# CONTENTS

President’s Message ..........................................................2  
In Memoriam......................................................................3  

**FEATURE ARTICLES**  
Featured Agency: California School for the Blind .................4  
O&M/ECC Bill: Ready to Fly!................................................7  
Marrakesh Treaty Given Final Approval..............................8  

**ORGANIZATIONAL INFORMATION**  
Nominations Committee Report.........................................9  
CTEBVI 2019 Scholarship Winners.....................................9  
Gifts and Tributes.............................................................10  
2019 Conference Sponsors.................................................10  
Financial Report..............................................................11  

**SPECIALISTS REPORTS**  
Accessing the Technology Used in Classrooms ...............16  
Relax, It’s Just Feedback....................................................18  
Large Print with Tactile Enhancement...............................21  

**GUEST ARTICLES**  
Braille Beyond the Walls™...............................................22  
Her Story - Anita McCraw...............................................24  
CTEBVI 2019 Conference...............................................27  
CTEBVI Specialists.........................................................28  
CTEBVI Board...............................................................31
Welcome to the Winter 2019 edition of the CTEBVI JOURNAL. I know you will find this edition to be another quality professional publication by your organization.

I want to be sure to welcome you to our upcoming conference in Burlingame this April - Braille Redux in the Digital Age. CTEBVI is a truly remarkable organization! For 60 years, we have presented our members, and our field, with a unique conference opportunity. As always, our conference will support transcribers, teachers, and paraprofessionals as well as BVI families. This year, in collaboration with the SF Lighthouse for the Blind and CAPVI, we are hosting Saturday youth and parent institutes. For the first time, we have asked for (and received!) corporate sponsorship of the conference, which enables us to provide more quality content and experiences while keeping costs down. I hope to see each of you there to join us in celebrating our Diamond Jubilee and to honor the many people who have shepherded CTEBVI through lean times and good times.

In closing, I urge you to please continue your membership and support of CTEBVI. Our plan is to remain in existence for as long as we are needed and relevant. Each of you is a valued part of this mature nonprofit and your support is not only profoundly appreciated but directly contributes to our successful future.

Maureen Reardon
CTEBVI President
IN MEMORIAM

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

CTEBVI Life Member - Rhoda Bruett (Covington)
Jan. 24, 1934 — March 7, 2019

Rhoda Bruett, a longtime resident of Davis, passed away Thursday, March 7, 2019, at the Carlton Plaza after a long battle with COPD with her husband, Henning, by her side.

She was born in Woodland and raised in Dixon. She attended Dixon High School and was the first in her family to attend college at San Jose State.

Rhoda taught kindergarten for many years at Valley Oak Elementary School in Davis before retiring. She later “un-retired” and went back to teach braille at Coyle School in Sacramento.

After retiring a second time, Rhoda enjoyed volunteering and was passionate about many causes: All Things Right and Relevant, University Arboretum, Guide Dogs for the Blind and CTEBVI.

When she wasn’t teaching or volunteering, Rhoda loved traveling with Henning, the love of her life for 63 years.

In addition to Henning, she is survived by her sons Brooks (Kelly) and Jeff (Donna) and grandchildren Max, Scott and Ashley.

She will be remembered with great fondness by all who knew her.

A memorial service followed by a reception will begin at 2 p.m. Saturday, March 23, at the Davis Community Church, 412 C St. in Davis.

In lieu of flowers donations can be made to St Jude’s Children’s Hospital, Guide Dogs for the Blind or CTEBVI.
The California School for the Blind (CSB) is a California State Special School located in Fremont, CA. In 1860, Frances August Clark established the California School for the Blind in San Francisco, CA as a privately funded school for blind and deaf children. Five years later, the school became state funded rather than privately funded. As enrollment increased, the need for a larger facility was apparent, and as a result CSB moved to Berkeley, CA in 1867. In 1980, CSB was relocated to Fremont, CA, its current location.

As a State Special School, CSB provides intensive, disability-specific instruction to students between the ages of six and twenty-two who are blind, visually impaired, and deaf-blind. There are three distinct programs at CSB. First, CSB offers an academic program for students expected to earn a high school diploma. Students in kindergarten through sixth grade are served on the CSB campus, working on Common Core State Standards as well as the Expanded Core Curriculum. Students in grades seven through twelve attend two to three classes at local middle and high schools in the morning, then return to CSB for support services such as braille instruction, Orientation and Mobility, Adapted Physical Education, Art, Music, etc. in the afternoon.

The second program offered by CSB is the Applied Academics program. This program is designed for students who are working on learning academic skills that will support daily living, such as basic reading skills, budgeting, and self-advocacy. These students may or may not go on to earn a high school diploma. Finally, CSB offers a Life Skills program for students with more significant learning needs who are not on a diploma track. All programs for students
Students can be referred to CSB by their school districts at parent request or when students’ Individualized Education Program (IEP) Teams recommend such a referral. When a referral is made, CSB follows a specific admissions process which includes a temporary placement at CSB lasting up to 60 calendar days, during which a comprehensive assessment of the student is completed. At the end of the temporary placement, the IEP Team reconvenes to determine whether the placement is appropriate for the student, and to draft a new IEP to reflect updated placement, services, and goals if continued placement at CSB is appropriate. Students attend CSB as long as the IEP Team sees fit. Each student’s IEP, including goals and objectives, is reviewed on an annual basis, and a decision is made by the IEP team as to whether the student should continue attending CSB or is ready to return to the school district. Some students attend CSB for one or two years in order to focus on increasing specific skills, such as Braille or Assistive Technology skills, then return to their home district to continue their education. Other students attend CSB for a longer period of time due to their individual need for continued intensive, disability-specific instruction. All decisions about how long a student attends CSB are based upon that student’s individual needs and progress.

In addition to the educational programs, CSB provides a residential program for students who reside more than a 60-minute commute from the campus. Each Sunday evening, students attending the residential program are either brought directly to CSB via charter buses, or arrive at local airports, where they are picked up by CSB staff. On Friday afternoons, residential students are transported home via charter bus, train, or plane.

