

**ARVA Middle School Family Engagement Plan
2026-2027**

School Engagement Facilitator: Beth Moore

Plan Revision/Submission Date: 6/26/26

District Level Reviewer: Gina Moore, Parent & Family Engagement Coordinator

District Level Approval Date: 7/17/26

Parent & Family Engagement Committee

Name	Title/Role
Gina Moore	Parent & Family Engagement Coordinator
Beth Moore	Parent & Family Engagement Facilitator, K-8
Michele Newnum	Federal Programs Coordinator
Alyssa Gordon	MS Counselor
Janis Beck	Parent
Kimberly Brewer	Parent
Shirley Cooper	Parent
Courtney Lloyd	Parent

1: Jointly Developed Expectations and Objectives

Describe how the School works with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

Guiding Questions

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*
[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(c)(3)]

- School leaders will share with teachers and families the specific academic improvement needs of the school. Administration and teachers will provide resources to assist families in meaningful engagement activities to support their students in these areas. Various localized outings, such as the Book Fairs in September also provide opportunities to provide hands-on training and role modeling for parents on techniques such as reading stories in an engaging manner to their students.
- 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.

- The school will ask parents to fill out a parent interest survey yearly to gather additional information from parents concerning the activities they feel have been or would be most beneficial and how the school could help build the parental capacity to best support their child academically. Reasonable requests for additional meetings will be considered. For more information, contact Gina Moore: gmoore@arva.org.
- The Arkansas Virtual Academy Middle School has a Parent and Family Engagement Plan developed jointly with parents and revised each year based on an annual needs survey which reflects programs and practices that enhance parental engagement and address the specific parent engagement needs of the students and their families as well as the specific academic improvement needs of the school. Parents can give input and suggestions for revision of the school plan through surveys and participation in the Parent and Family Engagement Committee. The school will submit any parent comments to the district if the Title I Schoolwide Plan is not satisfactory to parents. A parent-friendly copy of the plan will be posted on the school's website and shared through the Information Packet and as a supplement to the Student Handbook. For more information, contact Gina Moore, gmoore@arva.org.
- All parents and learning coaches of students are invited to participate in the evaluation and development through the Family Needs Assessment and throughout the year. The Parent and Family Engagement Committee will meet at least regularly and, as a virtual school that serves the state of Arkansas, will utilize video conferencing along with email correspondence for communication. For more information, contact Gina Moore, gmoore@arva.org.
- The school will 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 online Learning Coach Community, 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

2: Communication

Describe how the School will communicate with and distribute information to parents and families.

Guiding Questions

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
 - *description of the engagement program*
 - *recommended roles for parents, students, teacher, and the School*
 - *ways for a family to get involved*
 - *survey regarding volunteer interests*
 - *schedule of activities planned throughout the school year*
 - *regular, two-way, and meaningful system for parents/teachers to communicate*

[A.C.A. § 6-15-1702(b)(3)(B)(1)]
 - **2.2:** *How will the School 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 is relevant information 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)]
 - **2.3:** *How does the School offer flexible opportunities for meetings with families?*

[ESSA § 1116(c)(2)]
- The school will distribute an informational packet appropriate for the age and grade of each child annually, ensuring it includes: a description of the engagement program, recommended roles for parents, students, teacher, and the school, ways for a family to get involved, a survey regarding volunteer interests, a schedule of activities planned throughout the school year, and regular, two-way, and meaningful system for parents/teachers to communicate. This packet is created in an online 'Smore' newsletter site which automatically translates for families needing that service. The packet is distributed via email to all families in August and upon enrollment for students who enroll after the first day of school. A link to the packet is also shared on social media sites and via our school's online Learning Coach Community.
 - The school will 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 social media posts, ARVA's online Learning Coach Community, newsletters, website links, and auto-text messages, phone calls). 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
 - Recognizing that our families lead dynamic and busy lives, the school will provide access to teachers and the school through email and phone communication, as well as online conferencing. Parent-Teacher conferences are offered twice a year in the evenings and families are always welcome to request a conference.

3: Building Staff Capacity

Describe activities that will be used with School staff to build their capacity to work with parents as equal partners.

