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**Program Year is currently [2011 - 2012]****New Brighton Area SD****Consolidated LEA Plan Menu**

In order for an LEA to receive funds under Title I, Title II (Part A), Title II (Part D) and/or Title V, they must first submit to the Pennsylvania Department of Education, Division of Federal Programs, a plan outlining the programs they will offer with these funds.

The questions in the following sections meet the requirements of No Child Left Behind Act for LEA Applications.

LEAs must complete each section of the LEA Plan in order for the application to be approved and funding released.

Directions are provided for each section. Additional guidance may be found on the help screens for each page.

NEEDS ASSESSMENT (Section Incomplete)

**PROGRAM DESCRIPTION**

Types of Programs Offered(Section Incomplete)

Program Descriptions(Section Incomplete)

Title I Program Summary(Section Incomplete)

EVALUATION/ASSESSMENT (Section Incomplete)

TARGETED AUDIENCES (Section Incomplete)

HIGHLY QUALIFIED STAFF (Section Incomplete)

PROFESSIONAL DEVELOPMENT (Section Incomplete)

**PARENT INVOLVEMENT**

Title I Parent Involvement (Section Incomplete)

Title III Parent Involvement (Section Incomplete)

COLLABORATION (Section Incomplete)

ASSURANCES (Section Incomplete)

**You cannot submit the Consolidated LEA Plan until every section is marked complete.**

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**Program Year is currently [2011 - 2012]****New Brighton Area SD****Needs Assessment**

Title II requires that LEAs conduct an assessment of local needs focusing on the following areas:

- Professional Development
- Hiring

The needs assessment must focus on areas identified by school staff. It must be conducted with the involvement of teachers, including Title I teachers, and must take into account the activities that need to be conducted in order to give teachers the means, including subject area knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunities to meet challenging State and local standards.

**ASSURANCE:**

No This LEA has conducted a local needs assessment which meets the requirements listed above. The needs assessment is kept on file in the district and will be made available for review by monitors, if requested.

**RESULTS OF NEEDS ASSESSMENT:****Teacher Needs:**

- Professional Development
- Curriculum Development
- Instructional Resources
- Communication with Home

**Student Needs:**

- Reduce Class Size
- Supplemental Instructional Time

- Access to Technology
- Instructional Resources
- Communication with Home
- Achievement of Standards

**COLLABORATION WITH LEA STAFF AND OTHERS**

Indicate how teachers, paraprofessionals, principals and parents have collaborated in the planning of activities and the preparation of this application.

	Teachers	Paraprofessionals	Principals	Parents
Meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PTO/PTA/Parent Councils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Citizen Advisory Councils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-profit Organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher Education Institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Researchers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Federal Programs  
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**Program Year is currently [2011 - 2012]**

**New Brighton Area SD**

**Program Description**

**Types of Programs Offered**

Place a checkmark in each column if you are using that federal funding source to support any of the programs/activities listed on the left. If an area is "grayed out", you may not use funds from that program to support the activity/program . If you are not applying for funds under a particular funding source, please mark that sections with an "NA".

Use of Funds:	Title I	Title ID (Delinquent)	Title I (Academic Achievement)	Title IIA	Title IID	Title III
Supplemental Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-Class Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pull Out Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Day Programs (before/after school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Year Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental Education Services (SES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Year (through SES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-K Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summer Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials/Supplies - Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials/Supplies - Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation (relating to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Choice)						
Dropout Prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retaining Highly Qualified Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruiting New Highly Qualified Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reducing Class Size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Technology - hardware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintenance Agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation (State)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distance Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Licensing Agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bilingual Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual Language Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two way Immersion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitional Bilingual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heritage Language Preservation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sheltered Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structured English Immersion Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Programs/Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Federal Programs  
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Program Year is currently [2011 - 2012]

New Brighton Area SD

### Program Description

#### Program Descriptions

##### Title I - Academic Achievement

Describe how Title I AA funds are used.

