

***GREATER JOHNSTOWN
SCHOOL DISTRICT***

**EAST SIDE
SCHOOLWIDE
TITLE I SUPPLEMENT**

2011 – 2012 School Year

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**GREATER JOHNSTOWN SCHOOL DISTRICT
FEDERAL PROGRAMS OFFICE
1091 BROAD STREET
JOHNSTOWN, PA 15906**

**(814) 533-5650 – Barbara Parkins, Superintendent of Schools
(814) 533-5675 – Racquel DeWitt, Fiscal Clerk**

(814) 533-5655 – Fax Number

August 1, 2011

Dear Parent/Guardian,

Your child's school receives Title I funding and is included under the regulations of the "No Child Left Behind Act" (NCLB) that was signed into law by President Bush on January 8, 2002.

NCLB requires:

- Increased accountability for states and school districts.
- Greater choice for parents, especially those in low performing schools.
- Greater flexibility for state and local education agencies in the use of federal funding.

Under NCLB, parents have a right to request professional qualifications of their children's teacher(s) or paraprofessional(s). This letter is to inform you of your right to ask for the following information about your children's classroom teachers or paraprofessionals:

- Whether Pennsylvania has licensed the teacher for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or other provisional status through which Pennsylvania licensing criteria have been waived.
- The teacher's baccalaureate degree major and whether the teacher has any advance degrees, and if so, the subject of the degrees.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to receive specific information about your child's teacher or paraprofessional, please contact your school principal.

The Greater Johnstown School District is fully committed to the success of your child. We appreciate your partnership in our efforts to provide the best education for your child.

Sincerely,

Barbara Parkins, Ed.D.
Superintendent of Schools

Schoolwide Title I Program

Title I, Part A applies to the East Side Elementary, West Side Elementary, and Johnstown Middle School. These schools provide schoolwide Title I services to students who meet the criteria that requires services be provided to students with academic need who are economically disadvantaged. Economically disadvantaged students are identified by federal guidelines based on the free and reduced lunch program. Identifying students with academic needs is done through testing of students. Information regarding Title I can be found on the District's website: www.gjsd.net.

SCHOOL-PARENT COMPACT

The East Side Elementary, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2011/12.

School Responsibilities

The East Side Elementary School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

LANGUAGE ARTS

- The school will instruct all students in the SFA (Success for All) curriculum model. This is a research based, standards based model that groups students homogenously. Phonics is integrated early in meaningful text. Students are assessed quarterly and are regrouped based on scores. Children are supported by group size, cooperative learning (partner and team work) and one-on-one tutoring. These supports build the skills required to succeed in language arts and math. Staff and administration are trained, observed, and evaluated regularly on the implementation level of the model.*

MATH

- Though children follow different routes to success and acquire concepts and skills at different times, the philosophy of Everyday Mathematics, a research-based Grades Pre-K-6 mathematics program, is that all children should be expected to achieve high standards in their mathematics education. Everyday Mathematics is a structured, rigorous, and proven program that helps students learn mathematical reasoning and develop strong math skills. The University of Chicago program developed a mathematics program that would teach students more mathematics concepts. Everyday Mathematics not only teaches basic skills, but also expands beyond traditional drills by including paper-and-pencil exercises, hands-on use of math manipulatives, and skills-based mathematics games. Everyday Mathematics will allow teachers to provide accurate, meaningful, and differentiated instruction to meet the needs of all their students.*

2. **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

Parents will be given a copy of the compact in the parent handbook. Parent/teacher conferences will be scheduled as needed or requested by parent or teacher. Adjustments to the child's instructional placement are made based on need and input from parent and teacher.

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

Parents receive quarterly report cards. Report cards are sent every sixty (60) days for students in Kindergarten and every ninety (90) days for students in K4. The elementary schools will send these reports relating to the child's progress in an understandable and uniform format, including alternate formats upon request, and to the extent practicable, in a language the parents can understand.

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Staff will be available at Open House and at the request of parent, teacher, or family support team. A meeting will be scheduled (in a timely fashion) to accommodate all parties involved. Teachers and parents are strongly encouraged to attend all open houses. Parents can contact teachers 24 hours a day via email.

