

Title I Parent Handbook



Marion City Schools

910 East Church Street

MARION, OH 43302

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Mission Statement

Marion City Schools Educates and Nurtures each student in and beyond the classrooms, uniting our community in growing partnerships, today and in the future.

Our Strategic Plan and Goals

At Marion City Schools, we BELIEVE IN:

- maintaining **TRUST** with students, families, staff and the community
- ensuring **TRANSPARENCY** and **HONESTY** in all relationships
- valuing an **INCLUSIVE** and **ACCEPTING** environment
- holding one another **ACCOUNTABLE**
- encouraging **PARTNERSHIPS** that support our mission
- create a culture of **LIFELONG LEARNING**

Our Pillars (Goals)

Pillar #1: Achievement and Growth

Marion City Schools empowers students, engaging their thirst for learning to achieve goals, by providing educators with high-quality, professional knowledge and training to provide equitable and relevant learning experiences.

Pillar #2: Whole Student Wellness

Marion City Schools provides an array of support to foster mentally and physically resilient students.

Pillar #3: Staff Wellness and Support

Marion City Schools are committed to recruiting, retaining and investing in high-quality staff who will be valued and supported throughout their careers.

Pillar #4: Community Connections

Marion City Schools connects our students and families with community partners and resources to establish strong foundations that lead to student success.

2026-2027 District Goals

Achievement and Growth – Marion City Schools will increase our achievement performance index by 3 points on the state report card by delivering explicit instruction aligned to the state standards and student needs to decrease the percentage of students scoring in the limited and basic performance levels. This will be accomplished through consistent use of the district's integrated Multi-Tiered System of Supports (iMTSS) framework, ensuring that all students, including those in subgroups performing below the benchmark, receive differentiated, data-driven instruction tailored to their learning needs.

Whole Student Wellness – By June 2027, Marion City Schools will decrease the district's chronic absenteeism rate from 34.7% to 33.6% of less on the state report card by implementing intentional, tiered interventions and strategies aligned with the district's integrated Multi-Tiered System of Support (iMTSS). These efforts will include proactive attendance monitoring, family engagement, and targeted behavior supports to reduce disciplinary actions that result in students missing instructional time, with a specific focus on ensuring equitable access to supports for all student subgroups.

Staff Wellness and Support – Marion City Schools will increase staff retention of incoming cohorts by 3% year over year, beginning 2024-2025 school and beyond by implementing a comprehensive support system for new staff, including structured onboarding, mentoring, and networking opportunities. These supports will focus on fostering a sense of belonging within the school community and ensuring new staff feel confident and supported in their instructional delivery through collaborative planning time and highly effective professional development.

Community Connections – By June 2027, Marion City Schools will increase community connections and community partnerships. This will be achieved by opening the district community hub and health center to serve the wider community and MCS families. Schools will also continue to involve and increase partners during academic nights and school activities to align support to students' needs.

Introduction to Title I

The parent handbook is provided to acquaint parents with the work in Marion City Schools that is funded through a Title I grant. The Title I programs at individual schools are developed through the efforts of parents, teachers, administrators, and staff.

Title I programs are planned through a series of steps.

- A needs assessment is conducted through input from parents, teachers, and staff.
- The needs assessment determines what is necessary for all students to meet education standards.
- Teachers, staff, and parents plan how to best meet the needs shown in the assessments.
- Teachers receive training on how to best meet the needs and to implement the plan developed.
- Resources are gathered to implement the plan with a yearly review conducted to examine results and to evaluate needs again.

What is Title I? How can it help my child?

Title I is a federally funded education program that works to give all children a chance to learn at higher academic standards. Its purpose is to prevent failure by ensuring that more children experience success in school.

Sometimes children need assistance to meet the standards Ohio has set for all children, including children who:

- Have trouble reading
- Read below their grade level
- Have trouble understanding what they read
- Have difficulty with math

What help does Title I provide?

Title I provides assistance in one or more academic areas. Extra help can include:

- Additional teachers and assistants to work with small groups or one-on-one with students
- Additional training for staff
- A variety of instructional strategies and materials
- Smaller classes for students

What is a Title I Schoolwide Program?

Schoolwide programs were first authorized under Title I of the Elementary and Secondary Education Act of 1978.

