

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

District Engagement Plan*

Please read over the form closely, being sure to address all guiding questions. Note the Assurances section allows you to confirm practices that are required but do not need further elaboration within the written portion of your plan. In the response fields, you may include links to additional information that can help support your story as you answer the guiding questions. At the bottom of this form, you will find guidance on the required documentation upload for Federal Monitoring for 2023-24.

1: Jointly Developed Expectations and Objectives

Describe how the LEA works with parents and families to develop and review relevant plans, policies, and strategies related to engagement, including establishing expectations and objectives.

Guiding Questions

- **1.1:** *How does the LEA involve parents in the development and review of the District Engagement Plan, 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?*
[ESSA § 1116(a)(2); A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*
[ESSA § 1116(a)(1)]
- **1.3:** *How has the Engagement Coordinator and/or Committee worked with the School Improvement/District Support Committees in order to incorporate the Engagement Plan into the Schoolwide Plan?*
[ESSA § 1116(a)(2)]
- **1.4:** *What expectations and measurable objectives has the LEA established for meaningful family and community engagement?*
[ESSA § 1116(a)(2)]

As ASBVI continuously seeks to improve in meaningful parent and family engagement, the district will:

- Assemble a Family and Community Engagement Committee that is representative of the school's population (including representation of diversity such as race, socioeconomic status, single parent homes, grandparents as parents, and foster parents). This will be accomplished by distribution of an "Invitation to Participate" to all parents, school staff, and community. After review of returned forms, personal invitations will be given to individuals to ensure adequate representation of all groups.
- Involve parents in the development and revisions of the Family and Community Engagement, School-Parent Compact, School Improvement, and Title I Plans.
- Schedule and hold a Title I Meeting at the beginning of the school year allowing parents to fully understand the school wide plan and offer any feedback.
- Schedule and hold a Report to the Public meeting in order to provide an overview of the school's programs and services.
- Provide surveys in a variety of formats to find out the needs and opinions of parents, families, and community members.
- Utilize survey data to assist in evaluation and update of the Family and Community Engagement, School-Parent

Compact, School Improvement, and Title I Plans.

- Provide a parent-friendly summary/explanation as well as access to the Family and Community Engagement Plan.
- Provide parents with multiple formats of participation, including in-person or by virtual means, in order to maximize parental involvement and participation among our widely scattered parent group.
- Provide parents with the information, training, and tools to support their child's academic and functional development.
- Schedule at least two Parent-Teacher Conferences during the school year.
- Conduct monthly Friends of ASB meetings involving parents, families, school staff, and community members.

ASBVI's Family and Community Engagement Committee will meet annually during the spring semester. This meeting will focus on monitoring the implementation of, making revisions, and updating our Family and Community Engagement Plan. This committee will be made up of school personnel, parents, family members, and community members.

Our plan will be submitted to the Department of Education by August 1st of each year. This plan, as well as a parent-friendly summary/explanation will be posted on our website by August 1st of each year so that parents are able to read the plan at any time. We will also provide a parent-friendly summary of the plan as a supplement in our Student Handbook. In order for us to make sure all parents are provided an opportunity to read the plan and know how to provide feedback, we will obtain signatures from each parent acknowledging that they have a copy of the plan summary.

If a parent reports that the plan is not satisfactory, the coordinator will submit the parent comment as part of the plan submission to the state.

Parents will be invited to provide feedback through various surveys provided to them throughout the school year. From these surveys, we will gather information about parent education needs, volunteer interest areas, and on academics, school climate/culture, and their effectiveness. These surveys will be reviewed by the Family and Community Engagement Committee and used for planning and implementation of initiatives and goals that reflect the concerns and needs of our parents and families.

As the Family and Community Engagement, School-Parent Compact, School Improvement, and Title I Plans all interconnect, the goal is for student attendance and academics to improve as parent engagement increases. These interconnected plans will help to build relationships between parents, families, community members, and school staff leading to improved achievement for ASBVI and our students.

2: Building Staff Capacity

Describe how the district will support all its Title I schools in planning and implementing effective engagement practices.