5. **Provide parents opportunities to volunteer and participate in their child's activities (according to Federal, State, and Board Volunteer Guidelines):**

*Parents are encouraged to volunteer through the following:
PTA Activities (book fairs, meetings, fun and field days, picture day, field trips)*

*Parents are encouraged to participate through the following:
Attending language arts and math workshops
Attending assemblies*

Parents may visit classrooms during workshops or upon request and with supervision from the building administrator.

Parents involved in volunteer efforts and/or field trips are required, by Board Policy, to obtain PA criminal history, child abuse clearances, and Federal Criminal Clearances and be given board approval.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring , encouraging, and enforcing attendance, while also preventing or limiting tardiness.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch and establishing proper bed times and ensuring adequate rest.*
- *Volunteering in my child's school, with appropriate clearances.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time, while balancing homework and school studies.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the Title I Policy Advisory Committee, Response to Instruction and Intervention (RTII) Team, and other school advisory or policy groups.*

8003

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The East Side Elementary School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement plan, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

GREATER JOHNSTOWN SCHOOL DISTRICT PARENT INVOLVEMENT PLAN

2011/2012 SCHOOL YEAR

PART I. GENERAL EXPECTATIONS

The Greater Johnstown School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement plan into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

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

(A) that parents play an integral role in assisting their child's learning;

(B) that 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;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW THE GREATER JOHNSTOWN SCHOOL DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT PLAN COMPONENTS

1. The Greater Johnstown School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

The current plan will be presented to parents annually for their review. Suggestions for change will be discussed at the Parent Advisory Council meeting. The council will take these suggestions into account when writing the plan for the following year.

2. The Greater Johnstown School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Parents will be encouraged to serve on the Parent Committee of each buildings in the district.

3. The Greater Johnstown School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

The PDE School/Family/Community (SFC) Council has developed an action plan for all buildings to follow in order to provide effective parental involvement activities.

4. The Greater Johnstown School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the Head Start and Beginnings programs by opening our programs to any interested parent whose child participates in these programs.

5. The Greater Johnstown School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

A survey will be sent home to all families. The Federal Programs Office will tabulate the results and compile a report, which will be presented to all parents. The Federal Programs Office will use the results to plan parental involvement programs for the following school year.

6. The Greater Johnstown School District will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Title I, Part A,
 - how to monitor their child's progress, and
 - how to work with educators:

Workshops will be developed to present information to parents about Pennsylvania's academic standards, student academic achievement standards, state and local academic assessments, Title I requirements, monitoring children's progress, and how to work with educators.

Many of these topics are also included in the Annual Title I meeting. Schools will follow the Action Plan developed by the PDE SFC Council.

- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by offering workshops on homework assistance and discipline.
- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by scheduling activities for these groups on days when students are not in school, such as in-service and Act 80 Days.
- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Beginnings, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by opening our workshops to parents participating in these various programs.
- E. The school district will 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:

All meetings and workshops are advertised in the parent newsletters, on monthly building calendars, on the district website, and the school district owned radio station.

PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT PLAN COMPONENTS

- We have established a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs in collaboration with East Side and West Side parent groups to provide advice on all matters of Parent Involvement.

PART IV. ADOPTION

This District wide Parental Involvement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the minutes of the Annual Title I meeting of May 6, 2011.

This plan was adopted by the Greater Johnstown School District on June 21, 2011, and will be in effect for the period of one year. The school district will distribute this plan to all parents of participating Title I, Part A children on or before October 1, 2011


(Signature of Authorized Official)

6-21-2011
(Date)

EAST SIDE ELEMENTARY PARENT INVOLVEMENT PLAN

2011/2012 SCHOOL YEAR

PART I. GENERAL EXPECTATIONS

East Side Elementary agrees to implement the following statutory requirements:

- East Side will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, East Side will work within its school to ensure that the required school-level parental involvement plan meets the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- East Side will incorporate this building parental involvement plan into its Schoolwide plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, East Side will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, East Side will submit any parent comments with the plan to the LEA district offices.
- East Side will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- East Side will be governed by the following statutory definition of parental involvement, and expects that its Title I school will carry out programs, activities and procedures in accordance with this definition:

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

(A) that parents play an integral role in assisting their child's learning;

(B) that 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;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW EAST SIDE ELEMENTARY WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT PLAN COMPONENTS

1. East Side Elementary will take the following actions to involve parents in the joint development of its building parental involvement plan under section 1112 of the ESEA:

The current plan will be presented to parents annually for their review. Suggestions for change will be discussed at the Annual Title I meeting. The council will take these suggestions into account when writing the plan for the following year.