Schoolwide programs offer all the students in the building the chance to learn with a wide variety of options. The district implements a framework for continuous improvement which includes A framework for change is necessary, one based on high standards supporting comprehensive planning and continuous professional development with flexibility to draw on all resources and clear accountability for results. Only buildings with a high number of students participating in the free and reduced-price lunch program are eligible to be schoolwide buildings. All Marion City Schools buildings are considered Title I:

Benjamin Harrison Elementary (Schoolwide) : George Washington Elementary (Schoolwide)

Harding High School (Schoolwide) : James A. Garfield Elementary (Schoolwide)

Rutherford B. Hayes Elementary (Schoolwide) : Ulysses S. Grant Middle School (Schoolwide)

William H. Taft Elementary (Schoolwide) : William McKinley Elementary (Schoolwide)

Title I Services in the Marion City Schools

Elementary Buildings

All Marion City elementary schools provide an array of services to meet the specific needs of students who are at-risk in Reading and Math.

As the district implements its comprehensive literacy plan, a strong emphasis on reading intervention is supported through Title I services. Intervention services include best practices with all staff trained in the state required literacy training, and literacy support staff that work with students one-on-one and in small groups to boost learning of key skills necessary for mastering state learning standards. Classroom teachers and literacy specialists are supported through job-embedded instructional coaches in each building. Literacy development is also supported through professional development and curricular support materials for teachers around phonemic awareness, handwriting without tears, and phonics instruction.

Elementary schools within Marion City Schools partner with Let's Read 20 for literacy nights, leadership events, and other family events throughout the district. This partnership allows for increased family involvement in literacy development and helps promote the love of reading with students.

Middle School

The focus on improved literacy skills and instruction through Title I services continues into middle school at Marion City Schools. High quality, job-embedded professional development is provided to middle school staff through literacy coaching and training in disciplinary literacy as part of the implementation of the district literacy plan. Monitoring of strategies used to implement the literacy plan will ensure fidelity in implementation and provide opportunities for additional professional development to refine skills.

The partnership with Let's Read 20 continues into middle school as well. As with the elementary partnership, at the middle school level, Let's Read 20 assists with literacy nights, leadership events, and other district events in an effort to promote family engagement and increase the love of reading in our students.

Adaptive software is also utilized at the middle school level. Teachers can utilize leveled texts for students, at a level that is appropriately matched to each student's individual needs.

High School

At the high school level, Title I services continue to focus on literacy. As with the middle school, high school teachers in a variety of disciplines can utilize level texts through the use of board approved curriculum to personalize each student's learning.

The partnership with Let's Read 20 also continues into high school. As with the elementary and middle school partnership, at the high school level Let's Read 20 assists with literacy nights, leadership events, and other district events in an effort to promote family engagement and increase the love of reading in our students. The high school also includes a partnership with the Boys and Girls Club.

District

While specific Title I services differ and evolve across grade levels, Marion City Schools has also implemented a variety of district-wide Title I strategies to support its students.

This year, the district has consulted with State Support Team 7 consultants to develop building goals aligned to district goals.

Focused instruction, delivered in small groups or one-on-one, allows students to continue working to master specific skills needed to demonstrate proficiency on Ohio's Learning Standards.

In addition to academic intervention and enrichment opportunities, the district also seeks to increase parental engagement in our schools. One strategy to help achieve this is the implementation of a district-wide communication platform, School Messenger, that allows principals and district staff to communicate important information regarding upcoming events, activities, and opportunities on a regular basis to parents and guardians. Another platform for communication is Smore, which principals use to create and distribute newsletters full of information to help engage adults in student learning.

Parent Involvement

MARION CITY SCHOOLS PARENT INVOLVEMENT

Marion City Schools believes that parent involvement is important to student achievement and provides services and support for parents through its efforts with parent organizations and partnerships.

"Parental involvement" means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other activities, including:

- Playing an integral role in assisting in their child's learning;
- Being actively involved in their child's education;
- Becoming full partners in decision-making and on advisory committees.

Commitments:

Marion City Schools will:

- Put into operation programs, activities, and procedures for the involvement of parents.
- Encourage parents to be a part of the decision-making process.
- Incorporate this parental involvement policy into its educational plan.
- Provide opportunities for the participation of all parents (including those with limited English proficiency, disabilities, and parents of migratory children).
- Provide opportunities to involve parents in decisions about how funds reserved for parental involvement activities are spent.

[*Click here to view our Title 1 web page and access our parent involvement policy.](#)

Parent Compact



Marion City Schools *"Inspiring A Community of Achievement"*

Home - School Compact for Student Learning

The Marion City Schools learning community of teachers, support staff, administrators, and families have written this compact to outline how we share responsibility for student learning and academic achievement. This compact describes how the school and families will build a partnership that will help children demonstrate achievement and growth in Marion City Schools.

