

AR  
Arkansas School for the Blind  
2600 W. Markham St  
Little Rock AR 72205  
501-351-5752

### District Parent and Family Engagement Plan

**\*Please note: Your 20-21 plan has been populated below. Please make revisions or delete and paste your updated plan for 21-22.**

[Click to view Required Components Checklist](#)

<b>District Name:</b>	Arkansas School for the Blind and Visually Impaired
<b>Coordinator Name:</b>	Amanda Harrison
<b>Plan Review/Revision Date:</b>	8/6/2021
<b>District Level Reviewer, Title</b>	James Caton, Superintendent

#### Committee Members, Role:

*(Select "Repeat" to open more entry fields to add additional team members)*

First Name	Last Name	Position
Teresa	Doan	Lead Principal
Amanda	Harrison	Parent Facilitator
Beverly	Roy	Community Involvement Representative
Charla	Whitaker	Parent Representative
James	Caton	Superintendent
Indranil	Chakraborty	Parent Representative

#### Committee Members, Role:

*(Select "Repeat" to open more entry fields to add additional team members)*

First Name	Last Name	Position
Lori	Cole	Teacher
John	McAllister	Board Representative
Tyrone	Williams	Administration

### 1: Jointly Developed Expectations and Objectives

*(Describe/List the District expectations and objectives for parent and family engagement. Describe/List how parents will be involved in the development of the district parent and family engagement policy. Describe/List how parents will be involved in the development and review of the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan and, if applicable, the Comprehensive Support and Improvement and the Targeted*

*Support and Improvement plans. Describe/List how the District will submit to the State comments from parents*

who deem the LEA Plan unsatisfactory.)

**Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

As follows, the Arkansas School for the Blind's (ASB) School Parent and Family Engagement Plan does describe how the school will accomplish each of the required documents.

1.1 Involve parents in the development of the school parent and family engagement plan

Parents are given an opportunity to fill out a survey provided to them through our website at the beginning and end of each school year in an effort to gather information about family/parent/community volunteer interest areas and to obtain feedback on academics, school climate/culture, and their effectiveness. It is stated in the plan that we value their input and that the surveys will be used for planning and implementation of initiatives and goals for planning overall school improvement and maintaining a Parent and Family Engagement Plan that reflects the concerns and needs of our parents and families.

1.2 and 1.3 Establish expectations and objectives for meaningful involvement, reflecting the specific needs of the students and families

The surveys are reviewed by the Parent and Family Engagement committee and are used for maintaining a Parent and Family Engagement Plan that reflects the concerns and needs of our parents and families. Our Plan, as well as a parent-friendly summary/explanation of the Plan are posted on our website by August 1st of each year so that parents are able to read the Plan any time they want to and give us their feedback. We also have the Parent-Friendly summary of the Plan as a supplement in our Student Handbook and on our website. In order for us to make sure all parents are provided an opportunity to read the plan and know how to provide us with their feedback we obtain signatures from each parent acknowledging that they have a copy of the plan summary, which also includes an explanation of how to gain access to the complete plan.

1.4 Ensure adequate representation of parents of participating children in the process in a variety of roles

The Plan lays out many different opportunities for parents and families to become engaged in their student's education and life at school. Some of the opportunities laid out in the Plan include Surveys, Parent Conferences, emailing teachers, list of scheduled activities, and meetings with ZOOM availability. As parents and family members are engaged they will be able to give feedback to the committee on what they see that is helpful and what they need to see more of in order to feel fully supported, either through the online surveys or through other forms of communication with their students' teachers or other school staff. We have found that we get more participation when meetings are held synchronously in person and on Zoom. As a result, we continuously invite parents and community members to meetings both in person and online. 1.5 These meetings will incorporate the goals of the Parent and Family Engagement Plan, as well as, the school wide plan concerning elementary and secondary curriculum and academics.

