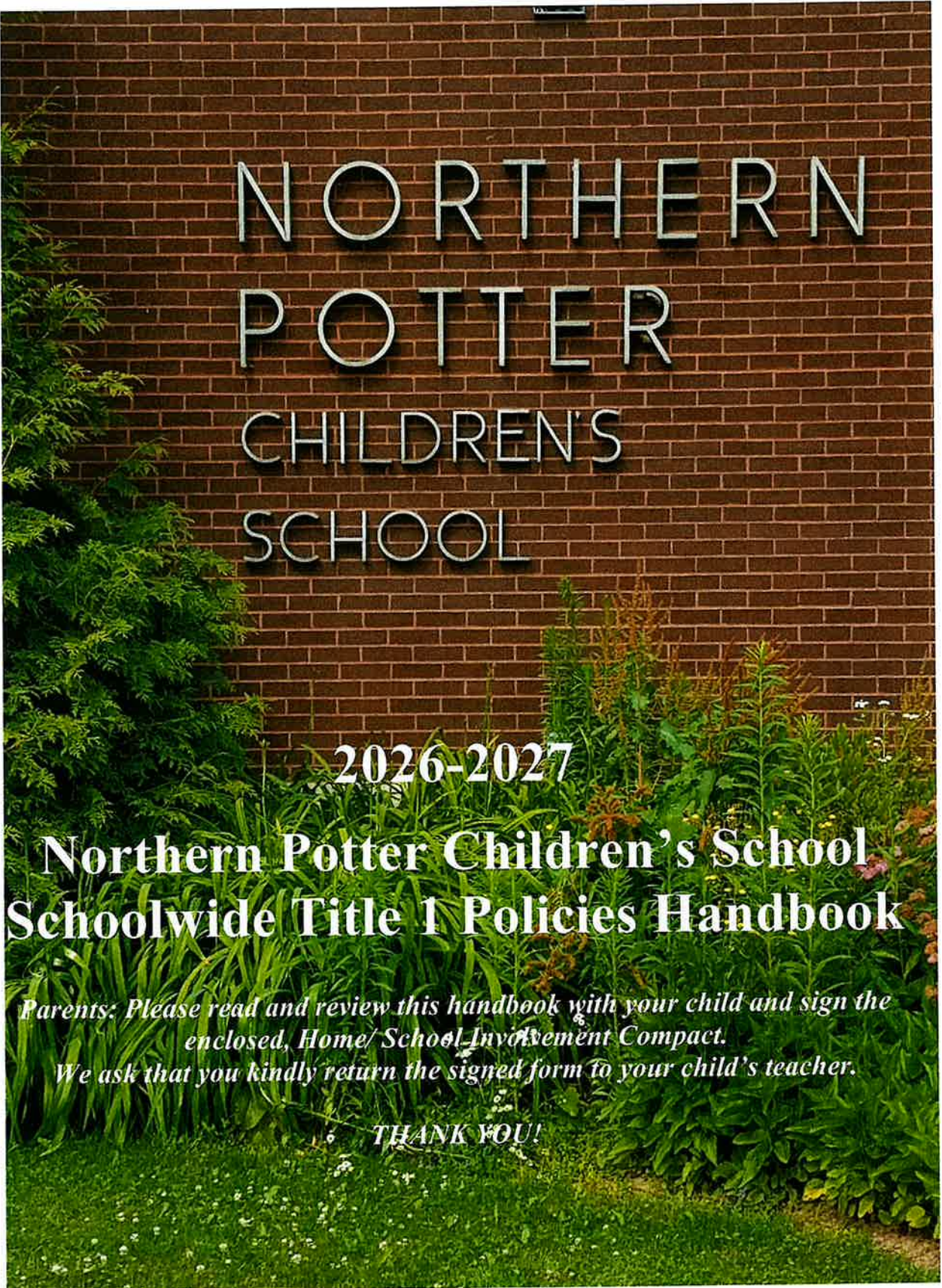


The background of the cover is a photograph of a brick wall with large, raised, silver-colored letters spelling out the school's name. To the left of the wall is a tall green fern, and at the bottom are various green plants and grass.

NORTHERN POTTER CHILDREN'S SCHOOL

2026-2027

Northern Potter Children's School Schoolwide Title 1 Policies Handbook

Parents: Please read and review this handbook with your child and sign the enclosed, Home/School Involvement Compact.

We ask that you kindly return the signed form to your child's teacher.

THANK YOU!

Northern Potter Children's School Title I Handbook

2026-2027

Northern Potter School District provides a caring and supportive learning community in which members challenge and motivate each other to become proficient, honorable citizens and productive life-long learners.

What is Title I?

Title I is the largest federally-funded program in education, signed into law in 1963 by President Lyndon Johnson. The program, Elementary Secondary Educational Act (ESEA) Title I, was designed to help students having difficulties with reading and/or mathematics by providing funds for extra attention, as well as materials and teachers. Monies are appropriated to each state for management and distribution to each school district. Each school district must sign an agreement to accept the conditions of the Title I contract.

Since it began, the program has gone through numerous name changes but it continues to provide supplemental instructional help for those students needing it the most. Funding is directed to schools with the highest poverty levels. Through the Schoolwide Plan *all* K-6 students at Northern Potter Children's School are benefiting from the additional support.