Guiding Questions

- **2.1:** *How will the district provide support and technical assistance to all of its Title I schools in planning and implementing effective parent and family engagement practices? This includes*
 - *jointly-developing school engagement plans*
 - *implementing effective parent and family involvement activities*
 - *jointly-developing school-parent compacts**[ESSA § 1116(a)(2)(B)]*
- **2.2:** *How does the LEA build staff capacity to work with parents as equal partners? This may include workshops, conferences, trainings, webinars, and online resources that will be used to ensure ALL school staff are aware of:*
 - *the value and utility of contributions of parents*
 - *how to reach out to, communicate with, and work with parents as equal partners*
 - *how to implement and coordinate parent programs*

- *how to build ties between parents and the school*
[ESSA § 1116(e)(3)]
- **2.3:** *How will the district ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
 - *How are you ensuring that relevant information is provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*
[ESSA § 1116(e)(5)]

ASBVI teachers and administrators will be required to earn 60 hours of professional development each year. Included in these hours, these employees must complete a minimum of 2 hours related to parental involvement every four years as required by the state of Arkansas. In addition to this requirement, trainings will be offered by the school to educate staff on the value of parent contributions, communicating and working with parents as equal partners, and implementing parent programs. These trainings will be provided in response to identified staff needs and in collaboration with parent facilitators. Paraprofessionals are also required to participate in online trainings through Arkansas Ideas as well as professional development activities provided through the school to develop knowledge and skills related to their jobs. All professional development documentation must be submitted to our school secretary who inputs the information and monitors completion of these required hours throughout the school 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 (Teacher of the Visually Impaired) certified or working towards their TVI certification, or have credentials in special education. The ASBVI Foundation and school provides financial assistance for teachers who are in need while going through the TVI program. This program 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 at home with their homework and with learning life skills. Parents are encouraged to communicate any training needs they have through our Parent Survey. This input from parents allows us to coordinate the parent programs that they need most. ASBVI provides a Parent Resource Center to address some of these needs. Annually we also provide a full day of parent programs in conjunction with our Braille Challenge and Cane Quest.

Additionally, we have signed an MOU (memorandum of understanding) agreement 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 focus on blindness, maximizing the use of residual vision, daily living skills, Orientation & Mobility and Braille. These trainings are offered to new teachers and instructional support staff members as well as residential dorm parents and non-teaching staff or as refresher courses to our more experienced teachers. Recordings of these trainings are available to staff to access throughout the school year.

Communication is a key to a successful partnership between home and school. A list of opportunities for parents to be involved will be mailed to every parent from ASBVI administration at the beginning of each semester. Parents will be regularly informed of their child's progress through a minimum of two scheduled Parent-Teacher Conferences, mid-quarterly reports mailed to parents of students at risk of falling behind, quarterly reports, and access to staff email addresses (formatted firstname.lastname@asb.k12.ar.us).

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 student's teachers and are comfortable in their communication. School administrators will work with teachers 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. Teachers will keep a contact record to document these parent-teacher contacts.

The school will make sure that all information is made available to our parents in a way that is parent-friendly and accessible to them; whether it be in a different language or accessible for the visually impaired, just to name a few. When needed, translators will also be utilized to ensure effective communication.

ASBVI will hold a Title 1 meeting at the beginning of each school year. This meeting will address the school's participation in Title I, requirements of the program, and rights of parents under Title 1. This will allow school staff as well as parents to fully understand the school wide plan and offer any feedback. These yearly meetings will also be provided as virtual 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.

ASBVI also includes teachers, parents, and community members in jointly developing our Family and Community Engagement Plan as well as a parent-friendly summary of this plan. In order for us to make sure all parents are provided an opportunity to read the plan, the parent-friendly plan will be provided to parents during Registration/Open House/Parent-Teacher Conferences as well as placed as a supplement to the student handbook. We will obtain signatures from each parent acknowledging that they have a copy of the plan summary. The Family and Community Engagement Plan as well as the parent-friendly version is also placed on our school website so that all school staff, parents, and community members have access to view the plan and have input into it. The Family and Community Engagement Committee utilizes parent survey data and input from school staff, parents, and community members in evaluation and update of the Family and Community Engagement Plan.