1.6 Submit any parent comments to the district if the Title 1 School wide Plan is not satisfactory to parents

A Title 1 meeting is held on the same day as the Report to The Public, this allows parents to fully understand the school wide plan and offer any feedback.

Address opportunities for regular meetings if requested by parents

Meetings are scheduled at a minimum of three (3) times a year, and other service opportunities/meetings will happen throughout the year. These will be announced by the parent facilitator. Parents are encouraged to contact the Parent Facilitator if they would like to schedule a meeting.

Plan submitted to State by August 1st

Each year by August 1st we submit our Plan to the Arkansas Department of Education through Indistar.

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## **2: Building Staff Capacity through Training and Technical Assistance**

*(Describe/List how the district will provide support and technical assistance to all its Title I schools in planning and implementing effective parent and family engagement practices, inclusive of school parent and family engagement policies/plans, school-parent compacts, and all Title I parent and family engagement requirements. Describe/List activities such as workshops, conferences, trainings, webinars, and online resources that will be used with school staff to build their capacity to work with parents as equal partners. Include information about how the district and/or schools will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.)*

### **Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

Our Plan states that, "A Title 1 meeting will be held on the same day as the Report to the Public, given yearly, to address the requirements and the school's participation and to inform parents of their rights under Title 1.

#### 2.2 Jointly Developed Plans

The district will aid the schools in this area by providing us with the means to have our yearly meetings as zoom sessions so that those parents that want to come, but are unable to travel to the school will be able to be a part. Our district will also provide a free meal for any parents that want to be a part of our meetings and are on campus during a meal time. The scheduled meetings will coincide with our Annual School Registration days, our Annual Christmas Concert and our Annual Spring Concert as this is when most parents are able to be on the school campus.

The district will also work with the schools to make sure that the Plan, as well as a parent-friendly summary of it is on the website so that all parents have access to view the plan and have input into it.

#### 2.2 Parental Involvement

A list of opportunities parents have to be involved in their student's educational journey as well as a list of activities parents are encouraged to be a part of with their student Is mailed out to every parent, from the Superintendent's Office, at the beginning of each semester.

#### 2.2 School Parent Compacts

Parents, student and staff will all share in the responsibility for improved student academic achievement. This will be done by developing partnerships.

Parents will be regularly informed of their students' progress through multiple Parent/Teacher conferences held throughout the year, mid-quarterly reports for students who are at risk of falling behind, and access to staff's email addresses. Teaching staff will work to initiate communication with parents on a regular basis so that parents feel like they have built a relationship with their students' teachers so that they are comfortable in their communication. Teachers will also make a point to remind parents of upcoming events that they can be involved in with their student, as well as opportunities for them to volunteer and be a part of specific classroom activities as well as observe on occasions. Through different teacher facilitated opportunities students will be encouraged to take responsibility for their schoolwork and to seek out help as needed. This is happening on a regular basis through our EAST Program.

#### Volunteer Surveys and Training

2.3 Staff members from multiple areas in the school will provide surveys (through verbal communication as well as other means) to gather volunteer interest data from parents so that we may offer parents multiple opportunities to share their wisdom and experience with our students. By showing parents that we highly value and respect their expertise we will be able to build a relationship with them that will allow us to work together with them in educating their students as well as help us provide our students with the unwavering truth that they are the ones responsible for what they choose to learn.

2.4 We will offer one on one volunteer training for our parents, upon request, instead of just group training sessions twice yearly, to accommodate our families.

#### Teacher Training and Specialized Support

2.1 All of our teachers are required to earn 60 hours of professional development each year. All of our teachers, under the professional development offered by our district, must be on a prescribed pathway to obtaining a proficiency credential or an awareness credential in knowledge and practices in scientific reading instruction. All of our teachers must also be TVI (teachers of the visually impaired) certified or working towards their TVI certification, or have credentials in special education. This allows our teachers to support our parents in many different ways, including teaching them braille and the expanded core curriculum skills so that it is easier for them to help their students with their schoolwork and life skills. Parents are also encouraged to communicate any needs they have and seek any help they want through our Parent Resource Center located on our campus. This input from parents allows us to coordinate the parent programs that they need most. Annually we provide a full day of parent programs in conjunction with our Braille Challenge.