District Responsibilities

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student learning standards by providing targeted academic and behavioral supports, ensuring a safe and comfortable learning environment, regularly monitoring progress, and providing enrichment activities to enhance and support higher-level learning.
- Hold parent-teacher conferences twice per year during which time this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their child's progress, including interim reports and quarterly report cards.
- Provide parents reasonable access to staff, including but not limited to regular communication via phone and voicemail, e-mail, written notes in the child's agenda or folder, and parent-teacher conferences.
- Provide parents opportunities to support their child's education and the education of all students by participating in school and district activities and events or by volunteering for the school or district. *

**Marion City Schools requires that all school volunteers who have individual contact with students be fingerprinted and complete a background check. This is done free of charge by the District.*

Parent Responsibilities

- Ensure that my child attends school regularly and arrives on time and ready to learn.
- Encourage my child's efforts by praising progress and achievement.
- Read to, and with, my child often.
- Read and sign student agendas daily.
- Establish a consistent time and place for my child to study and complete homework.
- Help my child complete homework to the best of his or her ability by encouraging the best possible work, helping to understand directions, and notifying the teacher if my child has difficulty completing assignments.
- Attend my child's parent-teacher conferences and other meetings pertaining to my child.
- Participate, as appropriate, in decisions relating to my child's education.
- Monitor and limit the amount of time watching television and programs watched by my child, time spent playing video games, and time spent on the internet or on other electronic devices.
- Participate in our school activities to the greatest extent possible, such as attending parent-teacher organization meetings, volunteering as a tutor/mentor, assisting in the school, volunteering at school events and activities, advocating for our children, attending school events, or participating on District committees or advisory groups.

Student Responsibilities

- Attend school regularly and be on time and ready to learn.
- Follow school rules, be a good example to others, and be accountable for my actions.
- Show respect to, and cooperation with, all adults at the school.
- Participate in school lessons and activities and ask for help when I need to.
- Read every day outside of school time.
- Give to my parent / guardian all notices and information received by me from my school every day.

[*Click here to view our Title 1 web page and parent compact on our website.](#)

Parent's Right to Know

RE: Every Student Succeeds Act (Public Law 114-95), Section 1112 (e)(1)(A) Dear

Parent/Guardian:

You have the right to know about the teaching qualifications of your child's classroom teacher in a school receiving Title I funds. The federal Every Student Succeeds Act (ESSA) requires that any school district receiving Title I funds must notify parents of each student attending any school receiving Title I funds that they may request, and the district will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- I. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- II. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- III. Whether the teacher is teaching in the field of discipline of the certification of the teacher;
- IV. Whether your child is provided services by paraprofessionals and, if so, their qualifications.

You may ask for the information by emailing your request to jkenney@mcspresidents.org. Be sure to give the following information with your request:

Child's full name _____

Parent/guardian full name _____

Address _____

City, state, ZIP _____

Teacher's name _____

[*Click here to view our Title I web page and our Parent's Right to Know policy.](#)

Timely Notification

Federal law (ESEA 1112(e)) requires that schools receiving federal Title I funds notify parents/guardians individually when a teacher who is not licensed in the subjects they teach instructs their child. In the event that your child is taught by a teacher for four or more consecutive weeks who does not meet state certification requirements, parents/guardians of students being served by such a teacher, will be notified individually via a letter from the district.

Assessments:

Test:	Window:
OELPS: English Language Prof.	August 4, 2026 - June 30, 2027
Fall Pre-K State Assessment	August 21 - November 6, 2026
Kindergarten Readiness Assessment - Revised	August 21 - September 21, 2026
NWEA (9th and 10th Reading, students who have not passed ELA II) NWEA (MS Science) iReady (Grant Reading & Math) iReady (4th/5th Reading & Math) iReady (K-3rd Math)	August 24 - September 18, 2026
Fall iReady (K-3 Reading)	September 14 - 25, 2026
PSAT/NMSQT	October 1 - 31, 2026
Whole Grade Gifted Screening (Grades 2 & 5)	October 12 - 23, 2026
Fall Grade 3 ELA OST	October 19 - 23, 2026
High School EOC/Retakes	November 30 - December 18, 2026
NWEA (MS Science) iReady (1-8 Reading) iReady (K-8 Math) NWEA (HS 9 & 10 Reading, students who have not passed ELA II)	December 7, 2026 - January 29, 2027
iReady (K Reading - per legislation)	January 6 - 29, 2027
Dyslexia Screening	January 6 - February 12, 2027
OELPA & Alt-OELPA	February 2 - March 27, 2027
Spring Pre-K Early Learning Assessment	February 16 - May 7, 2027
Alternate Assessment (AASCD)	February 22 - April 16, 2027
Junior ACT Testing	March 9, 2027 Accommodations Test (March 9-12) Make-Up (March 10-12)
Spring ELA OST/EOC (Grades 3-12)	April 5 - April 23, 2027
Spring Math, Science, S.S. OST/EOC (Grades 3-12)	April 19 - May 7, 2027
NWEA (HS 9 & 10 Reading, students who have not passed ELA II) NWEA (MS Science) iReady (K-8 Reading and K-2 Math) (Optional for MS and 3-5 Math)	April 26 - May 21, 2027
Summer Grade 3 ELA	June 28 - July 2, 2027
Summer EOC Retakes	June 28 - July 9, 2027