As a public school, there is no cost to parents for their child to attend CSB. Costs to districts are relatively low. For day students, CSB does not charge any cost for students to attend. However, each student’s district is responsible for transporting the student to and from CSB each day. For residential students, districts are responsible for 10% of the unreimbursed costs to the state for educating that student. This equates to approximately $14,000 to $16,000 per school year. The cost covers all educational services and activities, room and board, and weekly transportation to and from CSB.

In addition to educational programs, CSB maintains an extensive and robust outreach program. CSB outreach programs are offered through the California Education Resource Center for the Blind and Visually Impaired (CERCBVI), whose mission is to provide no-cost consultation, assessment, training, and technical assistance for educational teams and families of visually impaired students throughout California.

The CERCBVI Assessment Program is a statewide resource of professionals who have specific expertise in the education of children and young adults who are blind, visually impaired, or deaf-blind. The Assessment Team includes a TVI, O&M Instructor, School Psychologist, and Speech-Language
Pathologist who provide parent and staff consultation, professional development, and comprehensive student assessments at no cost to families or districts.

The CERC BVI Assistive Technology Center provides individual student assessments to determine assistive technology needs. In addition, technical assistance and trainings/staff developments are provided to students, families, and school professionals.

Another exciting Outreach program is CSB’s Short Courses and Summer Academies. Short Courses and Summer Academies are one-week-long courses designed to address the unique educational needs of students with visual impairments currently attending schools in their local school districts. These courses cover a wide range of topics and are open to different age ranges depending on the topic being covered. Students need not enroll at CSB in order to participate in the Short Courses and Summer Academies (although they must complete an application process), and there is no cost to districts or families for sending a student to a Short Course or Summer Academy. Past and future topics have included Let’s Get Cooking; Cane to Canine: Is a Guide Dog Right for You?; Sensory Exploration; The Ultimate Google Experience; Advanced Computer Science; Experience Camping and Backpacking; and UEB/BrailleNote Touch…Yes!

Lastly, the CSB Low Vision Clinic, in partnership with the University of California Berkeley School of Optometry, provides low vision exams to individual students at no cost to families or districts. Optical devices are also provided as needed. Consultation and staff development opportunities are available as well.

The vision of the California School for the Blind is to touch the lives of every student with a visual impairment in California and beyond, whether it be through direct service, consultation, assessment, professional development for Teachers of Students with Visual Impairments, or specialized training for families. With innovative on-campus programming and a thriving Outreach department, we are well on our way to achieving this goal.

If you are seeking information about scheduling a tour of CSB, enrolling a student at our school, getting an assessment, consultation, or technical assistance, where to find state and local resources, or how you can better support a student with a visual impairment, we encourage you to visit our newly-redesigned website at csb-cde.ca.gov. There you will find accessible, up-to-date information and resources for students, families, teachers, and community members. If you can’t find what you’re looking for on our website, don’t hesitate to give us a call—We are here for you!

Gina Ouellette
Superintendent
California School for the Blind
510-794-3800
csb-cde.ca.gov
O&M/ECC BILL: READY TO FLY!

Update from the CAOMS FAPE Committee, January 20, 2019

As many of you know, the CAOMS ad hoc FAPE Committee has been working for more than a year to address the problem of school districts limiting off-campus O&M lessons. In January of 2018, the FAPE Committee conducted a survey of O&M specialists throughout California. Of the 64 O&M Specialists who responded, representing 53 different school districts and SELPAs, 39% reported that they cannot provide adequate community-based instruction because they are not permitted to drive their students and are not provided with viable transportation through the school system. Some districts, shockingly, do not allow O&Ms to conduct lessons on public transportation! The FAPE Committee’s legal counsel agrees that such practices are a violation of the IDEA. More importantly, such limitations mean that many of our visually impaired youth are graduating from high school without the O&M skills they need to succeed in adult life.

To address this serious problem, the FAPE Committee initiated a community organizing campaign using a dual bottom-up, top-down approach. The Committee started with outreach to O&Ms, parents, advocacy groups, education professionals, and professionals in community-based non-profit organizations to establish a coalition of individuals committed to correcting this injustice. Two lawyers associated with our work, including a representative of Disability Rights of California, are available to talk to parents concerned about their children’s services. In addition, the Committee also has been working on a bill to present to the state legislature. We have reached a major milestone in our journey!

On Friday, January 19, Jeff Thom, Governmental Affairs Director for the California Council of the Blind and the chief architect of the bill, reported, “I am extremely pleased to report that Assemblywoman Sharon Quirk-Silva will be introducing our special education bill this year. It is only one step in what will undoubtedly be a long road, but it is a major step and the work is well worth it for our students who are blind or have low vision. If we continue the great collaboration between advocates, parents, and those in the field, we can make a real difference.”

What you can do:

- Read the CAOMS newsletters and emails.
- Be on the lookout for Action Alerts, and take action!
- Contact us: caomsfape@gmail.com.
- We will need your support!
LOUISVILLE, Ky. (October 11, 2018) – On Tuesday President Trump gave final approval to the Marrakesh Treaty Implementation Act. This change gives Americans who are blind or visually impaired access to accessible books from more than 40 countries that have joined the Marrakesh Treaty.

“We are excited to see the United States government understand how important accessible books are for everyone,” said Gary Mudd, VP of Government and Community Affairs at American Printing House for the Blind (APH). “At APH, we believe accessible information is more than a convenience, but a human right. We look forward to the role we will play in the sharing of these important publications. This is a major step forward for people who are blind or visually impaired here in the states, and across the globe.”

The Marrakesh Treaty creates a copyright exemption for domestic reproduction and use of accessible literary works and printed musical works. It allows for the exportation and importation of these accessible items in formats such as audio books, braille, and large print. Authorized organizations serving people who are blind or visually impaired can import works to or from more than 40 countries that are part of the treaty.

To help facilitate the exchange of accessible books now allowed by the Marrakesh Treaty, APH has become a member of the Accessible Books Consortium. Look for an announcement from APH on this new collaboration in the future.

