

Arkansas School for the Blind and Visually Impaired



**It's All About The Kids
1857-2018**



ESSA

The Every Student Succeeds Act (ESSA), signed into law in December of 2015, took full affect during the 2017-2018 school year. The purpose of EESA is to provide all children with an excellent education. Under ESSA each state was given the task to write out a comprehensive plan of how this would look for them.

Arkansas' plan involved a shifting for the Department of Education (ADE) in regards to accountability. They moved from a compliance-focused system to a system of support. Their goal being to give educators the go ahead to use their professionalism and creativity to provide student-focused learning opportunities for all students.

ADE's vision is to transform Arkansas into the nation's leader in student-focused education. Their mission is to provide leadership, support, and services so that every student is able to graduate fully prepared and ready to embrace their future. Under this system of leadership, support, and services ADE has developed an ESSA School Index that is being used to identify the level of support that schools and certain student subgroups within schools need. The indicators being used are achievement, growth, graduation rate, English learner progress, school quality and student success. ADE recognizes that some of these indicators would not paint a clear picture of the level of support needed by ASBVI. To that end ADE has decided not to issue ASBVI an overall rating but will determine our level of needed support by other means.

ASBVI supports ADE in this endeavor. Through the report before you it is our hope that you will see the many ways that we are ensuring that all of our students are given the unique quality education that each one of them deserves so that upon graduation they possess the required skills to become personally productive and self-sufficient citizens.

Report to the Public 2018

Superintendent's Letter

Board of Trustees

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SUSAN PACK
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DR. JOHN MCALLISTER
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DR. SAMUEL ATCHERSON
Board Member

HARRY POMPEO
ASD Parent Representative

ASB Parent Representative

Dear Partners and Friends,

Thank you for this opportunity to present to you our annual Report to the Public. We hope as you read through this report you will see reflected our core values of service, education, excellence, advocacy, and innovation that inform and inspire our mission and vision as demonstrated through our programs and the lives of our students.

ASBVI continues to move forward with increases in our student enrollment, achievement, and success. The support of the Governor, the State Legislature, the Department of Education, our Board of Trustees, the Arkansas School for the Blind Foundation, the Arkansas School for the Blind Alumni Association, and the Arkansas School for the Blind Parent and Teacher Organization, along with our families and many partnerships, makes our mission and vision an everyday reality at ASBVI.

In addition, our staff is always striving towards greater excellence in all areas of the school. We have a team of dedicated professionals that truly serve and are committed to every student succeeding both in and out of the classroom. At ASBVI we have the privilege of educating blind and visually impaired students from all across the state of Arkansas. We offer a high level of specialization and consistent services that lead our students towards a life of self-sufficiency and the realization of their unique place in the world.

It's all about the kids!

James Caton, Superintendent

Report to the Public 2018

Administration Team

JAMES CATON
Superintendent

BEVERLY ROY
Executive Assistant

TERESA DOAN
K-12 Lead Principal

BETTY SANDERS
Executive Assistant

JUSTIN RASNICK
Assistant Principal

TYRONE WILLIAMS
Special Education
Supervisor

DEBBIE MAYES
Administrative Assistant

History

In 1857 Reverend Haucke, a Baptist minister who was blind and interested in the education of the blind, opened a school at Arkadelphia known as the "Institute for the Education of the Blind". The following year the institute was incorporated and a board of trustees was appointed by Governor Conway. The school was supported by private contributions.

In October of 1859 Otis Patten, who was blind and who had taught at the Kentucky Institute for the Blind for eleven years, became superintendent of the school. He remained superintendent until March 1885, some 26 years.

By the fall of 1860, there were 10 pupils in the school. Of these, more than half were orphans or half orphans, and only one was able to pay for board or tuition.

In addition to literary instruction, the boys were taught to make brooms, brushes, and mattresses, and the girls were taught to do sewing, knitting, and bead work. Some of the pupils were instructed in piano and violin.

Professor Patten made an appeal to the legislature for financial support of the institution so that all blind children in the State, regardless of financial status, could be educated and instructed in a trade, thereby providing for a "life of joyous activity and usefulness." But even though the trustees supported Patten's theory of educating blind children, still they looked upon the institution as a place for the maintenance and care of the blind and especially the blind orphans. The legislature, beginning in 1861, did make a modest appropriation for the support of the institution. However, several years passed before pupils were no longer required to either obtain a certificate of poverty from the County Judge in their area or pay their own way.

In September of 1863, the trustees authorized Professor Patten to close the institution because of the unsettled condition of the country brought about by the Civil War. The pupils were sent home, the rented property was relinquished, and the furniture and equipment were sold to pay the debts of the school. Professor Patten returned to the Kentucky Institute to accept a temporary position in order to provide for his family. Upon the request of the

Report to the Public 2018

Teachers

ASHLEY ANDERS
Special Education Teacher

CODY ARNOLD
Kindergarten Teacher

JAMIE BARNES
Special Education Teacher

MINDY BESS
Birth to 3 Program Specialist

BRANDEY BURNETT
1st Grade Teacher

JOEL CARTER
Secondary Mathematics

LORI COLE
Teacher Supervisor/Braille Spec/ECC/AT

MARANDA COLE
School Librarian / Media Specialist

MINDY FITZGIBBON
Speech Pathologist

PHYLLIS GUNDERMAN
Bridge Classroom

SHELLEY HARVEY
Pre-School Teacher

BOBBY HOLLEY
Secondary Science Teacher

PAM HUDSON
Orientation & Mobility Instructor

ABIGAIL JONES
2nd Grade Teacher

SAM KETCHER
DLL Facilitator / District Test Coordinator

ALISHA KINDRICK
6th Grade Teacher – Elementary Education

REBEKAH LEWIS
Secondary English

institution.

After a restoration of law and order, the school was reopened at Arkadelphia in February 1867 in a house known as the residence of the late Dr. James K. Rogers. This property was purchased by the State and consisted of a large 1-story frame house with 10 rooms and approximately six acres of land situated on a high bluff overlooking the Ouachita River. The property was held until the close of the school year in the spring of 1868 when it was donated to the City of Arkadelphia and the school was moved to Little Rock.

The school opened for the first time in Little Rock in the fall of 1868, at a site known as "Rosewood", a short distance south of Fort Steel. This 15-acre site was leased from a Mrs. William Savin Fulton as a temporary location for the school until a permanent building could be built on an adjoining 7 acres.

In May of 1869, Major Samuel McCormick contracted to build a 3-story, brick building with dimensions of 40 feet by 50 feet. This new brick building, named for Colonel Gray, and 4 frame buildings were put up as a sort of appendage to a main edifice designed to stand at the head of Center Street.

In March of 1874, Professor Patten learned that the parcel of ground lying between the institute premises and Louisiana Street on the east and extending from 18th street to 19th street had come into market after having been in litigation. He also learned that someone had already bought the lot at the corner of 18th and Louisiana Streets and had plans for a building. Realizing that the grounds of the institution would be greatly injured if this lot fell into the hands of other parties and since the trustees had neither the authority nor the means to purchase this tract, Professor Patten found 5 men willing to purchase the property and hold it until the next meeting of the legislature could bring about an appropriation to secure the property for the institution.

In 1877, by act of the legislature, the name of the school

Report to the Public 2018

Teachers

JENNIFER LINDER

School Counselor

SHELLI MOORE

Birth to 3 Program Director

WHITNEY MUSICK

Orientation & Mobility Instructor / EAST
Facilitator

AMANDA NOLES

STAAC Teacher

TAYLOR RANDALL

Art Teacher

ALYSSA RASNICK

Special Education Teacher

ALICIA REDDICK

Choir / Music Teacher

JOE REYNOLDS

3rd Grade Teacher

BRANDY ROGERS

4th Grade Teacher

MICHELE SMITH

Resource Teacher

STEPHANIE SMITH

Secondary Business Teacher

ALGIS STASKEVICIUS

Instructional Music

DOAH STROJEK

Secondary Social Studies Teacher

BRIAN TANNER

EAST Initiative Facilitator

MICHELLE TULL

Gifted and Talented Teacher

PAM WILLIAMS

FACS Teacher

DANIELLE WOLTERS

5th Grade Teacher

of Center Street In 1885. The corner stone was placed with appropriate Masonic ceremonies, with The Honorable W. H. H. Clayton officiating as Grand Master. C. W. Clark was Building Contractor, and Ben J. Bartlett was Architect.

