



WILLOWS UNIFIED SCHOOL DISTRICT
Office of the Superintendent

DATE: September 3, 2026

AGENDA TOPIC: District and School Site Parent and Family Engagement Policies

PRESENTER: Michelle O'Dell, Director of Curriculum, Instruction & Assessment

BACKGROUND INFORMATION:

ESSA Section 116, Parent and Family Engagement, contains the primary Title I, Part A requirements for the State educational agencies (SEAs), LEAs, and schools related to engaging parents and families in their children's education. All LEAs that receive Title I funds shall conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

LEA Parent and Family Engagement Policy

Each LEA shall develop jointly with, agree on with, and distribute to, parent and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the LEA's plan, developed under Section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement [ESSA Section 1116 (2)].

School Site Parent and Family Engagement Policy

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of this section. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school [ESSA Section 1116 (b)].

RECOMMENDATION:

Approval of the District and School Site Parent and Family Engagement Policies are required.

Title I LEA-Level Parent and Family Engagement Policy

Willows Unified School District

Board Approved: September 3, 2026

- 1.0 The local governing board shall establish and implement a policy on parent and family engagement. (California *Education Code* [EC] sections (§§) 111500-11504, 51 I0I[b]; 20 United States Code [U.S.C.] § 6318[a][1], 6318[a][2])
- 1.1 *Willows Unified School District (WUSD)* has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. Willows Unified School District develops the policy with parents through surveys to evaluate the effectiveness of the district's and their schools' plan for student achievement and activities. The district also provides annual Title I Parent Meetings and District English Language Advisory/Migrant Education to involve parents in the planning, reviewing, and evaluating improvements of Title I programs, including writing the district's Parent and Family Engagement Policy/Plan. The LEA has distributed the policy to parents and family members of children served under Title I, Part A. Periodically, the Parent and Family Engagement Policy gets reviewed for Board Approval. 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:
- District English Learner Advisory/Migrant Education/Title I Parent Meeting
 - In Aeries when parents register their child in school (Aeries Parent portal)
 - On the district's webpage (20 U.S.C. § 6318[a][2])

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

- a) The LEA incorporates the parent and family engagement policy into the LEA level plan. (20 U.S.C. § 6312, 6318[a][2])

WUSD includes a goal of improving family engagement in the Local Control Accountability Plan (LCAP). This goal includes actions, services, and expenditures addressing family engagement, including meaningful participation and opportunities to provide input on decisions. Actions and strategies are also included in the LCAP Federal Addendum.

- b) The LEA involves parents and family members in the joint development of the local educational agency planning efforts and in the process of school review and improvement. (20 U.S.C. § 6318[a][2][A])

WUSD annually surveys parents and family members to gather feedback about what is working and areas for improvement around the LCAP, the LCAP Federal Addendum, as well as school goals and actions. Educational partner feedback is also gathered at school meetings, district and school Parent Advisory Committee meetings, School Site Council meetings, Family Voices for English Learners meetings, Community School Advisory meetings, student focus groups, and through other means. The information gathered is used to revise the district's LCAP, the LCAP Federal Addendum, and the sites' School Plan for Student Achievement (SPSA).

- c) The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (20 U.S.C. § 6318[a][2][B])

District staff work collaboratively with site administrators to plan and implement parent and family engagement activities. Activities include Coffee with the Principal, parent information nights and

workshops, Multilingual Learner Celebrations, Student Show and Shine events, and family events like a community Wellness Walk. Activities for each site are described in the school's parent and family engagement policy, school-parent compact, and included in the School Plan for Student Achievement.

- d) The LEA coordinates and integrates Title I, Part A parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. (20 U.S.C. § 6318[a][2][C])

WUSD coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. The LEA coordinates and aligns the engagement efforts of school sites, Community Schools, and district-level initiatives to create a cohesive, collaborative system that strengthens partnerships with families and the community while maximizing resources and improving student outcomes.

- e) The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served under Title I, Part A. (20 U.S.C. § 6318[a][2][D])

The district annually gathers input and feedback from stakeholders through the LCAP and Community Schools surveys, discussion forums with student leadership classes at all sites, focus groups, as well as site and district advisory committees to evaluate the effectiveness of the parent and family engagement policy. Each school site has a School Site Council that is also involved in the process of school review and improvement by collecting information in a variety of ways. There is an annual evaluation of the parent and family engagement policy at a School Site Council meeting.