The reauthorization of Title I in 1995 required increased support for the involvement of parents in their children's education.

What is a Title I Schoolwide Program?

Schools must meet certain requirements to be eligible for a Schoolwide Program. Only schools with poverty levels of 40% or greater can apply for a Schoolwide Title I Program. It is recommended that the school takes a year to gather information and to involve parents, administration and staff in the process of writing the Schoolwide Plan. The school's strengths and weaknesses are examined to determine the best approach to meet the needs of all students within the school. With the information gathered, the planning committee decides on the grades, subjects and educational techniques and methods to be used, as well as procedures for evaluation of the entire program.

Northern Potter Children's School (K-6) is an approved schoolwide Title 1 program. This means we provide all Northern Potter K-6 students with support and assistance. The school wide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title 1 school. The primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards. Services provided may include parent participating in meetings as well as decision making and resources. The goal is to reinforce the skills taught in our curriculum and assist the student in achieving grade level proficiency in those skills.

Your child has been receiving the services and/or support from a faculty member, which may include your child's teacher, or other content area specialist. The school personnel will continue working to provide your child with the necessary skills and supports to be more successful in achieving the expected learning standards.

The grouping of students and instructors responsible for direct teaching may vary throughout the year as your child's needs change. Your child's progress will continue to be monitored to determine the continued need of services.



Wendy J. Bailey, Principal

Phone: 814-848-7563

Fax: 814-850-1208

Parent Right-to-Know Letter

August 2026

Dear Parent(s)/Legal Guardian(s):

Your child attends Northern Potter Children's School, which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

At Northern Potter Children's School, we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA) includes additionally right to know requests. At any time, parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include
 - subject matter tested,
 - purpose of the test,
 - source of the requirement (if applicable),
 - amount of time it takes students to complete the test, and
 - time and format of disseminating results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact me at (814) 848-7563 or by email at wbailey@northernpottersd.org.

Sincerely,

Wendy J. Bailey
Northern Potter Children's School Principal

****Parent Right to Know Information as Required by The Elementary and Secondary Education Assistance (ESEA) [Section 1112(e)(1)(A)] and the Every Student Succeeds Act [Section 1112(e)(1)(A)]**

About Our School and Our Staff

2026-2027 School Year

Our Faculty and Staff

2- Regular Education Teachers per grade (K4-grade 6).

6- Special Education Teachers including:

- 1- Autism teacher with the support of paraprofessionals;
- 1- Multiple Handicapped/Life Skills teacher with the support of paraprofessionals;
- 2- Learning Support teachers with the support of a paraprofessional;
- 1- IU9 Early Intervention support teacher is available for students in K4 that may need support;
- 1- Speech & Language support teacher for grades K4-grade 6

4- "Specials" Teachers in: Art, Library Science/Language Enrichment, Music, and Physical Education

2-Intervention Teachers: Reading and Math

1-School Counselor that has guidance classes each week with students in grades 4, 5, & 6. The school counselor coordinates our school-wide positive behavior plan through the "Bucket Filler" program and also meets regularly with students during small groups and "lunch bunches."

6 Paraprofessionals:

Paraprofessionals assignments depend on student need.

1-Office Manager that will meet and greet any visitor that comes through our office!

About our Curricula

We take learning and growing seriously. That is why students are provided up-to-date and PA Common Core aligned curricula.

- Reading, Writing, and Spelling make up the ELA (English Language Arts program). Students in grades K4-grade 6 are taught using various ELA curricula that are aligned to the PA Common Core standards
- Math is taught through multiple approaches. We use the Eureka Math Program aligned to the PA Common Core standards
- Students in grades K4-grade 6 are taught using various Social Studies curricula through social studies materials that are aligned to the PA Common Core standards
- Our K4-grade 6 Science Curriculum is aligned to the PA Common Core standards.

More about the PA Common Core Curriculum can be found at <https://www.pdesas.org>

For other information about the Northern Potter Children's School and the Northern Potter School District check out the 2026-2027 Northern Potter Children's School Parent-Student Handbook and the Northern Potter School District website www.northernpottersd.org or the Northern Potter School District's Facebook page!

Northern Potter Children's School Faculty & Staff Contact Information

Parents: Please call the school to schedule an appointment (NPCS Office (814) 848-7563; Fax (814) 850-1208). Teachers cannot accept calls during instructional time. Teachers' email addresses are here for your convenience. Teachers will check emails daily until 3:30 PM.