Music was an important component of the curriculum from the very beginning and its importance to the overall program was cemented when Professor Emile Trebing, a graduate of the Kentucky School for the Blind, was elected principal music teacher in 1888. The curriculum he offered in the Music Department at the school enabled his students to receive training equivalent to that usually offered at the college level. With the exception of the 2 years that he studied music at the Cincinnati Conservatory, he was Director of the Music Department until his death in the summer of 1940.

Professor Trebing is described by students and co-workers as kind, patient, jolly and energetic. He was loved by students for his friendly and even-tempered disposition and for his dedication. He taught advanced students to play piano, organ, violin, brass and woodwind instruments. Advanced students were instructed in music theory as well. Professor Trebing was a brilliant musician, who excelled in playing piano, organ and all the other instruments which he taught students to play. He accompanied the choir and composed music for his students to perform at concerts which were held frequently for the public.

After his marriage to Annie Harvey, who was a fine musician in her own right, the Trebings secured funding to build the "Trebing Home". This was a residence for blind women; a facility which served to meet a need which was acute at that time. They were also instrumental in the forming of the Arkansas State Association of the Blind which was a support group for ASB graduates.

The Arkansas State Association for the Blind was organized in June 1919, and Miss Amanda Moore was elected President. The purposes of this organization were to promote in every feasible way, the educational, vocational, social, and general welfare of the blind and to create a loan fund to assist the worthy and capable blind in their various pursuits. This organization is now functioning under the name "Arkansas School for the Blind Alumni Association" and is the oldest organization of the blind in Arkansas. The association

Report to the Public 2018

Support Staff

MEG BERRY
Licensed Masters Social Worker

CANEDRA BINGHAM
Education Paraprofessional

REBEKAH BURCHFIELD
Education Paraprofessional

DEXTER CARTER
PE / Athletics Coach

MICHAEL FERGESON, LPN
School Nurse

NIKKI FINNEY
Instructional Assistant

CANDI HOWELL
Instructional Assistant

JUDY JONES
Education Paraprofessional

MARY LEVY, RN
School Nurse Supervisor

TERRY POWELL
Education Paraprofessional

TONI RUSSELL
Instructional Assistant

TIFFANY SUTTON, LPN
School Nurse

WILLIAM HARRISON
Technology Director

JENA MCDONNELL
Director of Records and Reporting

Maintenance Department

MICHAEL BROOKS
Maintenance Technician

MAURICE BRUMFIELD
Environmental Services

DEWANDA DAVIS
Environmental Services

functions today as an ASB support group and meets annually in early June.

In the 1930's, plans were formulated to build a new school for the blind on West Markham Street. Apparently, the reasons for building the new school were that state officials were interested in acquiring the land at the current location on Center Street; land owned by the state was available on the Markham Street site immediately adjacent to the Arkansas School for the Deaf; and additional classroom space could be provided at the new location.

At 2:00 p.m. on October 9, 1939, the cornerstone was placed at the new Arkansas School for the Blind plant on West Markham Street by the Grand Lodge of Arkansas, F. & A. M., with Acting Grand Master C. Eugene Smith, Jr., directing the Masonic ceremony. A teacher from the Arkansas School for the Deaf interpreted the ceremony in sign language. Immediately following this ceremony was the formal dedication held in the school auditorium. The dedication ceremony began with a number rendered on the pipe organ by Professor Emile Trebing followed by an address by State Commissioner of Education T. H. Alfred. Governor Bailey then introduced the principle speaker, Miss Helen Keller, an internationally known blind educator who, being both deaf and blind, told of her discovery of the world into which she was born. Miss Keller was accompanied by her constant companion and secretary, Miss Polly Thompson. The day's activities ended with an open house. The formal name of what is commonly referred to as the "Main Building" is the "Helen Keller Memorial Building". This building and the ones directly behind it were built as a WPA project.

Dr. J. M. Woolly came to the school as principal and math teacher in the fall of 1939 and was appointed superintendent in 1947. He was effective in transforming The Arkansas School for the Blind into one of the leading schools of its kind in the nation. He broadened the curriculum and worked with colleges and universities to establish courses for teacher certification. He employed certified teachers, secured funding for a building program to modernize the facilities and worked long hours micro-managing the total program to bring about his vision of a modern, progressive school.

The two decades between 1940 and 1960 saw the development of an athletic program and the beginning of

Report to the Public 2018

Maintenance Department

TIM ELAM

Transportation Supervisor

UNDRA FLETCHER

Environmental Services

SHAWN GALMORE

Environmental Services

EUGENE HESTER

Maintenance Technician

WALLY KING

Maintenance Technician

PATSY MURRAY

Environmental Services

MARCUS SMITH

Maintenance

SHARON SMITH

Environmental Services

DEL RISINGER

Maintenance Supervisor

Child Nutrition

VIVIAN BRYANT

Child Nutrition

JESSICA DAWSON

Child Nutrition

ANGELA HARVEY

Child Nutrition

DEBBIE MITCHELL

Child Nutrition Supervisor

ROBERT PAIGE JR

Child Nutrition

GARY SIMPKINS

Child Nutrition

CHERRAL THOMPSON

Child Nutrition

AMY LAMUEL

Administrative Assistant

BARBARA COLE

Child Nutrition Director

athletic competition with other schools for the blind. ASB students competed in wrestling and track. Athletic teams first adopted the name of "Bronco Busters." They became the "Tornados" around 1952. Wishing to adopt a name that was indigenous to Arkansas, a committee of students and faculty selected the Titan Missile as the team name in 1963. ASB athletes were Titans until the Titan Missile became obsolete in the 1980's. The lion is now the official ASB mascot.

Training in orientation and mobility was begun, and a greater emphasis was placed on the use of research to improve instruction. ASB was at the forefront in experimenting with new theories to better meet the needs of its students.

In 1949, Ved Mehta, a student in India who was visually impaired and anxious to further his education applied for admission to many of the leading schools for the blind in the United States. His desire for an education was achieved when Dr. Woolly received special permission from government officials to accept his application. Ved graduated from ASB in 1952. After graduation, he attended college and later wrote a book entitled "Face to Face" which described his experiences at the Arkansas School for the Blind. Today Ved is a successful writer who has published numerous articles on a variety of subjects.

The decade of the 1970's was a time of reorganization at the school, and new buildings were constructed at a cost of approximately \$4,000,000. A vocational program was implemented in 1971 to offer better opportunities for vocational choice and training.

Federal Act 94-142 became law in 1975. This law assigned responsibility for the education of students with visual impairments to the local school districts. As a result, more students with visual impairments enrolled in the public school system. In 1978 ASB began to provide area visual services to children attending Arkansas' public schools who were blind or visually impaired.

As the student enrollment decreased in the late 80's and 90's, the emphasis at the Arkansas School for the Blind continued to focus on developing comprehensive individual education plans (IEP's) to identify specific needs of students and address those needs with more intensive instruction.

Report to the Public 2018

Home Life

CLARENCE CARTER
Residential Advisor

ROOSEVELT HADLEY
Residential Advisor

MARTHA HILL
Residential Advisor

TERESA MEALLER
Residential Advisor

DEBRA MORRIS
Residential Advisor

PATRICK NIXON
Residential Advisor

IAN TUKES
Residential Advisor

CARLA WATSON
Residential Advisor

TINA WHITFIELD
Residential Advisor

CHRISTINA WILLIAMS
Residential Advisor

Business Office

JAMIE CLEMENT
Accountant II

LONNIE CZAK
Fiscal Support Specialist

BONITA NASH
Assistant Personnel Director

KELLIE THORNTON
Payroll Services Specialist

BREONDA HODGES
Fiscal Support Manager

Small pupil-teacher ratios resulted in more individualized instruction and more specialization by staff members.

