



Arlington
INDEPENDENT SCHOOL DISTRICT

ARLINGTON INDEPENDENT SCHOOL DISTRICT **FAMILY ENGAGEMENT PLAN**

2025-2026

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ABOUT US

AT A GLANCE

ARLINGTON ISD

Arlington ISD serves nearly 55,000 students, making it the 13th-largest school district in Texas and one of the most dynamic learning communities in the state. Every day, our campuses offer students opportunities to discover their strengths and explore their potential.

We're committed to meeting the needs of all learners. Gifted and talented students experience a continuum of advanced instruction, open-ended research, and enriching co-curricular and extracurricular activities. Our four International Baccalaureate World Schools - Arlington, Bowie, Lamar, and Sam Houston high schools - provide rigorous, globally focused pathways for students seeking deeper academic challenge.

Arlington ISD is also home to an acclaimed special education program that supports academic growth and the development of essential life skills. And we proudly celebrate national academic recognition, including five National Merit Semifinalists and 31 National Hispanic Scholars.

Together, we empower every learner and strengthen our community's future.

PRIORITIES

The Arlington ISD Board of Trustees has adopted these five priorities to guide district decision-making, ensuring that every initiative, investment, and partnership supports student success and strengthens our school community:

 ACADEMIC GROWTH <i>Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.</i>	 CULTURE <i>Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.</i>	 SAFETY & DISCIPLINE <i>Create safe and productive learning environments in which every student and staff member can thrive.</i>	 MARKETING & ENGAGEMENT <i>Involve families and community stakeholders as valued partners in student learning.</i>	 TALENT & RESOURCES <i>Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.</i>
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VALUES & BELIEFS

These values and beliefs reflect Arlington ISD's shared commitment to how we serve students, support staff, and partner with families and the community in everything we do.

EXCEPTIONAL EXPERIENCES

We believe we should strive, on a daily basis, to create exceptional learning experiences for our students.

INCLUSIVE CULTURE

We value our diversity and believe that our students and staff deserve an inclusive culture where they feel valued, supported, and challenged to grow.

THRIVING STAFF

We believe that a thriving staff continuously learns and strives for excellence in order to positively impact our students.

STRONG PARTNERSHIPS

We believe that strong partnerships with families and the community provide a foundation for student success.

MAXIMIZED RESOURCES

We believe that district talent and financial resources must be maximized to promote student learning while also maintaining effective fiscal management.

LEARNING ENVIRONMENTS

We believe that our learning environments must be safe, productive spaces that are well designed and maintained.

FAMILY & COMMUNITY ENGAGEMENT DEPARTMENT

WHO WE ARE

The Family & Community Engagement department acts as a vital support network for students, families, educators, staff, and the wider community. We unite these groups, forming strong partnerships that empower students to achieve their aspirations.

Our efforts are rooted in a comprehensive approach to education - one that acknowledges that everyone contributes to a child's success. By promoting collaboration, enhancing relationships, and creating valuable opportunities for connection, we help ensure that our schools and community flourish together.

OUR MISSION

The Family & Community Engagement department serves the Arlington ISD learning community by **fostering relationships, engaging, and empowering the community** to support student success.

OUR VISION

A **connected** community.

WHAT WE DO

We provide both direct and indirect **support to students, families, campuses, departments, and the community**. Our team offers family workshops, professional development for staff, and coordination of community events that strengthen connections across the district. We also lead the District Family Engagement Advisory Council, ensuring that family and community voices are actively involved in shaping our work.

DISTRICT FAMILY ENGAGEMENT ADVISORY COUNCIL

COUNCIL PURPOSE

The District Family Engagement Advisory Council provides families with a voice in shaping the district's plans and improvements for working with parents and guardians. The council's main tasks are to:

- Utilize family feedback to inform the development and improvement of family engagement programs.
- Encourage more parents and guardians to take part in district committees.
- Strengthen communication and partnerships between families and the district.

A key role of the council is to help support and review the Arlington ISD Family Engagement Plan.

This plan outlines goals and federal education department requirements that focus on family engagement.

COUNCIL MEMBERSHIP

Each school will select two parents or guardians to serve on the council for two years. These representatives must not be employees of Arlington ISD at the school they represent. Schools are encouraged to choose parents who represent the diversity of their school community, including families of students who are English Language Learners, receive Special Education services, are identified as gifted and talented, or come from limited-income households.

