

**District Parent and Family Engagement Plan
Arkansas School for the Deaf
2400 West Markham Street
Little Rock, Arkansas 72205
2021-2022 School Year**

Committee Members, Role:

First Name	Last Name	Position
KaAnn	Varner	Elementary Principal
Rayburn	Boland	Secondary Principal
Holley	Mott	Parent Advisor
Larry	Dilley	Dormitory Supervisor
Rita	Jordan	Dormitory Supervisor

1: Jointly Developed Expectations and Objectives

(Describe/List the District expectations and objectives for parent and family engagement. Describe/List how parents will be involved in the development of the district parent and family engagement policy. Describe/List how parents will be involved in the development and review of the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan and, if applicable, the Comprehensive Support and Improvement and the Targeted Support and Improvement plans. Describe/List how the District will submit to the State comments from parents who deem the LEA Plan unsatisfactory.)

The 2021-2022 ASD Parent and Family Engagement Committee will develop effective expectations and objectives for parental and family engagement by providing strategies to support partnerships among ASD, parents and families and the community to improve student achievement. It is due August 1st annually. Information will be provided in a language that parents can understand, to the fullest extent possible. ASD demonstrates the following expectations of being committed, collaborative, responsive and respectful to families.

Commitment:

- Take time to understand what families and students want
- Effectively communicate student expectations, learning goals and performance
- Respond urgently to signs of student struggle
- Create a school culture in which students feel safe, are respected and can be themselves.
- Consider student success holistically, not just academically

Collaborative

- Treat families as allies and welcome guests
- Provide families with information and supports needed to engage in their child's education
- Consider how school-based decisions affect families
- Asking parents how the school can help them, not just how they can help the school
- Approaching problems and challenges as issues to solve together

Responsive

- Communicating with families regularly
- Making it easy to find contact information for teachers and staff
- Take family concerns seriously and addressing promptly – adopt a 24-hour responsiveness standard
- Publishing a clear calendar in the spring and any updates in a timely manner

Respectful

- Every family feels welcome
- Be attentive to basic priorities that can have a big impact on families such as allowing families to bring other children to meetings.
- Schedule meetings that do not require parents to miss work, whenever possible.
- Reduce the burden on parents by: avoiding extensive paperwork when possible, ensuring paperwork is in their native language.

ASD will utilize six types of engagement: parent, communication, volunteering, student learning, decision making and community collaboration. Virtual and in person collaborations will be provided through workshops to increase positive relationships between the parent, child, school and community. Parental input will be included in the development of the Parent and Family Engagement Plan, the School-Wide Strategic Plan and Department Action Plans.

ASD will provide and assist parents with support and opportunities to submit comments regarding unsatisfactory implementation of plans. The comments will be submitted to the ADE.

Objectives and Strategies for reaching the goal:

1. Implement parental and family engagement policy and activities as well as share information to the community to promote parental and family engagement, i.e. ASD website social media and ASD Student Handbook, ASD News Schoology, ASD Carousel, etc.
2. Conduct a spring meeting with the ASD Parent Engagement Committee to update policy for the next year's District and School Engagement Plan (May-June 2022) due by August 1, 2021.
3. Coordinate parent and family engagement activities with those of other programs (statewide services, health and wellness, Arkansas School for the Deaf Career Center, ASD athletics)
4. Ensure that parents and families of children with disabilities and/or limited English proficiency have the same access as other families including information in a language and form they can understand.
5. Complete and submit mandatory reports as mandated by Arkansas and Federal Regulations.
6. Assist parents with understanding and engaging in the development of their child's IEP/504 Plan. All ASD Students are on an IEP or 504.
7. Provide a parent friendly summary of the parent and family engagement plan online.
8. Provide and assist parents with support and opportunities to submit unsatisfactory implementation of plans.
9. Annual report to the public in the format of a townhall.
10. ASD will file the plan with the Division of Elementary and Secondary Education in the Indistar System on or before August 1st annually.

2: Building Staff Capacity through Training and Technical Assistance

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

In order to ensure the continued well-being of our school community, the following principles have been put in place:

1. Ensure a safe learning environment based on the most current guidance from the Arkansas Department of Health, DESE and state and federal laws.
2. Ensure the continuity of teaching and learning by providing a guaranteed and viable curriculum that introduces new learning while utilizing technology to enhance regular classroom instruction.

3. Support teachers by providing continued professional development in technology and other curriculum related training, addressing social and emotional needs of students and self.

4. Provide guidance and support for teachers and other ASD staff, parents and students in the areas of health, safety and social emotional learning.