The decade of the 90's and the early 21st century saw new programs started under the guidance of Superintendent Jim Hill. One program being the Birth to Three-Year-Old Infant Educational Program. This program grew rapidly and now serves students throughout the state.

Numerous technology enhancements occurred with the support of Mr. Hill allowing ASB to offer state of the art programming to their students. With the addition of Distance Learning options, ASB began to offer a multitude of courses to its students that previously could not be offered.

Today

As we continue on, under the direction of Superintendent James Caton, ASB continues to provide quality education and training for the young people (age birth to twenty-one) of Arkansas that are visually impaired.

Mission: To provide quality education and training for young people (birth through age twenty-one) who are visually impaired so that they possess the required skills to become personally productive and self-sufficient citizens.

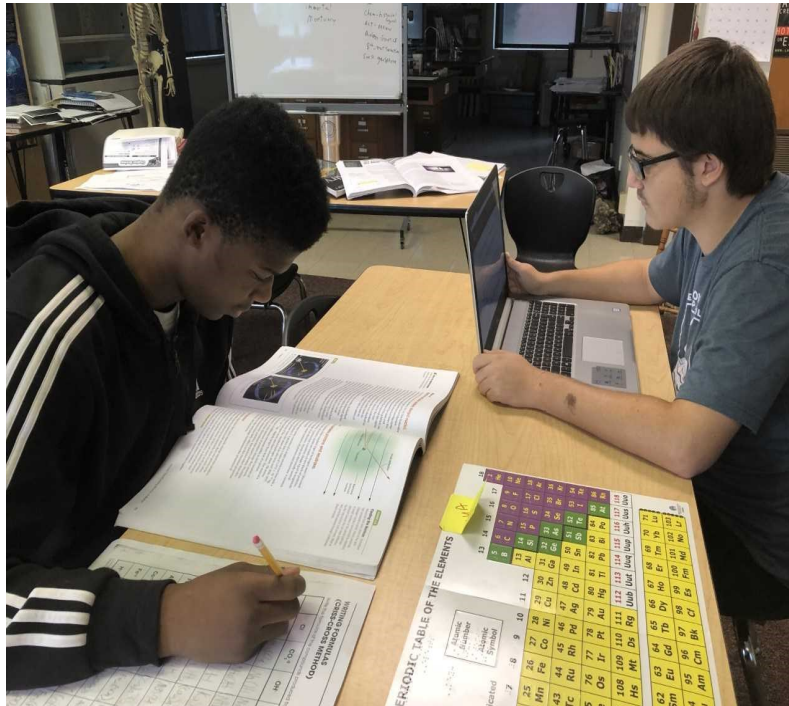
Vision: ASBVI will be a high performing school that is made up of life-long learners who are well equipped to succeed beyond high school and contribute actively to the community and be productive global citizens.

Core Values: Service, Education, Excellence, Advocacy, and Innovation



**Currently ASBVI has a STAAC, PK-12 enrollment of ninety-nine (99) students.
The Arkansas Department of Education (ADE) does not include STAAC and PK counts
for reporting purposes.
The ADE count would be eighty-seven (87).**





We provide rigorous and specialized academic programs for blind and visually impaired students statewide



ASBVI is dedicated to providing strong specialized academic programs for our students

Distance Learning

We believe students should embrace 21st century learning tools in addition to traditional instructional methods.

Distance learning increases student's computer skills, time management, and responsibility which all contribute to a higher rate of success in a post-secondary setting. The program continues to grow year after year with many secondary students taking online learning courses.

Online learning also gives students the opportunity to take concurrent credit courses through Arkansas Tech University, where they can earn both high school and college credit.

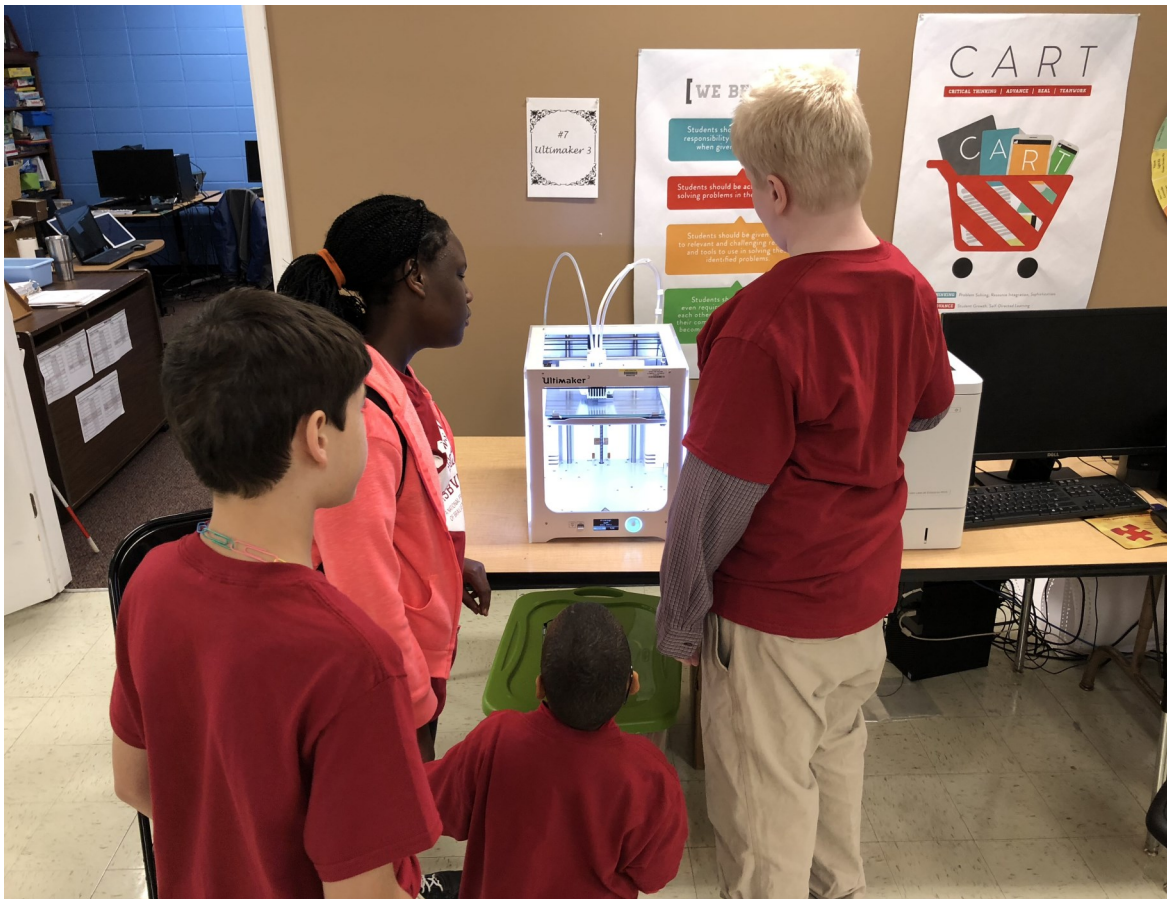
ASBVI has continued to partner with Virtual Arkansas, an Arkansas Department of Education approved online learning provider that hosts a variety of courses in many different subject areas including Career & Technical Education (CTE) courses and Advanced Placement (AP) courses. Virtual Arkansas provides our students with the opportunity to take classes based on interest, career focus, and their specific educational needs. Virtual Arkansas online teachers work extremely well with facilitators and our school's Distance Learning Coordinator in order to meet students' accommodations and modifications in a variety of different learning platforms including Moodle and Blackboard. ASBVI's partnership with Virtual Arkansas satisfies the requirements of Act 1280, the Digital Learning Act.

EAST Program

EAST has changed a bit in the meaning of its name to now being "Education Accelerated through Service and Technology", which is the premise behind EAST. EAST is built on four principles: Technology driven, student-led, service-based, and collaborative. These are critical skills needed for the future workforce and it is imperative that our students learn how to be contributing citizens in a collaborative environment. The students are encouraged to take ownership of the program and get involved. Students receive course credit through the ADE for the course.