MEETINGS

The council will meet at least four times each school year to review progress and update the Family Engagement Plan, based on family input and district needs as determined through surveys.

THE PLAN

TO SUPPORT STUDENT SUCCESS

INTRODUCTION

All families want the best for their children, and when given the opportunity, they can play a meaningful role in their child's education. As a foundational belief, this Family Engagement Plan was developed in collaboration with families across the district to define how schools, families, and the community will work together to support student success.

The plan is rooted in the Arlington ISD Family Engagement Framework and emphasizes welcoming environments, two-way communication, school-to-home learning, and

active family engagement. It serves as a practical guide for families, staff, and district leaders as we work together to prepare students for college, careers, and military service.

In addition to guiding our shared efforts, this plan meets the requirements of Title I, Title III, Pre-Kindergarten, and Special Education programs - reflecting the district's ongoing commitment to student achievement through strong, inclusive partnerships with families.

Family engagement is a shared responsibility between families, students, and school staff as a community. It creates partnerships between home and school that actively promote 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.

This definition of **FAMILY ENGAGEMENT was approved by Title I Parent Advisory Committee on April 27, 2022*

THE FRAMEWORK

1. CREATING A WELCOMING ENVIRONMENT

At Arlington ISD, creating a welcoming and safe environment for all students, families, and community partners is essential to student success. When families feel valued and respected, they are more likely to be actively involved in their child's education and the school community.

TO CREATE A WELCOMING ENVIRONMENT:

ADMINISTRATORS will create a welcoming environment that respects diverse cultures, languages, and circumstances. They will implement policies and practices that promote kindness, accessibility, and meaningful engagement with families. By modeling respect and inclusivity in all interactions, administrators will help establish a positive school culture. They will provide staff with training and resources to support respectful interactions and actively seek family feedback through surveys, meetings, and direct engagement, continually improving the school environment.



FACULTY AND STAFF will warmly greet families and visitors, assuring they feel valued and included. They will cultivate meaningful connections with all families by providing timely and accessible communication. Faculty and staff will also ensure families can access necessary support and resources, including interpretation and translation services. Furthermore, they will adhere to safety procedures to protect students, staff, and visitors while maintaining security standards in a friendly and welcoming atmosphere.

FAMILIES are encouraged to participate in school activities, volunteer, and contribute to decision-making processes. They can engage by sharing feedback through surveys, suggestion boxes, and meetings. Families strengthen the school community by acknowledging the efforts of staff to create a warm and welcoming environment.

THE DISTRICT is committed to creating welcoming environments through clear signage and accessible communication across various platforms, including translation tools. Families and the community will have opportunities to provide feedback via surveys and meetings, which support the goal of ensuring welcoming and safe environments for all students. Additionally, the district will provide professional development to enhance the staff's ability to deliver excellent customer service. Arlington ISD strives to ensure that all families feel valued and welcomed as essential partners in their children's education by promoting an environment of respect, belonging, and participation.

TOGETHER, we'll build bridges of respect, trust, and collaboration, ensuring that every family feels at home in our schools. Arlington ISD remains dedicated to making every campus a place where all families feel valued, heard, and empowered to be full partners in their children's education.

2. EFFECTIVE TWO-WAY COMMUNICATION

The district values open and respectful communication between families and schools, recognizing that strong partnerships support student success. When families and educators share information, concerns, and goals, students receive the academic, social, and emotional support they need to thrive.

TO FOSTER EFFECTIVE TWO-WAY COMMUNICATION:

ADMINISTRATORS will foster a welcoming and supportive environment for open communication, ensuring families feel heard and valued. To promote a culture of responsive communication, administrators will model and encourage timely replies by making every effort to acknowledge receipt of parent messages within one school day (24 hours on school days), even if a complete response requires more time. When available, the district will provide language support services to ensure families can access information in their preferred language. Additionally, schools will work to streamline communication platforms and establish clear expectations for consistent, two-way communication with families.

FACULTY AND STAFF will actively listen to families' concerns and ideas, responding with respect, clarity, and timeliness. Teachers will offer regular conferences to discuss student progress and address any needs. When possible, staff will provide video conferencing options and regularly update Parent Self-Serve with the latest information.