5. Engage ASD school staff, parents, students, and the community. ASD will use the following strategies:

1. Provide materials and training not otherwise available to assist parents and families in supporting their child's academic achievement.
2. Enhance the awareness and skills of administrators, teachers, paraprofessionals, dorm staff in reaching out to, communicating, and working with parents and families as equal partners through annual professional development training and requirement for certification licensure.
3. Provide information on post high school learning through the Arkansas School for the Deaf Career Center.
4. Provide assistance and guidance for non-ASD schools, Arkansas educational cooperatives, programs, and educators of deaf and hard of hearing students through the ASD Statewide Services Program.

5. Monitor and ensure ASD does the following:

1. Updates the parent and family engagement plan annually.
2. Offers flexible meetings quarterly.
3. Provide information to parents about ASD's school program.
4. Ensure parents, families, students, teachers and administrators representing each department work collaboratively to improve the academic achievement of the student.
5. Support parents and families in establishing high expectations for their child's performance, motivating students to achieve, and monitoring their child's progress.
6. Involve parents in committees to assist in decision-making.
7. Offer stakeholders meaningful opportunities and provide any necessary information, screening and/or training as required for volunteer placement.
8. Reinforce parenting skills to support academic skills in real life situations.
9. Encourage parent and family participation through innovative scheduling of activities through strategies such as holding meetings at a variety of times, various venues and virtually to maximize opportunities for parents and families to participate in school-related activities.
10. Conduct annual school meetings to inform parents and families of their school's parent and school engagement plans and encourage involvement.
11. Provide annual training for volunteers and ensure any new volunteers receive training.

12. Ensure a family friendly summary of the Parent and Family Engagement Plan is included in the ASD Student Handbook and signatures reflect receipt.
13. Ensure information is provided in a language parents and families can understand.

3: Building Parent Capacity

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

ASD will build the school's capacity for strong parent and family engagement.

Strategies for reaching the goal:

1. ASD will provide resources for parents to learn about child development, child rearing practices, and academic strategies that are designed to learn about child development, language development (American Sign Language/Spoken English), parenting practices, academic strategies.
2. Provide information to participating parents regarding national, state and local education goals.
3. Provide information to participating parents regarding their federal and state rights regarding Individual Education Plans and 504 Plans.
4. Obtain approval for necessary and reasonable expenses associated with parent and family engagement activities.
5. Distribute information regarding the Parent and Family Engagement Summary and Plan through the ASD website. Signatures may be requested during parent engagement activities such as parent/teacher conferences.
6. Collaborate with community partnerships to provide incentives to increase parent and family engagement.
7. Distribute information through engaging advertisements on the school website and social media regarding parent and family engagement activities.
8. ASD will provide quarterly reports of student progress. Parent/Teacher conferences are scheduled on the calendar and more will be conferred based on student need. Parents will be counseled on what state standards, test scores and child progress means in terms understood by parents and in parents' native language.
9. Reasonable parent support requests will be addressed and resolved to the fullest extent possible.

4: Reservation and Evaluation

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

ASD will conduct, with the engagement of parents and families, ongoing evaluations of the content and effectiveness of the parent and family engagement policy as it relates to strategies for increasing parental and family participation and identifying barriers to greater parent and family participation annually. The results will be on the ASD website annually on or before August 1st.

Strategies for teaching the goal:

1. Survey parents and families annually, including questions to identify barriers to parental and family engagement.
2. Provide opportunity for parents and families to assist in the development of the evaluation procedures, including analysis of data collected.
3. Develop procedures for collecting parent and family participation documentation through items such as sign in lists for workshops, meetings and conferences, schedules, brochures, meeting notes and other means as appropriate.
4. Use findings from the evaluation process to:
 - a. Make recommendations for designing school improvement policies as they relate to parent and family engagement.
 - b. Provide and assist parents with support and opportunities to submit comments regarding unsatisfactory implementation of the parent and family engagement plans.
 - c. Develop and disseminate an annual parent and family evaluation engagement plan.

5: Coordination

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

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

ASD will coordinate with the community and business stakeholders to assist in providing supports and resources in the following ways:

1. Involve parent and families in understanding strategies for communicating with their deaf/hard of hearing children.
 - a. Provide information and meetings regarding communication choices.
 - b. Provide sign language classes and support
2. Encourage partnerships between schools, parent and family engagement organizations such as Hands and Voices that include a role for parents and families.
3. Offer stakeholders meaningful volunteer opportunities and provide necessary information, screening and/or training as required for specific volunteer purposes. I.E. Silent Sunday, Reading Buddies, Tutoring
4. Assist parents with understanding IEPs and 504 Plans.
5. Encourage stakeholders to review the Arkansas DESE website for additional and supportive information regarding Parent and Family Engagement Plans.