUG

“...due to vision loss some people may not recognize how independent they can be because they can’t see how others live...”
until two-and-a-half years later. My motivation for finally taking the bus came from feeling stuck in a summer program I hated. Due to several factors, I grew to dislike the program and realized that I never again wanted to be somewhere I couldn’t escape from and thus needed to learn to travel by myself. Soon after finishing the program I started taking the bus by myself.

Although there isn’t a magic wand that people can wave that will make students develop a zest for independence, there are still ways that professionals can help the new generation catch that bug. One way that teachers can be helpful is to correct their students’ misconceptions about independence. Some people assume that in order to be independent one has to cook all their own meals and do their own shopping and laundry. However I still call myself independent even though I get help with shopping and with cleaning my room. It is my ability to seek out and manage and provide compensation to these people that makes me feel independent.

Also, I discovered, that due to vision loss some people may not recognize how independent they can be because they can’t see how others live. One day I was talking to a 24-year old named Tim. Tim was telling me that he didn’t know of any blind people that traveled alone. I jokingly asked Tim if he thought my co-worker and I who had low vision had butlers that escorted us everywhere. I couldn’t believe my ears when he said that I thought I get assistance traveling. Due to his lack of eyesight and sheltered upbringing it’s understandable that Tim would think that visually impaired people couldn’t be independent travelers.

In the few months after telling Tim that I didn’t have a driver, I noticed that he was slowly gaining more confidence in traveling independently. Where in the past Tim would ask my co-workers and me to set up rides for him to community events, now he is quick to arrange paratransit rides for himself. Also he is advocating with the Department of Rehabilitation for someone to assist him in learning how to use the bus. Tim’s story demonstrates that it is possible for people to discover independence after they leave high school. At my organization, I see people who are in their 40 and beyond who have recently caught the independence bug and are reaching out for services to learn how to live and travel on their own. The notion that a student could develop a yearning for independence later in life may be hard for teachers like Sophia’s to accept. It may be hard for them to picture their job if it doesn’t involve pulling their hair out trying to make their student successful. I am not suggesting that teacher take a back seat and wait for students to decide to be successful. Some students need to be motivated and encouraged. However, it is unrealistic to think that all students will respond positively to being pushed while they are in high school.

A community college in the Bay Area understands that students may catch the independence bug later in life. Hanging in its disability services office was a sign that says something like “when people with disabilities grow up, we will be there.” Services that cater to older people who are interested in learning independence, such as this college program, are often underfunded and targeted for budget cuts. Therefore it is essential that we educate policy makers on the need to provide programs to teach independent living skills throughout a person’s lifespan.
It just so happens that I am writing this article during a stay in the country of New Zealand. I’ll leave it up to you to consider two things from this article: how auspicious New Zealand’s new educational philosophy appears to be, and your ability to compare and contrast what New Zealand has to offer to your own country’s focus on public education.

Upon glancing through The New Zealand Herald newspaper in Auckland, I noticed that the newly appointed Minister of Education, Nikki Kaye, addressed her country with a refreshingly progressive perspective. She simply stated, “I want us to be a country where every young person can read, write, do maths and be digitally fluent, healthy and well-rounded.” How’s that for delivering a powerful introductory message of leadership to students. The Post Primary Teacher’s Association reported that it was “heartening” that Ms. Kaye was responding to concerns that the previous national standards were forcing schools to narrow the curriculum. New Zealand is now realizing that students need digital skills to cope with technological changes that might wipe out many of today’s jobs in their lifetimes. That’s called forward thinking. This new Minister of Education is attuned to mental and physical health. She has clearly stated the following: “I have a focus upon both physical and mental health. From my perspective it’s totally aligned with our social investment approach, saying that if we want to have people being able to read, write and do maths and be digitally fluent and succeed in the arts and other areas, then we need as much as possible, through parents and government and society, to reduce their barriers to learning.”

The United States began the implementation of the Unified English Braille Code (UEB) on January 4, 2016 (the anniversary of the birth of Louis Braille). Now we are entering the third year of UEB in the USA. The transition has been easy for some, problematic for others, but successful overall. Many resources are available for learning and transcribing UEB. The Braille Authority of North America (BANA) webpage is continually updating links and resources. Please make sure to bookmark and frequent this site! The International Council on English Braille (ICEB) is responsible for the code and code maintenance and is well represented by members from the US.