##### Title I - Neglected

Describe how the Title I Neglected funds are used in the neglected institutions where your LEA provides Title I services.

##### Title I - Delinquent

Describe how the Title I Delinquent funds are used in the delinquent institutions where your LEA provides Title I services.

##### Title IIA

Describe how the Title IIA funds are used in a supplemental manner in your district.

**Title II, Part A requires that the LEA target funds to schools that have the lowest proportion of highly qualified teachers, the largest average class size or are identified for school improvement. Indicate how your LEA will target Title II, Part A funds:**

- Lowest Proportion of Highly Qualified Teachers
- Largest Average Class Size
- School Improvement Schools
- Highest Area of Need Based on Needs Assessment

##### Title IID

Describe how the Title IID funds are used in your district.

**Title III**

Describe your core ESL program.

Describe the Title III program and how it supplements and not supplants the core ESL program.

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**Federal Programs  
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New Brighton Area SD

**Program Description**

**Title I Program Summary**

- Targeted Assistance
- Schoolwide
- Both

**TARGETED ASSISTANCE PROGRAMS**

**Content Area:**

- Reading
- Math
- Both
- Other

Please describe:

Number of eligible buildings receiving Title I services:

Position	Total # of FTEs
Supplemental Teachers	
Paraprofessionals	
Home/School Liason	
Parent Coordinator	
Guidance Counselors	
Clerical Support	
State/Federal Liaison	
Translator	
Other:	
Describe Other:	

Estimated # of minutes/week for supplemental Title I instruction:

Other than the staff indicated above, how are the remaining Title I funds used in your targeted programs?

**SCHOOLWIDE PROGRAMS**

**Title I**

Describe how Title I funds are used to support the overall achievement of the eligible Title I buildings (Note: all activities listed here should be incorporated into your approve Title I Schoolwide Plan).



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### Evaluation/Assessment

Describe the high-quality student academic assessments that the LEA will use

- to determine the success of children served under Title I in meeting State standards; and
- to provide information to teachers, parents and students on the progress being made toward meeting the State student academic standards;
- to assist in diagnosis, teaching and learning in the classroom in ways that best enable low-achieving children served under Title I to meet State academic standards and do well in the local curriculum;
- to identify effectively students who may be at risk for reading failure or who are having difficulty reading;
- other indicators the LEA will use.

- Check here if ALL buildings served by Title I are schoolwide projects  
(If there are no targeted assisted buildings being served, proceed to next question.)

Following is a list of the most commonly used summative, formative and diagnostic assessments used by school districts to identify students for Title I services, as well as track their progress in the Title I program. Note that this is not an exhaustive list. Please check all assessments that your district and schools currently use to identify students and track their progress in Title I.

Check all that apply:

- PSSA
- 4Sight
- DIBELS
- Study Island
- Reading Series Benchmark Assessment
- Math Series Benchmark Assessment
- Developmental Reading Assessment (DRA)
- AIMSweb
- Terra Nova
- GMADE
- SAT 9/10
- Competency Checklist
- GRADE
- Scantron-Performance Series
- MAP- Measures of Academic Progress
- Other

Please describe:

- Other

Please describe:

Describe the indicators the LEA will use to identify students who may be at-risk for reading failure or who are having difficulty reading. (Please limit your answer to 3,000 characters including spaces):

#### Other Measures Used to Identify Title I Students in TA Programs

Multiple measures must be used to identify students eligible for Title I in a targeted assisted program. Please indicate which of the following options will be used, in addition to the assessments identified above, to identify students eligible for Title I.

