

PAYETTE JOINT SCHOOL DISTRICT #371

TITLE I PARENT AND FAMILY ENGAGEMENT PLAN

2025-26

COMMITMENT TO PARENT AND FAMILY ENGAGEMENT

Payette Joint School District #371 recognizes that parents and families are essential partners in supporting learner success. Effective parent and family engagement strengthens academic achievement, improves attendance, and supports positive school culture. The district is committed to building strong, respectful partnerships with families to support high-quality instruction and improved outcomes for all learners.

This Parent and Family Engagement Plan is developed in accordance with the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Section 1116, and applicable provisions of Idaho Code governing Title I, Part A programs.

For purposes of this plan, the term *parent* includes a natural parent, legal guardian, or other individual acting as a parent in the absence of a parent or guardian, as defined by federal law. The term *family* is used to include individuals who play a significant role in supporting a learner's education and well-being, including caregivers and other responsible adults, as permitted under ESSA.

The district's approach to parent and family engagement emphasizes:

- Strong relationships with families
- Clear and timely communication
- Opportunities for families to support learning at home
- Family involvement in decision-making and advocacy
- Coordination with community and support programs

DISTRICT PARENT AND FAMILY ENGAGEMENT COMMITTEE

The district Parent and Family Engagement Plan is reviewed and developed with meaningful involvement from parents, family members, and district and school representatives through the Success, Achievement, and Curriculum (SAC) Committee.

Committee members include district administrators, building administrators, instructional staff, and parent representatives from Title I schools.

POLICIES GOVERNING PARENT AND FAMILY ENGAGEMENT

This plan operates in alignment with:

- ESSA Section 1116
- Idaho Code applicable to Title I, Part A
- Payette Joint School District Board Policy 2420 and Policy 2420P

DEVELOPMENT OF THE PARENT AND FAMILY ENGAGEMENT PLAN

Parents and family members of participating Title I learners are involved in the planning, review, and improvement of Title I programs and this Parent and Family Engagement Plan through meaningful consultation conducted prior to final decisions regarding program design, activities, and funding allocations. Documentation of consultation includes meeting agendas, sign-in sheets, survey results, and committee minutes.

Parent and family input is gathered through:

- District and school-level committees
- Annual stakeholder surveys
- Schoolwide Improvement Planning processes
- Parent and family meetings
- Written and electronic communication opportunities

The district uses this input to identify priorities, address barriers to engagement, and guide the allocation of parent and family engagement resources.

TITLE I ANNUAL MEETINGS

Each Title I school holds an annual Title I meeting at the beginning of the school year to:

- Inform families of the school's participation in Title I, Part A
- Explain Title I requirements
- Review parent and family engagement rights
- Share information regarding academic programs and supports

Meetings are offered in flexible formats and at varied times to increase accessibility.

TITLE I PARENT AND FAMILY ENGAGEMENT FUNDING

In accordance with ESSA Section 1116(a)(3), when the district's Title I, Part A allocation exceeds \$500,000, Payette Joint School District reserves not less than one percent (1%) of its allocation to support parent and family engagement activities.

Of the funds reserved:

- Not less than ninety percent (90%) is distributed directly to Title I schools
- Parents and family members are meaningfully consulted regarding the use of these funds at both the district and school levels

School-level allocations are used for activities designed to meet the specific needs of learners and families at each Title I school.

HOME-SCHOOL COMPACTS

Each Title I school jointly develops, reviews, and annually revises a Home-School Compact in collaboration with parents and family members. The compact outlines shared responsibility for improved learner academic achievement and describes how families, school staff, and learners will work together to support high academic standards.

COORDINATION, ASSISTANCE, AND SUPPORT

The district provides coordination, technical assistance, and ongoing support to assist Title I schools in planning and implementing effective parent and family engagement activities. Supports include:

- Ongoing site visits and consultation
- Review of Parent and Family Engagement budgets and activities
- Staff professional development focused on family engagement
- Support for culturally responsive and inclusive practices
- Communication with families, to the extent practicable, in languages they understand
- Resources to support learning at home

COORDINATION WITH OTHER PROGRAMS

To the extent feasible and appropriate, the district coordinates parent and family engagement activities with other federal, state, and local programs, including:

- Early Childhood Education
- Title I, Part C (Migrant Education)
- McKinney-Vento Homeless Education
- Title III (English Learners)

Coordination ensures families receive consistent information and access to services that support learner academic success and smooth transitions between programs and grade levels.

IMPLEMENT EVALUATION FINDINGS:

The District will implement the following activities as a means to build the capacity for strong parent and family engagement and to support a partnership among the school, families, and community to improve student academic achievement.