2. East Side Elementary will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
3. East Side Elementary will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

The SFA facilitator, assistant principal, and principal will be available for direction, coordination, and support of implementing effective parent involvement activities in conjunction with the PDE School/Family/Community (SFC) Council partnership plan.

4. East Side Elementary will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the Head Start and Beginnings programs by opening our programs to any interested parent whose child participates in these programs.
5. East Side Elementary will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A school. The evaluation will include

identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). East Side will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

A survey will be sent home to all families. The Federal Programs Office will tabulate the results and compile a report, which will be presented to all parents. The PDE SFC Council will use the results to plan parental involvement programs for the following school year.

6. East Side Elementary will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - A. East Side will, with the assistance of its LEA, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Title I, Part A,
 - how to monitor their child's progress, and
 - how to work with educators:

Workshops will be developed to present information to parents about Pennsylvania's academic standards and common core curriculum, student academic achievement standards, state and local academic assessments, Title I requirements, monitoring children's progress, and how to work with educators.

Many of these topics are also included in the Annual Title I meeting. Schools will follow the Action Plan developed by the PDE SFC Council.

- B. East Side will, with the assistance of its LEA, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by offering workshops on homework assistance and discipline.

- C. East Side will, with the assistance of its LEA and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by scheduling activities for these groups on days when students are not in school, such as in-service and Act 80 Days.
- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Beginnings, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents to fully participate in the education of their children, by opening our workshops to parents participating in these various programs.
- E. The school district will 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:

All meetings and workshops are advertised in the parent newsletters, on monthly building calendars, on the district website, and the school district owned radio station.

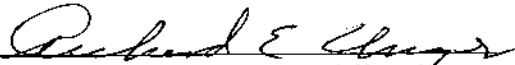
PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT PLAN COMPONENTS

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PART IV. ADOPTION

This East Side Elementary Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the minutes of the Annual Title I meeting of May 6, 2011.

This plan was adopted by East Side Elementary on June 21, 2011, and will be in effect for the period of one year. The East Side Elementary will distribute this plan to all parents of participating Title I, Part A children on or before October 1, 2011.


(Signature of Authorized Official)

6-21-2011
(Date)

GREATER JOHNSTOWN SCHOOL DISTRICT

SECTION: COMMUNITY

TITLE: TITLE I PARENT
INVOLVEMENT

ADOPTED: April 6, 2004

REVISED:

918. TITLE I PARENT INVOLVEMENT	
1. Purpose	The Board recognizes that parent involvement contributes to the achievement of academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents and community.
2. Authority 20 U.S.C. Sec. 6318	<p>In compliance with federal law, the district and parents of students participating in Title I programs shall jointly develop and agree upon a written parent involvement policy. When developing and implementing this policy, the district shall ensure the policy describes how the district will:</p> <ol style="list-style-type: none"> 1. Involve parents in the joint development of the district's overall Title I plan and the process of school review and improvement. 2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. 3. Develop activities that promote the schools' and parents' capacity for strong parent involvement. 4. Coordinate and integrate parental involvement strategies with appropriate programs, as provided by law. 5. Involve parents in an annual evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under Title I. 6. Identify barriers to participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority. 7. Use findings of annual evaluations to design strategies for more effective parent involvement.