Our EAST program provides our students with a wide array of technology tools and resources that the students are then able to use to help generate solutions to real world and community needs. Some of the tools and resources that we have for our students include an Ultimaker 3D printer, plotter, virtual reality system, green screen, camcorder, camera, computers, Mac-Book's and iPads.

The ASBVI EAST program completed its first year strong. One project that some of the students chose to work on was the ASBVI Ear Book. The Ear Book is a digital yearbook, which is an audio recording of students and staff sharing their favorite memories of the 2017-2018



Another project some of our students chose was the *Walk A Day in My Shoes* project. The overall premise of this project is that visually impaired people can do anything sighted people can do, sometimes even better. This project included some of our students going to different organizations to show what a day in the life of a visually impaired person was like. The students highlighted orientation and mobility and cane travel. A group of students also made a video to accompany the project, interviewing some of the students, discussing what it is like to be visually impaired.

Some of our students chose to partner with a local nursing home. They worked with the activity director at Briarwood Nursing home to provide activities for the residents. Additionally, they introduced the residents to braille and tactile water color sheets. This project allowed some very special older adults to get back some of the loves they felt they had lost due to failing eyesight.

This past year our students were able to learn about leadership through EAST. In March we took 8 students, selected through an application and interview process, to the annual EAST conference in Hot Springs. At the Conference our students were able to represent our program and present some of our most creative and beneficial projects. At the conference our whole team, as well as one particular student received the "Make A Difference Coin".

Students have already begun working on projects for this current school year and they are off to a wonderful start! Some of their chosen projects include a small garden to give food to those in need, a news channel so that we can have a short ASBVI news program for staff and students to watch, improving our playgrounds, and to continue the projects the students were working on last

Advanced Placement

ASBVI is continuing to develop Advanced Placement (AP) course opportunities for our students. Several teachers are working towards earning certification so that they can teach AP courses. AP courses are currently available through our online course provider Virtual Arkansas as well as through agreements with nearby local schools. While we will continue to use these providers it is our goal to provide these courses for our students here on the ASBVI campus.

R.I.S.E

The premise of R.I.S.E. is to encourage a culture of reading in schools, homes and communities. At ASBVI we are accomplishing this through providing professional development for our teachers that will allow them to become more deliberate in their reading instruction. Our teachers are also working to build reading collaboration with the parents of their students through regular communication and the sending of books home with students so that they have the resources to do shared reading with their families. Lastly, we are continuing with the “pause and read” moments that we started in our elementary school last year. This year we have added a new component to include our high school students. Our English department has a designated place where students and staff are encouraged to post the titles of what book they have just finished reading, what book they are in the process of reading, and what book they plan to start reading. We are very excited about the natural book talks that this will inspire between students and staff as they naturally begin to read some of the same books and communicate with each other about their findings within the books they share.

Elementary Program

The Elementary Program at ASBVI provides academic and developmental services for students who are in pre-kindergarten through 5th grade.

We believe that the early intervention services we provide for blind and visually impaired children are very important for their success. To that end we offer a full day STAAC program (Short Term Academic Assessment Classroom). This program is for 2 1/2 year olds and allows an opportunity for the students to be evaluated in a structured setting prior to consideration of placement into special education. Currently we have 4 students enrolled in our STAAC program. We also have 5 students enrolled in our Pre-K classroom this year.

This year we have added a new intervention program which is called our Bridge Program. This program is specifically designed to meet the unique needs that our kindergarten age students who have not received any prior services have. It will allow them to be better prepared for success once they enter kindergarten. We currently have 3 students enrolled in our Bridge Program.

This past year we had to close our campus for 2 days due to inclement weather. Because of Act 862, which allowed us to develop a plan for alternative methods of instruction to be used on days when school has to be closed due to exceptional circumstances; we were able to see first-hand how our students, when given the opportunity to take charge of their own education, can excel. We have worked hard to follow this same school of thought through our EAST Program and our Gifted and Talented Program as we have turned to a more student-led educational style; where the students choose their projects and the teachers facilitate learning.

Middle School Program

ASBVI took a special look this past year at our students that are middle school aged. We found that these students needed some extra preparation before beginning high school. The administration team agreed to address this need by providing extra time that would be devoted to instructing our middle school aged students in the skills necessary to be successful high school students. Teacher Shenandoah Strojek is the coordinator of this program. She makes sure that the students are able to work on skills such as organization, time management, and accountability. These skills will not only allow them to be better prepared for the rigors of high school but also help ensure that they are fully equipped with the needed tools to enter either the job force, college, or a vocational school upon graduation. This past school year was a success for this program and we anticipate this year being at least equally as successful. The students are becoming more responsible by carrying and using planners to keep up with their assignments, and utilizing trapper keepers to hold all of their work/important documents. We are seeing this taking of responsibility carrying over into other parts of our students lives as well as more of our middle school aged students are turning their homework assignments in. We are also pleased with the transparency in communication and collaboration this initiative is providing between our students, parents and teachers.

Secondary Program

At the beginning of the 2017-18 school year the high school teachers had a vision to target student writing. They formed a professional learning community that met weekly. At their weekly meetings they discussed grading, how to create common assessments, and how to teach writing. Their professional goals being that they would grow in the knowledge of how to better incorporate writing into all areas of teaching, and to experience growth in their individual teaching abilities through their collaboration. During school hours the students were provided instruction and opportunities to improve their writing across the curriculum. This has proven to be successful as our students have begun to produce better writing both in print and in braille.

During the 2017-2018 school year our FBLA teacher, Mrs. Stephanie Smith, took several competitors from ASBVI to the FBLA District V Spring Leadership conference at UCA in Conway. One of our students, Nick Aikins, placed second in Computer Problem Solving which qualified him to compete at the FBLA State Leadership Conference in April.

The 2018-2019 school year is very exciting for the Arkansas School for the Blind High School. We are being very intentional about closing the achievement gap for all of the students in order to provide a more equitable education. We are accomplishing this through increasing our data driven decision making in regards to remediation, enrollment into ACT prep courses, and targeted interventions in the classroom.

In order to ensure that our already high achievers continue to receive rigorous courses we have enrolled some of our students in Advanced Placement courses, concurrent college courses, EAST, and in the Gifted and Talented program. We believe that through these initiatives our students will receive a more meaningful education which will allow them to be better prepared for post high school, college and vocational programs.

In order to achieve our mission of enabling our students to become productive and self-sufficient citizens ASBVI is continuing to utilize the Metropolitan Career Tech center as one resource to help achieve our mission of providing our students with quality education and training so that they possess the skills to become personally productive and self-sufficient citizens. At the center our students are receiving high quality instruction in vocational areas, such as the Certified Nursing Assistant program, the Culinary Arts program and the Criminal Justice program. The programs provided at the center allow our students the opportunity to either be job ready in their chosen career fields upon graduation or very well prepared for success in the next step of their journey to completing the required education. ASBVI is very fortunate to partner with the Little Rock School District in order to offer this wonderful opportunity to our students.

Gifted and Talented Program

Last year our Gifted and Talented Program served 7 secondary students, 3 elementary age students and 13 of our younger students through a K-2 Enrichment Program. This year we are serving 13 secondary students, 4 elementary age students and 18 students through our K-2 Enrichment Program.

This past year 2 of our elementary students partnered with the Ozark Water Project to collect shoes. Our students collected over 500 pairs of shoes, that was enough to supply the means for a new well to be dug in Haiti. A well, like the one we supplied the means for, will provide water for 1000 people.

Our 3rd-5th grade GT students were able to participate in several student chosen hands on technology and art related trainings offered by the Arkansas Regional Innovation Hub this past year. Some of the classes they chose were Video Game Design, Arduino, Flight, Pottery, Screen Printing and Image Transfer.