FAMILIES are encouraged to proactively address concerns by engaging in respectful, solution-focused discussions with administrators, teachers, and staff. By sharing insights about their child's needs, families help build strong partnerships that support student success. Just as staff strive to respond in a timely manner, families are encouraged to respond to school communication within a reasonable timeframe to keep conversations productive and collaborative.



THE DISTRICT will use effective communication tools and resources to keep all stakeholders informed and engaged, ensuring transparency and timely updates. Additionally, the district will encourage participation in various committees to enhance communication and collaboration among all stakeholders.

TOGETHER, we will foster open, respectful, and accessible communication, building strong partnerships between families and schools to ensure every student receives the support they need to succeed.

3. SUPPORT FOR HOME LEARNING

Families are a child's first and lifelong teachers, playing a key role in their learning and growth. At the same time, education is a shared responsibility between families and schools. By maintaining open and ongoing communication, schools can provide families with helpful tools, strategies, and resources to support learning at home, thereby building on classroom instruction and helping students succeed.

TO SUPPORT SCHOOL-TO-HOME LEARNING:

ADMINISTRATORS will support families and teachers by creating a framework and infrastructure for additional learning opportunities, ensuring access to resources that enhance student success. Under their guidance, campuses will offer workshops to help families learn effective strategies for studying, reviewing lessons, and achieving high academic standards.

FACULTY AND STAFF will focus on building strong relationships with families by providing the necessary information and resources to support learning at home. They will recognize parents' crucial role in their child's education and actively involve them in student support planning. Teachers and parents should review early testing benchmarks to identify learning gaps and explore available resources, such as tutoring options at school, online, and in the community.

Teachers will provide specific feedback on each child's progress, highlighting both academic growth and areas for improvement, not just behavioral aspects. Schools will provide parents with progress reports and report cards to keep them informed.

FAMILIES play an essential role in creating a stable and supportive learning environment. This includes maintaining regular communication with school staff, supporting consistent attendance, and encouraging learning at home. By working closely with teachers to address concerns about learning milestones, families help ensure their child stays on track.

If a student requires additional support, families can refer to the Student Code of Conduct, specifically the section titled "Aiding Students Who Have Learning Differences," for guidance on the next steps. This resource outlines how to seek help and connect with school staff.

THE DISTRICT will offer workshops, fairs, and resources to help families support their child's learning, behavior, and overall development. Families will also receive guidance to explore educational pathways that lead to college, careers, or military service.

TOGETHER, families and schools will create stable, enriching environments where students can reach their full potential through open communication, support for learning at home, and strong, collaborative educational relationships.

4. DEGREE OF ENGAGEMENT OF EVERY FAMILY

Arlington ISD is committed to providing all families with meaningful opportunities to participate in their child's education. Schools will actively create inclusive environments that enable parents to participate in decision-making, advocate for their children, and assume leadership roles.

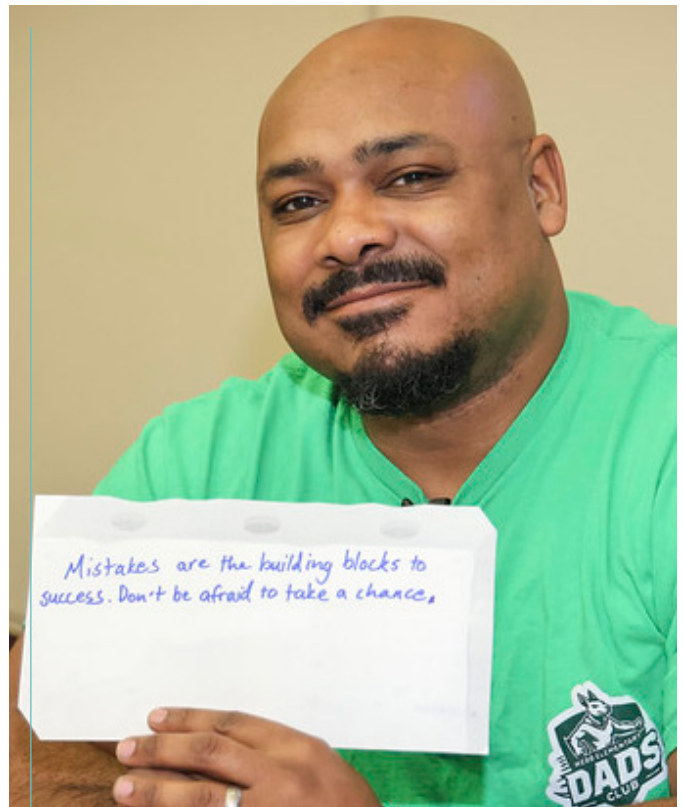
TO ACTIVELY ENGAGE FAMILIES:

ADMINISTRATORS will invite parents to participate in campus decision-making committees and encourage involvement by valuing diverse perspectives. They will prioritize clear and consistent communication, ensuring that families have the necessary information about available services and special education programs, empowering them to advocate effectively for their children.

FACULTY AND STAFF will support families in navigating the educational system by providing timely, accessible information. They will consider parent input into academic and behavioral decisions. By fostering strong partnerships, educators will help families feel confident in their role as key contributors to their child's success.

FAMILIES are encouraged to take an active foundational role in their child's education by engaging in various meaningful ways. To ensure diverse voices are included in school decision-making, parents of English learners, students with disabilities, and those from limited-income households are especially encouraged to participate in parent advisory committees. Beyond these roles, families can contribute by serving on campus or district committees, volunteering, joining PTA and Booster Clubs, attending workshops, or exploring other opportunities that align with their interests, strengths, and availability.

THE DISTRICT will offer leadership and volunteer opportunities to empower all families and promote meaningful engagement. It will actively involve parents in decision-making committees to ensure representation of diverse stakeholder voices. Schools will collaborate with local organizations, advocacy groups, and service providers



to expand access to resources that support students and families. The District is committed to upholding established financial transparency practices and will continue communicating how resources support student learning and family engagement. By helping families understand the connection between funding and programs that serve students, schools, and communities, the District promotes informed participation and shared accountability.

TOGETHER, we will foster an inclusive and transparent approach to family engagement, ensuring every family has a voice in shaping their child's education, building stronger school communities, and supporting more tremendous student success.

ADDENDUMS

TARGETED SUPPORT

Arlington ISD is committed to meeting the needs of all families through comprehensive engagement strategies that foster meaningful connections. The following addendums outline how the district ensures alignment with Title I; Part A; Title III; Pre-K; and Special Education (IDEA) requirements. These addendums provide targeted support to families of English learners, students with disabilities, and those attending Title I-funded schools, ensuring that every family feels valued as a partner in their child's education.

FEDERAL PROGRAMS	
Title I, Part A	Title I, Part A, family engagement is a federal requirement that ensures schools and families work together - through clear communication, shared decision-making, and accessible opportunities - to support student learning and help all families be active partners in their child's education.
Title III	Title III family engagement is a federal requirement that ensures schools partner with families of English learners - through clear communication, culturally and linguistically appropriate support, and meaningful opportunities to participate - so students can develop English proficiency and succeed academically.
Pre-Kindergarten	Prekindergarten family engagement is supported by federal and state guidance that ensures schools partner with families early - through clear communication, developmentally appropriate support, and meaningful opportunities to participate - so young children build strong foundations for learning and long-term school success.
Special Education	Special Education family engagement is a federal requirement that ensures schools partner with families of students with disabilities - through clear communication, collaborative planning, and meaningful participation - so students receive the support and services they need to succeed academically and developmentally.

1. TITLE I, PART A, FAMILY ENGAGEMENT

Arlington ISD is committed to strengthening family engagement in accordance with its family engagement plan and the requirements outlined in Title I, Part A, Sections 1112 and 1116 for students enrolled in Title I-funded schools. This addendum highlights the additional supports and services available to students at these campuses. Currently, 53 Arlington ISD campuses qualify for Title I funding. Under the Every Student Succeeds Act (ESSA), Title I, Part A provides financial assistance to schools with high percentages of students eligible for free or reduced-price lunch, aiming to ensure that all students meet challenging state academic standards. In support of this goal, the district invests more than the federally required 1% of Title I funds specifically toward family engagement.

ANNUAL TITLE I MEETINGS

- The campuses will host two meetings annually, on different days and at times before September 30, as required by the Texas Education Agency (TEA) and Title I, Part A.
- These meetings will explain the Title I program goals, funding usage, and family engagement opportunities available on campus.
- The campus will provide translation services to the extent possible to ensure that information is accessible to all families.