Staff Member	Grade level/Subject	Staff Emails
Bailey, Wendy	Principal/Special Education Supervisor	wbailey@northernpottersd.org
Baker, Lisa	Grade 6 Teacher	lbaker@northernpottersd.org
Barnes, Krissy	Kindergarten Teacher	kbarnes@northernpottersd.org
Beaver, Rose	Student Support & Family Liaison	rbeaver@northernpottersd.org
Brosky, Jillian	Kindergarten Teacher	jbrosky@northernpottersd.org
Cady, Casey	Grade 5 Teacher	ccady@northernpottersd.org
Cizek, Jessica	School Nurse	jcizek@northernpottersd.org
Coates, Bambi	Paraprofessional	bcoates@northernpottersd.org
Cornell, Stephanie	Paraprofessional	scornell@northernpottersd.org
Cowburn, Cindy	School Counselor	ccowburn@northernpottersd.org
Crawford, Melody	Paraprofessional	mcrawford@northernpottersd.org
Daniels, Nicole	Grade 1 Teacher	ndaniels@northernpottersd.org
Davis, Jared	Grade 5 Teacher	jdavis@northernpottersd.org
Erway, Michele	Paraprofessional	merway@northernpottersd.org
Graves, Theresa	Grade 1 Teacher	tgraves@northernpottersd.org
Hamilton, Wendy	Grade 2 Teacher	whamilton@northernpottersd.org
Hoven, Jocelin	Grade 4 Teacher	jhoven1@northernpottersd.org
Hunt, Veronica	Reading Intervention Teacher	vhunt@northernpottersd.org
Jeffers, Kalie	K4 Teacher	kcowburn@northernpottersd.org
Keck, Hayden	Grade 3 Teacher	hkeck1@northernpottersd.org
Knowles, Jessica	Grade 2 Teacher	jknowles@northernpottersd.org
Kosa, Darla	K4 Teacher	dkosa@northernpottersd.org
Lehman, Brenda	CS Secretary	blehman@northernpottersd.org
Lewis, Angela	Art Teacher	alewis@northernpottersd.org
Louca, Jeannine	Special Education Teacher	jlouca@northernpottersd.org
Lowery, Haley	Grade 3 Teacher	hkeck@northernpottersd.org
Lucas, Adam	PreK-6th PE Teacher	alucas@northernpottersd.org
Main, Lauren	Grade 6 Teacher	lmmain@northernpottersd.org
Newcomer, Kristen	Library/Enrichment/Spanish Teacher	knewcomer@northernpottersd.org
Nichols, Rachel	Paraprofessional	rnichols@northernpottersd.org
Passmore, Darlene	Paraprofessional	dpassmore@northernpottersd.org
Pesock, Miranda	Special Education Teacher	mpesock@northernpottersd.org
Rathbun, Nicole	Speech and Language Teacher	nrathbun@northernpottersd.org
Shaefer, Jessica	K-6 Autism Teacher	jshaefer@iu9.org
Slawson, Jaime	Math Intervention Teacher	jslawson@northernpottersd.org
Soroko, Samantha	Paraprofessional	scline@northernpottersd.org
Stiles, Sasha	Paraprofessional	sstiles@northernpottersd.org
Syzmanik, Lori	Special Education Teacher	lsyzmanik@northernpottersd.org
VanEtten, Erica	Paraprofessional	evanetten@northernpottersd.org
Vought, Don	K4-6 Music Teacher	dvought@northernpottersd.org
Weiss, Tracy	Grade 4 Teacher	tweiss@northernpottersd.org

Northern Potter Children's School-Parent & Family Engagement Policy

Northern Potter Children's School will implement the following statutory requirements:

- Northern Potter Children's School will jointly develop with parents and distribute to parents of participating children, a Parent and Family Engagement Policy that the school and parents of participating children agree on.
- Northern Potter Children's School will notify parents about the Parent and Family Engagement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- Northern Potter Children's School will make the Parent and Family Engagement Policy available to the local community.
- Northern Potter Children's School will periodically update the Parent and Family Engagement Policy to meet the changing needs of parents and the school.
- Northern Potter Children's School will adopt the School-Parent Compact as a component of its Parent and Family Engagement Policy.

Northern Potter Children's School agrees to be governed by the following statutory definition of parental engagement, and will carry out programs, activities and procedures in accordance with this definition:

Parental engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- A. parents play an integral role in assisting their child's learning
- B. parents are encouraged to be actively involved in their child's education at school
- C. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child such as those described in section 1118 of the ESEA

Northern Potter Children's School Parent and Family Engagement Policy components are as follows:

1. Northern Potter Children's School will take the following actions to involve parents in the joint development and joint agreement of its Parent and Family Engagement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
Gather and disseminate to parents for review the following materials: District wide Parent and Family Engagement Policy (appears in this handbook); School's Parent and Family Engagement Policy (stated here); Home-School-Parent Compact-signature of teacher, parent, and student is requested.
These materials will be disseminated to all parents by way of students taking them home as handouts. Parents may also request a copy of this handbook by calling the Northern Potter Children's School at (814)848-7563. Written and oral input from parents will be solicited through Title I parent meetings, parent/teacher conferences, school newsletters, the Northern Potter School District web site, and other regular written communications with parents.
2. Northern Potter Children's School will take the following actions to distribute to parents of participating children and the local community this Parent and Family Engagement Policy:
 - *The School Parent and Family Engagement Policy will be distributed to parents as a handout. It will be sent home with all students.*
 - *The policy will be posted on the school web site.*
 - *Parents of new participating students will receive the policy upon registration.*
3. Northern Potter Children's School will periodically update its Parent and Family Engagement Policy to meet the changing needs of parents and the school through:
 - *Title I meetings-listed below*
 - *Parent Workshops and Parent Teacher Conferences*