The LEA identifies the following:

- I. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). (20 U.S.C. § 6318[a][2][D][i])

The district annually gathers input and feedback from stakeholders through the LCAP survey, multilingual learner needs assessments, discussion forums and focus groups with student leadership classes at all sites, as well as site and district advisory committees to evaluate the effectiveness of the parent and family engagement policy. Barriers are identified through this process, and actions are developed to address the needs of families, such as providing child care and translation services, ensuring information is provided in a language and format that is easily understood by families.

2. The needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers. (20 U.S.C. § 318[a][2][D][ii])

Each school site provides their own parent nights that support families with strategies to engage with the school. Strategies include questions to ask during parent conferences, how to contact their child's teacher, assistance with two-way communication platforms and data confirmation, and assistance with completing school forms.

3. Strategies to support successful school and family interactions. (20 U.S.C. § 6318[a][2][D][iii])

Each school develops a site parent and family engagement policy and school-parent compact designed to meet the needs of the families. Schools host family information nights, such as Freshmen Orientation, information meetings with the principal, and other opportunities for families to engage with the staff. The compact describes how families and school staff share the responsibility for improving student achievement and how the school and families will collaborate

to assist students in achieving the state academic standards. School Site Councils provide input on what should be included in the compacts.

f) The LEA uses the findings of such evaluation in subparagraph (e) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. (20 U.S.C. § 6318[a][2][E])

The results of the evaluation are used to design evidence-based strategies to improve family engagement, and revise the parent and family engagement policy, as needed.

g) The LEA involves parents in activities of schools served under Title I, Part A to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. (20 U.S.C. § 6318[a][2][F])

Every year, the district meets with the District English Learner Advisory/Migrant Education/Title I Parent Committees as well as various LCAP Stakeholders to review results of the annual evaluation and input from stakeholders. This information is then used to develop, revise, and review the parent and family engagement policy. Annual needs assessments are done throughout the year as part of the DELAC meetings.

1.2 The LEA policy on parent and family engagement for all schools (including Title I and non-Title I) in the LEA shall be consistent with the goals and purposes listed below. (EC §§ 11502, 11504, 11506)

a) Engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society. (EC § 11502[a])

All schools develop site parent and family engagement plans and school-parent compacts to address the needs of parents at their school. Each school offers parent and family engagement activities to assist families with supporting learning at home. Information and resources are shared with families at parent information nights, parent-teacher conferences, parent workshops, are sent home and shared on the website.

b) Inform parents and family members that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home. (EC § 11502[b])

Information and resources are provided to parents on strategies to assist their child's learning at home through parent meetings, family nights, sent home, as well as on the website.

c) Build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities. (EC § 11502[c])

ParentSquare is used district-wide to communicate with parents, along with social media, emails, and newsletters to assist with home-school communication connecting parents with school and community resources. ParentSquare allows two-way communication between families and staff in the user's chosen language and method of communication.

d) Train teachers and administrators to communicate effectively with parents. (EC § 11502[d])

Teachers and administrators communicate effectively with parents through online communication such as ParentSquare, social media (e.g. Facebook, Instagram, etc.), along with newsletters being sent home.

e) Integrate parent involvement programs into the school's master plan for academic accountability. (EC § 11502[e])

Each site annually develops a School Plan for Student Achievement which includes goals, actions,

strategies, and expenditures for family engagement in addition to goals to improve academic achievement and the learning environment.

- 1.3 The LEA receiving more than \$500,000 in Title I, Part A funds reserves at least one percent of its allocation to carry out parent and family engagement activities. (20 U.S.C. § 6318[a][3][A])

The district reserves at least one percent of the Title I, Part A allocation to support district wide family engagement activities. Family engagement activities are included in the district's LCAP and the LCAP Federal Addendum.

- 1.4 Parents and family members of children receiving Title I, Part A services are involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (20 U.S.C. § 6318[a][3][B])

Each school designates family members to serve on the District English Learner Advisory/Title I Parent Committee. The committee reviews input gathered from stakeholders about family engagement activities. This information is used to annually update the LCAP and the LCAP Federal Addendum, including the actions and services for family engagement.

- 1.5 Not less than 90 percent of the funds reserved are distributed to schools served with priority given to high-need schools. (20 U.S.C. § 6318[a][3][C])

The district distributes 90% of the Title I, Part A funds to schools based on a funding formula. Schools are ranked based on their count for free and reduced meals.