APH already has extensive databases with accessible materials available to the public. You can visit the Louis Database at louis.aph.org and the Migel at migel.aph.org.
NOMINATIONS COMMITTEE REPORT

By Cristin Lockwood, Chair

The election of new members for the California Transcribers and Educators for the Blind and Visually Impaired Board will be held at the 2019 Annual Conference in Burlingame, California. The slate of nominees will be presented at the First General Business Session April 12, and voted on during the Second General Business Session April 14. The CTEBVI Nominating Committee includes Chair, Cristin Lockwood and Members, Maureen Reardon, Jonn Paris-Salb, Tracy Gaines and Grant Horrocks. During our conference you will be asked to vote on the nomination slate. Please look over the suggested nominations.

FIRST TERM: Christopher Fendrick
Christopher Fendrick has been an educator since 1995. For the last eight years, he has worked as a TVI for Ridgeview High School in Bakersfield, CA. He also is a Workshop instructor at the Center for the Blind and Visually Impaired of Kern County. Mr. Fendrick is the current President of the Greater Bakersfield Council of the Blind and is an active member of multiple professional and advocacy organizations such as the Department of Rehabilitation Blind Advisory Committee, AER, California Council for the Blind, and more.

SECOND TERM: Maureen Reardon, Peggy Schuetz and Karen Tomlinson

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.”
GIFTS AND TRIBUTES

By Judi Biller
judibiller.ctebvi@gmail.com

We welcome any and all donations by using this link to our website where you can securely use your credit card or find the address to mail a check to me: http://www.ctebvi.org/donate.html

Donations received December 1, 2018 through February 28, 2019. Thank you to:

KATIE SIBERT: Sharon von See
DONNA COFFEE: Sharon von See, Carol Morrison
GENERAL: Amazon Smile, Melinda Wong, Sharon von See

Please support CTEBVI by using Smile Amazon! We are listed as California Transcribers & Educators of the Visually Handicapped (our old name), whereby Amazon donates 0.5% of the price of eligible purchases.

** I have found that you must check out via the website, rather than the app, in order for the donations to take place, so go ahead and shop with the app, just be sure to checkout in the website! **

The link that takes you directly to us is: https://smile.amazon.com/ch/94-6139176

THANK YOU TO OUR 2019 CONFERENCE SPONSORS

Emerald Sponsors:
American Printing House
Humanware
Transcribing Mariners

Onyx Sponsors:
Google
Wayfinder Family Services
## RECEIPTS

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash on hand (1/1/2018)</td>
<td>$514,471.88</td>
</tr>
<tr>
<td>Membership Dues</td>
<td>$14,850.00</td>
</tr>
<tr>
<td>2018 Membership</td>
<td>$9,950.00</td>
</tr>
<tr>
<td>2019 Membership</td>
<td>$1,350.00</td>
</tr>
<tr>
<td>2020 Membership</td>
<td>$50.00</td>
</tr>
<tr>
<td>Life Membership</td>
<td>$3,500.00</td>
</tr>
<tr>
<td>Conference 2017</td>
<td>$35.00</td>
</tr>
<tr>
<td>Conference 2018</td>
<td>$107,078.00</td>
</tr>
<tr>
<td>General Fund</td>
<td>$9,525.28</td>
</tr>
<tr>
<td>Amazon Smile</td>
<td>$76.33</td>
</tr>
<tr>
<td>Bequeathment</td>
<td>$8,506.15</td>
</tr>
<tr>
<td>Rebate Ink Chase Card</td>
<td>$367.80</td>
</tr>
<tr>
<td>General Fund Donations</td>
<td>$575.00</td>
</tr>
<tr>
<td>Donna Coffee Youth Scholarship</td>
<td>$1,287.00</td>
</tr>
<tr>
<td>Katie Sibert Memorial Fund</td>
<td>$325.00</td>
</tr>
<tr>
<td>Interest Income</td>
<td>$743.40</td>
</tr>
<tr>
<td>Miscellaneous Income</td>
<td>$9,457.71</td>
</tr>
<tr>
<td>Total income to date</td>
<td>$143,301.39</td>
</tr>
<tr>
<td>Balance</td>
<td>$657,773.27</td>
</tr>
</tbody>
</table>
## DISBURSEMENTS

<table>
<thead>
<tr>
<th>Operational Costs:</th>
<th>$83,434.10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit &amp; Tax Preparation</td>
<td>$1,768.00</td>
</tr>
<tr>
<td>AV Storage Expenses</td>
<td>$4,579.01</td>
</tr>
<tr>
<td>Awards</td>
<td>$1,169.59</td>
</tr>
<tr>
<td>Bank Fees</td>
<td>$6.00</td>
</tr>
<tr>
<td>Board of Directors</td>
<td>$6,499.21</td>
</tr>
</tbody>
</table>

- **Lodging** $4,464.40
- **Meals** $336.22
- **Traveling Expenses** $1,698.59

### e-Commerce fees $3,454.28

<table>
<thead>
<tr>
<th>Card Fees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Amex 3.25%</td>
<td>$118.68</td>
</tr>
<tr>
<td>Visa/MasterCard 2.19%</td>
<td>$1,594.57</td>
</tr>
<tr>
<td>Square</td>
<td>$107.08</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Fees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Redwood e-Bank %</td>
<td>$1,477.95</td>
</tr>
<tr>
<td>EProcessing monthly fee</td>
<td>$156.00</td>
</tr>
</tbody>
</table>

