



# Calhoun County School District

## Family and Community Engagement (FACE) Plan

### 2026-27

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#### **1. Purpose**

CCSD will build and sustain meaningful, equitable, and collaborative partnerships among schools, families, and the community to improve student achievement and school performance.

#### **2. Joint Development**

The FACE Plan will be jointly developed and reviewed annually with parents, families, community members, school staff, and district leadership through surveys, meetings, advisory committees, and public input opportunities.

#### **3. Distribution and Accessibility**

The plan and policy will be distributed annually and made available in understandable formats and languages. Accommodations will be provided for individuals with disabilities, limited English proficiency, and limited literacy.

#### **4. Family Participation in District Planning**

Families will be involved in the development, review, and revision of the LEA Title I Plan, CSI Plans, TSI Plans, ATSI Plans, and other applicable improvement plans.

#### **5. Capacity Building**

CCSD will provide training, resources, and/or technical assistance to families and staff regarding student learning, assessments, curriculum, effective communication, and family engagement practices.

#### **6. Coordination and Integration**

FACE activities will be coordinated with IDEA/Special Education, Career and Technical Education, Early Childhood Programs, Head Start, Title III/EL Programs, McKinney-Vento Homeless Programs, and other federal, state, and local initiatives.

#### **7. School-Level Responsibilities**

Each Title I school will annually develop and review a School-Level FACE Policy and School-Family Compact with parent input and will maintain ongoing communication with families regarding student progress, assessments, curriculum, and school activities.

#### **8. Annual Evaluation**

CCSD will conduct an annual evaluation of the effectiveness of the FACE program with meaningful family participation. Evaluation activities may include surveys, focus groups, meetings, advisory committees, and stakeholder feedback.

## **9. Identification of Barriers**

The annual evaluation will identify barriers affecting participation by families who are economically disadvantaged, have limited English proficiency, have disabilities, are migratory, are homeless, or are members of racial or ethnic minority groups.

## **10. Family Needs Assessment**

The district will annually assess family needs related to supporting student learning, communication, access to resources, and engagement opportunities.

## **11. Use of Evaluation Results**

Evaluation results will be used to improve communication systems, strengthen school-family partnerships, revise policies and plans, allocate resources, and develop evidence-based engagement strategies.

## **12. LEA Planning Committee**

The district will maintain a planning committee that includes parents, community members, educators, and district staff. The committee will review evaluation results, recommend improvements, participate in policy revisions, and provide ongoing guidance.

## **13. Reservation of Title I Funds**

In accordance with ESSA requirements, the district will reserve required Title I funds for family engagement activities when applicable and will involve families in decisions regarding the use of those funds.

## **14. Public Input Opportunities**

Families and community members will be provided opportunities to give input on the FACE Policy, FACE Plan, LEA Plan, use of Title I funds, school improvement efforts, and annual evaluation findings through meetings, surveys, public comment periods, and electronic feedback.

## **15. Communication**

The district and schools will maintain meaningful two-way communication with families through conferences, phone calls, emails, websites, social media, parent meetings, newsletters, and other appropriate methods.

*Aligned to MSBA Policy LAA: Title I Family and Community Engagement (FACE) and ESSA Requirements*