- 1.6 Funds reserved by an LEA are used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following: (20 U.S.C. § 6318[a][3][D])

- a) Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. (20 U.S.C. § 6318[a][3][D][i])
- b) Supporting programs that reach parents and family members at home, in the community, and at school. (20 U.S.C. § 6318[a][3][D][ii])
- c) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (20 U.S.C. § 6318[a][3][D][iii])
- d) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (20 U.S.C. § 6318[a][3][D][iv])
- e) Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

Funds reserved by the district for family engagement activities are used to support the activities and strategies addressed in this policy. Funds are also used to provide information regarding students' education and parent resources and events in their primary language.

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

Title I School-Level Parent and Family Engagement Policy

Murdock Elementary School

Board Approved: September 3, 2026

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

MES 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](l-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 for review, and to get feedback from parents and community:

- English Learner Advisory/Migrant Education/Title I Parent Meeting
- Put in every student's "First Day Packet"
- In Aeries when parents register their child in school (Aeries Parent portal)
- On the school site 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 *Murdock Elementary School* the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents or 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)[1])

Murdock Elementary will convene an annual meeting, at a convenient time, such as Back to School Night and the District's Title 1 Parental Meeting to inform parents and family members of their school's participation in the Title I Program and to explain the 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, childcare, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2]).

Murdock Elementary holds meetings in the mornings and evenings to accommodate parents. When appropriate, Title I funds are used to provide childcare or home visits, when 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])

Murdock Elementary School's 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. Suggestions from individuals not on a committee or advisory can be submitted in written format to the front office or via ParentSquare to the site administration. 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:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

Murdock Elementary will provide timely information about Title I programs to parents of participating children in a timely manner through:

- Newsletters;
- "Back to School" Night;
- Parent-Teacher Conferences;
- "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])

At parent-teacher conferences and ELAC meetings, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and local standards is 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. § 318(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. Suggestions can be submitted in written format to the front office or via ParentSquare to the site administration.

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])

Murdock Elementary 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 I, Part A funds establishes 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 parent-teacher conferences, 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 interpretation.

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][4])

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][5])

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 U.S.C. § 6318[e][14])

School information, including communication about the Title I program, will be distributed in the languages spoken by the families of students in the school as outlined in law. The site uses ParentSquare which allows users to select the language in which they would like to receive information.

1. 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

Murdock Elementary 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])

Murdock Elementary 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 Developments to grow as professionals 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])
 - 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. § 6318[d][2][A])

Parent-teacher conferences in elementary schools take place at least annually, during which the compact shall be discussed as the compact relates to the individual child's Achievement. Additionally, staff and parents have access to ParentSquare, a two-way communication platform that allows parents to message their child's teacher or principal.

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

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, text/emails, phone calls, and face-to-face communication.

- 3. 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 emails, ParentSquare messaging, phone, face-to-face meetings, etc.

- 4. 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 does an all-call or other means of communication to parents, interpreters are available to translate to parents of English Learners, migrant ed. students, and/or parents of students with disabilities. The school uses ParentSquare which translates the message to the recipient's language of choice. In this platform, recipients may choose the method of communication they prefer (e.g. email, text, phone call) and receive messages in this manner.

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

***The policy must be updated periodically to meet changing 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.*

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 U.S.C. § 6318[c][5])

School information, including communication about the Title I 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. § 6318[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)(B))

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.*

Title I School-Level Parent and Family Engagement Policy

Willows High School

Board Approved: September 3, 2026

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

WHS 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 Meetings
- In AERIES when parents register their child in school (Aeries Parent portal)
- On the school site 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 High 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][1])

Willows High School will convene an annual meeting, such as Back to School Night and the District's Title I Parental Meeting, to inform parents and family members of their school's participation in the Title I Program and 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 High 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:
1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

Willows High 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[e][4][B])

Assessment information on student academic progress and grade level standards are shared with parents. At DELAC/ELAC and LCAP meetings, 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. Additionally, written suggestions can be delivered to the site administration at the front office or via ParentSquare.

- 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 High 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 I, Part A funds establishes 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 leadership meetings, 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 U.S.C. § 6318[c][5])

School information, including communication about the Title I program, will be distributed in the languages spoken by the families of students in the school as outlined in law.

- 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

Willows High 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

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- 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 High 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

professionals 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))

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. § 6318[d](2)(A))

Willows High School communicates to parents in various ways. During staff meetings and collaboration, teachers and staff identify students who are needing additional support and interventions to support them. Through this communication, parents are contacted and notified of 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)(B))

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, text/emails, phone calls, and face-to-face communication.

3. 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 emails, phone, face-to-face meetings, etc.

4. 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 does an all-call or other means of communication 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 communication platform which translates messages into the user's identified language, to better 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 for Student Achievement.*

***The policy must be updated periodically to meet the changing 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.*