### Executive Director $40,087.60

- **Salary** $40,000.00
- **Expenses** $87.60

### Historian $368.20

- **Directors and Officers** $500.00
- **Combined Policy** $3,973.00

### Insurance $4,473.00
## DISBURSEMENTS (continued)

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership</td>
<td>$500.00</td>
</tr>
<tr>
<td>2018 Membership refund</td>
<td>$100.00</td>
</tr>
<tr>
<td>Membership Stipend</td>
<td>$400.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$800.93</td>
</tr>
<tr>
<td>Officers</td>
<td>$166.66</td>
</tr>
<tr>
<td>President</td>
<td>$41.23</td>
</tr>
<tr>
<td>Secretary</td>
<td>$50.40</td>
</tr>
<tr>
<td>Treasurer</td>
<td>$75.03</td>
</tr>
<tr>
<td>Executive Board</td>
<td>$0.00</td>
</tr>
<tr>
<td>Conference Hotel Nights</td>
<td>$0.00</td>
</tr>
<tr>
<td>Outreach</td>
<td>$8,491.90</td>
</tr>
<tr>
<td>AER Conference</td>
<td>$1,370.96</td>
</tr>
<tr>
<td>APH Conference</td>
<td>$3,746.66</td>
</tr>
<tr>
<td>BANA Meetings</td>
<td>$2,365.73</td>
</tr>
<tr>
<td>CAPVI National Meeting</td>
<td>$121.96</td>
</tr>
<tr>
<td>Getting In Touch w/Lit. Conf.</td>
<td>$886.5</td>
</tr>
<tr>
<td>Publications</td>
<td>$10,000.62</td>
</tr>
<tr>
<td>Journal Publishing</td>
<td>$1,320.00</td>
</tr>
<tr>
<td>Publisher</td>
<td>$1,260.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$60.00</td>
</tr>
<tr>
<td>Website</td>
<td>$8,680.62</td>
</tr>
<tr>
<td>Linksky: Domain Name</td>
<td>$260.62</td>
</tr>
<tr>
<td>Webmaster</td>
<td>$8,420.00</td>
</tr>
<tr>
<td>Registrar Expenses</td>
<td>$1,069.10</td>
</tr>
</tbody>
</table>
## DISBURSEMENTS (continued)

<table>
<thead>
<tr>
<th>Other Expenditures:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2018 Conference Expenses</td>
<td>$98,015.30</td>
</tr>
<tr>
<td>2019 Conference Expenses</td>
<td>$4,962.50</td>
</tr>
<tr>
<td>Misc. Exp. (Fronted monies)</td>
<td>$9,442.67</td>
</tr>
<tr>
<td>Special Service Projects</td>
<td>$8,791.51</td>
</tr>
<tr>
<td>BANA Dues</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Beyond the Walls</td>
<td>$2,591.10</td>
</tr>
<tr>
<td>CAPVI Renew</td>
<td>$1,229.15</td>
</tr>
<tr>
<td>D. Coffee Expenses</td>
<td>$0.00</td>
</tr>
<tr>
<td>D. Coffee Youth Scholarship</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Enchanted Hills Donation</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Katie Sibert Scholarship</td>
<td>$1,971.26</td>
</tr>
</tbody>
</table>

| Total Expenses to Date:                     | $204,646.08 |
| Cash on Hand 12/31/2018                     | $453,127.19 |
| Surplus/Deficit for Year                    | -$61,344.69 |
## CASH RECONCILIATION

<table>
<thead>
<tr>
<th>Account</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chase Checking</td>
<td>$4,553.66</td>
</tr>
<tr>
<td>Combination Funds CD @ Chase</td>
<td>$78,708.03</td>
</tr>
<tr>
<td>Contingency Funds</td>
<td>$69,033.92</td>
</tr>
<tr>
<td>Donna Coffee Scholarship</td>
<td>$2,877.89</td>
</tr>
<tr>
<td>Transcriber Support</td>
<td>$6,796.22</td>
</tr>
<tr>
<td>CD @ CitiBank</td>
<td>$100,367.80</td>
</tr>
<tr>
<td>IMMa @ CitiBank</td>
<td>$50,111.50</td>
</tr>
<tr>
<td>Checking at CitiBank</td>
<td>$5,005.29</td>
</tr>
<tr>
<td>CD @ Farmers and Merchants</td>
<td>$100,476.96</td>
</tr>
<tr>
<td>MMA @ Farmers and Merchants</td>
<td>$50,089.89</td>
</tr>
</tbody>
</table>

## DEDICATED ACCOUNTS

<table>
<thead>
<tr>
<th>Account</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katie Sibert Scholarship @ Chase</td>
<td>$63,814.06</td>
</tr>
<tr>
<td>Katie Funds</td>
<td>$55,082.25</td>
</tr>
<tr>
<td>General Funds</td>
<td>$8,731.81</td>
</tr>
</tbody>
</table>

## TOTAL CASH ACCOUNTS

$453,127.19

## CONFERENCE REPORT

### CTEBVI 2018 Conference

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income (in 2018)</td>
<td>$107,078.00</td>
</tr>
<tr>
<td>Disbursement in 2017</td>
<td>$300.00</td>
</tr>
<tr>
<td>Disbursement in 2018</td>
<td>$98,015.30</td>
</tr>
<tr>
<td><strong>Surplus/Deficit</strong></td>
<td>$8,762.70</td>
</tr>
</tbody>
</table>

### CTEBVI 2019 Conference

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$0.00</td>
</tr>
<tr>
<td>Disbursement in 2018</td>
<td>$4,962.50</td>
</tr>
<tr>
<td><strong>Surplus/Deficit</strong></td>
<td>-$4,962.50</td>
</tr>
</tbody>
</table>
By Jessica McDonald

This is a small reflection on a big topic. As Teachers of Students with Visual Impairments we wear many hats. Use of technology is an integral part of our students’ education. Because of the variety of devices and accessibility features and programs, keeping up can feel daunting. What assistive technology do our students need? When and how do we start? I can easily get overwhelmed by the big picture. Although I forget sometimes, it is the small picture that can help ground me. At this moment, I don’t need to be a wiz at navigating a PC with a screen reader. I don’t need to know every single way to access audio books. I do need to assess what my student needs to do to access the classroom curriculum and meet IEP goals. Likely, what your student needs to do will lead you to very specific tasks, which are the small picture. The small picture is more manageable.