CONTENT & ACTIVITY TYPE	WHO?	ANTICIPATED IMPACT ON ACHIEVEMENT	TIMELINE	EVIDENCE OF EFFECTIVENESS
Weekly Newsletter	Building PR Personnel	Improve the ability of families to work effectively with their child and school staff	Aug.-June	Results of Stakeholder Surveys
Family Engagement Open House	Building Admin	Improve the ability of families to work effectively with their primary age child, teachers, and school staff	Aug.-Dec.	Signed Home-School Compacts
Facilitate the distribution of the Title I Beginning of School Packet	Building Admin & Office Staff	Increase communication, provide updates of functions, family notifications, and resources	Aug.-Sept.	Signed Home-School Compacts
School-level Title I Annual Meetings w/flexible presentation mode	Building Admin	Meeting to explain school's participation in Title I, Part A Programs and requirements; Review Part A and Parent & Family Engagement budgets and inform families of their rights to be involved in these programs and decision making.	Aug.-Oct.	Agenda Minutes Sign-In Sheets Family Input & Evaluation Results
Provide materials to preschool aged children to aid in preparation for Kindergarten	Title I Staff	Improve the ability of families to work effectively with their child; to develop collaborative relationships with	April	School survey Sign-In Sheets Family Input & Evaluation Results

		teachers. Increase student achievement.		
Facilitate Home-School Communication Systems/ student planners at school-wide Title I schools for students in grades 5-8	Principal	Increase communication and improve the ability of parents to work effectively with their child; to develop collaborative relationships with teachers, and increase parent engagement, and student achievement.	Aug. - Sept.	School Survey Sign-In Sheets from Annual Meeting Family Input & Evaluation Results
Family Liaison in schools by request	Principals	Increase family engagement, student attendance, & student achievement	Aug.-May	Goals for each criterion will be established jointly with the school admin at the beginning of the year.
Parent - Teacher Conferences 2x/year	Principals	Increase family engagement, student attendance, & student achievement	Oct. & Mar.	School Survey Sign-In Sheets Family Input & Evaluation Results
Notification of academic progress ISAT, IRI, iReady results and information sharing	Principals	Increase communication and parent understanding around current student achievement results and ability levels	Aug.-June	Family Input & Evaluation Results

ANNUAL EVALUATION OF PARENT AND FAMILY ENGAGEMENT

In accordance with ESSA Section 1116(a)(2)(D), the district conducts an annual evaluation of the content and effectiveness of this Parent and Family Engagement Plan with the meaningful involvement of parents and family members.

The evaluation includes:

- Participation and attendance data
- Survey results and family feedback
- Identified barriers to engagement
- Indicators of learner academic progress

Evaluation findings are used to revise and improve parent and family engagement strategies for the subsequent school year.

PARENT ADVISORY ROLE

The Success, Achievement, and Curriculum Committee serves as the district's parent advisory group for Title I programs. The committee provides input on:

- Parent and family engagement activities
- Program effectiveness
- Barriers to participation
- Recommendations for improvement

STAFF TRAINING

The district provides professional development to teachers and school staff to support effective parent and family engagement. Training focuses on:

- Building positive relationships with families
- Effective communication strategies
- Coordinating family engagement activities
- Supporting families as partners in learning

COMMUNICATION AND ACCESSIBILITY

The district provides opportunities for full participation in parent and family engagement activities for all families, including those with limited English proficiency, disabilities, and migratory status, by:

- Posting the Parent and Family Engagement Plan on the district website
- Providing the plan in English and Spanish
- Offering translated materials and interpretation services, to the extent practicable
- Utilizing multiple communication methods, including print, electronic, and in-person formats

TITLE I COMPLAINT PROCEDURE

A “Title I Complaint” is an allegation that the administration has violated a federal or state regulation or guideline pertaining to the Title I program. Administrative procedures for handling complaints are designed to resolve the complaint at the lowest level possible.

Procedure: All Title I complaints will be processed as follows:

- Title I Complaints should first be addressed to the local school principal. A parent who has a complaint may have a conference with the principal and appropriate school personnel. The principal is expected to make a good faith effort to resolve any differences. Within fifteen (15) calendar days after becoming aware of the complaint, the principal will notify the Director of Title I of the issues under dispute and the action(s) that the school has taken.
- If the complaint has not been resolved, the parent may meet with the district’s Director of Title I or the designated representative to discuss his or her concerns. The Director will explain to the parent any federal regulation or state guidelines that apply.
- Within fifteen (15) calendar days after the conference, the Director will send a written report to the parent that sets forth any agreement or decision reached during the conference. The report will be sent to appropriate persons.
- The parent has the right to appeal to the Idaho State Department of Education (ISDE) a decision of the local education agency (LEA) within thirty (30) calendar days from the receipt of the written report.
- All survey comments of “unsatisfactory” from parents of participating children will be submitted with the district’s LEA plan to the ISDE.

APPROVAL AND ADOPTION

This Parent and Family Engagement Plan has been developed with meaningful parent and family input through the Success, Achievement, and Curriculum Committee and is approved by Payette Joint School District leadership for implementation during the 2025-2026 school year.