In order to ensure that parents, students, and staff all understand their role in sharing the responsibility for improved student academic achievement, a Parent-School Compact will be jointly developed and agreed upon by all parents, teachers, and students. These Parent-School Compacts will be implemented and reviewed at a minimum at Open House and Parent-Teacher Conferences.

ASBVI will provide Volunteer Interest Surveys during Open House and Parent-Teacher Conferences in order 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 students. These partnerships will also give support and assistance to teachers in planning classroom parties/activities, tutoring students, and completing non-academic duties such as making copies, cutting, and stapling. 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.

3: Building Parent Capacity

Describe how the LEA supports parents in helping with their student's academic success.

Guiding Questions

- **3.1:** *How will the LEA provide assistance to parents in understanding the following?*
 - *the challenging State academic standards*
 - *State and local academic assessments*
 - *the requirements of Title I, Part A*
 - *how to monitor a child's progress and work with educators to improve the achievement of their children*

[ESSA § 1116(e)(1)]
- **3.2:** *What types of materials and training does the LEA provide to help parents work with their children to improve achievement? This may include:*
 - *literacy training*
 - *technology training, including education about copyright piracy and safe practices*
 - *resources that describe or assist with the child's curriculum*
 - *other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers*

[ESSA § 1116(e)(2); ESSA § 1116(e)(4)]
- **3.3:** *In what ways does the LEA conduct outreach to ALL Title I, Part A parents and family members (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)?*

[ESSA § 1116(a)(1)]

Parents and families will be given multiple opportunities to become engaged in their student's education and life at school. Some of these opportunities will include attending and participating in Parent-Teacher Conferences and Special Education meetings, emailing teachers, attending parent trainings, taking advantage of our Parent Resource Center, attending scheduled school activities, participating in Friends of ASB, giving feedback on Parent Surveys, and volunteering. We have found that we get more participation when meetings are held synchronously in person and virtually. As a result, we will invite parents and community members to participate in trainings and meetings both in person and online. The school will also provide school sponsored events and trainings on various

days and times to allow more opportunities for families that work and/or live out of town the chance to participate.

A minimum of two Parent-Teacher Conferences as well as annual Special Education meetings will be provided throughout the school year to help teach and support our parents. At Parent-Teacher Conferences and Special Education meetings, assistance will be provided to parents in understanding how to monitor their child's progress, comprehend state and local academic assessments, and work with educators to improve the achievement of their child. In order to keep parents informed, parents will be given access to HAC, Home Access Center, which will allow them to view grade information. Training will be provided to parents on utilizing HAC. In addition, mid-quarterly grade reports will be mailed to parents of students at risk of falling behind. Quarterly grade reports and special education progress monitoring will also be mailed to all parents to assist them in monitoring their child's achievement. Parents will be given access to staff email addresses (formatted firstname.lastname@asb.k12.ar.us) to contact school staff with any concerns or questions.

Parents will be able to receive support through on-campus and virtual trainings and Parent Nights offered by ASBVI that are related to topics such as literacy, math, technology (including the harms of copyright piracy), expanded core curriculum, and braille and adaptive technology. Some of these trainings will be offered in conjunction with our Braille Challenge and Cane Quest. These meetings and trainings 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.

The school will schedule and hold a Title I meeting at the beginning of the school year allowing parents to fully understand the school wide plan and offer any feedback. This Title I meeting will be scheduled in conjunction with another event to make it more convenient for parents to attend. A virtual option will also be available for parents that are unable to attend in person.

Another way that we will support parent engagement is through our Parent Resource Center. Through our Parent Resource Center and on our website, parents will be able to access all the information that is shared with them at our annual Title 1 meeting. Also available in our Parent Resource Center, as well as being provided and discussed during our beginning of the school year Open House and Parent-Teacher Conferences, a parent-friendly version of the state academic standards for each grade level will be available so that parents understand what their students are learning at each grade. Materials will also be available that our parents are free to take so that they have the resources they need to help their student have academic and community success.

School staff will provide resources that have teaching strategies parents 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 resources parents can utilize 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 parents and students to work and learn together, which will work to build partnerships between the student, parent, and teaching staff. The secondary classroom teachers will provide online teaching support for parents as well as their email addresses so that parents can contact them with specific questions regarding their student's work. We will 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.