Best practice for determining assistive technology needs leads us to the SETT Framework to help guide our decisions. The SETT model considers student, environments, tasks, and tools. The environment can provide a roadmap that becomes an important piece of our ongoing
assessment and planning. When peers are introduced to technology in the classroom, our students can learn alongside them. Of course, our students have unique needs and will have specific goals for use of technology to access their curriculum. I think best practice in assistive technology aligns with another goal - our students should learn the mainstream technology used in their classrooms to the extent possible.

What task does my student needs to accomplish? The classroom environment can define many of those tasks. For example, I have seen that iPad stations are common during literacy centers in kindergarten and early elementary classrooms. Now we have a task. My student who is blind needs to get to the center, find his or her spot, turn on Voice Over, and navigate to an audio book.

Now that we have a specific task, we can answer some questions and put a plan in place. What skills does my student need? What can be taught during the classroom routine and what needs to be taught in one-on-one setting? What can the classroom teacher support? Where can we build in peer assistance rather than adult guidance? We see right away that helping our student become more independent with this routine becomes a team effort. Another example might be the introduction of Chromebooks in a second-grade class. A student may need a larger screen and to learn zoom commands in order to keep up with his or her peers when they use Chromebooks.

In the classroom, you see the small picture - the specific task your student needs to accomplish. Addressing that need becomes a manageable piece of the larger technology picture, one step at a time.
RELAX, IT’S JUST FEEDBACK

By Jacob Lesner-Buxton

“Jacob, I’ll be back to talk to you later.” I smile knowingly as my boss leaves my office. That day I was asked by four of my co-workers if I needed help shopping. See, I was wearing stained blue jeans and sandals covered in sand. My office has a casual dress code, but it appeared that I had crossed the line. Sure enough, my boss told me to look nice for the workshop we were attending the next day. I was happy that I didn’t get defensive when he gave me that feedback.

When I grew up I often got defensive when people tried to give me feedback. I can remember using my disability as an excuse when a teacher tried to talk to me about the typos in my homework.

After I started working, I had a breakdown after receiving feedback from a co-worker. One of my colleagues found a press release that I wrote. “This thing is littered with typos,” he yelled. “It is not,” I protested. “Two people checked the document already.” “Oh, yeah,” he said, “then how could they say this e-mail was ok?” I checked my e-mails and saw that the document I sent to the press was filled with typos. Shoot, it appeared that the people I had edit the statement did a poor job. I started cussing loudly, punching my desk.

HONEST FEEDBACK CAN SAVE A PERSON MONEY, TIME, AND CREDIBILITY...
I calmed down after texting my friend who had the same job as I did. Her answer was reassuring, along with an offer from another colleague to edit my work in the future. The feedback I received that day was harsh, but it was important for me to hear.

I notice that some people are nervous about giving feedback to those with disabilities. I have heard from some able-bodied people that they are nervous about commenting on someone’s behaviors, because they assume that they are a result of the disability. However, honest feedback can save a person money, time, and credibility.

For example, a man named James who has cerebral palsy was employed as a stock boy by JCPenney in my city. When James was let go he filed a lawsuit for wrongful termination, claiming that JCPenney forced him to work with a job coach that was employed by their company, instead of by a local non-profit. I think the reason James got a settlement from JCPenney is that the company’s lawyers don’t think a person with a disability can handle feedback. I often hear employers say they’re afraid to hire those with disabilities because they think we will file a lawsuit if we are laid off.

I see educators as having a vital role in getting students to develop the ability to accept and incorporate feedback when they enter the work world. Here are some things that I wish I had known about getting feedback before I started work. Perhaps they will be helpful to your students.

# EVERYONE GETS FEEDBACK

The first thing students should learn about feedback is that everyone who has a job experiences some. Also, workers like myself might receive the same feedback multiple times a month. As an organizer, I am used to hearing feedback all the time. Listening to feedback has stopped me from making many mistakes. Still all this advice can get overwhelming. That’s why it’s helpful to know that others get feedback as well. To get students comfortable with feedback, it might be helpful if teachers tell them that they also receive criticism from their supervisors.

# GETTING FEEDBACK DOES NOT MEAN THE PERSON DOESN’T LIKE YOU

Another lesson about feedback to pass on is that it’s often not an indication of how a boss personally feels about the employee. As a person who has friends at work, I used to be surprised that someone I hung out with on weekends could give me negative feedback on my job performance. It took me a while to realize the difference between in the office and out of the office relationships. Students need to be aware of the unique dynamics that come with these connections. They should also understand that many people choose not to make friends at work, because they
don’t want to mix their personal with their professional lives.

WHEN GETTING FEEDBACK TRY NOT TO GET DEFENSIVE

It’s often hard to hear feedback about one’s performance in the short term, but in the long run being patient when someone provides feedback pays off. As my boss was pointing out where I made mistakes, I became defensive. Luckily my supervisor was patient and explained that to get a pay raise, the evaluation needed to be filled out correctly. It is important to make students aware that there are consequences that come with not accepting feedback.

IT’S BETTER TO GET FEEDBACK FROM SUPPORTERS INSTEAD OF STRANGERS

One day in college, a professor introduced me via e-mail to one of his colleagues who was working on a bunch of community projects. I must have had a lot of typos in my first e-mail to him, because he wrote back with harsh feedback regarding my writing. His e-mail to me was justified and could have been prevented if I sent my response to him first to a friend to edit. It’s important to be honest with students about things like typos, even if the student isn’t receptive.

THERE IS A DIFFERENCE BETWEEN FEEDBACK AND VERBAL ABUSE

Another important lesson about feedback is there is a difference between giving someone helpful suggestions to improve their work and verbally abusing them. About thee years ago I organized a meeting that took place in an office located on a campus of half a dozen buildings. Even though I had directions, we got lost. Later my boss thanked me for setting up the appointment, but asked me to get better directions in the future. While we want students to be comfortable with getting feedback from employers they should be taught not to tolerate abuse.