○ *Family Fun Nights and Literacy Nights*

4. Northern Potter Children's School will convene an annual meeting to inform parents of the following:
 - *That Northern Potter Children's School participates in Title I-meetings.*
 - *The requirements of Title I and how they can be involved in planning and evaluating the school's Title I program*
 - *Of their rights to be involved as outlined in the district wide Parent and Family Engagement Policy and the school's Parent and Family Engagement Policy*
 - *Meetings will be held at various convenient times to encourage parents to attend. Parents will be notified about meetings through school memos, automated call system, newsletters, and the school web page.*
5. Northern Potter Children's School will provide information about Title I to parents of participating children in a timely manner through flyers, newsletters and the school web page.
6. Northern Potter Children's School will provide parents with a description and explanation of the curriculum at the school, the forms of academic assessment used to measure progress, and the proficiency levels students are expected to meet through:
 - *Annual Title I parent meeting-noted in Northern Potter Children's School Schoolwide Title 1 Power Point.*
 - *Regular parent/teacher conferences*
 - *Title I meetings and Family Nights throughout the year*
7. Northern Potter Children's School will build the schools' and parent's capacity for strong parent and family engagement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following activities described below:
 - *Parent curriculum informational meetings*
 - *Family Nights*
 - *Parent Involvement Resource Center at: www.spac.k12.pa.us- See SPAC resources in this handbook.*
8. The school will incorporate the school-parent compact as a component of its School Parent and Family Engagement Policy:
 - *The school-parent compact will be a part of the Parent and Family Engagement Policy*
 - *As needed, the school-parent compact will be included in school newsletters along with the Parent and Family Engagement Policy*
9. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following:

Through school-sponsored trainings and workshops parents will be given overviews about the:

 - *Pennsylvania's academic content standards*
 - *Pennsylvania's student academic achievement standards*
 - *Pennsylvania's and NPCS academic assessments including alternate assessments*
 - *The requirements of Title I*
 - *How to monitor their child's progress*
 - *How to work with educators*
10. As appropriate, the school will, with the assistance of the district, provide materials and training such as literacy training and using technology to help parents work with their children to improve their children's academic achievement and to foster parental involvement, by:

Holding regular Title I meetings- Fall-October prior to School Board Meeting; Winter, Mid-Year Title 1 Meeting -prior to School Board Meeting in February; Spring-April prior to School Board Meeting

Family Curriculum Nights, and Encouraging parental participation in school activities
11. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Upon identification of parental need for information in another language or in another format, the school will take steps to ensure that the parent request is fulfilled.

Northern Potter Children's School- Title 1
Multi-Tiered System of Supports (MTSS)

Northern Potter School District has one elementary school, the Northern Potter Children's School. The Northern Potter Children's School's MTSS plan or *Multi-Tiered System of Supports* is where students are screened three times a year; fall, winter, spring. The DIBELS Reading and Math Universal Screeners are used in grades kindergarten to sixth to monitor student progress and evaluate our instruction. We presently screen for literacy and math skills in kindergarten through sixth grade. Scores are reviewed and compared to national norms. Some students will receive intervention, extra instructional support to ensure they are making progress. Parents are informed if their child is to receive any extra assistance. Student progress is monitored within the intervention group and they may be dismissed if adequate progress is made or benchmarks are reached.

The Northern Potter Children's School's Title I program is schoolwide. This means that all students and teachers are considered part of the program, whether they receive an extra intervention or not. This makes all students eligible to use and receive materials purchased through the Title I budget. Formerly, only students identified for the program had access to these materials.

A dominant feature of the Title I law is the involvement of parents in their child's education. Since our program is schoolwide, we partner with our Parent Teacher Organization, PTO, to plan, review, and monitor our program. Meetings are held monthly at the Northern Potter Children's School and all parents are encouraged to join and take an active part in their child's education.

Northern Potter Children's School-Benchmark Assessments

Dear Parent/Guardian:

Each year the Northern Potter Children's School administers benchmark assessments to measure academic growth and progress in reading and mathematics. This information is reported starting in the fall, with the first report card and parent/teacher conferences, in the winter, and finally in the spring. Administrators and teachers use this information to assist with differentiated instructional planning for those students demonstrating abilities and skills that are above and below grade level.

The following chart lists the benchmark assessment tools that we use at the Children's School:

BENCHMARK ASSESSMENT TOOLS*		
Grade Span	Reading (ELA) Tool	Mathematics Tool
Kindergarten, Grade 1, and Grade 2	Dibels 8, Star Reading	Spring Math, Star Math
Grades 3-6	Dibels 8, CDT, Star Reading, Firefly	Spring Math, CDT, Firefly, Star Math, Acadience

**Learners in K4(preschool) are assessed using teacher made assessments in reading and math, and results are posted on the child's quarterly report card.*

For learners in **Kindergarten**, early literacy skills are measured by identifying letter names (upper and lower case), letter sounds, matching sounds, rhyming, and through listening comprehension. In mathematics, learners are expected to learn and know the numbers 0-20, be able to do simple addition and subtraction, identify shapes and know their properties, and provide an answer to a simple story problem that their teachers would read to them.