A list of opportunities for parents to be involved will be mailed to every parent from ASBVI administration at the beginning of each semester. These events will also be posted on our school website and social media sites. Parents will also be reminded of upcoming events through the use of our school-wide communication system, School-Reach. The majority of these activities will be available through on-campus and virtual participation. This will allow our parents that are scattered throughout the state to still have the chance to be involved and active in their child's school events.

All parents will be encouraged to be part of Friends of ASB, our team of school staff members, parents, and community members that support our school. Friends of ASB will meet a minimum of once per month. These scheduled meetings will be posted on our school website and links will be provided in order to allow members to join virtually.

As parents and family members are engaged, they will be able to give feedback to the school on what they see that is helpful and what they need to see more of in order to feel fully supported. Parents will be able to provide feedback through discussions with staff as well as parent surveys provided at Open House, Parent-Teacher Conferences, and on the school website. The results of these surveys will be used by the Family and Community Engagement Committee and will potentially lead to additional parental involvement activities and trainings that have been requested by parents.

Parents will also have the opportunity to be involved by volunteering. There are many options for volunteering. Parents can complete Volunteer Interest Surveys provided at Open House and Parent-Teacher Conferences. Volunteer training will be provided annually.

4: Coordination

Describe how the LEA will coordinate with other organizations, businesses, and community partners to provide additional supports, services, and resources to families that encourage and support parents in more fully participating in the education of their children.

Guiding Questions

- **4.1:** *How does the district coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
 - *public preschool programs such as Head Start*
 - *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
 - *wraparound services that allow families to send their children to school ready and able to focus on learning*

[ESSA § 1116(e)(4)]

The ASBVI Family and Community Engagement Plan works to promote relationships between community stakeholders, parents, family members, and school staff members. These relationships are critical for solid and cohesive bonds of trust that will lead to academic success for our students.

Through our Child Find Program, we will work cooperatively with educational co-ops, medical and vision facilities, school districts, preschools, and other local, state, and federal programs across Arkansas to identify children in need of services. Our nursing and low vision clinic departments will also work with local medical facilities such as Arkansas Children's Hospital, Baptist Health, and the Arkansas Department of Health to assist the school in providing dental, vision, and hearing screenings/services. This will give the school the capacity to connect students and families to available supports. We will also work in collaboration with Behavioral Health Services of Arkansas in making sure that our students and families receive support related to mental health needs. This organization also works with school staff in providing information, training, and resources to support these students and their families.

Our alumni association is connected very closely with our student body and often offers supports through activities and funds for scholarships and other educationally related activities.

Our birth to three program works with parents and preschool facilities across the state giving the support needed for parents and community members to more fully provide an appropriate education and skills training for the child. This program also affords parents to stay in our "Parent Cottage" free of charge for required overnight stays to access services such as appointments at Arkansas Children's Hospital or to participate in parent trainings provided by ASBVI.

We will also work in cooperation with the Division of Services for the Blind, World Services for the Blind, and Superior Success in providing our students vocational and life skills training opportunities. The Blue Umbrella, a gift shop under Department of Human Services, showcases and sells handmade, wooden pens made by some of our students.

We also will provide a parent resource center with information related to education, vision, and community supports. Additionally, through parent support meetings that will be included in our Annual Braille Challenge event and our Annual Cane Quest, we will give parents the opportunity to connect with other parents of students with visual impairments for support and fellowship. At those specific meetings we will provide parent education programs that promote best practices for raising a child who has a visual impairment.

Friends of ASBVI and local church organizations have partnered with our school to support our teachers through teacher appreciation meals and gifts as well as our students and families through donations for our back to school backpacks, food pantry, and clothes closet.

5: Evaluation and Reservation

Describe how the LEA evaluates the content and effectiveness of its Engagement Program in improving the academic quality of all schools. Describe how the LEA reserves and uses Title I funds for parent and family engagement programs and activities.

