



To: Mr. Brian Foster, Superintendent & The Marion County School Board

From: Dr. Alicia Conerly, Director of Federal Programs

Dr. Alicia Conerly *Brian Foster*

Date: July 2, 2026

Re: Title I Family and Community Engagement (FACE) Plan

Mr. Brian Foster and Marion County School Board Members,

I am requesting approval of the district's Family and Community Engagement Plan (FACE).

The plan establishes the LEA's expectations and objectives for meaningful parent and family engagement and describes how the LEA will implement several specific parent and family engagement activities, and it is incorporated into the LEA's plan submitted to the Mississippi Department of Education.

The plan has been attached for your review and approval.

Attachments:

MCSD Family and Community Engagement (FACE) Plan for FY'27

MCSD FAMILY AND COMMUNITY ENGAGEMENT PLAN

BOARD APPROVED

JUL 16 2026



District Family and Community Engagement (FACE) Plan

Marion County School District

Title I Family and Community Engagement

Last Updated: June 2026

Overview and Purpose

In support of strengthening student academic achievement, the Marion County School District (MCSD) receives Title I, Part A funds. Therefore, the district must jointly develop with, agree on with, and distribute to parents and family members of participating children a written family engagement plan. This plan outlines the expectations and objectives for meaningful parent and family engagement. It describes how the local educational agency (LEA) will implement specific activities to carry out the requirements of The Every Students Succeeds Act (ESSA) Section 1116.

The district understands that family engagement means active participation in regular, two-way, and meaningful communication involving student academic learning and other school activities. This plan ensures that:

- Parents and families play an integral role in assisting their child's learning.
- Parents and families are encouraged to be actively involved in their child's education at school.
- Parents and families are full partners in their child's education.

- Parents and families are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Action Plan Components

Component 1: Mandated Meetings and Joint Development

- **Annual Title I Meeting:** MCSD will conduct an annual meeting at a convenient time. All parents of participating children will be invited and encouraged to attend. The meeting will inform parents about the school's Title I program, its requirements, the parental involvement policy, the schoolwide plan, and the school-parent compact.
- **Flexible Meeting Formats:** Engagement meetings will be offered at school sites during convenient times for families, such as in the morning or evening. To extend reach, meetings may also be recorded and shared on social media sites.
- **Stakeholder Policy Review:** Parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of Title I, Part A programs. The district will present the FACE policy to stakeholders at the Annual Title I Planning Meeting for suggestions and approval. Policies will also be posted on the website to elicit feedback through a survey.
- **School-Parent Compact Implementation:**
 - Schools accepting Title I, Part A funds will convene an Annual Title I Schoolwide meeting within the first semester of the school year to jointly develop a school-parent compact with parents and faculty (if not completed the spring prior).
 - Upon receiving parent approval, schools will distribute the compact document to all parents.
 - Administrators, teachers, and parents will actively use this document in ongoing, two-way conversations regarding student achievement and behavior.
 - Schools will review and revise this document each spring, eliciting annual feedback from students, faculty, and families to prepare for the coming year.

Component 2: Communication and Information Channels

- **Academic Content Delivery:** The district will provide parents with timely information regarding Title I programs. This includes a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress , and the achievement levels of the challenging state academic standards.
- **Parent-Requested Meetings:** If requested by parents, schools will provide opportunities for regular meetings to formulate suggestions and participate in decisions relating to their children's education. The school will respond to these suggestions as soon as practicably possible.
- **Policy/Plan Distribution Timelines:**
 - Individual schools will distribute Parent and Family Engagement Policy/Plan locally and post the approved version on their specific websites.
 - The district will distribute the policy/plan to parents annually via the student handbook.
 - The district will publish the policy/plan to the main district website once approved by the Marion County School Board.
- **Multi-Channel Communication Tools:** Schools and the district will utilize student planners, student folders, social media sites, Facebook, phone calls, conferences, parent meetings, workshops, Parent Square, and the district website to keep parents informed of school programs, expected proficiency levels, meetings, and activities.
- **Understandable Language Standards:** Information related to school programs and meetings must be sent in an uniform format, utilizing alternative formats upon request. To the extent practical, all communications will be provided in a language parents can understand and must remain free from educational jargon.

Component 3: Parental Capacity Building and Training Initiatives

- **Achievement Resources:** MCSD will provide materials and training to help parents work with their children. This includes content-related activities, parent workshops, orientation activities, and technology training to foster strong parental involvement.