FAMILY ENGAGEMENT POLICY & SCHOOL-PARENT COMPACT

Each Title I school will establish a Family Engagement Team (FET) as a subcommittee of the Site-Based Decision-Making Committee. Comprised of administrators, teachers, staff, and a minimum of three parents, the FET will meet at least three times per year to review campus data, plan, approve, and implement the campus Family Engagement Policy, School-Parent Compact, and overall family engagement plan. These documents outline the shared responsibilities for student success and will be updated annually in collaboration with parents and staff. They will be distributed electronically or on paper and made available on school websites in English and Spanish. Copies are available in the office upon request.

STAFF TRAINING

Campus staff will participate in two yearly professional development trainings focused on the value and utility of contributions from parents and families. One of the trainings will emphasize the importance of establishing two-way communication with families. The FET and the administrator will determine the second training.

STAFF QUALIFICATIONS

Families have the right to know the professional qualifications of their child's teachers. Campuses will notify parents if their child is being taught for four or more consecutive weeks by a teacher who is not certified in the subject or grade level in compliance with Texas Education Agency requirements.

WAYS FAMILIES CAN GET INVOLVED

Campuses that receive Title I funding will provide:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Two-Way Communication: Schools will share updates in multiple languages and provide interpreters as they are able or required by law. | <ul style="list-style-type: none"> • Parent-Teacher Conferences: Families will receive regular updates on their child's progress throughout the year through progress reports, report cards, and Parent Self-Serve. Elementary schools will hold at least one conference yearly; secondary schools will offer them as needed. |
| <ul style="list-style-type: none"> • Volunteering & Leadership: Families, including those of English learners and students with disabilities, can participate in school activities. | <ul style="list-style-type: none"> • Learning Events: In accordance with the campus family engagement plan, schools will offer workshops to help families support learning at home, understand academic standards, navigate digital platforms, and access available district and community resources. |

LEADERSHIP AND DECISION-MAKING OPPORTUNITIES

Families can take on leadership roles at both the campus and district levels:

- Campus-Level Leadership: Families can serve on the PTA, Family Engagement Team, and Site-Based Decision-Making Committee to help shape school programs and policies.
- District-Level Leadership: Families can participate in district committees focused on finance, district improvement, health, and other key areas, providing input on broader policies and initiatives.

Families interested in leadership or decision-making roles should contact their campus administrator for more information.

BUILDING STRONG FAMILY AND COMMUNITY PARTNERSHIPS

The district will:

- Train staff to recognize the strengths of all families and best practices for engagement.
- Partner with local organizations to provide more support services.
- Coordinate and integrate parent engagement programs with Pre-K, Title III, and Special Education to the extent possible.
- To the extent practicable, will provide language support services
- The District Family Engagement Plan is available on the district website in English, Spanish, Arabic, and Vietnamese.

TRACKING PROGRESS AND MAKING IMPROVEMENTS

The district will:

- Evaluate family engagement initiatives annually through the District Family Engagement Advisory Council
- Collect family feedback through annual surveys and advisory meetings to enhance engagement and identify and eliminate barriers.
- Monitor participation to ensure the inclusion of all families.



80+ LANGUAGES SPOKEN BY ARLINGTON ISD FAMILIES

2. TITLE III FAMILY ENGAGEMENT

In alignment with Title III of the Elementary and Secondary Education Act (ESEA), Arlington ISD is committed to engaging the families of English learners (ELs) in meaningful ways that ensure their involvement in their child's education. We strive to create an inclusive and supportive environment that fosters collaboration among schools, families, and communities, ensuring that all English Learner (EL) families have access to the resources and opportunities necessary to support their children's academic and linguistic development.

MEANINGFUL COMMUNICATION WITH FAMILIES OF ELs

To ensure that all families are informed and engaged, the district will:

- Provide timely and meaningful information in multiple languages, ensuring accessibility for families of English language learners (ELs).

- Offer interpretation services at all school meetings and conferences to eliminate language barriers, enabling English Language (EL) families to participate fully in school events and activities.
- Use multiple formats (e.g., digital platforms, newsletters, and phone calls) to communicate about academic progress, available services, and opportunities for family involvement.