Guiding Questions

- **5.1:** *How does the LEA review and approve the Engagement Plan for each school?*
 - *Describe the process used to ensure each school plan is in full compliance with applicable codes.*
[ADE Rules Governing Parental Involvement Section 4.03]
- **5.2:** *What process does the LEA utilize to conduct an evaluation of the content and effectiveness of the Engagement Program?*
 - *Who is responsible?*
 - *When will it be conducted?*
 - *How will parent input be solicited?*
 - *How will it be disseminated?*
 - *Ensure the evaluation of the Engagement Program in Title I schools includes:*
 - *barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)*
 - *the needs of parents and family members to assist with their children's learning, including engaging with school personnel and teachers*
 - *strategies to support successful school and family interactions*
[ESSA § 1116(a)(3)(D)(i-iii); A.C.A. § 6-15-1702(b)(9)]
- **5.3:** *How does the LEA use the findings from the evaluation to develop strategies for more effective engagement and to revise, if necessary, parent and family engagement policies in order to improve the academic quality of all schools?*
 - *How will the findings of the evaluation be shared with families and the community?*
[ESSA § 1116(a)(2)(E)]
- **5.4:** *If The LEA is required to set aside funds for parent and family engagement (as part of receiving a Title I, Part A allocation greater than \$500,000),*
 - *How is the LEA spending those funds?*
 - *How is the LEA determining the priority of how funds are spent?*
 - *Who is involved in determining that?*
[ESSA § 1116(a)(3)(A)]
- **5.5:** *How does the LEA/school provide opportunities for parents and family members to be involved in providing input into how the funds are used? How will the district share the budget for engagement activities and programs with parents and family members?*
[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

Evaluation and reservation of the Family and Community Engagement Plan will be accomplished on a continual cycle. Each School Engagement Plan (Elementary and Secondary) will be created/reviewed annually by Elementary and Secondary Facilitators and teams representative of each school. These School Engagement Plans will be uploaded by the facilitators to Indistar. The District Reviewer (Superintendent) will provide responses within Indistar to indicate that compliance has been met for each school-level section or suggest required changes.

At the beginning of each school year the Superintendent will hold a Title 1 meeting to inform parents of their rights under the law. During this Title I meeting, information will also be given on the Title I budget and how much is set aside for engagement purposes. Parents will be given the opportunity during this meeting to provide input into how the funds are used. Also, throughout the school 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, ability to share their opinion through email after reading the Title 1 information provided on the website that includes the Parent Facilitator's contact information, and through verbal surveys given during annual conferences. This data will be looked at by the Family and Community Engagement Committee as an annual evaluation each Spring so that decisions can be made for the new school year. This annual evaluation meeting will also be the time that all parent survey data collected will be looked at so any updates to our Family and

Community Engagement Plan can be written that will address any identified barriers to parent participation, needs, and strategies to support successful school/parent/community interactions. These Parent Surveys will be provided to parents throughout the school year at Open House, Parent-Teacher Conferences, and through the ASBVI school website. In addition to review of surveys and other data sources, the committee will utilize the Required Components for District Checklist provided by the Department of Elementary and Secondary Education to ensure that we are meeting legal compliance. Following revisions and updates, the plan will be provided to the team for final review. Once approved by all team members, the plan will be sent to the state for review in Indistar prior to July 1. If the plan is returned for any revisions, the plan will be resubmitted to Indistar for additional review within two weeks. Upon approval, the plan will then be updated on the school website by August 1.

During the school year, various members of the Family and Community Engagement Committee will attend relevant trainings so that they will be abreast of newly found evidence-based strategies for more effective parental engagement.

Based on the 2022-2023 Parent Survey, parents indicated by their responses that the following are areas of improvement related to family and community engagement:

4.3% strongly disagreed and 13% disagreed with the statement of

"This school helps me figure out what social and emotional skills my child needs to develop (e.g. self-control, problem solving, or getting along with others."

8.7% strongly disagreed and 8.7% disagreed with the statement of

"At this school, my child feels they belong."

Therefore, in response to these results, the school will implement training workshops focused on social-emotional well-being. The school will also improve in our communication of behavioral expectations to families and encourage them to reinforce these expectations at home.