Our 5th-8th graders collaborated together this year on a project initiated through the Youth Entrepreneurial Showcase (YES). Each year students in 5th-8th grade are encouraged to submit a business idea. This past year there were over 1000 entries. The top 25 entries were selected to debut their business at the Park Plaza Mail Courtyard. Our students worked diligently on the business, *Care, Show and Sell*. They worked together on executive summaries, marketing strategies, and financial projections. Their business idea centered around taking rescue animals, training them and putting them in an animal show, in the hopes of rehoming them. Their plans also included a way to use a 3D printer to replace missing limbs. This year our students are looking forward to submitting another business idea entitled *Fairy Food*.

One of our high school students was selected to attend the 2018 Arkansas Governor's School hosted at Hendrix College. This particular student competed and was selected in the social studies discipline. Selection for the Governor's School is based on a combination of ability and interest and is highly competitive.

We provide student support and services to ensure that our students are learning everything they are capable of

Assessment

One way we ensure we are providing strong specialized academic programs is by administering state periodic and interim assessments. These assessments are given throughout the school year and help us identify our student's strengths and weaknesses as well as offering us an avenue to monitor goals/measurable objectives set by the administration and ADE.

As mandated by the Department of Education, every student attending an Arkansas public school participated in the statewide program of educational assessments required in Ark. Code Ann. §§ 6-15-419, 6-15-433, 6-15-2009 and established by the State Board.

Kindergarten through 2nd grade students participated in three different testing windows given by Renaissance K-2 assessments during the 2017-2018 school year.

Students in grades 3 through 10 participated in ACT Aspire Periodic and Summative assessments.

ASBVI was the first School for the Blind to participate in online assessments through ACT Aspire. The District Test Coordinator worked with ADE and ACT to help identify and correct appropriate testing procedures for the blind and visually impaired.

Students in 11th grade participated in the state mandated ACT and volunteer ACT to prepare for college readiness and qualify for concurrent courses.

Students who did not take the ACT Aspire were also alternatively assessed using the MSAA and Science Portfolio Assessments. After the 2017-2018 school year, students across the state will no longer be assessed using science portfolios and MSAA but instead will be assessed online using a new ADE alternative assessment, Dynamic Learning Maps (DLM) in the areas of English/Language Arts, Math, and Science in grades 3 through 11.

Students who are identified as English Language Learners (ELL) were assessed with the English Language Proficiency Assessment for the 21st Century (ELPA 21) at the end of the school year and at the beginning of the school year with the ELPA 21 Dynamic Screener.

Remediation and Tutoring

This past year besides offering our students remediation services through an ACT preparation class we also offered our students tutoring opportunities during the school day as well as during after school hours.

Counseling

ASBVI has on campus a full time Pk-12 Certified Professional School Counselor and a Licensed Certified Social Worker.

Our Pk-12 Certified Professional School Counselor, through her program, provides our students with a safe and nurturing learning environment. Her program delivers developmentally appropriate activities for all of our students which include weekly guidance lessons, school-wide character education, as well as individual and small-group counseling based on the American School Counseling Association (ASCA) Mindsets & Behaviors for Student Success K-12 College and Career Readiness Standards, while abiding by the ASCA Ethical Standards for School Counseling. Ms. Linder takes the time to collaborate with students, parents, and staff members on a regular basis to make sure that her program addresses the academic, social/emotional and college/career preparatory needs of each of our students so that all our students gain the knowledge, skills and attitudes necessary for them to achieve their current and future goals.

Our Licensed Certified Social Worker, Meg Berry, offers individual and group counseling to all of our students. The topics she addresses with our students include, but are not limited to, concerns about self-esteem, coping skills, stress management skills, peer interactions, anger management, divorce/separation/loss, and social skills. Students may be referred to her by parents, staff, teachers, administrators or by themselves. Students can see Ms. Berry 3 times without having a signed consent on file. Students who wish to see her on an ongoing basis must have a signed consent on file.

Special Education Related Services

ASBVI provides services to all of its students. All of the students at ASBVI are on IEPs which means that they are served under IDEA.

We have a Speech and Language Pathologist (SLP) on staff that services our students in order to rehabilitate students that have deficiencies in articulation and language.

The vast needs of our students makes it necessary to also have outside therapy contracted services for some of our students. We contract with Community Rehab Associates (CRA). Through them we have two Physical Therapists that help rehabilitate our students in the areas of gross motor function, two Occupational Therapist that help rehabilitate our students in the areas of fine motor skills and independent living skills, and one Speech and Language Pathologist.

Parents, students, teachers, and vision specialists/LEAs from the local school districts all come together to form the IEP teams that drive decisions for the future of the students. Each student at ASBVI is given an advocate teacher that is in charge of maintaining the communication between families and the school.

In addition, to the academic standards of school the students are given the opportunity to participate in recreational activities such as track and field, swimming, wrestling, cheerleading, Special Olympics, and the Little Rockers marathon. These activities along with a community of vested educators come together to ensure that all students are served in an academic capacity, as well as, in the areas of the Expanded Core Curriculum (ECC). The Expanded Core Curriculum includes Compensatory or Functional Academic Skills including Communication Modes, Orientation and Mobility, Social Interaction Skills, Independent Living Skills, Recreation and Leisure Skills, Career Education, use of Assistive Technology, Sensory Efficiency Skills, and Self-determination Skills.

Other programs we offer our students:

Media Center
Adaptive Technology
Physical Education
Instrumental Music
Choir
Fine Arts
ESOL- Teaching English to Speakers of Other Languages
Family Career and Community Leaders of America
Future Business Leaders of America



Because we are the only school in Arkansas fully devoted to teaching the blind and visually impaired youth of Arkansas our students come from all over the state to attend school at ASBVI, thus making it imperative that many of our students live on campus during the week.

Home Life

The Home Life Department is in charge of maintaining the wellbeing of the residential students. ASBVI has a team of Residential Advisors that make sure the dorms are a second home for the students. This includes them making sure the students eat their dinner, do their homework, and prepare for the next day. This also includes planning activities for the students such as times to go shopping or to the movies or to the park to play. This school year we have 42 students staying in the dorms throughout the week. This number includes our seniors that are staying in the apartments on campus.

The Home Life Department will be working together with Dr. Janet Ford and the STYLE program again this year to offer programs to assist the students 16 years of age and older in daily living skills and in college and career readiness skills. In addition, the ASBVI alumni have pledged to devote time and resources to the Home Life Department, as well as, the school as a whole. We look forward to a school year filled with new learning experiences, fun parties, and educational outings.

Infirmary

The Infirmary on the ASBVI campus is opened 24 hours a day and licensed through the Arkansas Department of Health. We have a full time registered nurse and two full time licensed practical nurses.

This past school year our nurses served over ten students with asthma, over 10 with seizure disorders, over 15 with ADD/ADHD, 97 with visual impairments, over 35 with congenital disorders, over 10 with circulatory disorders, over 10 with digestive disorders, over 10 with hearing impairments, some with depression, over 10 with dermatologic disorders, over 30 with genetic disorders, over 30 with neurodevelopmental disorders, over 20 with non life-threatening allergies, over 10 with skeletal system disorders as well as students with other needs including but not limited to life-threatening allergies, hypertension, circulatory disorders, depression, eating disorders, encopresis disorders, endocrine disorders, hematologic disorders, hepatic disorders, immunological disorders, malabsorption disorders, neuromuscular disorders, neurological disorders, and permanent orthopedic disorders. Our nurses also saw students 1207 times this past year for illnesses and injuries that required first-aid. Out of that number 1127 were sent back to class, 55 were sent home, 23 were sent to their own health care provider and 2 of them required us calling 911. This past school year on a long-term basis more than a third of our students receive scheduled medications daily while at school. Our nursing staff also dispensed 973 doses of over the counter medications to our students that we provide for them due to parental permission and standing orders from our on call pediatrician.

Our nurses oversee the training and certification of our employees that give our students assistance with their activities of Daily Living, and CPR and first-aid; such as diapering, toileting, hygiene, ambulation, and assistance with eating. This past year we had over 15 students that required this assistance. In some events our nurses are the ones that assist our students as well.