UEB Perspectives: a committee to help explain, answer questions, and serve as a resource to you regarding UEB. Look to these pages and workshops at conference for additional information from myself and our colleagues as we explore the Unified English Braille code.
SPECIAL INSTITUTES

by Jonn Paris-Salb
jonnps@gmail.com

The 2017 CTEBVI conference featured a Youth Institute. Fifty students, mostly from Northern California, gathered for a day designed specifically for them by the San Francisco LightHouse. The feedback from the students and parents was overwhelmingly positive, a tribute to the planning of the event and the presenters.

Good news! The Youth Institute will be a part of the CTEBVI conference in Los Angeles on Saturday, April 14, 2018. This year the CTEBVI Board will co-host the event with the Junior Blind, and Braille Institute will be planning the event. Stay tuned for details about how you can have a youth participate in this all-day event.

CTEBVI will be co-hosting a Parent Institute with the California Association for Parents of Children with Visual Impairments, CAPVI. The day will be filled with presenters coming to talk to you about your children. The details are now being worked out, but will include assistive technology, transition, IEPs, changes in vision, and sexuality. This will be a great way to learn about CAPVI, network with parents who share the same concern as you have, and learn/improve advocacy skills.

NATIONAL PRISON BRAILLE NETWORK

by Jayma Hawkins

Operating a braille production business behind prison walls can be challenging, and the experience that long-time members of the National Prison Braille Network bring to the Forum will guide us as we identify what strategies work best, what equipment is needed, and which partnerships are critical for success. An update about BTAP (Braille Transcriber Apprentice Program), the program that assists transcribers as they transition back into society, will be given. Also, a tour of KCI (Kentucky Correctional Industries) Braille Services will be offered on October 12 for Forum participants who register in advance.
by California Council for the Blind (San Francisco)

Who: A legally blind student ages 8-18 who lives in the following counties: Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, or Sonoma.

What: The San Francisco Chapter of CCB will give a grant in the form of technology products worth up to $2,500 to an applicant who meets the criteria listed above and can best demonstrate the need for accessible equipment to enhance their educational opportunities.

Where: Submit completed application and essay to: Charlie Dorris tyreedorris@comcast.net

When: Submit a completed application form and essay by March 31, 2018.

To request an application and instruction form or for further details contact: Charlie Dorris: 415-775-0487, tyreedorris@comcast.net (or) Linda Porelle: 415-586-2622, lmporelle@gmail.com

KATIE SIBERT SCHOLARSHIP WINNERS FOR 2018

We thank those of you who applied for the Katie Sibert Scholarship this year. Typically this scholarship brings people to the CTEBVI conference to network with peers in the field of blindness, learn from experts in over 90 workshops, and engaging with vendors in the exhibit hall. The following people have been granted a scholarship for the 2018 CTEBVI Conference, Developing Professionals:

Anita McCraw is a graduate of BTAP, currently transcribing for APH. She is working toward being an independent transcriber; she holds certifications in braille, format, Nemeth and has a letter of proficiency in UEB, while at APH learned UEB-Nemeth and technical notation.

Kristen Danhour is a TVI in training at Cal State LA, working for LA County in Compton and the Lynwood USD. She has requested registration, a Low Vision Text, and an APH Light Touch Perkins Brailler to allow her to transcribe at home for her students.

Judith Rodrigues is a TVI in training at Cal State LA, working as an itinerant teacher. She has requested her registration, parking and gas for attending the conference.

Mia Carius is a para educator for the Clovis USD, and a candidate for a master’s degree in rehabilitation and mental health counseling at CSU Fresno.
CTEBVI SPECIALISTS

The following individuals have agreed to serve CTEBVI in varying fields of specialization within education and braille transcribing. These specialists have been recognized for their expertise in their field and their ability to communicate effectively. Please feel free to contact these volunteers with your questions. They are available year-round, not just at Conference. Click on the name to learn more about the specialist. Click on the e-mail address to ask a question.

You will note that two positions are currently open. Please contact Maureen Reardon with your suggestions or questions regarding the responsibilities of a specialist and remuneration for the work done in support of CTEBVI. You may also nominate a person or persons to fill the opening, including yourself!