Guiding Questions

3.1: *How does the School 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 (including teachers, specialized instructional personnel, principals, and other School leaders) are aware of:*

- *the value and utility of contributions of parents [Title I schools]*
- *how to reach out to, communicate with, and work with parents as equal partners [Title I schools]*
- *how to implement and coordinate parent programs and build ties between home and the School [Title I schools]*
- *how to respond to parent requests for parent and family engagement activities [Title I schools]*
- *that parents play an integral role in assisting student learning [all schools]*
- *how to welcome parents into the School and seek parental support and assistance [all schools]*
- *the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions [all schools]*

[ESSA § 1116(e)(3;14); A.C.A. § 6-15-1702(b)(5-7)]

- The school will build staff capacity to work with parents as equal partners. Teachers, specialized instructional support personnel, Principals, and other school leaders and those involved with families will be trained in:
 - the value and utility of contributions of parents and that parents play an integral role in assisting student learning through spotlighting successful families and learning coaches at Professional Development so staff can recognize the value of our learning coach partners.
 - how to reach out to, communicate with, and work with parents as equal partners by attending Customer Service training at the beginning of the school year to understand not only in-person etiquette but also email etiquette. The school is also implementing Capturing Kids Heart trainings which help to build the teacher's capacity for engaging students and families.
 - how to implement and coordinate parent programs and build ties between home and school by helping parents understand how they can best serve as a Learning Coach for their student.
 - how to respond to parent requests for parent and family engagement activities by utilizing the Booster Club (a parent-led organization) or the Regional Community Coordinator of their region to assist in creating engagement activities for families.
 - how to welcome parents into the school and at local outings and to seek parental support and assistance by participating in role play activities for ideas on how to personalize welcoming families to school events and when to seek parental support and assistance.
 - the school's process for resolving parent concerns as outlined in the school handbook, including how to define a problem, who to approach first, and how to develop solutions.
- ARVA teachers will be required to complete no fewer than 2 hours of professional development in 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 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.

- Staff will receive customer service training 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**.

4: Building Parent Capacity

Describe how the School provides opportunities to build parents' capacity to play a role in their children's academic success. This may include conducting workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings or providing equipment or other materials.

Guiding Questions

- **4.1:** How does the School provide timely information about the following:
 - a description and explanation of the curriculum in use at the School
 - the forms of State and Local academic assessments used to measure student progress, including alternate assessments
 - the achievement levels of the challenging State academic standards students are expected to meet

[ESSA § 1116(c)(4)(B)]
- **4.2:** How does the School provide assistance to parents in understanding the following:
 - the requirements of Title I, Part A
 - how to monitor their child's progress
 - how to work with educators to improve the achievement of their children.

[ESSA § 1116(e)(1)]
- **4.3:** What types of materials and training does the School provide to help parents work with their children to improve their children's 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)]
- **4.4:** Involve parents of students at all grade levels in a variety of roles, including without limitation:
 - involvement in the education of their children
 - volunteer activities
 - learning activities and support classroom instruction
 - participation in School decisions
 - collaboration with the community
 - development of School goals and priorities
 - evaluating the effectiveness of the School-level Improvement Plan

[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]
- **4.5:** How does the School promote and support responsible parenting? The School shall, as funds are available:
 - purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review
 - Create parent centers

[A.C.A. § 6-15-1702(b)(4)(A)]
- **4.6:** How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:
 - role play and demonstration by trained volunteers
 - the use of and access to Department of Education website tools for parents

[<https://dese.ade.arkansas.gov>]

 - assistance with nutritional meal planning

[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

Commented [GM1]: This is where I'd like to include info on how to reach teachers when urgent, as discussed in our meeting. I've reached out to Principals for ideas on this and am waiting to hear back.