This past school year our nurses spent 180 minutes in service to our staff members. Our nurses provided our staff members with blood pressure checks, first aid treatment and education regarding their medications, treatments and diseases.

Our nurses work very hard to meet all of the needs of our students. This past year we purchased a medical electronic system which specifically focuses on school nursing needs. Having this electronic system will allow our nursing staff to be HIPPA compliant and more efficient with their time, as it will decrease the time nurses take to keep our students records up to date thus allowing them more time to focus on the physical needs of the students .

Child Nutrition

The ASBVI Child Nutrition Department participates in the National School Lunch Program, the School Breakfast Program, CEP (Community Eligibility Provision) and the Commodity Distribution Program administered by the United States Department of Agriculture (USDA).

The Department continues to operate under the Healthy Hunger-Free Kids Act of 2010 which requires the school to increase the availability of fruits, vegetables, whole grains, fat-free and low fat milk, reduce levels of sodium, saturated fat and trans fat in meals that meet the nutrition needs of children within calorie requirements.

Meals are provided for Pre-K thru 12 grades, several organizations in the community and the STAAC Program. Elementary students are eligible for the CEP program; these students do not complete free and reduced priced meal applications. The school is able to claim all meals for the free reimbursement rate for these students.

The Department is also an integral component to the Wellness Committee. The cafeteria is also a teaching area for making healthy food choices. Nutritional resources have been provided to staff as well as parents to encourage healthy lifestyle changes in the meals that they consume in an



Wellness Committee

ASBVI has an active Wellness Committee that focuses on encouraging healthy lifestyles for students and staff members through physical activity and nutrition. The committee coordinates the “Annual Turkey Walk” as well as weekly “Dance Days” that take place in the cafeteria on Fridays. The committee is made up of 8 members, including representatives from our School Board, Administration Team, student body and the community, but the meetings are open for anyone that wishes to attend. This year the committee is planning on organizing:

- A Tasting Fair
- The Gobble Wobble
- A group to participate in the Special Olympics
- A Little Rockers group
- A group to participate in the Race for the Cure

The committee also conducts an annual School Health Assessment that helps us in setting our goals and actions for the school year.

The Committee has also developed a Wellness Policy that can be found on our website.

We are dedicated to providing student support and services for blind and visually impaired students statewide

For many different reasons not every blind or visually impaired Arkansas youth (birth-age twenty-one) is able to attend ASBVI during the regular school year. ASBVI has many different programs that meet the needs these students have.

Low Vision Clinic

The Low Vision Clinic housed in ASBVI, under the direction of Dr. Kennan Doan, OD, offers premier assessments for students who are identified as having impaired vision. Dr. Doan visits the school and examines students with the goal of maximizing their visual efficiency through the prescription of optical devices or functional related services (O&M, etc.)

Out of the 126 students served in our Low Vision Clinic this past year 27 of them were public school students. Out of those 27 public school students 8 of them decided to start attending ASBVI during the regular school year.

Birth to Three Program

This program provides outreach services across the state of Arkansas to blind and visually impaired babies ages 0-3, their families, caretakers and therapists.

This past year our program was able to touch the lives of 87 families. This program provides early intervention services in a variety of settings (home and day-care/pre-school). The program's vision specialists evaluate the children using the Oregon Assessment, conduct Functional Vision Assessments (FVA) and write up developmental reports that include the child's skill level, strengths and weakness, explanation of visual impairment and observations, recommendations and accommodations to help the child reach their developmental milestones, pre-braille skills, pre-O&M skills and increase visual awareness skills.

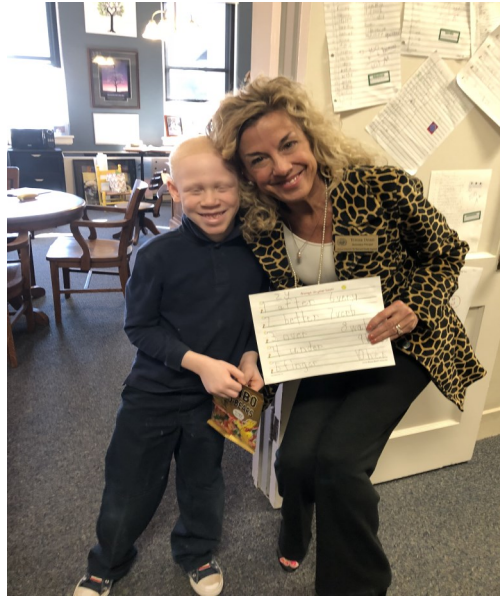
Instruction is provided to parents or caregivers to offer information and emotional support for acceptance of their child's visual impairment.

The program also provides special APH equipment to families, free braille books, resources, and networking with other parents.

Additionally, the "hands-on" approach provided by the ASBVI teachers is designed to help the children develop the prerequisite skills that are needed for entrance into a preschool setting.

Each year we have an annual "Cookies with Santa" event. This is an opportunity to promote early literacy and well as an opportunity for the families across the state to network. Each child receives a braille/large print book and a goodie bag, they get to decorate sugar cookies, meet Santa and get their pictures taken with Santa.

ASBVI believes in the importance of early intervention for young students and their families and strives to visit with each child and their caregivers at least one time each month.



Instructional Resource Center

Our Instructional Resource Center (IRC) provides textbooks to 30 braille students and 27 visually impaired students in the state of Arkansas. These orders cover a range of requests from novels to AP textbooks for students attending public and charter schools.

The Wrightsville Braille Program located at Wrightsville Men's Prison, under the direction of our IRC department, provides valuable resources for the blind and visually impaired students of Arkansas. During this past year the program has had two certified UEB Braille transcribers and four inmates training for certification. The men have produced 243 large print books and transcribed 42 books into Braille during this past year.

Summer Programs

Summer Camp 2018 had a total of 41 summer campers this year, of which 22 were students throughout the state. The camp this year focused on "Turning up the Volume" and had focus areas in STEM, Arts/Music, and recreation concepts. The campers practiced areas of the expanded core curriculum for blind and visually impaired students and really benefitted from the additional time to learn activities of daily living, travel, and gaining skills to lead them toward independence.

Jumpstart 2018 had a total of 27 participants this year, of which 15 were students from throughout the state. The students held various jobs throughout the city and on the ASBVI campus during the morning. In the afternoon they received teaching relevant to independent living and during the evening they were able to practice their expanded core curriculum skills as they visited various restaurants and engaged in different social activities. The students were also able to visit 4 different college campuses as part of their Jumpstart experience. Jumpstart ended with the graduation ceremony and annual Talent Show being held at the Governor's Mansion. The First Lady was able to attend as well and gave the Jumpstart participants some very relevant closing words.

The Braille Challenge

On Thursday, February 1, 2018 from 8:30 a.m.to 3:30 p.m., more than thirty blind and visually impaired students from across the state met in Little Rock to test their braille skills in an academic competition unlike any other.

The students took part in The Arkansas Regional Braille Challenge, which was held at AS-BVI. The Braille Challenge® is the only national academic competition for blind students in the United States and is a national program of Braille Institute of America. The Arkansas Regional Braille Challenge is the first step on the road to the national competition, which will be held in June at Braille Institute's headquarters in Los Angeles. Students from across the nation are completing preliminary testing this winter in hopes of qualifying for the 60 spots available in the national com-



Cane Quest

On October 12th of 2017 ASBVI hosted the Arkansas Regional Cane Quest®.

This event was created by Braille Institute of America, Inc. as a part of its expanding National Programs offerings. Cane Quest® is a national competition that tests the ability of blind and visually impaired youngsters to navigate the world around them independently. The Quest tests 3-6 grade participants' independent travel skills by having them follow secret routes via auditory instructions.

Cane Quest® seeks to motivate students to master their mobility skills, while also educating the sighted public about the abilities of blind youth to travel independently. The participants were awarded special prizes at an awards ceremony at the end of the competition.