Additionally, we have signed an MOU with Reach University to allow our paraprofessionals an affordable route to obtain teaching credentials within a 2 or 3 year period (depending on the amount of college coursework they have already earned).

Also, we have developed specific required courses ("ASBVI University") that focuses on blindness, maximizing the use of residual vision, daily living skills, Orientation & Mobility and Braille. This training has been offered to support staff members such as residential advisors and environmental services to date, and will continue to be offered each year.

#### Accessible Information

2.5 and 2.7 We make sure that all information is made available to our parents in a way that is accessible to them (parent-friendly); whether it be in a different language or accessible for the visually impaired, just to name a few.

2.6 As a part of our annual registration, we obtain signatures from each parent stating that they acknowledge the receipt of the Parent and Family Engagement Plan.

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### **3: Building Parent Capacity**

*(Describe/List activities, such as workshops, conferences, classes, online resources, and any equipment or other materials that may be necessary to support parents in helping their student's academic success. If applicable, describe how each discretionary item your district and parents chose will be implemented.)*

#### **Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

Make the district plan available to families and local community.

The Plan states that parent, family and community engagement information will be provided on the ASB website, in school newsletters, through the ASB Parent Resource Center, and through general correspondence from the Superintendent, Principals, and Teachers. The Plan also states the format of the email address for all staff members, which includes the Parent Facilitator.

Ensure that the Plan is written in an understandable and uniform format...

The plan is easily accessible and written so that parents will not get lost in text that is difficult to understand. The plan is also shared with family members in a wide variety of methods through weekly correspondence with parents and teachers, parent teacher conferences (at a minimum of 2 per year), "Friends of ASB" meetings and events, and home visits. Moreover, parents are invited to all school events. Additionally, childcare is also offered during parent and family events to enable parents to participate in the activity at hand.

#### State and Local Assessments

3.1 We have in our Parent Resource Center as well as on our website a parent-friendly version of the frameworks for each grade level so that parents understand what their students are learning at each grade. 3.2 We also provide materials that our parents are free to checkout or take so that they have the resources they need to help their students have academic success. 3.3 For the elementary grade levels there are student packs that have teaching strategies parent can use as well as ideas for hands on learning that will give the students extra practice in the skills that are being taught in the classroom. There are also packs parents can take that will allow their students the opportunity to delve a little deeper in the areas that are being taught and will help foster student led learning and allow parent and students to work and learn together, which will work to build partnerships between the student, parent and teaching staff. The secondary classroom teachers have provided online teaching support for parents as well as their email addresses so that parents can contact them with specific questions regarding their students work. We also have information available for parents regarding state and local assessments such as the dates they will be given and "helps" that parents can provide for their students. Through our Parent Resource Center and on our website, parents are able to access all the information that is shared with them at our annual Title 1 meeting. 3.4 If there is a discrepancy in content and parents would like to include discretionary items within the curriculum the process would include; submitting the materials to the principals (respectively) allowing time for a review. Then, it will be up to the Superintendent to make the final approval. Upon approval the items will be implemented during the appropriate unit with a classroom.