- **Mandatory Workshops:** Each Title I school is required to host at least 1 parent workshop focused specifically on helping parents assist students at home. These workshops will be provided virtually if a need arises.
- **Core Understanding Standards:** Assistance will be provided to parents to help them understand critical topics, including:
 - The state's academic content and student academic achievement standards.
 - State and local academic assessments, including alternate assessments.
 - The foundational requirements of Title I, Part A.
 - Methods on how to monitor their child's progress.
 - Approaches on how to work effectively with educators to improve student achievement.
- **District Resource Allocation:** The district will support schools in executing parental involvement activities by deploying both financial and personnel resources.
- **Targeted Training Support:** Assistance and training opportunities will be provided through scheduled parent nights , parent/teacher conference trainings , and orientation activities. Additionally, English Learner (EL) Parent and Family, Immigrant Children and Youth initiatives will be planned and executed throughout the school year.

Component 4: District Support and Cross-Program Coordination

- **Strategic Oversight:** The Marion County School District Federal Programs Department will provide ongoing coordination, technical assistance, and strategic support to ensure all participating schools implement family engagement practices.
- **School Improvement Collaboration, if applicable:** The district office will actively involve parents and family members in developing, reviewing, and implementing school improvement plans. This includes providing specific data, targeted training, and collaboration opportunities for schools designated for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) status.
- **Staff Professional Development:**

- The district will conduct, at minimum, an annual technical-assistance meeting and capacity-building session with school leadership teams, interventionists, or parent liaison (provided virtually if needed). These sessions will focus on evidence-based engagement strategies, progress monitoring, and sharing best practices.
- Professional development will be supported for school faculty and staff rooted in cultural responsiveness, building community partnerships, and fostering a welcoming school environment.
- With the assistance of parents, the district will educate school personnel, specialized instructional support personnel, principals, and other staff on the value of parental contributions. Staff will be trained on how to reach out to, communicate with, and work with parents as equal partners.
- **Cross-Program Integration:** To maximize resources and eliminate communication fatigue for families, the district will deliberately align and integrate its FACE strategies across multiple federal, state, and local programs. Coordination meetings will be held to streamline initiatives and build a unified family support network across:
 - Title I, Part A (Basic Programs)
 - Title III, Part A (English Learners and Immigrant Students), if applicable
 - Individuals with Disabilities Education Act (IDEA / Special Education)
 - Early Childhood Education and Pre-K Programs
 - Career and Technical Education (CTE)
 - McKinney-Vento Homeless Assistance Act initiatives

Component 5: Accessibility and Grievance Protocols

- **Informed Inclusion:** To the extent practicable, the district will provide full participation opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children. This includes providing required school reports and section 1111 information in a format and language they understand.
- **Digital Access:** MCSD will maintain a district data site for parents to access student grades at any time. Progress reports, report cards, and state

assessment results will be sent home in a timely manner. General school updates will be placed on the district/school website, Parent Square, and Facebook pages.

- **Specialized Meetings:** In addition to standard Title I Parent Meetings, dedicated parent meetings will be hosted specifically for families participating in the English Learner Program.
- **School Contact and Visits:** All schools and the district office will maintain normal business hours. Stakeholder feedback is welcome through personal visits, conferences, emails, and phone calls. Appointments are preferred so that parents may be offered full, undivided attention.
- **Dissension Process:** If the schoolwide plan or the parent and family engagement policy is not satisfactory to parents, comments and concerns must be submitted directly to the MCSD Superintendent's office.

Federal Programs Contact Information: Comments or concerns can be directed to the Director of Federal Programs, Dr. Alicia Conerly.

* **Email:** aconerly@marionk12.org * **Phone:** 601-736-7193

Component 6: Annual Evaluation and Plan Revision

- **Formal Annual Evaluation:** The district will conduct a formal, comprehensive annual evaluation each spring to assess the overall content and effectiveness of the engagement policy in improving the academic quality of Title I schools.
- **Target Areas for Identification:** The evaluation will focus on identifying:
 - Barriers hindering greater participation by parents, with specific attention given to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of a racial or ethnic minority background.
 - The specific needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
 - Strategies and action steps that support successful school and family partnerships.
- **Methodology:** To ensure authentic stakeholder input, the district will distribute comprehensive annual family engagement surveys across multiple

platforms. These surveys will be made available in multiple languages to gather quantitative and qualitative feedback.

- **Data-Driven Revision:** The district will use the findings and data points collected from the spring evaluation to design evidence-based strategies for more effective parental involvement and to formally revise the district-level FACE plan for the upcoming academic year.