- During enrollment, parents are provided with curriculum examples and can explore the description and explanation of the curriculum in use, as well as see lists of the appropriate materials and training. Once enrolled, parents can explore every aspect of their student's curriculum as we encourage them to be equal partners by serving as a learning coach for their students.
- As a Title I school, the school will conduct an Annual Title I Meeting for parents. The school will hold their annual Title I meeting in the fall, separate from any other meetings or activities to ensure that they have ample time to provide a description/explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on the proficiency level that students are expected to meet. This meeting will also provide the requirements of Title I, Part A. This meeting, as well as the Orientations at the beginning of the year will review how to monitor their child's progress and how to work with educators to improve the achievement of their children.
- The school will also provide parents with a description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards. We understand that a learning coach and/or parent may need help in understanding the value and the methods used to measure achievement levels through assessment so Teachers and staff provide overviews of this information, as well as resources, including those found at the ADE website, they can use to assist their child in reaching their academic goals.
- ARVA will provide materials, resources, and training to assist parents in supporting their child's academic achievement. Materials, resources, and training include, but are not limited to, quick, useable tips shared in newsletters and emails, hands-on manipulatives, role play of instruction by certified teachers, access to the online school curriculum and tutorials, educational publications, teacher and school newsletters, the use of and access to Department of Education website tools for parents 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 and safe practices, schooling effectively at home, math instruction, and frequent parent-teacher conferences where specific strategies pertinent to the families'/students' needs can be addressed. Contact content teacher.
- The school will conduct other activities and provisions to support responsible parenting, such as a parent resource corner and food banks housed across the state. The parent resource corner is stocked with parenting books and resources that can be mailed to them or reviewed at the ARVA office. Highlighted selections are advertised in newsletters and social media sites to give parents who can't go to the office an opportunity to take part in this resource where the book/resource could be mailed to them. Because families are spread throughout the state, families are also provided with online resources through the newsletters and social media sites throughout the year. The parent corner also includes recipe books for nutritional meal planning and preparation, and they are also shared through newsletters and online resources.
- The school will involve parents of students at all grade levels in a variety of roles, including without limitation:

- o Involvement in the education of their children and learning activities and supporting classroom instruction: parents are equal partners at ARVA as they serve as the day-to-day Learning Coach for their students, overseeing daily lessons and quizzes and collaborating with teachers as questions arise
- o Volunteer activities: ARVA parents mostly volunteer at events but are also encouraged to reach out to Gina Moore to share any way they'd like to volunteer.
- o Participation in school decisions and development of school goals and priorities and evaluating the effectiveness of the School-level Improvement Plan: parents are invited to serve on a variety of committees, including Parent Advisory meetings at the school level, the Parent & Family Engagement Committee at the district level, and School Improvement meetings. Parents are often asked for feedback on curriculum and new programs as the school works to determine the most effective and engaging curricular supplements. The school will use frequent feedback in short one or two questions, when possible, versus long, time-consuming surveys, when gathering feedback.
- o Collaboration with the community: Parents are encouraged and invited to participate in the school community through social media platforms as well as a closed, online Learning Coach Community where families can interact and set up outings to invite other families, including activities hosted at our new ARVA office for families who are centrally-based.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional supports, services, and resources to families..

Guiding Questions

- **5.1:** *How does the School investigate and utilize community resources in the instructional program?*
[ADE Rules Governing Parental Involvement Section 5.06]
- **5.2:** *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
 - o public preschool programs such as Head Start
 - o organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers
 - o wraparound services that allow families to send their children to school ready and able to focus on learning
- **5.3:** *In what ways does the School enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions?*
[A.C.A. § 6-15-1702(b)(8)(B)(ii)]
- Access to outside speakers, often through K-12, will provide parents with more information concerning parenting techniques and ways to make their child's academic life more successful. For more information, contact Gina Moore, gmoore@arva.org.
- The school will mobilize resources provided by K12 intended to develop a national community for online learning such as the K12 Online Art Competition, Winterland of Gingerbread events (both online and in-person), and online clubs. Online venues

will be used for families unable to attend a face-to-face option. For more information, contact Gina Moore, gmoore@arva.org.

- The school will engage in activities that will use community resources to strengthen school programs, practices, and cooperative learning. Student, parent and family engagement meetings/workshops (ARVA Days) will be held throughout the year and throughout the state, utilizing community resources such as libraries, state parks, colleges, and local churches, by ARVA teachers and/or staff.
- The school will partner with the district to provide contact information to parents for preschool programs such as *Head Start*, *HIPPY*, and *Parents as Teachers*.
- The school will offer other activities and provisions to support responsible parenting, such as a parent resource corner and food bank housed at the ARVA office so students can focus on learning without hunger pangs. Internet subsidies are also provided for families who qualify. The parent resource corner is stocked with parenting books and resources that can be mailed to them or reviewed at the ARVA office. Highlighted selections are advertised in newsletters and social media sites to give parents who can't go to the office an opportunity to take part in this resource where the book/resource could be mailed to them. Because families are spread throughout the state, families are also provided with online resources through newsletters and social media sites throughout the year. The parent corner also includes website links for nutritional meal planning and preparation, and they are also shared through newsletters and online resources.
- The school has enabled the formation of a Parent Booster Program, which a parent-led engagement group empowered to boost engagement by providing additional activities for students and families to enjoy. The Booster Program hosts a monthly meeting where the families decide how funds are spent and what activities will be offered in the upcoming months. Contact Beth Moore: bmoore@arva.org

6: Annual Title I Meeting (Title I schools)

Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.