<p>20 U.S.C. Sec. 6318</p> <p>3. Delegation of Responsibility</p>	<p>8. Involve parents in the activities of schools served under Title I.</p> <p>The Board shall adopt and distribute the parent involvement policy, which shall be incorporated into the district's Title I plan and shall be evaluated annually, with parent involvement.</p> <p>The Superintendent or designee shall ensure that the district's Title I parent involvement policy, plan and programs comply with the requirements of federal law.</p> <p>The building principal and/or Title I staff shall provide to parents of students participating in Title I programs:</p> <ol style="list-style-type: none"> 1. Explanation of the reasons supporting their child's selection for the program. 2. Set of objectives to be addressed. 3. Description of the services to be provided. <p>The Superintendent or designee shall ensure that information and reports provided to parents are in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.</p>
<p>4. Guidelines 20 U.S.C. Sec. 6318</p>	<p>An annual meeting of parents of participating Title I students shall be held to explain the goals and purposes of the Title I program. Parents shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.</p> <p>In addition to the required annual meeting, additional parent meetings shall be held at various times of the day and evening. At these meetings, parents shall be provided:</p> <ol style="list-style-type: none"> 1. Information about programs provided under Title I. 2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. 3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. 4. Opportunities to submit parent comments about the program to the district level.

Qualifications of Title I Teachers

The district has ensured that all teachers newly hired are highly qualified and that all teachers within the district are highly qualified by the end of the 2006-2007 school year.

Staff qualifications for Title I are as follows:

- All Title I teachers must have a baccalaureate degree; a Pennsylvania teacher's certificate for the grade level(s) to which assigned and demonstrate subject matter competency for the core academic subjects they teach.
- The district will provide timely notification to parent's of students attending any Title I school when the child has been taught for more than four (4) consecutive weeks by a teacher who is not highly qualified. This could occur if a teacher is ill or leaves a position, and a substitute teacher is hired. Every effort will be made to fulfill long-term substitute teaching positions with properly certified teachers.

Qualifications of Title I Paraprofessionals

All Title I paraprofessionals must have a high school diploma or its equivalent and either a minimum of 48 credit hours at an institution of higher education, an associates degree, or evidence of knowledge of and the ability to assist instructing reading, writing, and mathematics demonstrated through a local academic assessment.

Exceptions to paraprofessional requirements:

- one who is proficient in English and another language and who provides services to participating children as a translator
- one whose duties consist solely of conducting parental involvement activities
- one who is a personal assistant to a child with a disability.

Services for Homeless Children

Children and youth who are homeless are automatically eligible for Title I, Part A, services whether or not they attend a Title I school or meet the academic standards required of other children for eligibility. This automatic eligibility acknowledges that the experience of homelessness puts children at significant risk of academic failure, regardless of their previous academic standing.

See the Greater Johnstown School District Board Policy No. 251 on the following pages.

GREATER JOHNSTOWN SCHOOL DISTRICT

SECTION: PUPILS

TITLE: HOMELESS STUDENTS

ADOPTED: April 6, 2004

REVISED:

<p>1. Authority 42 U.S.C. Sec. 11431 et seq SC 1306 Title 22 Sec. 11.18</p> <p>2. Definitions 42 U.S.C. Sec. 11434a</p>	<p style="text-align: center;">251. HOMELESS STUDENTS</p> <p>The Board recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other district students. The Board shall make reasonable efforts to identify homeless children within the district, encourage their enrollment, and eliminate existing barriers to their attendance and education, in compliance with federal and state law and regulations.</p> <p>The Board may waive policies, procedures and administrative regulations that create barriers for enrollment, attendance, transportation and success in school of homeless students, based on the recommendation of the Superintendent.</p> <p>Homeless students are defined as individuals lacking a fixed, regular and nighttime residence, which include the following conditions:</p> <ol style="list-style-type: none"> 1. Sharing the housing of other persons due to loss of housing or economic hardship. 2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations. 3. Living in emergency, transitional or domestic violence shelters. 4. Abandoned in hospitals. 5. Awaiting foster care placement. 6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings. 7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings. 8. Living as migratory children in conditions described in previous examples.
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<p>3. Delegation of Responsibility</p> <p>42 U.S.C. Sec. 11432</p> <p>Pol. 906</p>	<p>9. Living as run-away children.</p> <p>10. Abandoned or forced out of homes by parents or caretakers.</p> <p>11. Living as school age unwed mothers in houses for unwed mothers if they have no other living accommodations.</p> <p>School of origin is defined as the school the student attended when permanently housed or the school in which the student was last enrolled.</p> <p>The Board designates the Superintendent or designee to serve as the district's liaison for homeless students and families.</p> <p>The district's liaison shall coordinate with:</p> <ol style="list-style-type: none"> 1. Local service agencies that provide services to homeless children and youth and families. 2. Other school districts on issues of records transfer and transportation. 3. State and local housing agencies responsible for comprehensive housing affordability strategies. <p>The district's liaison shall provide public notice of the educational rights of homeless students in schools, family shelters, and soup kitchens.</p>
<p>4. Guidelines</p> <p>42 U.S.C. Sec. 11431</p> <p>42 U.S.C. Sec. 11432</p> <p>Pol. 201, 203, 204, 209, 216</p>	<p>Students shall not be discriminated against, segregated nor stigmatized based on their status as homeless.</p> <p><u>Enrollment/Placement</u></p> <p>To the extent feasible, and in accordance with the student's best interest, a homeless student shall continue to be enrolled in his/her school of origin while s/he remains homeless or until the end of the academic year in which s/he obtains permanent housing. Parents/Guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living or other schools. If a student is unaccompanied by a parent/guardian, the district liaison will consider the views of the student in determining where s/he will be enrolled.</p> <p>The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to district policies. However, the district may require a parent/guardian to submit</p>

<p>42 U.S.C. Sec. 11432 SC 1306</p> <p>42 U.S.C. Sec. 11432 SC 1306</p> <p>School Code 1306</p> <p>PA Code Title 22 Sec. 11.18, Sec. 403.1</p> <p>20 U.S.C. Sec. 6301</p>	<p>contact information. The district liaison may contact the previous school for oral confirmation of immunizations, and the school shall request records from the previous district, pursuant to Board policy.</p> <p>If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student's placement.</p> <p>If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parents/guardians shall be provided with a written explanation of the district's decision, their right to appeal and the procedures to use for the appeal.</p> <p><u>Services</u></p> <p>Homeless students shall be provided services comparable to those offered to other district students including, but not limited to, transportation services; school nutrition programs; vocational programs and technical education; preschool programs; programs for students with limited English proficiency; and educational services for which students meet eligibility criteria, such as programs for disadvantaged students, students with disabilities, and gifted and talented students.</p> <p><u>Transportation</u></p> <p>The district shall provide transportation for homeless students to their school of origin or the school they choose to attend within the school district.</p> <p>If the school of origin is outside district boundaries or homeless students live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation.</p>
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<p>42 U.S.C. Sec. 11432 et seq</p> <p>34 CFR Part 99</p> <p>67 Fed. Reg. 10698</p> <p>PA Education for Homeless Children and Youth State Plan</p> <p>Board Policy 201, 203, 204, 209, 216, 810, 906</p>	
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Greater Johnstown School District Complaint Resolution Process for NCLB Programs

Introduction

The No Child Left Behind (NCLB) Act of 2001 (Section 9304, (a), (3), (C)) legislation requires State Educational Agencies (SEAs) and Local Educational Agencies (LEA's) to adopt written procedures for "receiving and resolving any complaint alleging violations of the law in administration of programs." In accordance with this legislative requirement the Greater Johnstown School District will use the following procedure to address complaints.

Definition

A "complaint" is a written, signed statement filed by an individual or an organization. It must include:

- a. A statement that the Greater Johnstown School District has violated a requirement of federal statute or regulations which applies to programs under the No Child Left Behind Act.
- b. The facts on which the statement is based.
- c. Signature of the complainant with the following contact information: name, address, and daytime and evening phone numbers.

Greater Johnstown Complaint Resolution Procedures

- 1) ***Referral***—Complaints against the Greater Johnstown School District will be referred to the Superintendent.