CONCLUSION

Students and families seem to receive feedback from many different sources. Many times it seems impossible to follow all of the feedback one receives, especially when it seems to be contradictory. However, students should be reminded that they have the ultimate decisions about whose feedback to take. When people decide how they want to live, there is always a chance that someone will be disappointed. However, students should know that if a person cares about them, they will often accept their decision, even though they might not fully agree with it. Even if a student feels confident in their decisions, they should be encouraged to listen to the views of others. The ability to listen is a skill that seems lost in places like cable news and the halls of Congress. Students don’t have to agree with what you are telling them, but they should be open to listening. After all, it’s just feedback.
Some students who are losing their sight slowly have difficulty transitioning from print to braille, especially when these students are in high school, and taking upper math classes.

For one particular student, his eye condition was such that the geometric shapes were not being seen. The student was reading the 18-point font large print just fine, but the lines in diagrams were not processing. I don’t know the name of the medical condition, but it appeared to resemble a depth perception issue as the brain wasn’t picking out the lines of any angles.

We, meaning the VI teacher and I, had to figure out a way for him to see the diagrams. The process we settled on was making diagrams not only darker but touchy-feely also. Keeping the diagrams where they were on the large print page, I had to make sure I didn’t tear the paper with the tracing wheels. (I used a lot of scotch tape to fix lines that went through.)

My tools: 3 different thicknesses of permanent marker, a clear plastic ruler, a light box, a rubber mat, and tracing wheels. Oh, and a lot of scotch tape. Markers, ruler and tape are easy to get at any office supply store. I found the rubber mat at a leather shop because it was thicker than the usual one. The tracing wheels and light box can be purchased from APH. If you can’t get your hands on a light box, the nearest window will do.

If the lines on the large print copy of the math page are too light, turn the paper over and trace the lines on the back of the paper using a pencil. Then place the paper on the rubber mat and using the tracing wheel make the diagram. Before you begin, choose the wheel that works best for each different line. In diagrams there are solid dark lines, thin solid lines, dotted lines, and the list goes on. Choose your wheels, then be consistent with using them throughout the text, after explaining what each line (wheel) represents. (The VI teacher or paraprofessional would explain this unless you get to visit the student directly.) The diagrams get easier and quicker to understand.

We were thrilled when this procedure worked. He passed his Geometry class and went into Algebra 2. Oh! Help us!

Yours in Literacy,
Joan Treptow
joanietreps@charter.net
Cell: (775) 560-031821 | CTEBVI JOURNAL - WINTER 2019
My name is Alexa Garza. I am a professional braille transcriber. I learned my specialized skill set while incarcerated at the Mountain View Unit in Gatesville, Texas. I was assigned to the Mountain View Braille Facility for over 15 years. I earned my Literary, UEB and Nemeth Math Certifications and am currently enrolled in the Literary Proofreading Course. I am recently released and continuing my braille journey.

Most offenders assigned to the prison braille programs do not realize the magnitude of hard work and dedication necessary to become a braille transcriber. There is a self-discipline needed when learning and studying the braille code books, when spending countless hours proofreading in the housing areas, and when working extended hours to meet deadlines. Braille is not for the faint of heart. However, most of those assigned to the prison braille programs walk with a sense of purpose and esteem knowing that they are a part of something bigger than themselves.

There are several job assignments inside the units, however, few create a sense of the “free world” better than those of a prison braille program. They are diverse in the sense that personal responsibilities are given, and expectations are set and met by offenders. Most individuals learn about the program from word-of-mouth of friends. They do not understand what exactly braille is or what it entails: however, the difference in those assigned to the facilities provoke curiosity to others around them.

Braille is not for the faint of heart.
What exactly motivates braille transcribers to spend so much time on their craft? No rewards and incentives are given; no time reduction applies. The motivation is best described as wanting to produce the best possible final product for the visually impaired. As one individual from Kentucky stated, “It is different when it is not about you.” He realized that he is “still intelligent and capable” no matter what society labels him.

A prison sentence gives one time to reflect on the mistakes of yesterday and the brightness of the future. Everyone comes from different walks of life yet the common thread that all desire is to have a productive life outside the prison bars. “I have self-confidence now and finish what I start,” says one offender transcriber from Kentucky.

Platforms such as Braille Beyond the Walls™ (BBTW) allows incarcerated offenders the opportunity to showcase their abilities and knowledge equally. I personally created, developed, and presented several workshops as part of Braille Beyond the Walls™ for the CTEBVI conferences. Creating workshops and presentations that both entertained and educated, while writing accompanying material allowed me to showcase my abilities, uniqueness and give a voice where otherwise I would be unheard. The participants of these workshops experience firsthand the knowledge of the presenter and depart with a clearer understanding of the topic discussed providing a finished product that helps the blind reader learn and grow.

The individuals assigned to the prison braille programs are set to a higher standard. They are expected to comply with prison rules and remain a cut above the rest in their conduct inside the facility and on the unit. Visitors from various braille agencies visit the facilities to motivate the transcribers. The networking opportunities developed inside the facility ease the path to reentry upon release. Also, your established work history and familiarization with agency specifications enhance your chances for employment in the future.

The braille journey inside the prison walls can be summarized by these words from a transcriber in Kentucky. “I was sighted but now I see.”

The braille transcription process in the prisons is a team effort. To know that you were a part of that growing process inspires you to continue to educate yourself in the latest rules and certifications. The better your braille transcription is the better readers can use your finished product in their everyday life.

One individual describes her journey. “Braille has helped a lot because it has given me goals to strive for. I need to make sure things are perfect for the client/student, so they are able to have the same advantages as the sighted person. Due to this, I am more conscientious of my work and others around me. Our program has mentoring, and it is always a pleasure for me when I can share my knowledge with others and help them to do their best because it also helps me to do my best.”

The braille journey inside the prison walls can be summarized by these words from a transcriber in Kentucky. “I was sighted but now I see.” Braille changes lives one cell at a time; both a braille and a prison cell.
I became involved with braille while incarcerated in South Carolina.