Parents may request policies regarding student participation in state mandated assessments by contacting their child's building principal, or find them on our website under data and assessments under the teaching and learning tab.

Title I Schoolwide Survey

Marion City Schools values the input of parents and guardians into the planning, review, and improvement of Title I programs, including the school's parent and family engagement policy and the schoolwide program plan. Parents are encouraged to provide feedback for their child's building either through the online Google survey on our website, or by providing answers to the following questions to their child's building principal:

[*Click here to access our Title I Survey electronically.](#)

*** Note: The text below is an example of the digital survey. It is recommended that you fill it out digitally using the Link above.*

1. Which Marion City Schools building does your child attend?
 - ☐ Benjamin Harrison Elementary
 - ☐ George Washington Elementary
 - ☐ Harding High School
 - ☐ James A. Garfield Elementary
 - ☐ Rutherford B. Hayes Elementary
 - ☐ Ulysses S. Grant Middle School
 - ☐ William H. Taft Elementary
 - ☐ William McKinley Elementary
2. How effective is your building at using scientifically based research to strengthen the academic program, provide an enriched and accelerated curriculum, and if appropriate, extend learning time?
 - ☐ Effective
 - ☐ Somewhat effective
 - ☐ Ineffective
 - ☐ Unable to answer
3. Please list ways to improve the use of strategies to strengthen the reading and math programs and extend learning time.

4. How effective is your building at providing high quality and ongoing professional development to meet the needs of teachers, principals, and paraprofessionals to enable all children to meet academic achievement standards?

- ☐ Effective
- ☐ Somewhat effective
- ☐ Ineffective
- ☐ Unable to answer

5. Please identify professional development opportunities to help meet student needs.

6. How effective is your building at providing students who are having difficulties mastering the academic achievement standards with effective, timely additional assistance and extended learning opportunities in the areas where they are struggling?

- ☐ Effective
- ☐ Somewhat effective
- ☐ Ineffective
- ☐ Unable to answer

7. Do you attend or have you heard about the Title I supplemental instructional services support available to your child to improve his/her academic success?

8. Please identify additional assistance we can provide to students who are not mastering school.

9. How effective is your school building in providing parents with training and resources in reading and math?

- ☐ Effective
- ☐ Somewhat effective
- ☐ Ineffective
- ☐ Unable to answer

10. Please provide additional ways to increase parental involvement.

11. Are you aware or involved in your child's building planning meetings which include input on the building parent engagement plan, School/Parent compact, and/or school improvement discussions?

12. What would be other ways to acquire parent input for improving student learning you would like the district to implement?

13. How effective is your building in including teachers in the decisions on the use of academic assessments to improve individual student achievement and the overall instructional program?

- ☐ Effective
- ☐ Somewhat effective
- ☐ Ineffective
- ☐ Unable to answer

14. Please provide ways to include teachers in the use of assessments to improve students' achievement and the overall instructional program.

Contacts

For more information or questions regarding Title I, please contact the Teaching and Learning Department at Marion City Schools, 910 E. Church St. Marion, OH 43302 or by phone at (740) 223-4380. Parents may also contact the principal for their child's building:

Benjamin Harrison Elementary

Mike Pananarczuk
(740) 223-4999

George Washington Elementary

Nelle Ratliff
(740) 223-3883

Harding High School

Todd Schneider
(740) 223-4702

James A. Garfield Elementary

Jon Smith
(740) 223-4444

Rutherford B. Hayes Elementary

Kyle Burris
(740) 223-4950

Ulysses S. Grant Middle School

Chris Saiben
(740) 223-4900

William H. Taft Elementary

Kyle Ellwood
(740) 223-4500

William McKinley Elementary

Angela Pace
(740) 223-4600