#### **Pre K -- Grade 2 Targeted Programs:**

- Teacher Recommendation
- Parent Recommendation
- Developmentally Appropriate Assessments

#### **Grade 3 -- 12 Targeted Programs:**

- Attendance/Suspensions
- Retention
- Report Card Grades
- Anecdotal Records
- Teacher Recommendations

#### **Title III**

Describe how the LEA will hold its schools accountable for meeting the annual measurable achievement objectives; making adequate yearly progress for Limited English Proficient (LEP) children; and measuring annually the English proficiency of all LEP children. (Please limit your answer to 3,000 characters including spaces):

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**Program Description - TARGETED AUDIENCES**

Please indicate the grade levels served (by program) and other appropriate audiences which will be targeted for services provided under each program.

Grade Level/Audience	Title I	Title I (D)	Title I (AA)	Title II (A)	Title II (D)	Title III
Pre K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nongraded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL/ESOL/LEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**New Brighton Area SD**

### **Highly Qualified Staff**

\*\*The deadline for teachers and paraprofessionals to be highly qualified was the end of the 2006-07 school year. No new guidance has been provided by the United States Department of Education regarding next steps. Please report current data on the progress your LEA has made in meeting the teacher and paraprofessional requirements.

#### HIGHLY QUALIFIED TEACHER INFORMATION

1.) Have 100% of your core academic teachers met the Highly Qualified Teacher requirements as of the end of the 2010-11 school year (if the answer is yes, skip questions 2, 3, and 4):

No

*Note that if less than 100% of the core academic staff in your district is highly qualified, you will be required to set aside 5% of your Title I budget to get those non-highly qualified core teachers up to the highly qualified status. If 5% of your Title I allocation is too much, you may request a bypass of the set-aside from your regional coordinator.*

2.) If No, provide a clear and detailed explanation as to why the district did not meet the HQT. Please limit your answer to 3,000 characters including spaces:



3) Identify subgroups of teachers particularly challenged to meet the HQT requirements. (Check all that apply):

- Special Education certified teacher
- ESL certified teacher
- ALT ED certified teacher
- English
- Reading
- Language Arts
- Math
- Sciences

- Foreign Languages
- Music
- Art
- Social Studies (History, Economics, Geography, Civics and Government)
- Other:

4.) Identify specific actions that have been or are being taken by the district to meet the HQT requirements (check all that apply):

Require Non-Highly Qualified Teachers to demonstrate subject matter competency by:

- Completing subject area Praxis Exam
- Completing HOUSSE Program
- Completing graduate program of study in the applicable content area
- Bridge Certification
- NBPTS Content Area Certification

Other Methods to Meet Highly Qualified Requirements:

- Reassignment to appropriate teaching assignment
- Eliminate Emergency Permit 01 positions from district
- Other:

Highly Qualified Teachers Assurances:

- The principal of each building will provide an attestation of compliance with the requirements for highly qualified teachers and paraprofessionals. [Link to Verification of Compliance](#)

Paraprofessional Qualifications:

Please provide the following information regarding the qualifications of paraprofessionals teaching in programs supported by Title I funds.

- 1. Total number of paraprofessionals, excluding exemptions, teaching in programs supported by Title I funds (include full and part time): 0
- 2. Of the number of paraprofessionals reported above, the number meeting the definition of "highly qualified" 0

EXEMPTIONS:

- 1. Number of paraprofessionals working in programs supported by Title I funds as a translator for ESL/ESOL/LEP: 0
- 2. Number of paraprofessionals paid for with by Title I funds whose duties consist solely of conducting parent involvement activities: 0

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**Professional Development**

	Title I	Title ID	Academic Achievement	Title IIA	Title IID	Title III
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paraprofessionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading/Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL/ESOL/LEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies/History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign Languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collegiate Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent Study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multi-Intelligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data Interpretation	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
ESL/ESOL/LEP	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Curriculum Alignment	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Researched-Based Effective Practices	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Technology Integration	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Technology Use	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Please provide a brief description of the activities listed above - Please limit your answer to 3,000 characters including spaces:

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**New Brighton Area SD**

**Parent Involvement**

Section 1118 of Title I requires LEAs to provide opportunities for parents to be partners and decision-makers in various aspects of the Title I program. USDE's Non-Regulatory Guidance for Parent Involvement can be found here, as well as a copy of the Section 1118 from NCLB: <http://www.spac.k12.pa.us/tollkitspolicies.htm>

In this section of the LEA Plan, you will be outlining the parent involvement plan for your LEA. Documentation of your efforts in meeting all requirements and compliance should be kept on file for review by monitors during monitoring visits.