SUPPORTING LANGUAGE DEVELOPMENT AND ACADEMIC PROGRESS

To enhance the academic success of ELs, the district will:

- Offer workshops and resources for families to support their child's English language acquisition at home while fostering academic success in all subject areas.
- Share strategies with families for helping children develop social and academic English, particularly as they transition from their home language to proficiency in English.

INVOLVING EL FAMILIES IN PROGRAM DEVELOPMENT

To ensure that the EL program meets the needs of all students, the district will:

- Involve the families of English Language Learners (ELs) in the development, evaluation, and revision of the district's language acquisition programs.
- Regular meetings should be held with parents to provide updates on the program's effectiveness and solicit their feedback on ways to improve the plan.

FOSTERING CULTURAL COMPETENCY

To support the diverse backgrounds of our EL families, the district will:

- Provide staff training on cultural competency, including effective engagement with families from diverse linguistic and cultural backgrounds.
- Partner with local community organizations to offer additional support and services to EL families, helping them navigate the educational system and access needed resources.

ENGLISH LEARNER PARENT ADVISORY COMMITTEES

To give EL families a direct voice in the development and evaluation of services, the district will:

- Establish or strengthen English Learner Parent Advisory Committees, allowing EL families to share their insights, advocate for their children, and recommend improving language acquisition programs.



3. PRE-KINDERGARTEN FAMILY ENGAGEMENT

Arlington ISD recognizes that family engagement in the early years is essential to student success. Our universal pre-K 4 and half-day pre-K 3 programs support school readiness by fostering strong partnerships among families, educators, and the community. In alignment with Title I, Part A, we are committed to providing families with tools, resources, and opportunities to support their child's early learning and development.

FACILITATING FAMILY-TO-FAMILY SUPPORT

Arlington ISD's Department of Early Childhood Learning creates a safe environment for families where opportunities for continuous engagement and participation are essential, enabling educational experiences in which families can learn from each other as individuals and in groups through campus/district initiatives such as:

- Meet the Teacher and Open House events to ensure a welcoming space for families, with opportunities to gather, meet, and build relationships with each other
- Pre-K Signing Day at all elementary campuses
- Districtwide registration event to support families with in-person registration, answer questions about pre-K, and access community resources
- STEM Family Night
- Literacy Family Night.

INCREASE FAMILY PARTICIPATION IN DECISION-MAKING

Arlington ISD and the Department of Early Childhood Learning increase family participation in decision-making by creating and supporting parents to become involved in school-based decision-making. Arlington ISD fosters two-way communication between teachers and parents and provides opportunities for families to advocate for their children using effective and promising intervention strategies to increase meaningful parent engagement in school and district-level decision-making.

- Title I District Parent Advisory Committee to participate in creating a district-wide family engagement policy to address needs across all Arlington ISD campuses and departments.
- Feedback forms for early childhood events to collect feedback from all stakeholders.
- Family input requested in determining topics for parent workshops.

EQUIP FAMILIES WITH TOOLS TO ENHANCE AND EXTEND LEARNING

The family plays a direct role in a student's education. The Arlington ISD Department of Early Childhood Learning believes that families should be equipped with tools to enhance and extend learning beyond the school setting. We recognize the families of our students as the first and best teachers in the child's life. In order to equip families with tools to enhance and extend their child's learning, we work with families to support learning at home while strengthening the home/school partnership.

- Early Childhood newsletter, *Early Explorers Express*, published and distributed multiple times throughout the year.



- Early Learning Connections parent workshops offer sessions specifically for pre-K families covering the following topics: Developmental Milestones, Literacy at Home, Calming Strategies, Establishing Routines, Kindergarten Readiness, Math at Home, and Summer Learning.

DEVELOP STAFF SKILLS IN EVIDENCE-BASED PRACTICES THAT SUPPORT FAMILIES IN MEETING THEIR CHILDREN'S LEARNING BENCHMARKS

The Arlington ISD Department of Early Childhood Learning is committed to developing pre-K teachers in early childhood evidence-based practices to support families in meeting their children's learning milestones. Our instructional model contributes to building teachers' skills and competencies. Our department seeks and promotes teacher and staff awareness of our culturally diverse population by developing and supporting cultural relevance and responsiveness through our school district mission.