Guiding Questions

- **6.1:** *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the following? (*Include a link to the detailed agenda, meeting minutes, and/or slide deck for this year's Annual Title I Meeting, if available.)*
 - *the requirements of Title I and the School's participation*
 - *the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings)*
[ESSA § 1116(c)(1)]
- The school will conduct an Annual Title I Meeting for parents of the students who participate in the Title I, Part A Program. The school will hold their annual Title I meeting separate from any other meetings or activities to ensure that they have ample time to provide a description/explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level students are expected to meet. The Title I meeting will be used to inform parents of the requirements of Title I and the school's

participation and to inform parents of their rights under Title I. For each Title I, Part A School, an Annual Title I Meeting must be conducted. The agenda, the sign-in sheet, and the minutes for this meeting must be generated separately from any other events and kept on file in the school's office. Questions regarding the Title I meeting can be directed to Michele Newnum, minewnum@arva.org.

- Our school's Annual Title I Meeting will be held online in Fall 2026.

7: School-Parent Compact (Title I schools)

Describe the process School will follow to jointly develop with parents a School-Parent Compact as required under Title I, Part A.

Guiding Questions

- **7.1:** How does the School jointly develop a School-Parent Compact which does the following:
 - Outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement
 - Addresses the importance of regular two-way, meaningful communication through:
 - conferences (no fewer than 2 each year)
 - frequent reports on progress
 - reasonable access to staff
 - opportunities to volunteer
 - observation of classroom activities

[ESSA § 1116(d)]
- **7.2:** How do families access the compact in order to understand the shared responsibility for improved student academic achievement?
 - Including parent-teacher conferences in elementary Schools, at least annually
 - Include a link or insert the language of the compact to demonstrate this requirement has been met.

[ESSA § 1116(d)(2)(A)]

- School staff, parents, and students will develop a school-parent-student compact as part of the Parent & Family Engagement Committee. This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and how the school and parents will build and develop a partnership to help children achieve the state's high academic standards. The Compact will also address the importance of and the types of regular, two-way, meaningful communication through a minimum of 2 a year, frequent reports on progress, reasonable access to staff, opportunities to volunteer, and the availability of observation of classroom activities. Signatures will be collected via an online survey.
- Families receive a copy of the Compact at the beginning of the year or upon enrollment if they enroll after the first day of school. The copy is included with the Information Packet and linked in newsletters as well as on social media.
- To view a copy of the 26/27 Compact, see here:

 [ARVA Title I Compact 2026-2027.docx](#)

8: Reservation of Funds (Title I schools)

Describe how the School uses Title I, Part A funds set-aside for parent and family engagement programs and activities.

Guiding Questions

- **8.1:** *If the School is a recipient of 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 School spending those funds?*
 - *How does the School determine the priority of how funds are spent?*
 - *Who is involved in determining that?*

[ESSA § 1116(a)(3)(A)]
- **8.2:** *How does the School provide opportunities for parents and family members to be involved in providing input into how the funds are used?*

[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

- School will 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 will be used to develop and implement a Family Support Team (to include wages, equipment, and training-related expenses) to provide families with comprehensive preparation and sustained support for engagement in our schools.
- A Parent and Family Engagement Committee (PFEC) will serve as a forum for parent suggestions for ARVA improvement and serves as a consulting party in determining how the funds are spent. The PFEC reviews and evaluates the Parent and Family Engagement Plans every year, discusses ways to implement various aspects of the engagement plans including parent engagement programs, activities, and procedures and collaborates on other issues that pertain to our school. The PFEC will also participate in the development of schoolwide programs outside of the regular curriculum through analysis of parent engagement surveys, so they are knowledgeable in how the school works and how to best support families. To receive an invite to these virtual meetings, please contact Gina Moore:

gmoore@arva.org