Title I School-Level Parent and Family Engagement Policy

Willows Intermediate School

Board Approved: September 3, 2026

2.0 With approval from the local governing board, *Willows Intermediate School (WIS)* has developed a written Title I Parent and Family Engagement Policy with input from parents and family members of participating children.

WIS developed a written Title I Parent and Family Engagement Policy with input from parents and family members of participating children through collaboration at their English Language Advisory Committee, School Site Council, and other leadership committees.

The school has distributed the policy to parents and family members of children served under Title I, Part A (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]

The policy is distributed to families through the annual notification, all-call messages, site newsletters, student-family handbooks, and posted on the district's website. The policy is distributed in the following committees to review and get feedback from parents and community:

- English Learner Advisory/Migrant Education/Title I Parent Meeting
- In Aeries when parents register their child in school (Aeries Parent portal)
- On the district webpage

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at *Willows Intermediate School* the following practices have been established:

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][2])

Willows Intermediate School will convene an annual meeting, at a convenient time such as Back to School Night and District's Title I Parental Meeting to inform parents and family members of their school's participation in the Title I Program to explain requirements and rights of parents.

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])

The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, child care or home visits, as such services relate to parent involvement.

c) The school involves parents in an organized, ongoing and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

Willows Intermediate School Parent and Family Engagement Policy and School-Parent Compact are reviewed annually by the School Site Council, English Language Advisory Committee, and Site Leadership Team Committees. Parents are annually invited to join committees and advisories. The Title I Program is reviewed as part of the annual review of the SPSA.

d) The school provides parents of participating children with the following:
   I. Timely information about the Title I program (20 U.S.C. § 6318[c][4][A])

Willows Intermediate School will provide timely information about Title I programs to parents of

participating children in a timely manner through:

- Newsletters;
- "Back to School" Night;
- "Open House;"
- School Site Council;
- First Day Packets;
- ELAC/DELAC (District English Learner Advisory Committee) Meetings;

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])

   Assessment information on student academic progress and grade level standards are shared with parents at DELAC/ELAC meetings, Back-to-School Night, Open House, and fifth grade parent-teacher conferences. At those events, student progress in relation to state and local standards will be explained to parents including the curriculum being used, grade-level expectations for proficiency, data reporting for state and local assessments, and available interventions in reading, ELA, and mathematics for students needing assistance.

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

   If requested by parents, the school will provide formal parent-teacher conferences or parent meetings such as Back to School Night, School Site Council, English Language Advisory Committee, and Parent Teacher Association.

e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

   Willows Intermediate School will submit all written documentation of parent comments that reflect that the program is not satisfactory to the LEA.

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title 1, Part A funds establish the practices listed below. (20 U.S.C. § 6318[e])

a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

   At informal parent requests, parent training, and through teacher's ongoing parent communication, information on standards mastery, assessment data, intervention, and how to support parents in monitoring their child's education are provided, along with translation or interpreters.

b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])

   Training to enhance parents' abilities to support and assist their children's education may be done through activities such as: Family Night, ELAC Meetings, Open House, and other school activities.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the

school. (20 U.S.C. § 6318(e)[3])

At staff meetings and grade-level teacher meetings, strategies to enhance parent involvement are discussed and integrated into our educational program.

d.) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

The school works with other community resources to conduct activities that encourage and support parents in fully participating in the education of their children as well as understanding what is available to them. This partnership is done through Glenn County Office of Education, Social Services, and other agencies.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 CJ.S.C. § 6318[c][5])

School information, including communication about the Title l program, will be distributed in the languages spoken by the families of students in the school as outlined in law. To accomplish this, the site uses ParentSquare to ensure families receive messages in their preferred language.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Parent involvement strategies with the SPSA and ELAC are integrated based on the parent input.

2.3 Accessibility

Willow Intermediate School to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

All parents, including parents with limited English proficiency, parents and family members with disabilities and family members of migratory children are provided information in an understandable format as outlined in law.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall include the requirements listed below. (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

Willows Intermediate School provides a high-quality curriculum that serves children who meet the challenging state academic standards through collaboration and communication with other teachers and parents. Staff are encouraged to attend Professional Development to grow as a professional and

learn best practices so that they can meet the needs of their students. Parents are encouraged to volunteer in classrooms and attend school events. Parental participation is also important in the decision process relating to the education of their children and positive use of extracurricular time.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

Willows Intermediate School communicates with parents in various ways. One way is through Grade Level Review Teams. In these teams, which meet twice a year, teachers and administrators review student progress and decide what intervention(s) would be best for students who need the additional support. Through these review teams, parents are informed of their child's progress and ways they can be involved in their child's education.

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 63l8[d][2][A])

   Willows Intermediate School communicates with parents in various ways. During staff meetings and collaboration time, teachers and staff identify students who need additional support and interventions to support them. Through this communication, parents are contacted about their child's progress and ways they can be involved in their child's education.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][Bl)

   Parents have access to Aeries Portal account where they can check up on their child's progress. Teachers and administrators are also aware of communicating to parents about their child's progress all year long through various communication apps like ParentSquare, text/emails, phone calls, and face-to-face communication.

2. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

   Parents are encouraged to observe in their child's classrooms. Parents have access to means of communicating with teachers through ParentSquare messaging, emails, phone, face to-face meetings, etc.

3. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

   Whenever the school broadcasts to parents, interpreters are available to translate to parents of English learners/migrant ed. students, and/or parents of students with disabilities. Additionally, the school uses ParentSquare, a two-way platform which translates messages into the user's identified language, to communicate with families and staff.

**It may be helpful to include the parent and family engagement policy review in the annual review of the School Plan Student Achievement.*

***The policy must be updated periodically to meet the challenging needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*