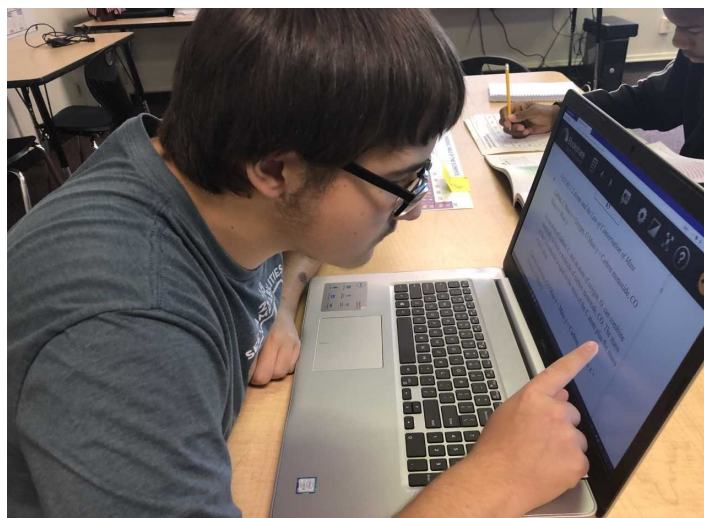
This school year Cane Quest® will be held on October 11th.

We provide our teachers with all the tools they need to be effective

Technology Department

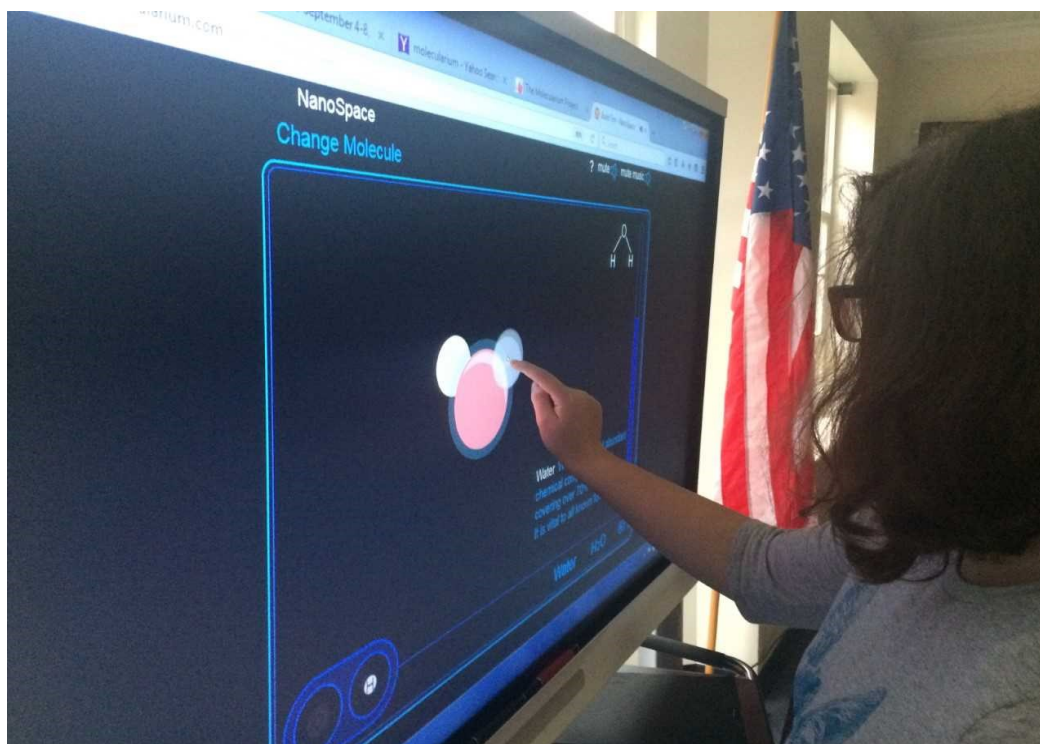
This past school year we made the following upgrades that will help allow us to meet all of our educational goals.

- All network servers were upgraded to the latest server operating systems
- Exchange email server upgraded to latest software.
- Main network “core” switches replaced with new Dell switches.
- All network 100 MB building connection switches replaced with 1000 MB (1 GB) switches.
- JAWS & Zoom Text software upgraded to latest version.
- All Plain Old Telephone Service (POTS) upgraded to Voice over Internet Protocol (VoIP) – Including all FAX lines and elevator lines. This has been completed almost 1 (one) year ahead of the required deadline set forth by the Governor’s Office for all State Agencies. The ultimate goal is to save money and increase reliability of State telephone communications.
- Woolly Auditorium audio equipment replaced with new equipment and cabling.
- Woolly Auditorium video equipment replaced with a “long-throw” projector and cabling.
- Multiple new network cabling installs around campus.
- 5 copiers upgraded to new devices along with lower priced 3-year contracts.
- New lighting (LED) in multiple locations including the Multi-Purpose Room, gymnasium, conference room, multiple classrooms, and main technology lab.
- Relocation of fiber optic cabling to underground and off of various building roofs. This was done because of the campus-wide roofing projects.
- Renewal of various software access packages including Destiny (Library, Textbooks, and Resource), Renaissance Learning (Accelerated Reader, STAR 360), Symantec Endpoint



The following purchases were also made in order for our educational goals to be met

- 27 iPads (22 – 12.9” iPad Pro and 5 – 10.5” iPad Pro) each with keyboards.
- 6 – 65” SMART Board (Interactive / collaborative) with carts and / or wall mount.
- Network Attached Storage (NAS) server for data backup redundancy and reliability.
- 30 Dell desktop computers.
- 15 Dell desktop monitors.
- 16 Dell laptop computers.
- 12 Dell Chromebook computers for a pilot program here at ASBVI.
- 6 laser printers to replace non-functioning printers or add to an office or classroom.
- 10 Irie-AT Braille embossers to replace broken / non-usable embossers.
- 11 refreshable Braille / Note-taker displays.
- 2 LED TVs (40” and 55”).
- SNAP Medical Software for our nursing staff.



At ASBVI the administration team works hard to make sure our teachers are given every opportunity available to excel in their chosen profession; teaching the blind and visually impaired youth of Arkansas.

Teachers of the Visually Impaired

Upon hire all of our teachers agree to earn their certification to become Teachers of the Visually Impaired. This certification process requires them to take 6 college level courses and complete a practicum. These classes include things like learning about the structure and function of the eye, learning braille, learning about the different programs and services available for the visually impaired, learning about the different conditions that may include vision loss and instructional strategies for students with vision loss and multiple conditions, orientation and mobility skills and concepts, and working with students that have visual impairments. These classes allow our teachers to understand the special dynamics involved in teaching the blind and visually impaired student. At this time our teachers are able to be reimbursed for their classes through a program with the Arkansas Department of Education. Our teachers are given three years to earn their certification.

Professional Development

Our teachers are given many opportunities throughout the year to grow professionally through specially designed Professional Development (PD) opportunities.

ASBVI requires our teachers to receive 60 hours of PD each year; 36 of those hours are required for licensure renewal.





Our parents are our primary stakeholders

Website

ASBVI is working to increase positive communication with our parents through our website, social media accounts, and downloadable app. Through these avenues we are able to be transparent in our communication with our parents, thus building trust and the knowledge that we are working collaboratively with them to educate their children. Our websites address is <http://www.arkansasschoolfortheblind.org/>

PTO

The ASBVI PTO was proud to host its first "East Meets West" cultural show fundraiser in October 2017. With the help of talented parent partners, the Chakraborty family, we were able to bring in outside stakeholders to our campus in one grand display of community and fundraising. Students performed along with several groups representing a wide variety of cultures. The PTO also benefited from the Chakraborty family, again, in the spring of 2018 when the proceeds from their Bollywood concert held at UALR brought in significant funding for our student needs.

Because of the generous efforts of the PTO members and the Chakraborty family, we were able to offer two, \$500 scholarships to graduating seniors this past May. We were also able to contribute \$1,000 towards the annual Braille Challenge and another \$1,000 towards end-of-year awards for both elementary and secondary students.