In 2002 I was involved in a car accident that took an innocent life. At the time of the accident I tested positive for prescription drugs. This was a mandatory charge of felony driving while impaired. And impaired I was, 17 years later I still have no memory of the accident or the week after. I woke up in Intensive care and was told that I had crossed the centerline and hit a car head-on, killing the driver of the other vehicle. My Mom having to tell me that haunts me to this very day. I can only imagine how very hard that was for her to do. And my heart never forgets that I took another life. I was sentenced to 25 years in the South Carolina Department of Corrections, and spent 15 years at the Leath Correctional Institution in Greenwood, SC.

At the time, the South Carolina School for the Deaf and Blind Outreach program offered the opportunity for inmates to learn braille transcription. The program was small, only three inmates on a compound of 750 were working in the “Braille Room.” I think they have about 21 now. Qualifications were strict. Disciplinaries were not tolerated; your crime could not be any type of child related crime; you must have had at least 10 years left on your sentence. The list goes on. I think there were about 10 prerequisites to qualify for the program. Our room was very small, so being able to get along was a must. As the program began to grow, I was blessed to have been hired. I didn’t have a clue what braille was or what was involved in doing it. All I knew was...
that they made “school books for blind children.” I knew that was what I wanted to do; help people.

We were paid 10 cents per hour at that time, which was great. Braille was only one of two paying jobs on the compound. Once hired, we had one year to get our first certification from the Library of Congress as a Braille Transcriber. We were then assigned our first Literary Braille book and immediately began working on our second certification, which is Textbook Formatting. We were encouraged to continue learning and striving for all braille certifications. We were given time to work on our lessons and the SCSDB paid for our exams. We were expected to be professional and efficient at all times, characteristics that I benefit from today.

Prior to my accident and incarceration I had been a Registered Nurse for 29 years. Public service and caring for others was in my blood. The nature of my crime would prevent me from ever returning to nursing. My self-esteem was at an all time low. I had no hope, no plans, and no purpose in my life. I had given up on life. I prayed that my heart would just stop and I’d die in prison. I could see no future for myself.

But when I went to work in the braille program, my whole attitude and outlook on life changed. When I sat down at that computer, it wasn’t about me or my future anymore. It was about those children. I’m from the South and we call them “kids.” I thought about the kids reading “my” books and becoming doctors, lawyers and teachers. Fulfilling their dreams and changing the world as I had once dreamed of doing myself. I saw braille as a way of, again, being able to help others and have a positive influence through the lives of these children, my “kids.” What I was doing mattered. I mattered.

While working in the Braille Room we were told that we would be able to use our transcription skills once we were released. I didn’t believe it. At this time our pay had increased to 10 cents per page. I’m no mathematician but I knew I would have to do a whole lot of pages to make enough money to ever be self-supporting. My supervisor assured me that transcribers in the “real-world” made more than 10 cents a page. Still, I felt destined to be a Wal-Mart greeter and live out my days living with my daughter.

Then, one day my supervisor approached me with an opportunity that would set the stage for the wonderful life I have today. She had an application for the Braille Transcriber Apprentice Program offered through the American Printing House for the Blind in Louisville, KY. Together we went over the application, she told me how beautiful KY was and what an awesome opportunity this would be for me. I talked it over with my family and friends and everyone agreed that this was something I should do. Everyone in the Braille Room was excited and we all set out getting my BTAP portfolio together. Being the skeptic that I was, I went along with the excitement. Only three applicants out of 70 would be chosen. After all, I was 60 years old and had never done anything but be a nurse so I couldn’t imagine that a place as important as the APH would want an old country girl from the foothills of North Carolina in their program. I put it in the back of my mind and went on thinking about my Walmart skills.

Two months later I was sitting at my desk working and my supervisor came to me and said I had a phone call in her office. I thought it was a joke, so I just laughed at her and went on with my work. Inmates do not get personal phone calls. She was serious and assured me that it was okay and that she would be in there with me. So,
with hands shaking, I went to the phone. It was Nancy Lacewell from the APH BTAP inviting me to participate in the apprenticeship program. I was stunned, all I could think to ask was “Is it snowing up there?” I didn’t know where KY was, I just knew it was somewhere up North and I thought it was always snowing “up north.” When you’re from the South, everywhere is “up North.” And now, after having lived there almost eight months, I can honestly say, it just about does snow every winter day.

As I sit here today, I realize that everything I have and do is a direct result of my experience with BTAP.

So in July 2017, after four months of battling with South Carolina probation and missing my flight, I landed in KY. My new life had begun. I was met at the airport by my mentor, a wonderful woman whom I now call my friend. She took me to my new home, Prodigal Ministries, the McCauley House, a transitional home for women in Crestwood, KY. A beautiful old Victorian-style house. The housing provided through BTAP provided my every need with reentry, getting an identification card and a social security card. These are a must before anything else. They provided transportation to and from work, medical appointments, probation visits, church and shopping, financial assistance with setting up checking and savings accounts, budget planning, making and utilizing a shopping list. Getting out of prison creates anxiety and depression, and counseling services were provided. I also had spiritual support through churches and the many ministries in the community. BTAP housing encouraged me to be responsible, and to give back to the community what had so freely and lovingly been given to me by becoming a volunteer. Transitional housing gave me the opportunity to regain my independence in a safe environment.

I graduated from the BTAP at the American Printing House for the Blind in December 2017. While there I built on the skills I had learned in prison; specifically, how to access braille resources through the internet. I was taught how to look for updates and rules, how to contact organizations such as NFB, NBA, and my favorite, Ask an Expert. I knew this help existed but had no idea how to navigate the web to find them. I had to be taught how to send an email and attach files. I left the BTAP with a computer and the software I needed to continue doing braille from home. This was very important for me because, coming out of prison, I would not have been financially capable of buying the equipment and software right away. I was blessed to have had APH award me my first braille contract as an independent transcriber. They took the time to show me how to bid on a contract, how to count pages and bill for my work. They had someone come in and teach me how to keep records and fill out the necessary tax forms. I was taught how to network and reach out to possible vendors. The APH staff and employees assured me, repeatedly, that I wouldn’t be alone. They would always be there to answer questions and support my endeavors anyway they could.

