



Policy LAA: Title I Family and Community Engagement

Status: ADOPTED

Original Adopted Date: 07/19/2011 | Last Revised Date: 08/11/2026 | Last Reviewed Date: 08/11/2026

NOTE: Schools receiving federal ESEA funds are required to have a family and community engagement policy. This sample policy can be used as the basis for the joint development of a policy, as required by the federal legislation. This policy cannot be the district's policy without some parental engagement in its development at the local level.

PURPOSE

The Louisville Municipal School District recognizes that meaningful Family and Community Engagement (FACE) is essential for improving academic outcomes and strengthening school-family-community partnerships. This policy outlines the district's expectations and objectives for FACE in accordance with the Elementary and Secondary Education Act (ESEA) as amended by ESSA, Mississippi Department of Education (MDE) FACE guidance, and evidence-based best practices.

The Louisville Municipal School District is committed to building and sustaining meaningful, equitable, and collaborative partnerships between schools, families, and communities. Through shared responsibility and continued improvement, the district ensures that all students are supported in reaching their highest potential.

This policy is jointly developed with parents, families, and community members, is distributed annually, and is incorporated into the district's Local Educational Agency (LEA) Plan.

JOINT DEVELOPMENT, AGREEMENT, AND DISTRIBUTION OF FACE POLICY

The district shall jointly develop the district FACE Policy with parents, families, and community stakeholders through meetings, surveys, public forums, and/or online feedback mechanisms. The district shall agree upon the policy with participating parents and families prior to Board adoption.

The policy shall be distributed annually to all families of participating Title I students.

The policy shall be accessible to families with limited English proficiency, disabilities, or limited literacy.

INCORPORATION INTO LEA PLAN & ESTABLISHING EXPECTATIONS & OBJECTIVES

The FACE Policy shall be incorporated into the LEA Plan and establishes district-wide expectations for:

- Meaningful two-way communication
- Family and community participation in decision-making
- Removal of engagement barriers
- Integration of FACE across programs
- Evidence-based engagement strategies
- Shared responsibility for student academic success

PARENT & FAMILY INVOLVEMENT IN DISTRICT & IMPROVEMENT PLANNING

The district will involve families in the joint development of:

- The LEA Title I Plan

- Comprehensive Support and Improvement (CSI) Plans
- Targeted Support and Improvement (TSI) Plans
- Additional Targeted Support and Improvement (ATSI) Plans

This will be accomplished through annual planning meetings, online input opportunities, surveys, advisory councils, and/or documented parent consultation.

COORDINATION, TECHNICAL ASSISTANCE, & CAPACITY BUILDING FOR SCHOOLS

The district will provide all Title I schools with the support needed to implement effective FACE practices by:

1. Conducting annual and/or as requested Title I technical-assistance meetings with all participating schools, specifically addressing:
 - a. Evidence-based family and community engagement strategies
 - b. Progress monitoring of FACE practices
 - c. Best practice sharing
2. Ensuring schools have adequate resources (funding, tools, training, communication supports) to implement scheduled FACE activities. Offering professional development to strengthen staff capacity in:
 - a. Building relationships with families
 - b. Collaborating with community organizations
 - c. Cultural responsiveness
 - d. Effective communication strategies
3. Coordination and Integration with Other Programs - To the extent feasible and appropriate, the district will coordinate and integrate FACE strategies with other district, state, and federal programs by:
 - a. Holding annual and/or as requested coordination meetings to create a unified FACE activity calendar across:
 - i. IDEA / Special Education
 - ii. Career & Technical Education (CTE)
 - iii. Early Childhood Education
 - iv. Head Start
 - v. English Learners (EL) / Title III
 - vi. Homeless Education / McKinney-Vento
 - vii. Other federal, state, and local initiatives
 - b. Sharing communication tools, training resources, and joint engagement opportunities across programs.

ANNUAL EVALUATION OF FACE POLICY CONTENT & EFFECTIVENESS

The district, with meaningful participation of families and community members, will annually evaluate the FACE Policy to determine:

1. Effectiveness of current FACE activities
2. Impact on academic achievement and school performance
3. Barriers preventing effective engagement
4. Needs of families to support their children academically
5. Strategies that strengthen school-family relationships

To conduct the evaluation, the district will:

1. Host an annual district wide Family & Community Engagement meeting each year.
2. Provide online and paper surveys / feedback forms for families to evaluate FACE activities and identify needs.
3. Collect and analyze data from school-based events, advisory groups, and parent input sessions.

IDENTIFICATION OF BARRIERS, NEEDS, & STRATEGIES FOR IMPROVEMENT

As part of the annual evaluation, the district will identify:

1. Barriers to participation, especially for families who are:
 - a. Economically disadvantaged
 - b. Limited English proficient
 - c. Disabled
 - d. From racial or ethnic minority backgrounds
 - e. Experiencing homelessness
 - f. Migratory

Method: Surveys, interviews, focus groups, and open-comment opportunities.

2. Family needs to support their children's learning

Method: Annual surveys assessing academic support needs, communication needs, and family resource gaps.

3. Strategies to support positive school-family interactions

Method: Surveys, reflection tools, and feedback sessions to identify what families need from schools to improve partnership quality.

USING EVALUATION RESULTS TO STRENGTHEN & REVISE FACE POLICY

The district will use annual evaluation findings to:

- Develop evidence-based strategies for more effective engagement.

- Allocate Title I FACE funds based on identified needs.
- Strengthen school-level family engagement plans.
- Improve district communication systems.
- Revise the district FACE Policy as needed.

To ensure transparency and accountability, the district will establish an LEA Planning Committee that will include family and community members. The committee will:

1. Review evaluation results
2. Recommend improvements
3. Participate in revisions to the FACE Policy
4. Provide ongoing guidance to district leadership

The committee will include parents, guardians, community partners, educators, and district staff.

RESERVATION & USE OF TITLE I ENGAGEMENT FUNDS

In accordance with ESSA §1116:

1. The district will reserve at least 1% of its Title I allocation for FACE.
2. Families will participate in decision-making regarding the use of these funds.
3. Funds will be distributed to schools and used for:
 - Capacity-building
 - Training
 - Communication tools
 - FACE events and workshops
 - Removing engagement barriers

SCHOOL-LEVEL FACE POLICIES & COMPACTS

Each Title I school will:

- Jointly develop and annually update a School-Level FACE Policy with families
- Distribute the policy to all families each year
- Develop and annually review a School-Family Compact
- Maintain consistent communication with families about student progress, curriculum, and assessments
- Ensure FACE activities are timely, accessible, and inclusive

OPPORTUNITIES FOR PUBLIC INPUT

The district will ensure multiple opportunities for families and community members to provide input on the:

- District FACE Policy

- LEA Plan
- Use of Title I FACE funds
- School improvement efforts
- Evaluation findings

Input will be collected through meetings, forums, surveys, email submissions, and public comment periods.

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 - 2.
 - 3.
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