



District Family Engagement Plan 2026-2027

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ABOUT US

ARLINGTON ISD

Arlington ISD serves nearly 50,000 students, making it the 13th-largest school district in Texas and one of the state's most dynamic learning communities. 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.

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.



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 daily 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

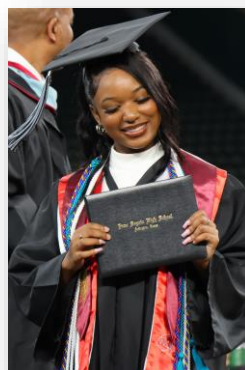
The Family & Community Engagement department serves the Arlington ISD learning community by fostering relationships, engaging, and empowering the community to support student success.

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, staff professional development, 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. Based on this 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.

**This definition of FAMILY ENGAGEMENT was approved by the 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 family engagement. 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 to continually improve the school environment.

FACULTY AND STAFF will warmly greet families and visitors, assuring them they feel valued and included. They will build meaningful connections with all families through timely, 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 through surveys and meetings, supporting 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 takes longer. When available, the district will provide language support services to ensure families can access information in their preferred language. Additionally, schools will streamline communication platforms and set 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 strives 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, ongoing communication, schools can provide families with helpful tools, strategies, and resources to support learning at home, 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 school tutoring options, online resources, and community support.

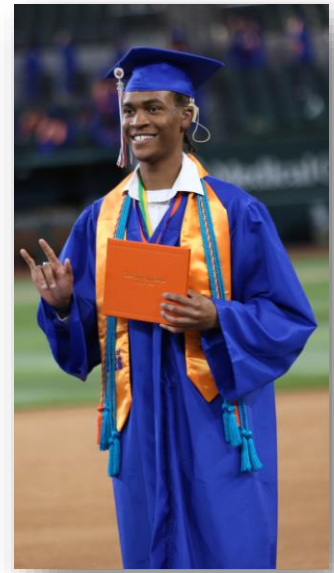
Teachers will provide specific feedback on each child's progress, highlighting both academic growth and areas for improvement, not just behavioral aspects. Schools will provide parents with progress reports and report cards to keep them informed.

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, consistent communication to ensure families have the information they need 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

diverse stakeholder voices are represented. 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 tremendous student success.

ADDENDUMS TARGETED SUPPORT

Arlington ISD is committed to meeting all families' needs through comprehensive engagement strategies that foster meaningful connections. The following addenda outline how the district ensures alignment with Title I, Part A; Title III; Pre-K; and Special Education (IDEA) requirements. These addenda 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, 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 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 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 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.



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, 52 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. To support this goal, the district invests more than the federally required 1% of Title I funds specifically in 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 at least three parents, the FET will meet at least three times per year to review campus data and 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. Campuses will distribute them electronically or on paper and make them 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 training 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.

CONFERENCES

The district will provide conference days. Elementary campuses are expected to hold at least one, and secondary campuses as needed. Parents may request a conference at any time by contacting the teacher.

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.

WAYS FAMILIES CAN GET INVOLVED

Parents of students at campuses that receive Title I funding can:

Two-Way Communication: Communicate regularly with their child's teacher. The school will provide interpreters and translation services as practicable and as required by law.

Volunteer & Leadership: Volunteer and participate on committees. Families are encouraged to complete the volunteer application and support the school with their time and talents, attend committee meetings, and be an active voice. Families of English learners and students with disabilities are welcome.

Parent-Teacher Conferences: Actively monitor your student’s progress through Parent Self-Serve and attend conferences.

Learning Events: Participate in campus learning events and workshops to support learning at home, understand academic standards, navigate digital platforms, and access available district and community resources.

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, supportive environment that fosters collaboration among schools, families, and communities, ensuring that all English Learner (EL) families have access to the resources and opportunities needed 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, meaningful information in multiple languages to ensure 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 improvements to language acquisition programs.
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PRE-KINDERGARTEN FAMILY ENGAGEMENT

Texas Administrative Code §102.1003 defines family engagement as “The mutual responsibility of families, schools, and communities to build relationships to support student learning and achievement, support family well-being, and the continuous learning and development of children, families, and educators. Family engagement is fully integrated in the child’s educational experience and is both culturally and linguistically appropriate.” (TEA, 2019)

AISD Department of Early Childhood Learning believes an effective family engagement plan develops bridges in collaboration with our families as partners to allow every student to reach full potential. Our goal is to support and involve our families in the educational process, impacting our schools and the community.

TEA has defined six family engagement categories that must be supported within the local family engagement plan. AISD Prekindergarten Family Engagement Plan connects the goals and strategies that are utilized to accomplish the plan.