Indicate which types of parent involvement activities the LEA/schools will conduct with Title I funds for the current program year:

Activity	School Level	LEA Level
Parent Training (to train other parents)	<input type="checkbox"/>	<input type="checkbox"/>
Parent Workshops	<input type="checkbox"/>	<input type="checkbox"/>
Open Houses	<input type="checkbox"/>	<input type="checkbox"/>
Title I Meetings	<input type="checkbox"/>	<input type="checkbox"/>
Parent Conferences	<input type="checkbox"/>	<input type="checkbox"/>
Home/School Communications	<input type="checkbox"/>	<input type="checkbox"/>
Parent-Requested Activities, if appropriate	<input type="checkbox"/>	<input type="checkbox"/>
Participation in Staff Development	<input type="checkbox"/>	<input type="checkbox"/>
Parent Transportation	<input type="checkbox"/>	<input type="checkbox"/>
Parent Advisory Council	<input type="checkbox"/>	<input type="checkbox"/>

Requirement (Section 1118 of NCLB and others)	Level of Accountability	Timeframe for Review/Update with input from Title I parents	Target Completion Date (includes posting on website, dissemination of information to parents, etc.)
School-Level Policy (Plans)	Each Title I School		
LEA Parent			

Involvement Policy	LEA		
Parent/School Compacts (one per building)	Each Title I School		
Professional Development for staff on working with Title I parents	LEA		
Annual Title I Parent Meeting	LEA/School	NA	
Parent Input on Current Title I Application for Funds	LEA		
Parent Right to Know - Qualification of Teachers	LEA	NA	
Parent Right to Know - Non HQ Staff	Title I Schools (as needed)	NA	
Translating Title I Materials	LEA (as needed)	NA	

**PARENT INVOLVEMENT SET ASIDE** (Note that although a district does not need to set aside 1% of their Title I allocation for parent activities if they receive less than \$500,000 for Title I, the same requirements and compliance items must be implemented in order for a district to receive their Title I funds.)

Does the district receive more than \$500,000 in Title I? **YES**

Title I Entitlement:	\$551,956
1% Set Aside For Parent Involvement:	\$5,520
Amount Allocated To Title I Schools (95% of set aside):	\$5,244
Amount used for nonpublic parent involvement and district-wide parent initiatives (no more than 5% of set aside)	

Describe how 95% of the amount listed above will be allocated to Title I schools? (if LEA receives less than \$500,000 in Title I, then NA)

**SCHOOL AND DISTRICT LEVEL PARENT POLICIES**

**School Level Decision Making** (for additional information, click here:  
<http://www.spac.k12.pa.us/toolkitspolicies.htm>)

1. ) Describe the process for ensuring the parents of Title I children have the opportunity to have input in the school level policy and for the decisions for how Title I parent involvement funds are spent in their schools (if the school has a set-aside for parent involvement).

2. ) What activities or services will be held during the school year to meet the needs of Title I parents.

**District (LEA) Level Decision Making** (for additional information, click here:  
<http://www.spac.k12.pa.us/toolkitspolicies.htm>)

Describe the process for ensuring the parents of Title I children have the opportunity to have input in the district level parent policy as well as the opportunity to participate in policy-level decision making opportunities (such as participation in a schoolwide planning committee, on school improvement teams, etc.) at the district level. (Note that things listed here should also be part of the district level parent policy).