In **first and second grades**, learners are expected to know everything that they learned in kindergarten and beyond; identify words and read them orally, and articulate the meanings of words. Learners must also demonstrate the ability to comprehend things that are read to them, but also sentences and stories they read themselves. In mathematics, learners are expected to master their addition and subtraction facts and learn how multiplication and division facts are related to one another. In addition to math factoring, learners are expected to solve story problems that require one or two steps, Simple fractions and geometric shapes are introduced which learners must identify and state properties associated with each. Learners will read charts and graphs and be able to use information labeled in charts and graphs to solve more complex problems.

Learners in the **upper grades (Grades 3-6)**, must be able to demonstrate the abilities acquired in the younger grades in a more efficient and effective way. In English Language Arts (Reading and Writing), learners will demonstrate the ability to comprehend the written word, apply what they learned through well written responses that are dependent on what they read in the text and how it relates to personal experiences- called, 'text dependent analysis.' In mathematics, all learners are expected to know their basic facts and recall them quickly to use any operation with large units; be able to add and subtract simple-to-more complex fractions and percents; read charts and graphs and apply their mathematical knowledge to solve problems associated with the information presented in the graphs and charts.

Results of your child's reading benchmark assessments will be shared with the first, second, and final report cards. Additionally, parents of learners in grades 3-6 will receive a spring 2026 PSSA Report in the summer/fall of 2026. I am available to answer any questions about the Children's School benchmark assessments. Just call my office at (814) 848-7563 or email me at wbailey@northernpottersd.org.

Thank you!



Wendy J. Bailey

Northern Potter Children's School Principal

Since 2012, Northern Potter Children's School School-wide Title I Committee has sought the input of parents and guardians in regards to school planning and programs. A survey is conducted yearly to assist the committee in future planning.

Northern Potter Children's School 2026-2027

Please circle your response to each of the following items.

1. Grades my child(ren) attend(s) at the Northern Potter Children's School:

K4 K5 1 2 3 4 5 6

2. I feel welcome at NPCCS. I Strongly Agree I Agree I Disagree I Strongly Disagree

Comments: _____

3. I know what the Home and School Involvement Agreement is.

I Strongly Agree I Agree I Disagree I Strongly Disagree

Comments: _____

4. Teachers regularly communicate with me through calls, emails, or notes:

I Strongly Agree I Agree I Disagree I Strongly Disagree

Comments: _____

5. I feel knowledgeable about the behavior expectations for my child(ren) at school:

I Strongly Agree I Agree I Disagree I Strongly Disagree

Comments: _____

6. I read the Home and School Connect flyer that comes home each month:

I Strongly Agree I Agree I Disagree I Strongly Disagree

7. I attended Title I Parent Teacher Conferences **remotely** this year? _____NO _____YES

If Yes, ____by phone ____by ZOOM

8. I know when school board meetings are held and feel welcome to attend? Yes No

9. The school and teachers ask for my input about my child(ren) and how he/she learns best:

I Strongly Agree I Agree I Disagree I Strongly Disagree

Comments: _____

10. I am familiar with the academic standards my child(ren) is expected to meet each year:

I Strongly Agree I Agree I Disagree I Strongly Disagree

Comments: _____

12. I know what state and district tests my child(ren) is required to take:

I Strongly Agree I Agree I Disagree I Strongly Disagree

Comments: _____

13. I have access to the internet at home? Yes No

14. I visit the Northern Potter District website and/or Facebook page: Yes No

15. I would attend Title 1 parent workshops or meetings *if they were held virtually*? Circle only one

_____ - NO, I do not plan on attending parent workshops or meetings

_____ - Yes if held from _____ 8AM-3PM _____ 3PM-5PM _____ 5PM-7PM

16. I prefer teachers to communicate with me through: Please circle only one

Phone calls Text messages Emails Weekly classroom letters Take home folders

Assignment notebooks Other: please specify _____

17. I would attend the following Title 1 Northern Potter opportunities/services: *Please circle all that apply*
During 2020-2021 no public social events were held during the year. If allowed, I would attend the following events:

Open House PTO Meetings Parent-Teacher Conferences Band/Choral Concerts

Family Fun Nights for Literacy, Math, Science, etc. Middle & High School Athletic Events

Middle & High School Band, Theater, and Choral Performances

OTHER _____

18. Would you be interested in serving on the School-wide Title 1 Team in the future? Yes No
If yes, please write your name and contact information.

_____	_____	_____
Name	Phone number	E-mail

18. My suggestions for improving the Northern Potter Children’s School Title I program:

Please return this Title 1 Parent Survey Form to the

Northern Potter Children’s School Office.
745 Northern Potter Road
Ulysses, PA 16948

Thank you for your time!

2025-2026 NPCS School-wide Title 1 Parent Survey Results

Survey "Return Rate" Summary

Grade	K4	K5	1	2	3	4	5	6	Total/Average
Returned	9	17	13	17	12	20	24	15	127 Total/16 Avg
Total	33	45	34	42	31	40	44	26	295 Total/ 37 Avg Class Size
Percent	27%	38%	38%	40%	39%	50%	55%	58%	43% Avg Return Rate

Question #	Strongly Agree	Agree	Disagree	Strongly Disagree
2	75	52	0	0
3	66	61	0	0
4	77	50	0	0
5	55	72	0	0
6	47	75	4	1
7	Yes- 32		no- 95	
	Phone- 32	Zoom- 0		
8	Yes- 70		No- 57	
9	66	66	5	0
10	80	47	0	0
12*	51	71	5	0
13	Yes- 99		No- 28	
14	Yes- 124		No-3	

I attended P-T Conferences remotely this year.