- Early Childhood Professional Learning Catalog:
 - Pre-K Guidelines
 - Conscious Discipline
 - Supporting Relationships Through Relationships
 - Role of Science in Pre-K STEM
 - Learning Math Skills with Fun Games
 - Best Practices for Parent Engagement for Classroom Assistants

EVALUATE FAMILY ENGAGEMENT EFFORTS AND USE EVALUATIONS/SURVEYS FOR CONTINUOUS IMPROVEMENT

The Arlington ISD Department of Early Childhood Learning believes that continuous improvement of family engagement efforts encompasses a commitment to an ongoing process of learning, self-reflection, and growth that will unfold progressively.

- Arlington ISD Parent Satisfaction Survey - Findings from this survey are used to create action plans at schools and district levels.

TRANSITION ACTIVITIES

- Informational meeting on transitioning from pre-K 3 education center to pre-K 4 at elementary campuses.

4.

SPECIAL EDUCATION FAMILY ENGAGEMENT

In alignment with the Individuals with Disabilities Education Act (IDEA), Arlington ISD is committed to partnering with families of students with disabilities to support their child's academic success, social-emotional development, and overall well-being. We believe meaningful family engagement ensures that students with disabilities receive the best educational experience.

MEANINGFUL PARTICIPATION IN THE IEP PROCESS

To ensure that families are equal partners in their child's education, the district will:

- Provide clear and accessible information about the IEP process, including rights under the IDEA, and how families can contribute to shaping their child's educational goals.
- Invite and encourage families to attend IEP meetings and contribute to the development, review, and revision of their child's IEP.
- Offer training and support to families to help them understand how to advocate for their child's needs during IEP meetings and beyond.

ACCESS TO SPECIAL EDUCATION SERVICES AND SUPPORTS

To ensure that families are informed about the services available to their children, the district will:

- Provide families with information about all available special education services, including accommodations, supports, and related services that may benefit their child.
- Ensure that families are informed about how to request services, adjust those services as needed, and access essential resources to support their child's education.

PARENT DEVELOPMENT AND SUPPORT

To build the capacity of families to support their child's learning, the district will:

- Offer workshops and resources to help families understand the IEP process, special education laws, and how they can assist their child with academic, behavioral, and social-emotional needs.
- Provide access to resources that help families navigate the special education system, advocate for their child's needs, and access community-based support and services.

COMMUNICATION AND COLLABORATION

To strengthen partnerships between families and school staff, the district will:

- Maintain open lines of communication with families of students with disabilities, ensuring they receive timely updates about their child's progress, IEP goals, and any concerns that may arise.
- Implement regular check-ins and progress meetings with special education staff to ensure families have the opportunity to collaborate and provide input.

TRANSITION PLANNING

To support students with disabilities in their educational journey, the district will:

- Engage families in developing transition plans for students moving from one educational stage to the next, including the transition from Pre-K to elementary school, elementary to middle school, and middle school to high school, as well as postsecondary transition planning.
- Ensure families are fully informed about the supports and services available to ease their child's transition into the next phase of their educational experience.

SUPPORT FOR FAMILY ADVOCACY

To empower families in advocating for their child's educational needs, the district will:

- Provide families with information about their rights to advocacy, including access to dispute resolution, mediation, and due process options under IDEA.
- Ensure families are connected with advocacy organizations and local resources to receive guidance and support during the special education process.

INCLUSIVE LEADERSHIP AND DECISION-MAKING

To foster an inclusive environment, the district will:

- Establish or support a Special Education Parent Advisory Committee where families can provide feedback, share concerns, and contribute to developing district policies related to special education.
- Encourage families to participate in school-level decision-making to ensure their input helps shape special education services and supports.

WAYS TO CONNECT

IN YOUR COMMUNITY

DISTRICTIVE LEVEL COMMITTEES

Parents are strongly encouraged to take part in district-level committees. Committee participation is a great way to share parent insights and contribute to key discussions in the district.

