

# 2023-2024 Arlington ISD

## Title I Parent and Family Engagement District Policy

ESSA Section 1116



Arlington ISD believes that [family engagement](#) is essential to a student's academic success. We believe that parent/family engagement is the participation of parents/families and schools in two-way meaningful communication regarding their student's academic learning and other school activities. The students benefit from meaningful two-way communication when:

- Schools share timely information about a student's progress
- Schools help parents/families understand what students are learning
- Parents/families are active in their child's education
- Parents/families have the opportunity to serve on committees and participate in decision-making

We acknowledge that [parents/families](#) provide the main role in supporting their child's education and that good communication is important to academic success.

---

Title I, Part A (Title I) of the Every Student Succeed Act (ESSA) provides money to schools with a high percentage of children on Free or Reduce Lunch. The money helps to make sure that all children meet the challenging state academic standards. Arlington ISD has fifty-four campuses that receive Title I money. The district commits more than the federally required 1% of the Title money to family engagement.

Schools that receive Title I money are required to provide a written parent/family engagement policy that describes how parents/families can be active in their child's education. It also explains what parents/families can expect from the district and schools. The Title I Parent Advisory Committee, which is made up of parents/families from schools that receive Title I money, created this policy. The following are three promises that the district and Title I campuses will do to support family engagement:

## Right to Notifications

The schools shall send information to parents/families in a language and format they can understand regarding their student's progress, teacher qualifications and the benefits of Title I money.

- Each Title I campus will hold an Annual Title I Meeting to explain the requirements of Every Student Succeed Act. The presentation will explain how the program benefits the students and how parents/families can help. By September 29, 2023, a minimum of two annual Title I meetings will be held on different days and times of day (morning and afternoon/evening).
- Each Title I campus will make sure that teachers communicate regularly with parents/families about their child's progress by:
  - Providing parent-teacher conferences
    - Once per year a face-to-face conference at the elementary level
    - As appropriate at the junior and high school level
  - Sending progress and report cards on a [regular schedule](#) (click for schedule on the website under Report Cards)
  - Communicating through other medias, such as apps, phone calls, or newsletters
- Each Title I campus will make sure that it provides proper and timely notification about teacher qualifications and intervention programs:
  - Parents/families have the right to request information about the certification of their child's teacher.
  - Parents/families will be notified if their child is not being taught by a [Highly Qualified teacher](#) for four consecutive weeks or longer.
  - Parents/families will be notified if their child participates in intervention programs, such as tutoring.

## Engagement Opportunities

The schools will help parents/families understand the state's academic content and achievement standards and requirements of the Title I program.

- The district provides personnel dedicated to planning and implementing family engagement activities at the campus and district level.
  - Each Title I campus has a Family Engagement Liaison ([FEL](#))
  - Each Title I campus has a Family Engagement Team ([FET](#)) which includes parents/families, teachers, the liaison and an administrator. The committee plans activities based on the campus' academic needs stated in the Campus Improvement Plan ([CIP](#)). The FET can be a sub-committee to each campus Site-Based Decision Making Committee (SBDM) [or the SBDM Committee can serve as the FET Committee.](#)
- The district and campus will provide opportunities for the parents/families to increase their understanding of the following:
  - Academic Standards
    - Host grade level orientation meetings on curriculum, grading, and academic expectations held in the fall.
    - Host academic family nights that support different approaches to help students improve

in **reading, math, social studies, science, or writing** will be held between September and April of the school year.

- Host grade level meetings to explain exam preparation, understanding test scores and passing state and end-of-course exams.
- Parenting information on topics that increase family communication skills, dealing with social issues and keeping children safe. Parent information workshops will be offered September through April.
- Provide [Family Literacy programs](#) for parents/families who wish to develop their language skills.

### **Decision-Making Opportunities**

The district and campus will engage parents/families and encourage participation in joint decision making through the following:

- The District Title I Parent Advisory Committee does the following:
  - Reviews and updates the Family Engagement Policy as needed
  - Reviews the results of the annual Parent Satisfaction Survey and provides suggestions for improvement
  - Reviews district and campus Family Engagement event documents to identify and eliminate barriers to effective family engagement
  - Gathers information from parents/families on how to improve the parent engagement activities
- The district conducts an annual evaluation of the family engagement program in the spring semester.
  - The survey is made available in English, Spanish, Vietnamese, and other languages as determined by need.
- The campus creates a campus family engagement policy and a school-parent-student compact.
  - The campus policy shapes the campus plan for family engagement
  - The compact outlines the agreed responsibilities of the school staff, parent, and student for academic success
- Involves parents/families in the process of school review and improvement by:
  - Providing a Campus Texas Academic Performance Report ([TAPR](#)) Report Card
  - Providing communication to explain TAPR
  - Provide opportunities for parents/families to participate in campus decision making through Site-based Decision Making Committee (SBDM)
  - Campus Family Engagement Team (FET)
  - District Improvement and Decision Making Committee ([DIDC](#))
- Parents/families interested in serving on decision-making committees should contact the campus principal.