The school will also provide opportunities for students to improve their interpersonal skills and to be more engaged by encouraging participation in activities such as clubs, leadership positions, peer tutoring, and social-emotional programs.

It will be through on-going evaluation and reservation of our Family and Community Engagement Plan that ASBVI will stay committed to increasing parent, family, and community engagement, acknowledging that this is an integral part of our students' academic, functional, and social success.

Assurances

Please read the following statements closely. By checking these boxes, the LEA understands the legal requirements and will meet them accordingly.

Please read the following statements closely.

- **A.1:** LEA understands that by August 1st annually, it must review and update accordingly the District Engagement Plan. *[A.C.A. § 6-15-1704(a)(1-2)]*
- **A.2:** LEA understands that the District Engagement Plan should be sent to the State for review in Indistar no later than August 1st. If the plan is returned for revisions, those revisions should be made and the plan sent for an additional review within two weeks. *[A.C.A. § 6-15-1704(a)]*
- **A.3:** LEA understands that the District Engagement Plan must be made available to families and the local community on the district website under State Required Information no later than August 1st; if revisions are necessary, the final accepted copy should take its place once available. *[A.C.A. § 6-15-1704(a)]*
- **A.4:** LEA understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook. *[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]*

- **A.5:** LEA understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. [A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]
- **A.6:** LEA understands its obligation to train all volunteers at least annually and be able to provide proof of that training, if requested. [A.C.A. § 6-15-1703(b)]
- **A.7:** LEA understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation. [A.C.A. § 6-15-1704(a)(3)(B)]
- **A.8:** LEA understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to \$500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes. [ESSA § 1116(a)(3)(A)]
- **A.9:** LEA understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan. [ESSA § 1116(a)(3)(D)]
- **A.10:** LEA understands its obligation to submit to the State any comments from parents who deem the schoolwide plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov [ESSA § 1116(b)(4)]
- **A.11:** LEA understands its obligation to provide other reasonable support for engagement activities to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. [ESSA § 1116(e)(14)]
- **A.12:** LEA understands that if it has 20 or more children of military families enrolled or has a total enrollment of 3,000 students overall that it must appoint a district military education coordinator. [A.C.A. § 6-28-116(2)(A)(3)(B)]

☒ By checking this box, the LEA understands the legal requirements and will meet them accordingly.

LEA Information

District/LEA Name:	Arkansas School for the Blind and Visually Impaired
District Engagement Coordinator's Name:	Amanda Harrison
Plan Revision/Submission Date:	7/3/2023
District Level Reviewer Name, Title:	James Caton, Superintendent

Committee Members, Role

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

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
James	Caton	Superintendent
Teresa	Doan	Principal/LEA
Tyrone	Williams	Assistant Principal/ESL Coordinator
Amanda	Harrison	Special Education Supervisor/Parent Facilitator
Lori	Cole	Teacher Supervisor
April	Babberl	Secondary Teacher

Committee Members, Role

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

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Brian	Tanner	Secondary Teacher

Katie	Runder	Elementary Teacher
Alisha	Kindrick	Elementary Teacher
Charla	Whitaker	Secondary Parent
Betty	Dukes	Secondary Parent
Vicki	Keffer	Elementary Parent

Committee Members, Role

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

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Mackenzie	Price	Elementary Parent
Tiffany	Henry	Elementary Parent
Randi	Hutchison	Elementary Parent
Wes	Hutchison	Elementary Parent
Crystal	Meziere	Elementary Parent
Eric	Yarberry	Community Partner (World Services for the Blind)

Committee Members, Role

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

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Latasha	Mays	Community Partner (Division of Services for the Blind)

(Find additional guidance on the [DESE Parent and Family Engagement Requirements](#) webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at ade.engagementmatters@ade.arkansas.gov or 501-371-8051.)

