

Arkansas Indistar

District Engagement Plan*

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)]
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- Involve parents through an annual survey to improve school effectiveness, including questions to identify barriers to parent and family engagement. Provide an opportunity for the parents to assist in the development of the evaluation procedures, including analysis of data collected.
 - Using the information from the survey, develop and disseminate a district Parent and Family Engagement plan, schoolwide program plans, as well as support and improvement plans, in collaboration with parents, so that parents have the opportunity to give input and suggestions for revision of the district and school plans through surveys and participation in the Parent and Family Engagement Committee.
 - The plan establishes the district's expectations for parent and family engagement and includes programs and practices that enhance parent and family engagement and reflect the specific needs of students and their families. Any other appropriate components, policies, programs, activities or procedures required by federal law will also be included in the Parent and Family Engagement Plan.
 - The plan will be reviewed, updated, and submitted annually to DESE by Aug. 1, 2023, for the 2023/2024 school year. It will be submitted to the Arkansas Department of Education, along with any comments from parents who deem the schoolwide plan unsatisfactory, posted on the ARVA website, and a parent-friendly summary/explanation will be shared with families as a supplement to the School Handbook as well as via our District School newsletter.
 - Signatures will be obtained from families within the Student Handbook receipt survey acknowledging receipt of the District Parent & Family Engagement Plan summary.
 - Utilize district parent and family engagement committee to create a parent and family engagement plan and implement parent and family engagement activities as well as disseminate information to the community to promote parent and family engagement in the Title I, Part A schools. All parents and guardians are invited to participate in this committee via various schoolwide surveys, quarterly meetings, email correspondence throughout the year, as well as through face-to-face interaction, when possible.
 - A District Parent and Family Engagement Committee will also serve as a forum for parent suggestions for ARVA improvement. This committee reviews and evaluates the Parent and Family Engagement plans every year, collaborates to discuss ways to implement various aspects of the plan, discusses how funds reserved for parent and family engagement are

allotted for activities, and works together on other issues that pertain to our school. The committee will also participate in the development of school-wide programs outside of the regular curriculum.

- Work with the School Improvement Committee Lead to incorporate the parent and family engagement plan into the schoolwide plan.
- ARVA has developed a regional community outreach team to ensure that multiple, engaging, in-person and virtual interactions are planned across the state for students of all grades and abilities, as well as activities for families and parents/guardians.
- ARVA plans to increase family and community engagement in 23/24 by partnering with school-level Parent Advisory Committees in an effort to remove barriers and ensure that all families experience meaningful family and community engagement.

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)]
- ARVA's model relies on a strong, effective working relationship between the family and the school. ARVA will enhance the awareness and skills of teachers, pupil service personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners. ARVA ensures that all levels of staff, from the teachers to the general office personnel, understand how to reach out to and communicate with parents and families in order to build ties between parents and the school. ARVA teachers are required to complete no fewer than 2 hours of professional development each year in the area of parent and family engagement to enhance understanding of effective parent and family engagement strategies, and ARVA administration will receive no fewer than 3 hours of professional development in the area of parent and family engagement to enhance understanding of effective parent and family engagement strategies, the importance of administrative leadership in setting expectations, and creating a climate conducive to parental participation. This professional development is provided via AR Ideas and at our back-to-school training with refresher trainings throughout the year and consists of how to build effective, working relationships to partner with parents and families, communication strategies for a variety of families, using

data to understand and remove barriers to communication and engagement, and working with other roles in the school to support the student and family. Ongoing refresher training provided throughout the school year ensure that new staff receives beneficial training and returning staff are updated on upcoming family engagement pieces for our school. Responsible person: Gina Moore, gmoore@arva.org, or Mendy Felton, afelton@arva.org.

- School and District-level team members will work together to ensure that schools are provided coordination, technical assistance, and other support in: jointly-developing school parent and family engagement plans, jointly-developing school-parent compacts, and implementing effective parent and family involvement activities. The Parent and Family Engagement Committee examines the attendance and feedback from past parent and family involvement events to determine if those events should be recreated and to decide on other engaging activities for families and students.
- Teachers, specialized instructional support personnel, principals, other school leaders, and those involved with families will be trained in: the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners, including hard-to-reach/engage parents; how to implement and coordinate parent programs; how to build ties between parents and the school; and who to reach out to for more support in these areas. The district will assist in the development of parent and family engagement groups at each school such as the Parent and Family Engagement Committee and the Parent Booster Program (parent organization), provide joint collaboration with parents, teachers, and other stakeholders by actively engaging them in the shared decision making within these groups, so that parent and family engagement programs, activities, and procedures are planned and implemented with meaningful consultation with parents. Staff will receive customer service training in order to ensure parents feel welcome when reaching out to the schools or district offices. Families are frequently spotlighted at staff professional developments so that staff can understand the families' needs and how to assist them.
- Monitor each Title I, Part A school to ensure that each school performs the following tasks:
 - Develop parent and family engagement policy.
 - Offer flexible meeting times and methods (such as the ability to respond via email or survey, viewing a recording when unable to attend a live meeting, etc.)
 - Provide information to parents about the school's program, include parent information guide.
 - Develop and use the School-Parent Compact.
 - Provide training for parents in working with their child to improve academic achievement, to include training on the phone notification system in order to have real-time access to their child's attendance and achievement. Responsible person: Gina Moore, gmoore@arva.org
- Ensure that information is sent in a language and format that parents and families can understand as well as utilizing a variety of outreach methods when appropriate (such as email and phone calls, social media posts, our Learning Coach Community app, newsletters, website links, and auto-text messages). ARVA will also take the necessary steps to ensure that communication with parents with disabilities or whose first language is not English, etc. are as effective as communications with other parents to allow these parents an equal opportunity to participate in their child's education. Contact: Gina Moore, gmoore@arva.org or Michele Newnum, minewnum@arva.org