Each year, at the beginning of the school year, we will host a literacy Zoom session for parents so that we can provide them with literacy training, including the harms of copyright piracy. Items may include but not be limited to:

- Providing necessary training in literacy
- Assisting with childcare and meals
- Parents assisting one another in literacy trainings
- Implementing different approaches to parental involvement
- Establish an advisory council
- Develop role for community members and businesses

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#### **4: Reservation and Evaluation**

*(Describe/List how the district will share with parents and family members the budget for parent and family engagement activities and programs and how parents and family members will be involved in providing input into how the funds are used. If the district does not receive a Title I, Part A allocation greater than \$500,000, then the district is not required to include a description of its Reservation of Funds. If a reservation is required, then a minimum of 90% of that 1% must go to the schools, with priority given to high-need schools. Describe/List actions for how the annual evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents and family members will play.)*

#### **Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

4.1 does not apply

This will be accomplished on a continual cycle. At the beginning of each school year the Superintendent will hold a Title 1 meeting to inform parents of their rights under the law. 4.2 Parents will be told how the funds are being spent. 4.3 Throughout the year parents will be given opportunities to share their input of how funds are being spent and to offer their suggestions and concerns. These opportunities will include, to name a few, parent meetings throughout the year, ability to share their opinion through email after reading the Title 1 information provided on the website that includes the Parent Facilitators contact information, and through verbal surveys given during annual conferences. 4.4 The data from these will be looked at by the Parent and Family Engagement Committee as an annual evaluation each Spring so that decisions can be made for the new school year; taking into

consideration barriers, needs and strategies. This annual evaluation meeting will also be the time that all data collected from parents will be looked at so that a new Parent and Family Engagement Plan can be written that will address the current needs parents have. 4.6 and 4.7 The plan is reviewed, approved, and updated annually by August 1.

#### Training

4.5 During the school year different members of the Parent and Family Engagement Committee will attend different relevant training so that they will be abreast of newly found evidence-based strategies for more effective parental engagement.

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### **5: Coordination**

*(Describe/List how the district will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families such as public preschool programs or organizations to help students transition to elementary, middle, high, and postsecondary schools or careers.)*

#### **Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

5.1 The ASBVI School Parent and Family Engagement Plan works to promote family relationships between community stakeholders, parents, family members and educational staff members. These relationships are critical for solid and cohesive bonds of trust. Through the counseling program at our school in addition to our nurses, our social worker and school counselor are well versed and experienced with community support resource services. For example, through UAMS and the department of health, we offer dental, vision and hearing screenings and also have the capacity to connect students and families to available supports. Our alumni association is connected very closely with our student body and often offer supports through activities and funds for scholarships and other educationally related activities. Our birth to three program affords parents to stay in our "Parent Cottage" for required overnight stays to access services (i.e. appointments at Arkansas Children's Hospital) free of charge.

5.2 Additionally, through parent support meetings that are included in our Annual Braille Challenge event and our Annual Cane Quest, we give parents the opportunity to connect with other parents of students with visual impairments for support and fellowship. At those specific meetings we provide parent education programs that promote best practices for raising a child who has impaired vision.

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(Find complete guidance on the [DESE Parent and Family Engagement Requirements](#) webpage.)

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### **ADE Reviewer Responses by Section**

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#### **Section 1 - Jointly Developed Expectations and Outcomes**

- Federal Compliance
- State Compliance

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#### **Comments:**

8/4/2021 KWilson. Please make sure you change your plan's date to reflect this year. As you review

the plan, it may be helpful if you open the "hints" windows so you can be sure you are including all the required components and that they are under the correct section. If you need help or guidance please do not hesitate to get in touch with me at: 501 682 4389 or kazandra.wilson@ade.arkansas.gov

8/17/2021 KWilson. Section meets required components.

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## **Section 2 - Building Staff Capacity through Training and Technical Assistance**

- Federal Compliance
  - State Compliance
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### **Comments:**

8/17/2021 KWilson. Section meets required components.

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## **Section 3 - Building Parent Capacity**

- Federal Compliance
  - State Compliance
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### **Comments:**

8/17/2021 KWilson. Section meets required components.

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## **Section 4 - Reservation and Evaluation**

- Federal Compliance
  - State Compliance
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### **Comments:**

8/17/2021 KWilson. Section meets required components.

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## **Section 5 - Coordination**

- Federal Compliance
  - State Compliance
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### **Comments:**

8/17/2021 KWilson. Section meets required components.