Parent and Family Engagement: Required Uploads for 2023-24

Monitoring is the regular and systematic examination of a state's administration and implementation of a federal education grant, contract, or cooperative agreement. The monitoring process is designed to assess the degree to which program requirements are being fulfilled. **Note: the following boxes are just a portion of the full Federal Monitoring tool. The full list of evidences you should maintain can be found here:** <https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs>

As part of federal monitoring, the following items are required to be uploaded into Indistar in the **2023-2024 Engagement** folder by October 1, 2023:

The Engagement Plan was <u>developed jointly with</u>	Evidence that the LEA involves parents in the development of the District Engagement Plan (Provide each of the following two items.) - One example of a Committee meeting sign-in sheet that clearly identify parents in attendance <u>and</u> minutes from that committee meeting - One example of other communications such as emails or open-response surveys
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<p>parents, agreed upon, and disseminated to parents. ESSA §1116(a)(2)(A) and (b)(1)</p>	<p>One example of other communications such as emails or open response surveys regarding topics related to the Engagement Plan that verify parent input</p> <p>(The following information should be located on the District website.) Evidence of how the Engagement Plan is disseminated to families and the community</p> <ul style="list-style-type: none"> - Required: posted to district website by August 1st - Required: parent-friendly summary as supplement in student handbooks
<p>LEA ensures the Title I school Engagement Plan has been implemented and that each Title I school has carried out requirements to build parent capacity. ESSA §1116 (e)(1-5,14)</p>	<p><i>[Upload the below documentation for one Title I school. LEA should maintain documentation for EACH Title I school at the local level to be available for upload into Indistar at the request of the SEA.]</i></p> <p>Evidence that the Title I school provides assistance to parents in understanding challenging state academic standards, assessments, and how to monitor students' progress (Provide each of the following two items.)</p> <ul style="list-style-type: none"> - Title I meeting agenda/minutes/slide deck - One example of parent/teacher conference documentation showing how teachers work with families on these topics <p>Evidence that the Title I school provides materials and training to help parents work with their children to improve student achievement. (Provide at least two examples.)</p> <ul style="list-style-type: none"> - Photos of parent resource centers or links to digital resource centers - Resources posted to the website, LMS, social media, etc. - Recordings or agendas from workshops to address literacy or math strategies - Tutorials/videos posted on website and/or social media - Materials sent home to assist parents with curriculum, assessments, or other concepts that assist with student achievement
<p>LEA should use the annual evaluation findings to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)</p>	<p>Evidence the LEA has used the findings from the annual evaluation to design evidence-based strategies for more effective parental engagement and to revise, if necessary, the Engagement policies (Provide at least one example.)</p> <ul style="list-style-type: none"> - Survey results with meeting minutes - Focus group notes/minutes/reports - Written reports citing data indicating how the LEA will respond with policies, plans, and/or practices
<p>At the beginning of each school year, the LEA notifies the parents of each student about the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. ESSA §1112(e)(1)(A-B)</p>	<p>LEA must upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the <u>2023-2024 Engagement</u> folder by October 1, 2023 verifying that parents were informed and received timely notification if their student has been assigned to or taught four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.</p> <p>*Search TransAct ParentNotices for document "TPQ-01" for editable template in 10 languages, if needed.</p>

References

State

- [Ark. Code Ann. § 6-15-1701 et seq.](#)
- [Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement](#)

Federal

- [Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312, 6318, 6320](#)

Find additional guidance on the [DESE Parent and Family Engagement Requirements](#) webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at ade.engagementmatters@ade.arkansas.gov or 501-371-8051.

DESE Reviewer Responses

Section 1 - Jointly Developed Expectations and Outcomes

- ☐ Changes Required
☒ Compliance is Met
-

Comments:

07/17/23 David R. Terrell - This section meets compliance.

Section 2 - Building Staff Capacity through Training and Technical Assistance

- ☐ Changes Required
☒ Compliance is Met
-

Comments:

07/17/23 David R. Terrell - This section meets compliance. Great section.

Section 3 - Building Parent Capacity

- ☐ Changes Required
☒ Compliance is Met
-

Comments:

07/17/23 David R. Terrell - This section meets compliance. Great section.

Section 4 - Coordination

- ☐ Changes Required
☒ Compliance is Met
-

Comments:

07/17/23 David R. Terrell - This section meets compliance.

Section 5 - Evaluation and Reservation

- ☐ Changes Required
 - ☒ Compliance is Met
-

Comments:

07/17/23 David R. Terrell - This section meets compliance. Great section.