**Superintendent of Schools
Greater Johnstown School District
1091 Broad Street
Johnstown, Pa 15906**

- 2) ***Notice to PDE Regional Coordinator***— The Regional Coordinator will be notified by the superintendent that a complaint has been received and will provide a copy.
- 3) ***Investigation***—After receiving the complaint the Superintendent or designee will gather information and investigate. At the discretion of the investigator, he or she may meet with the complainant in order to clarify the complaint.
- 4) ***Report and Recommended Resolution***—Once the Superintendent or designee has finished any investigation and taking of evidence, he or she will prepare a resolution to the complaint. The resolution will give the name of the party bringing the complaint, the nature of the complaint, a summary statement of the investigation, the recommended resolution, and the reasons for the recommendation. The Superintendent will notify and copy the PDE Regional Coordinator with the district resolution of the complaint.

- 5) **Follow-up**—The Superintendent will insure that the resolution of the complaint is implemented.
- 6) **Time Limit**—The period between the Superintendents receipt of a complaint and its resolution shall not exceed sixty (60) calendar days.
- 7) **Extension of Time Limit**—The Superintendent may extend the 60 day time limit if exceptional circumstances exist with respect to a particular complaint.
- 8) **Right to Appeal**—The complainant may appeal the resolution to the PDE through the districts Regional Coordinator.

Complaint/Appeals to PDE Regional Coordinator

- 1) **Referral**—Complaints against the district or appeals from the districts decisions regarding complaints will be referred to the PDE Regional Coordinator for the district.

Norma J. Hull
Regional Coordinator, IU 08
Division of Federal Programs
Pennsylvania Department of Education
333 Market Street, 7th Floor
Harrisburg, Pa 17126

- 2) **Notice to LEA**—The PDE Regional Coordinator will notify the district's superintendent that a complaint or appeal has been received, will provide a copy, and will direct the district to respond.
- 3) **Investigation**—After receiving the districts response, the PDE Regional Coordinator will determine whether further investigation is necessary. If necessary, the PDE Regional Coordinator may carry out an independent investigation on-site at the district.
- 4) **Opportunity to Present Evidence**—The PDE Regional Coordinator may, in his or her discretion, provide for the complainant, the complainant's representative, or both, and the district to present evidence. Such presentation may include the opportunity for each side to question parties to the dispute and any of their witnesses.
- 5) **Report and Recommended Resolution**—Once the PDE Regional Coordinator has finished any investigation and taking of evidence, he or she will prepare a final report with a recommendation for resolving the complaint or appeal. The final report will give the name of the party bringing the complaint or appeal, the nature of the complaint or appeal, a summary of the investigation, the recommended resolution, and the reasons for the recommendation. The PDE Regional Coordinator will issue the report to all parties to the complaint or appeal. The recommended resolution will become effective upon issuance of the final report.
- 6) **Follow-up**—The PDE Regional Coordinator will insure that the resolution of the complaint or appeal is implemented.
- 7) **Time Limit**—The period between PDE's Regional Coordinator receipt of a complaint or appeal and its resolution shall not exceed sixty (60) calendar days.
- 8) **Extension of Time Limit**—The Chief of the Division of Federal Programs may extend the 60 day time limit if exceptional circumstances exist with respect to a particular complaint or appeal.

9) **Right to Appeal**—Either party may appeal the final resolution to the United States Secretary of Education.

Procedures for Resolving Complaints Against PDE

1) **Referral**—Complaints against PDE will be referred to the Chief of the Division of Federal Programs.

**Chief of the Division of Federal Programs
Division of Federal Programs
Pennsylvania Department of Education
333 Market Street, 7th Floor
Harrisburg, PA 17126-0333**