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)]
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- Teachers and administrators will work with families to provide assistance to parents in understanding: content, how to monitor a child's progress, the challenging State academic standards, State and local academic assessments, assessing student growth when State assessments were not completed, and how to work with educators to improve the achievement of their children by providing online informational meetings and disseminating literature, websites, and other information on these topics that can be used by the school/teachers during conferences. Contact Advisor or content teacher.
 - Convene an annual Title I meeting in the fall to inform parents of their school's participation in the development of the Parent and Family Engagement Plan and their right to be involved, along with the requirements of Title I, Part A. This meeting will include the rights of parents of students receiving Title I services (including their right to be involved in the development of the Parent and Family Engagement Plan), a description of the school's curriculum, information on forms of academic assessment used to measure student progress, and information on the proficiency level students are expected to meet. Responsible person: Michele Newnum, minewnum@arva.org
 - ARVA will provide materials and training to assist parents in supporting their child's academic achievement. Materials and training include, but are not limited to, hands-on manipulatives, access to the online school curriculum and tutorials, educational publications, school newsletter, supplemental online resources and assessment tools such as online workshops or resources on topics indicated in the parental needs survey such as literacy training and using technology and the harms of copyright piracy, schooling effectively at home, math instruction, and frequent parent-teacher conferences where specific strategies pertinent to the families'/students' needs can be addressed. Contact Advisor or content teacher.
 - Provide resources for parents to learn about child development, child-rearing practices, and academic strategies that are designed to help parents become full partners in the education of their child. Provide other reasonable support for parental involvement activities as parents may request. Responsible person: Gina Moore, gmoore@arva.org
 - Approve reasonable and necessary expenses associated with parent and family engagement activities.

- Encourage parent participation through innovative scheduling of activities through strategies such as holding meetings at a variety of times, such as morning and evening, providing recorded sessions of some online training, and offering some meetings and resources via email exchange in order to maximize the opportunities for parents to participate in school-related activities.
- Ensure that information is sent in a language and format that parents and families can understand as well as utilizing a variety of outreach methods when appropriate (such as emails, phone calls, social media posts, our Learning Coach Community app, newsletters, website links, and auto-text messages). ARVA will also take the necessary steps to ensure that communication with parents with disabilities or limited English proficiency are as effective as communications with other parents to allow a parent with a disability or limited English proficiency an equal opportunity to participate in their child's education. Contact: Gina Moore, gmoore@arva.org or Michele Newnum, minewnum@arva.org

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)]
- Coordinate parent and family engagement activities with other Federal, State, and local programs, such as preschool programs, as applicable, and assist parents with transitioning their student to kindergarten by providing to parents the contact information for programs like Head Start, HIPPY, and Parents as Teachers through links on school social media sites and the school district's newsletter, flyers within swag bags given at face-to-face outings, and resources to parents of preschoolers. Responsible person: Michele Newnum, minewnum@arva.org, or Gina Moore, gmoore@arva.org
- Conduct other activities, such as parent resource center housed at the ARVA office, that encourages and supports parents. ARVA provides parent resource center for families with books and resources that can be mailed to them or reviewed at the ARVA office. Because families are spread throughout the state, families are also provided with online resources through newsletters and social media sites throughout the year. Responsible person: Gina Moore, gmoore@arva.org
- As needs arise, families are provided with other wraparound resource information such as food banks, utility payment assistance resources, free/low-cost internet resources, etc. to allow students to focus on learning. ARVA is partnering with food banks across the state to provide food boxes or resources to where food banks are for our families in need. Families who qualify also receive an internet stipend to assist them in procuring internet for the students.
- Through the CTE program, students are able to gain valuable employment skills at local businesses.
- We provide transition training for students moving from one school to another within our district so they are aware of changes and expectations.