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Parent Involvement Title III

The LEA must implement an effective means of outreach to parents to inform them how they can be involved in the education of their children and be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the challenging State and student academic achievement standards. Outreach activities must also include regular meetings for parents and notices of such meetings so that parents have the opportunity to provide suggestions and recommendations regarding their child's education.

The LEA will provide the following activities for parental outreach:

- Collaboration with Community Based Organizations
- Family Literacy Services
- Home/School Communications
- In-Home Conferences
- Model Parent Involvement Programs
- Open House
- Parent Conferences
- Parent Training
- Parent Workshops
- Title III Meetings
- Other

Please provide a brief description of the strategy the LEA will use to implement effective parent outreach and community participation based on the activities checked above. (Please limit your answer to 3,000 characters including spaces.)

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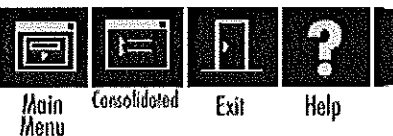
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**Collaboration/Coordination**

All programs under the No Child Left Behind require that activities be coordinated with outside organizations. Please indicate below which outside organizations exist within your LEA. (If agency does not exist within LEA or does not provide services to children attending the LEA, mark "NA".)

	<b>Title I</b>	<b>Title ID</b>	<b>Academic Achievement</b>	<b>Title IIA</b>	<b>Title IID</b>	<b>Title III</b>
<b>PROGRAMS</b>						
Head Start	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Even Start	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Preschool Programs	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Vocational Programs	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
School To Work Programs	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Local Early Childhood Programs	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
<b>SERVICES</b>						
LEP Students	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Homeless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with Disabilities	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Indicate the types of activities that will be conducted with the above agencies to ensure coordination is taking place:

- Developing and implementing a systemic procedure for receiving records regarding children served, transferred with parental consent from early childhood development programs.
- Establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start or other entities carrying out early childhood development programs.
- Conduct meetings, involving parents, kindergarten or elementary school teachers, and Head Start teachers, or if appropriate, teachers from other early childhood development

- programs, to discuss the development and other needs of individual children.
- Organize and participate in joint transition-related training of school staff, Head Start program staff, and other early childhood development program staff.
- Linking the educational services provided by the LEA with services provided by local Head Start agencies and entities carrying out Early Reading First programs.

#### PLAN FOR PROVIDING HOMELESS SERVICES TO TITLE I STUDENTS

**NCLB requires that LEAs receiving Title I must include in its application a description of how Title I is coordinated with the McKinney-Vento Homeless Assistance Act. All homeless students are eligible for Title I services, regardless if they attend a Title I school or a non-Title I school.**

**Funds must also be set aside from the Title I allocation to:**

- provide Title I services to homeless students in non-Title I schools; and/or
- provide additional support services to homeless children in both Title I and non-Title I schools.

1. How are homeless students (as defined by NCLB) identified in your school district?

2. How is the information about new or existing homeless students communicated to the Title I Coordinator?

3. Did the LEA set aside Title I funds to provide services to homeless students?

No

If no, please explain what funding will be used to provide services to homeless students:

**What types of services are provided to homeless students from Title I funds: (check boxes)**

- Supplemental Instruction for homeless students in non Title I buildings (i.e., tutoring after school programs, summer programs, etc.)
- Supplemental Instruction for homeless students in shelters and other locations where they may live. (i.e., tutoring after school programs, summer programs, etc.)
- Clothing required by the LEA such as uniforms or articles of clothing to meet a school's dress code (in the absence of other funds).
- School supplies required by the school/district (in the absence of other funds).

- Medical and Dental expenses (in the absence of other funds)
- Parent Involvement focusing on the parents of the homeless students.
- Emergency food while the student is in school, including breakfast, lunch and snacks (in the absence of other funds).
- Fees associated with obtaining birth certificates
- Fees associated with obtaining immunizations
- Costs of GED for homeless students
- Activities other than direct instruction, provided that the activity promotes student achievement (i.e., transportation to an after-school program or transportation to the school of origin after the child becomes housed).
- Cost of cap and gown to wear at graduation (only if wearing a cap and gown at graduation is required).