I know when school board meetings are held & feel welcome to attend.

**Form skipped #11 by accident.*

Internet access at home.

15. I would attend Title 1 workshops or meetings (virtually):

Yes- 35		No- 92	
8-3PM	20		
3-5PM	9		
5-7PM	6		

16. I prefer teachers to communicate with me through:

Phone calls	Text messages	Emails	Weekly classroom letters	Take home folders	Assignment books	Other
20	11	8	12	42	10	Class Dojo 24

17. I would attend the following Title 1 Northern Potter opportunities and services (virtually):

Open House	PTO Meetings	P-T Conferences	Band/Choral concerts	Family Fun Nights	MS/HS Athletic events	MS/HS Band, Choral, & Theater Performances	Other
0	0	0	0	0	20	7	<i>in-person requests: 100</i>

18. Would you be interested in serving on the School-wide Title 1 team in the future?

Yes- 7	No- 120
--------	---------



Attention Title I Families and School Districts

Are you aware that the PA Department of Education has a website especially for you?
The website is chock-full of valuable **FREE** information! Hundreds of topics to choose from.

You will find information on

Parent Involvement Resource Center • Technical Assistance Visit Request
Annual Title I Conference • and more at the SPAC website

www.spac.k12.pa.us

**Pennsylvania's Department of Education
State Parent Advisory Council (SPAC)**

We are here to help you help your children with Parent and Family Engagement.



Title I State Parent Advisory Council (SPAC)

Technical Assistance Visit Request

Directions: Please complete the following information to request workshops or services from the Title I State Parent Advisory Council (SPAC). Your request will be acknowledged and all efforts made to meet your timelines; however, please be aware that SPAC members are all volunteers and may not be available if your dates are confirmed and you have no flexibility.

Name of School District: _____

Contact Person/Title: _____

Phone: _____ email: _____

Date needed: _____ (This date is confirmed: ____Yes ____No)

Start Time: _____ End Time: _____

How many times do you want it presented? _____

Region: ____Northeast ____North Central ____North West

____Southeast ____South Central ____South West

Type of Technical Assistance Needed:

*Note: In support of promoting “best practices” and more effective parent involvement, SPAC encourages districts/schools to always consider providing **professional development** to staff and parents **simultaneously**, and to regularly include parents as well as staff in any workshop SPAC offers.

- ☐ **Workshops for Title I Parents:** SPAC parents providing Title I parent focused topics (often appropriate for a Teachers/Staff workshop as well):
Audience: Parents (guardians, grandparents, aunts, uncles, older siblings, extended family members, etc.); and Staff/Administrators (school front office, cafeteria, janitors, teachers, aides, principals, Title I coordinators, all central office staff, etc.)
- Explaining Title I & ESSA school and district parent involvement requirements
 - Helping our children at home and at school
 - How to effectively work with staff and advocate for children
- ☐ **Workshops for Teachers/Staff:** SPAC parents providing teacher and staff focused topics (often appropriate for a Title I Parents workshop as well):
Audience: Staff (school front office, cafeteria, janitors, teachers, aids, etc.); Administrators (principals, Title I coordinators, all central office staff, etc.); and Parents (guardians, grandparents, aunts, uncles, older siblings, extended family members, etc.)
- The importance of parent involvement and ESSA & Title I requirements
 - Developing effective parent involvement programs and policies
 - How to effectively work with parents and help them advocate for their children

- ❑ **Review of Parent Policies, Compacts and Activities:** Half day visit to review your policies, compacts and activities to ensure the district is in compliance with ESSA requirements. Includes school visits and interviews with principals, Title I staff and Title I parents. SPAC will conduct an exit conference to discuss preliminary comments and follow-up with a formal summary within 30 days. (Priority given to districts in School Improvement and Corrective Action.)

Topics for Parent Focused Workshops:

- ❑ **Moving Beyond the Bake Sale: Engaging Families Improves Student Achievement**
This presentation highlights strategies contained in *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships* by Anne Henderson, Karen Mapp, Vivian Johnson and Don Davies; The New Press; 2007.
Please arrange for all participants to receive a copy of the book.
Description: This workshop will show how parents' involvement in their student's academic success is linked to learning. It will also share ways in which parents can advocate for their children as well as highlight the importance of Family-School Partnerships. Introducing a self-assessment tool and aligning with the National PTA Standards for Effective Parent Involvement, the over-all success here is moving parent involvement "Beyond the Bake Sale"!
- ❑ **Title I Parent Involvement Policies: What Every Parent Should Know!**
Description: Title I involves parents at many different levels. This workshop will review highlights of the section of the ESSA & Title I law pertaining to parent involvement and will share with parents the various roles they play in Title I. Topics will include funding for parent involvement activities, strategies for increasing parental involvement and participation, and shared responsibilities between the school and parents to strengthen our children's academic success.
- ❑ **There's No Place Like Home: Celebrating the Importance of Parent Involvement**
Description: This workshop not only provides background information regarding ESSA and Title I law, it also stresses the importance of parents being involved and engaged in their children's education. Further, it celebrates the role of parent involvement and its significance in student achievement.
- ❑ **Helping Our Children Succeed in School**
Description: This presentation provides an explanation of ESSA and Title I law and an overview of ways in which parents can help their children at school and at home. Parts of this presentation include suggestions for parental involvement at middle and high school levels.
- ❑ **From Compliance to Effective Practices: Strengthening Parent Involvement**
Description: This workshop provides an overview of ESSA federal regulations and parent involvement requirements, and will discuss the ESSA accountability system in PA. It also provides participants with a valuable self-assessment rubric that covers all of the major components of required parent involvement.
- ❑ **From Compliance to Effective Practices: Strengthening Parent Involvement Part II**
Description: This additional workshop provides a brief overview of ESSA parent involvement requirements and presents "guiding questions" which can be used to help determine levels of compliance. It also reviews characteristics of effective parent programs and ways that parents can support their child's learning.

Topics for Teachers/Staff Focused Workshops:

☐ **Moving Beyond the Bake Sale: Linking Parent Involvement to Student Success**

This presentation highlights strategies contained in *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships* by Anne Henderson, Karen Mapp, Vivian Johnson and Don Davies; The New Press; 2007.

Please arrange for all participants to receive a copy of the book.

Description: This workshop will provide an in-depth look at Standard 3 of the PTA National Standards for Family-School Partnerships – Supporting Student Success. Participants will determine how closely their school's parent involvement program is linked to student learning and discover ways to increase collaboration, learning time, and student achievement. (Note: This is just one of the six "Standards-based" workshops that are available for the *Beyond the Bake Sale* book.)

☐ **Developing School Parent Involvement Policies**

Description: This workshop will model the process for developing and/or reviewing the school parent involvement policy as required in the Title I law. Discussion will focus on the roles of parents, schools and students in enhancing student achievement. Also included are tips for developing an action plan.

☐ **An Agreement for Success: Title I Parent/School Compacts**

Description: This workshop will model the process for developing and/or reviewing the school/parent compact as required in the Title I law. Discussion will focus on the roles of parents, schools and students in enhancing student achievement. Also included are tips for developing an action plan.

☐ **Leave No Parent Behind: Are you really prepared to include parents in your whole school?**

Description: Presents tips, techniques and strategies to get parents in the door from a parent's perspective. Emphasis will be placed on communication between parents and schools, breaking down barriers to parent involvement and other effective parent involvement strategies.

☐ **Parent Involvement in the Title I Law**

Description: In this session we will discuss requirements of ESSA relating to parent involvement. We will cover school and school district's responsibilities in engaging families according to the Every Student Succeeds Act.

☐ **Policy, Partnership and Performance: Effective Strategies for Increasing Parent Involvement**

Description: This workshop offers the research indicating the value of developing partnerships between families and schools and presents key ideas for achieving a higher degree of parent involvement. It also includes tips and strategies to help develop trusting and respectful relationships with your Title I parents, and to create and maintain effective and engaging parent programs.

Please send the completed request form to Carrie Fusco, Midwestern IU IV, 453 Maple Street, Grove City, PA 16127 or FAX to (724) 458-5083.

Title I Parent Resource Center Order Form

As a Title I Parent, you may request a single copy of one or more (up to 10 titles) of the following booklets from the Resource Center completely free of charge. Please complete this form and check up to ten (10) items you would like shipped to you. Return the form to Midwestern Intermediate Unit IV, 453 Maple Street, Grove City, PA 16127.

Date _____ School District _____

Name of Title I Parent (please print) _____

Parent's Mailing Address (please print) _____

I, _____, verify this request is from a Title I Parent in our school district.
(Signature of Title I Coordinator or Administrator)

Check up to ten (10) titles from the following booklets.

A. CAREER AWARENESS

- ☐ 1. Planning your Career?
- ☐ 2. Starting College

B. PERSONAL DEVELOPMENT

- ☐ 1. Time for Everything
- ☐ 2. Leadership Skills
- ☐ 3. Making Responsible Choices
- ☐ 4. Self-Esteem
- ☐ 5. How to Develop your Decision Making Skills
- ☐ 6. Raising Children of Character: a Parent's Handbook

C. PARENT/SCHOOL INVOLVEMENT

- ☐ 1. Tips for Parent Teacher Conference (bilingual)
- ☐ 2. 11 Tips For Your Child's Online Safety
- ☐ 3. The ABC's of Discipline at Home
- ☐ 4. Getting Involved In Your Child's Education (bilingual)
- ☐ 5. Learning at Home: Tips for Parents During COVID-19

D. MENTAL HEALTH

- ☐ 1. Suicide Among Young People
- ☐ 2. 10 Ways To Help Your Child Beat Depression
- ☐ 3. Anxiety Disorders
- ☐ 4. What's Up with Beating Test Anxiety