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*
 - **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)]
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- LEA reviews and approves the Engagement Plan for each school with the help of the Parent & Family Engagement Committee. The Parent & Family Engagement Coordinator reads school-level Engagement Plans, alongside the guidance in Indistar to ensure all points are met and explained, as necessary. Plans are sent to members of the Parent & Family Engagement Committee to either approve or provide feedback/suggestions for any part of the plan. Edits are made as necessary before submitting in Indistar.
 - The LEA utilizes a process to conduct an evaluation of the content and effectiveness of the Engagement Program. The Parent & Family Engagement Coordinator sends out in-year surveys and hosts quarterly focus groups to provide an ongoing evaluation of the content and effectiveness of the Parent and Family Engagement Program. Then, on a yearly basis, the Parent & Family Engagement Coordinator conducts an annual spring review of the effectiveness of the Engagement Program, to include a thorough Family Needs Assessment survey for which each family is asked to provide feedback. Data on attendance at family engagement events is also collected. The Parent & Family Engagement Committee meets to review the findings as they relate to the needs of parents and family members to assist with

their child's learning, including engaging with school personnel and teachers, strategies to support successful school and family interactions, and the needs and strategies for increasing parental participation by identifying barriers, and brainstorming solutions, to greater participation (such as families who are economically disadvantaged, have disabilities, limited English proficiency or limited literacy, or are of any racial or ethnic minority background). Findings from the evaluation will be used to help design strategies for more effective family engagement. The Parent and Family Engagement Committee will then review and approve the plans for each school, sharing their feedback and suggestions for revisions.

- The LEA will 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. The findings of the evaluation will be shared with families and the community through posting to the school website by Aug. 1, 2023, sharing access links in the Parent Information Packet sent to all families at the beginning of the year or when they enroll, discussing the findings at Parent & Family Engagement Committee meetings.
- Reserve a minimum of 1% of the Title I, Part A allocation for parent and family engagement, with 90% going to Title I, Part A schools, with priority given to "high need" schools. These funds are used to develop and implement a Family Support Team (including wages, equipment, and training-related expenses) to provide families with a comprehensive preparation and sustained support system for engagement in our schools. Contact: Amy Johnson, amjohnson@arva.org
- The District Parent and Family Engagement Committee will serve as a forum for parent suggestions for ARVA improvement. This committee reviews and evaluates the Parent and Family Engagement Plans every year, collaborates to discuss ways to implement various aspects of the plan, and ensures the funded activities and strategies are consistent with the District Parent and Family Engagement Plan. Develop a District Parent and Family Engagement Plan, in collaboration with parents, so that parents have the opportunity to give input and suggestions for revision of the district and school plans through surveys and participation in the Parent and Family Engagement Committee. This will allow parents and families to be involved in the decisions regarding how funds reserved for parent and family engagement are allotted for parental engagement activities.

District/LEA Name:	Arkansas Virtual Academy
District Engagement Coordinator's Name:	Gina Moore
Plan Revision/Submission Date:	7/27/23
District Level Reviewer Name, Title:	Gina Moore

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Gina	Moore	Parent and Family Engagement Coordinator
Beth	Moore	Parent and Family Engagement Facilitator
Michele	Newnum	Title Programs Manager
Alyssa	Gordon	Regional Community Coordinator Lead and Parent
Tami	Ethridge	District Military Education Coordinator
Yadira	Adame	parent

Shelly	Addison	parent
Deanna	Baker	parent
Melanie	Bobo	parent
Kristina	Brenning	parent
Sheletha	Burley	parent
Ana	Castro-Beard	parent
Risa	Chesser	parent
Carlotta	Clark	parent
Janey	Cline	parent
Elizabeth	Duncan	parent
Brandy	Edwards	parent
Julie	Eguwe	parent
Lapamela	Elliot	parent
Holly	Garcia	parent
Amy	Green	parent
Dana	Greer	parent
Angela	Harrison	parent
Melissa	Hein	parent
Stephany	Henderson	parent
Ashley	Highfill	parent
Theresa	Holich	parent
Jennifer	Honeycutt	military parent serving on behalf of Purple Star Initiative
Roxanne	Hopman	parent
Katherine	Jeter	parent

Christal	Johnson	parent
Bridget	Keylor	parent
Emily	Macmillar	parent
Aisha	Mans	parent
Rachel	Martin	parent
Tina	Masters	parent
Fonza	May	parent
Christa	Mcelhaney	parent
Diana	Muniz-Walls	parent
Apryl	Okoroafor	parent
Dana	Owens	parent
Heather	Pankey	parent
Patricia	Patterson	parent
Gabrial	Price	parent
Lacy	Proctor	parent
Miranda	Ramos	parent
Shelly	Reed	parent
Crystal	Rice	parent
Angel	Robinson	parent
Carol	Rowland	parent
Keisha	Rust	parent
Sheereen	Shaheed	parent
Katrina	Sutterfield	parent
Pamela	Thomas	parent

Eddie	Turner	parent
Celeste	Vereen	parent
Kara	Williams	parent
Leetha	Williams	parent
Patricia	Wilson	parent
Courtney	Yuratich	parent
Jennifer	Zuzino	parent