Bond Oversight Committee:

www.aisd.net/2019-bond-committee

Capital Needs Steering Committee:

www.aisd.net/CNSC

District Decision-Making Committees:

www.aisd.net/district-committees

District-Level Instructional Decision-Making Committee

Financial Futures Committee:

www.aisd.net/FFC

School Health Advisory Council:

www.aisd.net/SHAC



DEPARTMENT CONTACTS

EARLY CHILDHOOD EDUCATION

- **Dr. Elena Guerrero**, Director of Curriculum & Instruction EC-2, 682-867-9452

FAMILY & COMMUNITY ENGAGEMENT

- **Aaron Perales**, Executive Director, 682-867-7715
- **Shaun Bass**, Coordinator Out of School Time Program, 682-867-1955
- **Eric Phillips**, Family Engagement Specialist (Jr. High & High School), 682-867-7368
- **Suzanne Stevenson**, Title I Family Engagement Specialist (Elementary), 682-867-1935

SPECIAL EDUCATION

- **Ryshel Peterson Kenner, M.Ed.**, Instructional Specialist, In Home/Community and Parent Training Facilitator, 682-867-0087

WORLD LANGUAGES

- **Oliver Mujica Guerra**, Title III Family Outreach Specialist, 682-867-0825

LINKS

ARLINGTON ISD DEPARTMENT WEBPAGES & DOCUMENTS LINKS

Early Childhood Learning:
www.aisd.net/ECL

Family & Community Engagement:
www.aisd.net/FCE

Family Literacy » Arlington ISD:
www.aisd.net/family-literacy

Guidance & Counseling:
www.aisd.net/guidance-counseling

Special Education:
www.aisd.net/sped

State & Federal Interventions and Operations:
www.aisd.net/state-fed-programs

Student Code of Conduct:
www.aisd.net/code-of-conduct

Student Outreach Services:
www.aisd.net/SOS

Volunteers:
www.aisd.net/volunteer

World Languages:
www.aisd.net/world-languages

COMMUNITY RESOURCES LINKS

Arlington Charities:
arlingtoncharities.org

Arlington Public Library:
arlingtonlibrary.org

Help Me Grow:
helpmegrownorthtexas.org

Mission Arlington:
missionarlington.org

Salvation Army:
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GLOSSARY OF TERMS

EDUCATION DEFINED

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 plan aims to improve student performance on the state's student achievement indicators for all student populations and other performance measures for special needs populations. The campus improvement plan must support the objectives of the district improvement plan and, at a minimum, align with the state goals and objectives for education (TEA).

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

Building capacity is developing and strengthening individuals' skills, abilities, processes, and resources to support children's academic success.

District-Level Improvement Decision-Making Committee (DIDC): Each school district is required to develop a district improvement plan. The superintendent and the district-level committee create, evaluate, and revise the plan on an annual basis. The district improvement plan guides district and campus staff in improving student performance, helping all student groups meet the state standards for student achievement as outlined under 39.053 of the Education Code Title II (TEA).

English Learner (EL): An English Learner is a student whose first language is not English and is developing their ability to speak, read, write, and understand English. These students receive support to help them fully participate and succeed in school.

Family Academic Support Representative (FASR): The primary role of the FASR is to guide and support the planning of academic events that help parents build the skills and knowledge they need to support their child's learning at home, with a focus on specific academic content areas.

Family Engagement: Family engagement is a shared responsibility among families, students, and school staff within the broader community. It creates partnerships between home and school that actively promote learning and achievement. It fosters inclusive environments that are supportive and tailored to the individual needs of students from diverse cultures, languages, backgrounds, and educational experiences, promoting future success.

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

Family Engagement Specialist: The primary role of the Family Engagement Specialist is to provide educational opportunities for Arlington ISD families to develop their capacity to support their students' education. Specialists provide coordination, technical assistance, and other support necessary to assist and build the capacity of all schools.

Family Engagement Team (FET): Each Title I campus is required to have a Family Engagement Team. The team aims to help implement activities that support the Family Engagement goals outlined in the Campus Improvement Plan. The team comprises parents and families, teachers, the liaison, and the 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

Individuals with Disabilities Education Act (IDEA): IDEA is a federal law that ensures students with disabilities have the right to a free and appropriate public education. It supports students by providing special education services and tailored support to help them succeed in school, in partnership with their families.

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 students' performance in each school and district in Texas every year.

Texas Education Agency (TEA): The state agency that oversees primary and secondary public education.

Title I: Title I is a federally funded program that provides extra support to schools with high numbers of students from low-income families. Its goal is to help all students meet academic standards by funding additional instruction, resources, and family engagement activities.

Title III: Title III is a federal program that provides funding to help English Learners (ELs) and immigrant students improve their English language skills. The goal is to support students so they can succeed in school, participate fully in the classroom, and meet the same academic standards as their peers.



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