FACILITATING FAMILY-TO-FAMILY SUPPORT

Arlington ISD 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 (August)
- Open House events to ensure a welcoming space for families, with opportunities to gather, meet, and build relationships among each other.
- Prekindergarten Sign-In Day at all elementary campuses
- Districtwide registration event to support families with in-person registration, answer questions about pre-k, and access community resources.

- Family Nights during Fall & Spring
- PK STEM Fair to showcase one STEM Family project from each campus in the spring
- Central hotline and pre-k email address for parents to access support regarding registration

Establish a Network of Community Resources

Arlington ISD Department of Early Childhood Learning facilitates and builds partnerships with the community to support through shared resources, services, and programs families of prekindergarten students

- [Parent and Teachers Association](#)
- Arlington ISD [Fathers and Families](#)
- Arlington ISD [Family and Community Engagement](#)
- [Parent Empowerment Workshops \(English & Spanish\)](#)
- [Early Childhood Parent & Family Support](#)
- Arlington ISD [Family Resources](#)
- Arlington ISD [Food and Nutrition Services](#)
- Campus counselor assistance for family guidance and needs
- Translation services for families at meetings and campus/district events
- [Arlington Area Community Resources](#)

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, promising intervention strategies to increase meaningful parent engagement in school- and district-level decision-making.

- Feedback forms for early childhood events to collect feedback from all stakeholders.
- Arlington ISD Parent Satisfaction Survey to allow parents to offer input about experiences of their children in school. (District)
- Site-Based Decision-Making (SBDM) Committee (Campus-Based)

Equip Families with Tools to Enhance and Extend Learning

The family plays a direct role in a student's education. The AISD 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.

- Technology resources to inform families to learn about the school, their child's progress, and access to tools to support learning at home.
- [Arlington ISD Early Childhood Learning webpage](#) provides parents with Frequently Asked Questions and Answers, registration, programs, and resources.
- Parent-Teacher conferences are held throughout the school year to strengthen school-family partnerships, share progress, and address questions or concerns.
- Extracurricular and curricular events to model academic activities to extend learning at home.

- Campus library resources and online links to be used at home to assist students in learning.

Develop Staff Skills in Evidence-Based Practices that Support Families in Meeting their Children's Learning Benchmarks

Arlington ISD Department of Early Childhood Learning is committed to developing prekindergarten 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 to promote teachers' and staff's 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
- Pre-K Curricula
 - HQIM Instructional Resource
 - Conscious Discipline
 - Role of Science in PK STEM
 - Learning Math Skills with Fun Games
 - Best Practices for Parent Engagement for Classroom Assistants
- CIRCLE Progress Monitoring Assessment & CLI for Pre-K
- Early Childhood PLCs/District CBPL
- District Embedded Professional Learning Days
- Opportunities to attend early childhood conferences
- Texas Teacher Evaluation and Support System (T-TESS) to support teachers in their professional growth
- Collaborate with Region 11 ESC to provide professional development.

Evaluate Family Engagement Efforts and Use Evaluations/Surveys for Continuous Improvement

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.

- AISD Parent Satisfaction Survey - Findings from this survey are used to create action plans at school and district levels.
- High-Quality Prekindergarten Self-Assessment instrument created by TEA to identify strengths, growth opportunities, and next steps for continuous improvement.
- Family Feedback requested on family engagement events and workshops.

Transition Activities

Implement the Arlington ISD Transition Support Activities to PK teachers for Kindergarten readiness.

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

DISTRICT-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 district discussions.

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
- **Dr. Hildelisa Diaz**, Coordinator of Early Childhood Compliance, 682-867-3251
- **Pre-K Hotline:** 682-867-9418

FAMILY & COMMUNITY ENGAGEMENT

- **Aaron Perales**, Executive Director, 682-867-7715
- **Shaun Bass**, Coordinator, Community Engagement, 682-867-1955
- **Eric Phillips, Coordinator**, Family Engagement, 682-867-7386
- **Suzanne Stevenson**, Title I Family Engagement Specialist, 682-867-1935

SPECIAL EDUCATION

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WORLD LANGUAGES

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ARLINGTON ISD DEPARTMENT WEBPAGES & DOCUMENTS LINKS

Early Childhood Learning: www.aisd.net/ECL

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

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:

salvationarmyntx.org/north-texas/arlington/



GLOSSARY OF TERMS EDUCATION DEFINED

PARENT: Any adult acting as a legal parent.

FAMILY: Adult caregivers who effectively support the child's 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 family members' ability 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: The 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.



This document is available in English, Spanish, Vietnamese, and Arabic.
Este documento está disponible en inglés, español, vietnamita y árabe.
Tài liệu này có sẵn bằng tiếng Anh, tiếng Tây Ban Nha, tiếng Việt và tiếng Ả Rập.
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