E. CHILD SAFETY

- ☐ 1. Bicycle Safety

F. TITLE I

- ☐ 1. Learn about Schoolwide Title I Programs
- ☐ 2. Every Student Succeeds Act
- ☐ 3. Title I - Your Child and You
- ☐ 4. Common Core State Standards - Academic Success

G. HELPING YOUR CHILD LEARN

- ☐ 1. About Your Child's Learning Style
- ☐ 2. You, Your Child, and Math
- ☐ 3. 14 Ways Parents Can Read with Children
- ☐ 4. Help Child w/ Homework Parent Handbook
- ☐ 5. Helping Your Child Manage ADHD:
A Parent's Handbook
- ☐ 6. Helping Children with Learning Disabilities:
A Parent's Handbook
- ☐ 7. What Is This Thing Called Dyslexia?
- ☐ 8. Education Programs IEP

H. FAMILY COMMUNICATIONS

- ☐ 1. Improving Your Communication Skills
- ☐ 2. How To Resolve Conflict
- ☐ 3. About Bullying
- ☐ 4. Boosting Summer Learning
- ☐ 5. Parent and Stress

I. MIDDLE SCHOOL

- ☐ 1. Middle School - Moving On Up

J. SUBSTANCE ABUSE

- ☐ 1. Marijuana, Other Drugs And Driving (bilingual)
- ☐ 2. On Living Drug-Free
- ☐ 3. Vaping: Keeping Tabs on the Hype and Health Risks



Northern Potter School District
School-wide Title 1 Support

Home/School Involvement Compact

SCHOOL

The Northern Potter School District will provide high quality curriculum and instruction in a supportive and effective learning environment that will enable success for every student and:

1. Will treat each child with dignity and respect.
2. Strive to address the individual needs of each student.
3. Acknowledge that parents are vital to the success of this school and its students.
4. Provide a safe, positive and healthy learning environment for each student.
5. Will assure every student access to quality learning experiences appropriate to their development.
6. Will assure that school staff communicates clear expectations for performance to both students and parents.
7. Will assure appropriate participation of parents in the decisions relating to the education of their children.

PARENT

I realize the importance of working cooperatively with the school. I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I join with the Northern Potter Schools by carrying out the following responsibilities to the best of my ability:

1. Create an atmosphere that supports learning by encouraging reading activities, and spending at least 15 minutes each day reading with my child.
2. Send my child to school regularly, on time, well-fed and well-rested.
3. Monitor assignments and encourage homework completion.
4. Review all school communications and respond promptly.
5. Attend school Open House, conferences and workshops.
6. Encourage my child to demonstrate respect for school personnel, his/her classmates and school property.
7. Participate in decisions relating to the education of my child.

STUDENT

I realize that my education is important. I know that I am responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

1. Get to school on time every day.
 2. Develop a positive attitude about school.
 3. Return completed homework on time.
 4. Be a cooperative learner and carry out the teacher's instructions and directions.
 5. Ask for help, when needed.
 6. Be respectful to school personnel, other students and school property.
 7. Participate in appropriate extra-curricular activities.
-

Please review this Home/School Involvement Compact, sign on the appropriate line below, and return to your child's teacher.

This compact is in effect during 2026-2027 school year.

Teacher

signature

date

Parent/Guardian

signature

date

Student

signature

date





Northern Potter School District



CALENDAR FOR 2026-2027 SCHOOL YEAR



www.northernpottersd.org

AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Make-up Days	
Feb. 12	
March 30	
April 9	

Early Release Dates: Children's School release at 12:40 /High School release at 12:45			
Oct. 23 - In-Service	Dec. 22	March 12 - C.S. P/T Conf	May 27
Nov. 12 - P/T Conf.	Jan. 27 - H.S. P/T Conf.	March 12 - In-Service H.S. Staff 1-3 PM	May 28
Nov. 25	Jan. 27 - In-Service C.S. Staff 1-3 PM	March 25	

Act 80	
Aug. 17	Aug. 19
Aug. 18	Oct. 30

Parent/Teacher Conferences	
November 12 - 1:00 - 6:00 PM	March 11 C.S. Only 3:00 - 6:00 PM
January 27 - H.S. Only 1:00 - 6:00 PM	March 12 C.S. Only 1:00 - 3:00 PM

End of Marking Periods	
Oct. 22	March 18
Jan. 11	May 27

		Student Days	Teacher Days
August 17, 18, & 19	Teacher In-Service - August 18th - District Wide Open House 5:00 - 6:30 PM	August 8	11
August 20	Students' First Day of School	September 21	21
September 7	Labor Day - No School	October 20	21
October 12	No School - Columbus Day	November 18	18
October 30	In-Service - No School Students	December 16	16
November 26 & 27	Thanksgiving Break - No School	January 18	18
November 30	Deer Season - No School	February 18	18
December 23 - January 1	Christmas Break - No School	March 20	20
January 11	No School	April 21	21
January 18	Martin Luther King Jr Day - No School	May 20	20
February 12	No School - Make Up Day	June 0	0
February 15	President's Day - No School	Total 180	184
March 26 - 29	Easter Break - No School		
March 30	No School - Make Up Day		
April 9	No School - Make Up Day		
May 28	Graduation Day - Last Day Students and Staff		