

The Garland Independent School District

Title I, Part A Parent and Family Engagement Policy

2026-2027

Title I, Part A of ESSA provides federal funding to schools serving high percentages of students who qualify for free/reduced lunch. Sixty-two Garland ISD campuses receive Title I, Part A funds for additional teachers, support staff, technology, and supplemental learning resources. The campus and district Parent and Family Engagement Policies are developed with family/community input and reviewed annually.

I. Collaboration in Planning and Improvement

Garland ISD involves parents and community representatives in the District Improvement Plan through the Districtwide Educational Improvement Council (DEIC). The district also engages stakeholders in the annual review of the Title I, Part A Program Plan and District PFE Policy through the Parent Advisory Council (PAC), using discussion, survey data, and collaborative feedback to document and incorporate recommendations. Campus Improvement Teams include parents, community and business representatives, campus staff, and LEA personnel use stakeholder input, needs-assessment data, and family feedback to identify needs, select strategies, and update Campus Improvement Plans.

II. Support for Effective Parent and Family Engagement

Garland ISD provides campuses with training, collaboration, consultation, planning resources, and ongoing professional learning so engagement activities address identified needs and strengthen welcoming environments, consistent communication, meaningful participation, and school-family partnerships. The annual Title I PFE Survey is reviewed for trends and barriers, and campuses use family feedback to guide year-round events, volunteer and recognition opportunities, and other participation options, including at middle and high schools.

III. Building Family and School Capacity

GISD helps families understand standards, curriculum, assessments, and student progress through testing and assessment information, Skyward/district applications, progress reports, curriculum/course resources, meetings, workshops, and written communication; parent learning topics are selected from needs assessments, survey findings, and family feedback and may include student learning, parenting, literacy, technology, ParentSquare, and partnering with schools. With family input, GISD and Title I campuses train staff on valuing family contributions and working with parents as equal partners, recognize November as Family Engagement Month, and provide accessible communication through ParentSquare, text, email, apps, websites, or print with translation/interpretation based on family language needs and requests.

IV. Coordination with Parent Involvement Programs

Garland ISD coordinates with district departments, PTA/PTSA and other parent/student advocacy organizations, and community partners to connect families with information, engagement opportunities, and resources. Booster clubs and other parent organizations may receive campus support for activities aligned with procedures and student needs, and campuses may collaborate with local programs, after-school providers, and community organizations to expand family participation and enrichment opportunities when appropriate and allowable.

V. Community and Business Partnerships

GISD connects businesses and community organizations with identified district and campus needs through resources, expertise, volunteers, enrichment opportunities, referrals, and partnerships, including efforts to expand volunteer opportunities at the secondary level. Garland ISD communicates district goals and needs to stakeholders and uses family and community-partner feedback to inform future engagement efforts.

VI. Annual Evaluation

Garland ISD annually evaluates the District PFE Policy through the Title I PFE Survey and PAC review to identify participation barriers, communication needs, training interests, and opportunities to strengthen school-family partnerships. District staff review and share findings for action, use them to revise policy and guide communication, training, engagement, and partnership strategies consistent with district procedures and federal requirements, and document how stakeholder recommendations informed policy and program decisions.