### **Family Engagement Commitment**

The Family and Community Engagement Department, along with the schools receiving Title I money, commit to the following:

- Reducing barriers that limit family engagement opportunities
- Providing to the extent possible, information in a language that parents/families can understand
- Using multiple formats to advertise meetings and provide meetings at a variety of days and times
- Providing professional learning to district personnel to create school-family partnerships throughout the school year

The district departments work in collaboration to provide parent/family engagement opportunities with Families in Transition, Pre-Kindergarten, Special Education and World Languages.

*Each Title I campus creates a Campus Family Engagement Policy and a Parent-Student-Teacher compact. These documents may be requested from the office or the Family Engagement Liaison at your child's campus that receives Title I funding. The documents are also available on the school's webpage.*

*Arlington ISD does not discriminate on the basis of race, color, age, gender, national origin, religion, or disability in education programs, admissions/enrollment decisions or activities which it operates, as required by Title VI, Title IX and Section 5.*

---

## Information Resources and Glossary of Terms

### Questions about Title I Family Engagement

Aaron Perales, Executive Director, Engagement, Equity & Access | 682-867-7715

Eric Phillips, Family Engagement Specialist (Jr. High & High School) | 682-867-7368

Suzanne Stevenson, Title I Family Engagement Specialist (Elementary) | 682-867-1935

Campus- ask for the Family Engagement Liaison or Principal

### Title I Resources

#### **Arlington ISD Website**

[www.aisd.net](http://www.aisd.net)

#### **Arlington ISD Division of Engagement, Equity & Access**

1141 W. Pioneer Pkwy Arlington, TX 76013

682-867-7715

#### **Arlington ISD State and Federal Interventions and Operations**

690 E. Lamar Blvd

Arlington, TX 76011

682-867-7317

#### **Arlington ISD Family Literacy Programs**

2900 Barrington Place

Arlington, TX 76014

682-867-7267

## School Department Resources

*Resource are linked to webpages*

[Pre-Kindergarten](#)  
[Families in Transition](#)  
[Special Education](#)  
[World Languages](#)  
[Adult Literacy](#)  
[Volunteers](#)

## Community Resources

*Resource are linked to webpages*

[Arlington Charities](#)  
[Arlington Public Library](#)  
[Mission Arlington](#)  
[Salvation Army](#)

## Glossary of Terms

**\*Parent:** *Parent is any adult acting in a legal parental capacity.*

**\*Family:** *A child's adult caretakers who effectively support learning and healthy development.*

**Campus Improvement Plan (CIP):** *Each school year the principal of each school, campus, with the assistance of the campus-level committee, must develop, review and revise the campus improvement plan. The purpose of this plan is to improve student performance on the state's student achievement indicators for all student populations, as well as improve performance on any other performance measures for special needs populations. The campus improvement plan must be supportive of the objectives of the district improvement plan and at a minimum, must support the state goals and objectives for education (TEA).*

**Capacity:** *Broadly defined as the ability of family members to support their child's education needs.*

**Building-capacity** *is the process of developing and strengthening the skills, abilities, processes and resources that individuals need to support children's academic success.*

**District Level Improvement Decision-Making Committee (DIDC):** *Each school district is required to develop a district improvement plan, and it must be developed, evaluated and revised annually by the superintendent and the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards for the state student achievement indicators under 39.053 of the Education Code Title II (TEA).*

### **Family Engagement:**

*Family engagement is a shared responsibility between families, students, and school staff as a community. It creates partnerships between home and school that actively promotes learning and achievement. It builds inclusive environments that are supportive and individualized for students from diverse cultures, languages, backgrounds, and educational needs for future success.*

**Family Engagement Liaison (FEL):** *The primary role the Family Engagement Liaison is to assist the campus in family and community engagement and assist parents/families with school-related activities and concerns.*

**Family Engagement Specialist:** *The primary role of the Family Engagement Specialist is to provide educational opportunities for families of AISD students and to support their engagement in the education of their children. Specialist provide coordination, technical assistance and other support necessary to assist and build capacity of all schools.*

**Family Engagement Team (FET):** *Each Title I campus must have a Family Engagement Team. The purpose of the team is to help implement the activities that support the goals of the Campus Improvement Plan's Family Engagement. The team is comprised of parents/families, teachers, the liaison and administrator. The FET serves as a subcommittee to the SBDM.*

**Highly qualified teacher:** *Teacher has met the following requirements by the Texas Education Agency:*

- *Has a bachelor's degree from an accredited college or university*
- *Completed an educator preparation program*
- *Passed appropriate certification exam(s)*
- *Has been certified by the State of Texas*
- *Completed a national criminal background check*

**Site-based Decision Making Committee (SBDM):** *Site-based decision-making is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents/families, and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement (TEA).*

**Texas Academic Performance Reports (TARP):** *Reports that pull together a wide range of information on the performance of students in each school and district in Texas every year. (TEA).*

**Texas Education Agency:** *The state agency that oversees primary and secondary public education.*