As I sit here today, I realize that everything I have and do is a direct result of my experience with BTAP. Almost two years later, I still call on the lifelong friends I made through BTAP at the APH for emotional support and encouragement. Is mine a success story? I think so. Thanks to the BTAP I am financially independent, not rich… but I do own my own home, pay my own utilities, buy my own food and provide for my own needs. All this I do transcribing braille from my own home.

I feel sure that had I not had the BTAP waiting when I was released that I would be working at Walmart, living wherever or with whomever and in need of public assistance. My name is Anita McCraw and I am a productive member of society.
Come Join Us!

APRIL 11-14, 2019
Marriott Burlingame Waterfront Hotel

CTEBVI ANNUAL CONFERENCE
Our conference is a truly “one of a kind” forum; a singular event that brings together blind students and their families with the transcribers and educators who serve them.

- 85 individual workshops in four specific focus strands
- A robust vendor exhibit hall with all state of the art assistive technology to sample
- Multiple, structured networking opportunities
- A full-day Saturday institute for blind students and families
- Scholarships for transcribers, educators and blind students to attend
- Nationally recognized speakers

Register online at www.ctebvi.org
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 our conference. Click on each name to learn more about the specialist. Click on the e-mail address to ask a question.

You will note that one position is currently open, Braille Formats. Please contact Jonn Paris-Salb (jonnps@gmail.com) 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

Braille Formats
Open

Deafblind & Multiple Disabilities
Maurice Belote
mbelote@sfsu.edu

Education K-12
Sheryl Schmidt
brl4me@aol.com

Infant/Preschool
Diana Dennis
pinsol@netzero.net

Large Print
Joan Treptow
joanietreps@charter.net

Mathematics
John Romeo
fullcellbraille@mediacombb.net

Music
Richard Taesch
richardtaesch@menvi.org

O & M
Eric Sticken
sticken.eric@gmail.com

Tactile Graphics
Jon Crawley
jrcrawley59@gmail.com

UEB
Amy Furman
amy.furman@amac.gatech.edu
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 knowledgable about ‘special circumstances’.

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.

Amy Furman, LOC Certified in Literary Braille and Proofreading, UEB Online Certificates; Hope Braille, Reno, NV, Owner

Amy began her career as a school transcriber. She held that position for five years, before moving into an independent contractor position. She has been specialized in higher-level math and sciences for the last nine years. She is experienced in the Nemeth Code, UEB with embedded Nemeth, and UEB Technical codes. Throughout her 14 year career, she has worked in all grades from K-12 up through college. She is excited to be a part of CTEBVI, and hopes to utilize her vast experience in the industry to be a resource for other transcribers.

Tracy Gaines, Independent Certified Transcriber

Past President of CTEBVI, currently on CTEBVI JOURNAL Committee, BANA Representative, Website and Registration. 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.
CTEBVI SPECIALISTS

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.

John Romeo, Braille Beyond the Walls™, Nemeth Transcriber

A braille transcriber since 1994, John holds certifications in Literary, Nemeth, Braille Formats, 2011 and has his Mathematics Proofreader certification. The driving force behind CTEBVI’s Braille Beyond the Walls™ program, John is passionate about braille and the rehabilitative qualities the vocation provides offenders who participate in prison braille programs across the nation. John envisioned a way to leverage the knowledge base inside these programs for the greater good of the braille community. John acts as a mentor for Braille Beyond the Walls™ and helps participating prison groups to develop professional quality presentations for the CTEBVI annual conference.

Sheryl Schmidt, M.A.
San Bernardino County Superintendent of Schools, TVI

Sheryl Schmidt received her B.A. in Liberal Studies from the University of La Verne. After two years of teaching third grade she began course work to become a VI teacher at Cal State LA. She has been a TVI for 23 years. Sheryl also holds a M.A. in Early Childhood Low Incidence Disabilities.

Richard Taesch, CTEBVI Music Specialist since 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 (1997). He authored “An Introduction to Music for the Blind Student” series and “A Blind Music Student's College Survival Guide,” (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.

Eric Sticken, Orientation and Mobility Specialist

Orientation & Mobility Specialist / Special Education Advocate for Students with Visual Impairment, currently an O&M Instructor for the Mt. Diablo Unified School District.
CTEBVI BOARD

EXECUTIVE BOARD

PRESIDENT
Maureen Reardon
reardonesq@att.net

VICE PRESIDENT
Jonn Paris-Salb
jonnps@gmail.com

SECRETARY
Judi Biller
judibiller.ctebvi@gmail.com

TREASURER
Sharon Anderson
sande8181@yahoo.com

EXECUTIVE DIRECTOR
Grant Horrocks
siloti@sbcglobal.net

MEMBERS AT LARGE
To be determined

BOARD MEMBERS

Adrian Amandi
aamandi@csb-cde.ca.gov

Lupe Arellano
arellanolupe@hotmail.com

Tracy Gaines ex-officio
(CTEBVI BANA Representative)
btranscribing@hotmail.com

Jayma Hawkins ex-officio
(American Printing House)
jhawkins@aph.org

Sunggye Hong
sghong@email.arizona.edu

Kyejune Lee
lee_kyejune@hotmail.com

Cristin Lockwood
(Past President)
cristin@liberybraille.com

Don Ouimet
douimet1022@gmail.com

Peggy Schuetz
transcribingmariners@gmail.com

Yue-Ting Siu
ysiui@sfsu.edu

Karen Tomlinson
kt1949@gmail.com
The CTEBVI JOURNAL is published three times a year by the California Transcribers and Educators for the Blind and Visually Impaired, Inc. ©2019 by California Transcribers and Educators for the Blind and Visually Impaired, Inc. except where noted. All rights reserved. No part of this periodical may be reproduced without the consent of the publisher.

**Annual Deadlines for Submission of Articles:** Winter Issue: January 15, Summer Issue: June 15, and Fall Issue: October 15.

**Digital delivery of issues:** Winter Issue: March, Summer Issue: September, and Fall Issue: December.

If you are moving, virtually (new e-mail) or physically (new mailing, as city, state, or zip code) please let us know. ctebvi@gmail.com