- 2) **Acknowledgment**—The Division Chief will acknowledge receipt of the complaint in writing.
- 3) **Investigation**—The Division Chief will investigate the complaint.
- 4) **Opportunity to Present Evidence**—The Division Chief may, in his or her discretion, provide for the complainant and/or the complainant's representative to present evidence. Such a presentation may include the opportunity for each side to question parties to the dispute and any of their witnesses.
- 5) **Report and Recommended Resolution**—Once the Division Chief has finished any investigation and taking of evidence, he or she will prepare a final report with a recommendation for resolving the complaint. The final report will give the name of the party bringing the complaint, the nature of the complaint, a summary of the investigation, the recommended resolution, and the reasons for the recommendation. The Division Chief will issue the report to the complainant and the complainant's representative, if any.
- 6) **Appeal to Secretary of Education**—In appropriate cases, the complainant may appeal from the recommended resolution to the Secretary of Education of the Commonwealth. In all other cases, the recommended resolution will become effective upon issuance of the final report.
- 7) **Follow-up**—The Division Chief will insure that the resolution of the complaint is implemented.
- 8) **Time Limit**—The period between PDE's receipt of a complaint and its resolution shall not exceed sixty (60) calendar days.
- 9) **Extension of Time Limit**—The Division Chief may extend the 60 day time limit if exceptional circumstances exist with respect to a particular complaint.
- 10) **Right to Appeal**—Either party may appeal the final resolution to the United States Secretary of Education.

**Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202**

SECTION: COMMUNITY
TITLE: PUBLIC COMPLAINTS
ADOPTED: August 25, 1993
REVISED:

Greater Johnstown School District

906. PUBLIC COMPLAINTS

1. Purpose

Any resident or community group shall have the right to present a request, suggestion or complaint concerning district personnel, the program, or the operations of the district. At the same time, the Board has a duty to protect its staff from unnecessary harassment. It is the intent of this policy to provide a fair and impartial manner for seeking appropriate remedies.

2. Authority

Any misunderstandings between the public and the school district shall be resolved by direct discussions of an informal type among the interested parties. It is only when such informal meetings fail to resolve the differences that more formal procedures will be employed.

3. Delegation of Responsibility

Any requests, suggestions or complaints reaching Board members and the Board shall be referred to the Superintendent for consideration and action. In the event that further action is warranted, based on the initial investigation, such action shall be in accordance with the following procedures.

A. Matters Regarding A Teaching Staff Member

First Level - a matter specifically directed toward a teaching staff member shall be addressed, initially, to the concerned staff member who shall discuss it with the complainant and make every effort to provide a reasoned explanation or take appropriate action within his/her authority.

As appropriate, the staff member shall report the matter, and whatever action may have been taken, to the building principal.

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Second Level - If the matter cannot be satisfactorily resolved at the first level, it shall be discussed by the complainant with the building principal.

Third Level - If a satisfactory solution is not achieved by discussion with the building principal, the principal shall attempt to schedule a conference with the Superintendent. The principal will furnish to the Superintendent a report which will include:

the specific nature of the complaint and a brief statement of the facts giving rise to it;

the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely; and

the action which the complainant wishes taken and the reasons why it is felt that such action be taken.

Fourth Level - Should the matter still not be resolved by the Superintendent, or if it is beyond the Superintendent's authority and requires Board action, the Superintendent shall furnish the Board with a complete report.

The Board, after reviewing all material relating to the case, shall provide the complainant with its written decision or grant a hearing before the Board.

The complainant shall be advised, in writing, of the Board's decision, no more than ten (10) days following the hearing.

B. Matters Regarding An Administrative Staff Member

In the case of a complaint directed toward an administrative staff member, the general procedure specified in Part A, shall be followed. The complaint shall be discussed, initially, with the person toward whom it is directed and if a satisfactory resolution is not achieved at this level, the matter shall be brought, as required, to higher levels in accordance with the organization chart of the school district, terminating with the school Board.



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C. Matters Regarding A Noninstructional Staff Member

In the case of a complaint directed toward a noninstructional staff member, the complaint is to be directed, initially, toward the person's superior, and the matter then brought, as required, to higher levels in accordance with the organization chart of the school district in the manner prescribed in Part A.

D. Matters Regarding a Program, Operation or Instructional Materials

A request, suggestion, or complaint, relating to a matter of district or school policy, procedure, program, operation or instructional materials, should be addressed, initially, to the building principal or the head of the nonprofessional department who is most directly concerned; and then brought, in turn, to higher levels of authority in the manner prescribed in Part A.

E. Matters Regarding Pupil Progress and Well-Being

In the case of a complaint directed toward this area, the general procedures specified in Part A shall be followed.

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