Plans are underway to have another "East Meets West" cultural show fundraiser this year.

Other ways we are involving our parents

Each year we purposefully schedule two days for parent/ teacher conferences so that we ensure all parents are given at least two opportunities to meet with their child's teacher.

Each year we invite our parents to our annual Christmas dinner before our annual Christmas Concert



We provide our students with relevant transition programs and services that will promote life-long learning, self-sufficiency, and personal productivity.



Pen Program

A vocational program that ASBVI is offering this year is the manufacturing of custom wooden pens. Our students are learning to utilize a supply chain to order raw and pre-fabricated materials, wood lathes for shaping the pens, and stains to customize the pens. They are also learning how to use marketing and business strategies to yield a profit.

The students are the ones that have ownership in this program because they are the ones actually taking the wood and turning it into a pen. The students work at different stations that they have mastered and are able to work with minimal supervision.

This has been a well received and highly educational program that allows each student involved in it to experience, on a small scale, how to manufacture an item and run a business.

STYLE Program

The STYLE program was started by Dr. Janet Ford in partnership with World Services for the Blind with the intention of assisting our students in college and career readiness. During this past school year the STYLE program offered our students opportunities to gain leadership skills through different programs they involved our students in. During this past summer 21 of our students were able to live on the Lions World Services for the Blind campus and take part in the STYLE program on a full time basis.

The college prep portion of the program includes assisting our students with placement tests i.e. the ACT and the Accuplacer. This past summer students in this portion of the program had the opportunity to take college courses, learn the use and application of low vision devices, and practice mobility skills throughout the city of Little Rock. At the end of the college program the STYLE program in conjunction with Disability Services for the Blind (DSB) gave each participant a new laptop.

In the career readiness program, the students are able to work on skills that they can use in the workplace. This summer they were placed in jobs/careers of interest that they used to gain skills and earn a paycheck. The students were placed on sites such as the Café in the state capitol, daycare centers, and fitness centers.

This summer STYLE in conjunction with DSB also sponsored a program for students with multiple impairments. This portion of the STYLE program focused on daily independent living skills. Students were tasked with cooking, cleaning, and doing their own laundry. This was a very beneficial program because these students got the chance to experience assisted living and/or independent living. At the conclusion of this summer program students were given a new Kindle Fire and an Amazon Echo.

ASBVI looks forward to continuing working with DSB, Dr. Ford and the STYLE program during this school year. Plans are already underway as to how that will look.

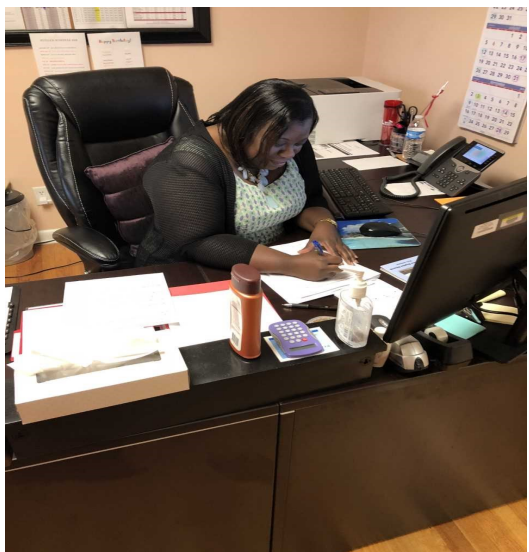


Other transition services and programs we provide

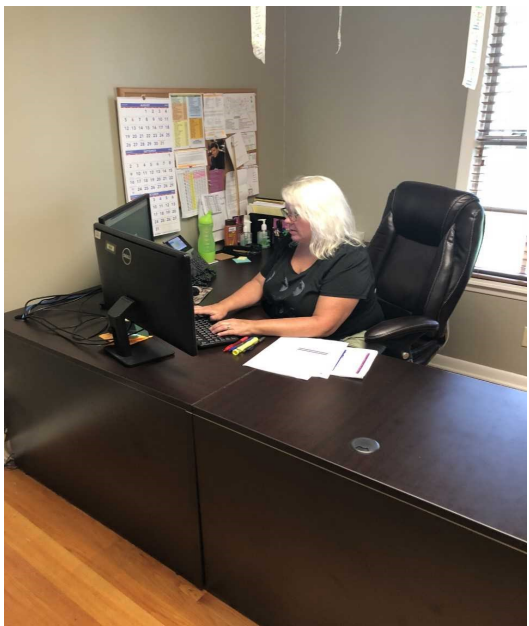
Division of Services for the Blind counselor on campus 2-3 days a week

Work Study jobs on campus for our older students during the school year

Expanded Core Curriculum Program: Compensatory or Functional Academic Skills including Communication Modes, Orientation and Mobility, Social Interaction Skills, Independent Living Skills, Recreation and Leisure Skills, Career Education, use of Assistive Technology, Sensory Efficiency Skills, Self-determination



We ensure efficient operations and accountability for responsible use of state resources



Maintenance Department

Our maintenance department, under the supervision of Del Risinger, works very hard to make sure that ASBVI is able to run efficiently in regards to the buildings and grounds. That sometimes means being proactive instead of waiting until the last minute to replace something that is failing. That is extremely important when you are in charge of taking care of the buildings and the grounds where children are every day and where education is taking place every day.

This past year Shults House. The business office, Hill Cottage, the gym, the maintenance shop, Woolly Auditorium and the eastern and center parts of the Learning Center were all re-roofed.

Shults House is nearing completion of the bathroom remodeling. We also had a fire protection system installed in Shults House and that is nearing completion as well.

We also completed a roofing and HVAC project on our infirmary. This was Phase 1 of a multi-phased project that is being funded through a grant from ANCRC. We are in the process of phase 2 which will focus on the interior portions of the infirmary.

Part of our main building flooded this past year and we have been working with the contractors on the repair for it. We anticipate that job being finished within the next few weeks.



The Business office alongside the Superintendent's office works diligently throughout the year to ensure that ASBVI is in compliance with federal, state, and local requirements, including financial principals and best practices.

Risk Assessment

Every two years ASBVI completes a Risk Assessment. This is one way that we use to make sure that we are establishing and maintaining an effective system of internal controls. When completed we submit our assessment to the Office of internal Audit at the Department of Finance and Administration.

Legislative Audit Internal Control and Compliance Assessment

ASBVI promptly responds to all audit verbal warnings and audit findings. We will continue to follow the guidance and suggestions of the Legislative Auditors to the best of our ability.

Accurately Recording Assets

Fiscal Support Manager, Accountant II, Fiscal Support Specialist, and the Inventory Control Technician attend Fixed Asset training and Office of Procurement classes, work together in recording all assets correctly according to the Capital Asset Guide, and keep accurate asset files that are reconciled with AASIS. Periodically, physical inventory is performed on 15 to 20 asset items.

Purchasing

The Superintendent and Fiscal Support Manager work together to ensure that all Procurement and Accounting laws, policies, and guideline are followed before purchases are made. The Accountant II and the Fiscal Support Specialist are trained in Procurement. We focus on the needs of the Agency instead of the wants.

In Conclusion

In 1857 a blind Baptist minister opened the doors of the Institute for the Education of the Blind, which has grown to become the Arkansas School for the Blind. We are proud to be the premier educators for the blind and visually impaired youth of Arkansas.

The number of students we directly impact on a daily basis may never compare to the numbers larger districts directly impact, because of our targeted audience. But don't let that fool you. Indirectly, through the educational services we provide for our students, each day we impact countless numbers of people's lives. We offer the cashier at the grocery store that rings up one of our students or alumni's purchases the education that the blind are just as capable of living productive lives as the sighted. We offer the employer that agrees to let one of our Jumpstart students work for him for three weeks during the summer the education that blind people can hold a job, and do so with expertise. This education in turn lights the path for the next group of blind and visually impaired students ASBVI is blessed to educate.

If you have any additional questions from what has been addressed in this report please feel free to contact any of our administrators at 501-296-1810.



**It's All About The Kids
1857-2018**