**Advocacy**
Jacob Lesner-Buxton
jlesner@ilrc-trico.org

**Assistive Technology**
Jessica McDowell
Jesmcdowell@gmail.com

**BANA**
Tracy Gaines
bttranscribing@hotmail.com

**Deafblind & Multiple Disabilities**
Maurice Belote
mbelote@sfsu.edu

**Tactile Graphics**
Jon Crawley
jrcrawley59@gmail.com

**Foreign Language**
Open

**Infant/Preschool**
Diana Dennis
pinsol@netzero.net

**Education K-12**
Sheryl Schmidt
brl4me@aol.com

**Large Print**
Joan Treptow
joanietreps@charter.net

**Mathematics**
John Romeo
fullcellbraille@mediacombb.net

**Music**
Richard Taesch
richardtaesch@menvi.org

**O & M**
Ralph Cioffi
rcioffi48@gmail.com

**Textbook**
Open

**UEB**
Sue Reilly
dot5y@yahoo.com
Maurice Belote, M.A., Special Education, California Deafblind Services, San Francisco State University, Project Coordinator

Maurice Belote has 36 years of experience teaching children who are deafblind and providing technical assistance to families, schools, and public and private agencies. He currently serves as Project Coordinator for California Deafblind Services, the statewide, federally funded technical assistance and training project specific to deafblindness. He also serves as Co-Chair of the National Coalition on Deafblindness and is active in numerous national initiatives to improve services to children and youth who are deafblind. He is inspired everyday by the courage, resilience and determination of the students he serves.

Jon Crawley, Certified Braille Transcriber

Jon Crawley is a Nemeth, Literary, and Formats certified transcriber. Jon has trained a number of transcribers and is knowledgeable about ‘special circumstances’.

Ralph Cioffi, M.A., Orientation & Mobility, M.A., Elementary Education, Retired O&M Specialist/TVI

Ralph Cioffi is currently dually credentialed as both an Orientation & Mobility Specialist and TVI. He serves as the O&M Specialist for CTEBVI. Ralph worked for a public school district for 24 years where his experiences ranged from providing service to O&M/VI students in Early Start and pre-school programs, along with working with students at the elementary and high school level. Cioffi is a graduate of the O&M Master’s program at Cal State Los Angeles and holds a Master’s degree.

Diana Dennis, Infant – Preschool Teacher

Diana Dennis has served as an Early Childhood Special Educator, Vision Impairment Specialist, Program Director and TVI during her career in the field of early childhood and special education. She is currently teaching an early intervention series as part of coursework at Cal State, L.A., and Teacher of Students with Visual Impairments with Azusa Unified School District.

Tracy Gaines, Independent Certified Transcriber

Past President of CTEBVI, currently on the Nomination Committee, Journal Committee, and BANA Representative.

Tracy, a long time transcriber, can answer questions regarding BANA decisions and current revisions in codes.
Jacob Lesner-Buxton, M.S.W., Advocate for Disability Rights
Jacob Lesner-Buxton is a person with cerebral palsy and low vision who is a community organizer in Santa Barbara. In his job, Jacob helps communities on the Central Coast advocate for disability rights. Jacob also enjoys writing articles, doing yoga, traveling and going to movies.

Jessica McDowell, Teacher for the Visually Impaired and O&M Specialist working for Marin County Office of Education.
VI teachers are constantly trying to keep up with new technology and tools. Jessica appreciates being part of CTEBVI and a community of teachers who share ideas. She always tries to work toward finding efficient solutions for her students, whether the answer is high tech or low tech. She believes that assessment of student’s skills and needs, learning tasks, and supports are key to finding the right tools.

Sue Reilly, Retired transcriber, active member of BANA
Now retired as a transcriber, Sue keeps busy with her involvement with BANA as an Administrative Clerk. She also has served in many capacities, including President for CTEBVI and working on workshop proposals and several volunteer tasks for the CTEBVI annual conference.

John Romeo, Beyond the Walls, Nemeth Transcriber
John’s main certification is in Nemeth Mathematics at all levels from Kindergarten through Calculus. John is very involved in the Beyond the Walls Program, a national program to teach braille certification skills to inmates so they have a career once paroled.

Richard Taesch, CTEBVI Music Specialist since circa 1993
Richard is the founder and retired chair of Braille Music Division at Southern California Conservatory of Music (SCCM established in 1971). He is also the founder of the Music Education Network for The Visually Impaired – MENVI (established in 1997). He has authored “An Introduction to Music for the Blind Student” series and “A Blind Music Student’s College Survival Guide,” (free download – www.menvi.org). Richard is a NLS certified music transcriber and has been a music educator since 1961. He has been listed in “Whose Who in America” since 2003, and was recognized as a Recipient for the Albert Nelson Marquis Lifetime Achievement Award in 2017.

Joan Treptow, Braille Transcriber, Treps Consulting & Braille Service
Joan Treptow has been a braille transcriber for 29 years, working six years as an independent contractor. She has served CTEBVI as president 1999-2000, past Tactile Graphics Specialist, and is currently the Large Print Specialist.
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