

Glenn Harmon Elem Parent & Family Engagement Policy 26-27 School Year

What is it?	The mission of Mansfield ISD is "to inspire and educate students to be productive citizens." MISD believes education requires a partnership between the home and school. To encourage parental involvement, the district shall actively commit to the activities contained in this policy. Parents are crucial stakeholders in our Vision 2030 plan.
Expectations & Objectives	Expectations • Campuses create and maintain welcoming, parent-friendly environments. • Parents are routinely informed about academic programs, attendance requirements, and student expectations. • District/campus websites and digital tools (Skyward, Outlook, automated calls) are kept current. • Multiple communication methods (phone, email, conferences, translations, interpreters) are provided. • Equal access to information for parents without internet/email. • Annual Title I meeting and annual stakeholder survey conducted. • Volunteer programs implemented and monitored. • Parent involvement opportunities offered beyond regular school hours. • The Parent and Family Engagement Policy is reviewed, updated, and posted annually. Objectives • Increase parent awareness, access, and engagement. • Remove communication barriers (language, technology, work schedules). • Strengthen trust and collaboration between schools and families. • Ensure continuous improvement through feedback and policy review.
Funding	Provide supplemental Title I support to K–12 campuses that have a threshold of 45% or greater economically disadvantaged students based on a tiered funding system.

Review	Mansfield ISD's Parent and Family Engagement Policy is compliant with Title I, Part A (ESSA) requirements and applicable state guidelines, as it establishes meaningful parent involvement, equitable communication access, annual notification and evaluation processes, and shared responsibility for student academic achievement, safety, and well-being through ongoing review and stakeholder engagement.
Example ISD will:	The school will: • Provide a welcoming, respectful, and safe environment that supports learning for all students and families. • Communicate regularly with parents through multiple methods (phone calls, emails, conferences, websites, and printed materials) in a language parents can understand. • Share clear information about attendance requirements, academic expectations, grading policies, and student behavior standards. • Offer opportunities for parents to participate in school activities, meetings, programs, and decision-making, including Title I meetings and PTA/PTSA events. • Provide access to academic support services, including Response to Intervention (RTI) processes and supplemental programs when needed. • Maintain high academic standards by ensuring instruction is delivered by certified, highly effective teachers and supported through ongoing professional development. • Ensure student safety by implementing emergency procedures, conducting safety drills, and maintaining secure campuses. • Use parent feedback, surveys, and ongoing communication to evaluate programs and continuously improve school operations and family engagement efforts.
School-Family Meetings	Parent Meetings provide an opportunity for Glenn Harmon Elementary staff and families to share important information and strengthen school–family communication.
How to be involved at the school.	• Monitor student progress regularly using Skyward and campus/district websites. • Read and respond to school communications to stay informed. • Attend parent-teacher conferences, meetings, and school events in person or virtually. • Participate in school involvement opportunities such as Title I meetings, PTA/PTSA, and parent information sessions.

	• Complete a volunteer application and take advantage of extended-hour opportunities to support school activities.
School-Family Trainings/Activities	Family trainings are opportunities for family members to come learn new knowledge and skills from other parents, community members, and educators. The schedule and locations listed below are subject to change. Any changes made will be communicated via the call out system, emails, and on our school website. • Back to School Bash 8/1/26 • Meet the Teacher 8/10/26 • Grade Level/Title 1 Meeting 8/20/26 • Parent Conference Evening 10/8/26 • Literacy Night TBD • Spelling Bee TBD
Curriculum	• The district maintains an aligned and integrated curriculum framework across all grade levels to ensure consistency and academic rigor. • All core academic classes are taught by State-certified, highly effective teachers who deliver instruction aligned to district and state standards. • Campuses clearly communicate course content, learning expectations, and grading practices to parents for every grade level. • Instructional programs are supported through data-driven decision-making, including Response to Intervention (RTI) to meet individual student needs. • Ongoing professional development and vertical planning ensure the curriculum is continuously reviewed, improved, and responsive to student performance data.
Forms of Academic Assessments	• Glenn Harmon Elementary uses multiple academic assessments to measure student achievement and guide instruction in alignment with Title I requirements. • State and district assessments are administered to monitor student mastery of grade-level standards and overall educational effectiveness. • Classroom, formative, and summative assessments are used regularly to evaluate student understanding and inform instructional decisions. • Progress monitoring assessments are implemented through the Response to Intervention (RTI) process to identify learning needs and track student growth.

	Assessment results are shared with parents and used to support continuous improvement of instructional programs and student outcomes.
Expected Achievement levels on academic assessments	- Students are expected to demonstrate progress toward meeting or exceeding grade-level standards as measured by state, district, and classroom assessments. - Achievement levels are used to identify whether students are approaching, meeting, or mastering grade-level expectations in reading, mathematics, and other core subjects. - Students who do not meet expected achievement levels receive targeted instruction and interventions through classroom supports and the Response to Intervention (RTI) process. - Assessment results are reviewed regularly to monitor growth over time and adjust instruction to improve student achievement. - Parents are informed of achievement levels and student progress and are encouraged to partner with the school to support learning goals.
Ways to Request regular meetings with the school.	Parents and guardians are encouraged to request meetings with the school using the following methods: Contact the Teacher Directly Parents may request a meeting by emailing or calling their child's teacher to schedule a conference. Call or Visit the School Office Families may contact the front office to request an appointment with a teacher, counselor, or administrator. Use School Communication Tools Meeting requests may be made through school communication platforms such as Skyward messaging or the campus website. Attend Scheduled Parent Meeting Opportunities Parents may request individual follow-up meetings during scheduled school events, family nights, Title I meetings, or parent conferences. Request Virtual or Phone Conferences For convenience, parents may request meetings by phone or virtual platforms when in-person meetings are not possible.

School-Parent Compact	The School's Responsibilities	The Guardian's Responsibilities	The Student's Responsibilities	On-Going Communication
	• Provide high-quality curriculum and instruction focused on differentiation for the growth of every student • Provide a safe, supportive, and effective learning environment where guardians and families feel welcome, supported, and valued. • Provide opportunities for guardians and families to volunteer in the school and classrooms • Provide opportunities for guardians and families to participate in the decisions regarding the education and use of extracurricular activities for their student • Maintain a growth and open mindset • Be team-oriented and collaborate with colleagues and families • Provide academic support aligned with	• Ensure that the student is at school regularly • Support students' learning at home through dialogue, homework, and modeling • Volunteer in the school and classroom when able • Participate in parent meetings where decisions regarding the education and use of extracurricular time will be discussed • Participate in parent meetings and trainings/activities when able • Maintain an open mindset • Partner with the school to ensure student success • Communicate concerns in a collaborative manner	• Attend school regularly • Be on time and be prepared • Be open and honest when needing help regarding learning • Respect the rights of others to learn without distraction and disruption • Be respectful of peers and school staff • Strive to grow • Have a growth mindset • Work as a team with your peers and teacher • Complete assignments with excellence	• Attend parent-teacher conferences • Attend campus and district parent meetings, trainings, and activities offered throughout the year • Review progress reports every three weeks • Look for positive phone calls • Communication methods will include: - Parent Square -Website -Parent Square-Grade level newsletter - Parent Square -Principal newsletter

	the diverse needs of students			
Translation Clause: Request copy of policy by contacting the school directly 817-299-7780.				