**Notes: Prohibited uses of Title I funds for homeless include rental assistance, clothing assistance for child or parents, and cost of prom dresses, sports physicals or yearbooks. Costs to transport the homeless student to/from school while they are homeless cannot be paid from Title I (supplanting). After the child becomes housed, Title I may provide transportation costs, if necessary, to ensure the child remains in their school of origin until the end of the school year.**

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### Assurances

The following assurances are requirements that must be met by virtue of your LEA accepting federal grant funds. Please review carefully as each evidence and documentation of meeting each assurance will be required during monitoring visits.

#### Title II

- LEA assures that Title II, Part A requires that activities be based on a review of scientifically based research and are expected to improve student achievement. The LEA must maintain documentation of the process used to review the research.
- LEA assures Title II, Part A requires that activities be used as a part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students.

#### Equity Plan

- LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. Section 1112(c)(1)(L)

#### Title I Parent Involvement

- LEA Parent Involvement Policy – The LEA has developed jointly with, agree on with, and distributes to, parents of Title I children, a written parent involvement policy (see help for specific plan requirements).
- School Parent Involvement Policy – Each school served with Title I funds shall jointly develop with, and distribute to, parents of Title I children a written parental involvement policy which meets the requirements of Section 1118.
- Policy Involvement – Each school served under Title I shall:
  - Convene an annual meeting for Title I parents to inform parents of their participation in Title I, the Title I parent involvement requirements and their rights to be involved;
  - Offer a flexible number of meetings;
  - Involve parents in an organized, ongoing and timely way, in the planning, review and improvement of programs under Title I.
  - Provide Title I parents timely information about Title I programs; a description of the curriculum in use at the school, the forms of assessments used to measure

student progress and the proficiency levels students are expected to meet; and, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible; and

- If the schoolwide program plan (if applicable) is not satisfactory to the parents of Title I children, submit any parent comments on the plan when the school makes the plan available to the LEA.
- Shared Responsibility for High Student Academic Achievement – Each school served under Title I shall jointly develop with parents of all Title I students a school-parent compact that outlines how parents, the entire school staff, and 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 to help children achieve the State’s academic standards.
- Building Capacity for Involvement – Each school and the LEA shall conduct the following activities to ensure the effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement:
- Provide assistance to Title I parents, as appropriate, in understanding such topics as the State’s academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child’s progress and work with educators to improve the achievement of their children;
  - Provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
  - Educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
  - To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, 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;
  - Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
- Each school and the LEA may also conduct the following activities, as appropriate, to ensure the effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement:
- Involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training;
  - Provide necessary literacy training from Title I if the LEA has exhausted all other reasonably available sources of funding for such training;
  - Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child-care costs, to enable parents to

- participate in school-related meetings and training sessions;
- Train parents to enhance the involvement of other parents;
- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with Title I children, with parents who are unable to attend such conferences at school;
- Adopt and implement model approaches to improving parent involvement;
- Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I;
- Develop appropriate roles for community-based organizations and businesses in parent involvement activities;
- Provide such other reasonable support for parental involvement activities under Title I as parents may request.

### **Evaluation/Assessment**

- LEA will continue with building level local performance assessments because of its importance in driving instruction.
- Any data collected from the local performance assessments will be considered as a local indicator for AYP when applicable.

### **Technology**

#### **Children's Information Protection Act (CIPA) Certification:**

The LEA may not use funds to purchase computers to access the Internet, or to pay for the direct costs associated with accessing the Internet, unless school, school board, local educational agency, or other authority with responsibility has ensured that the LEA is in compliance with the Children's Information Protection Act of 2000 (P.L. 105-554).

The EA certifies that (check one of the following):

- Every "applicable school" has complied with the CIPA requirements in subpart 4 of Part D of Title II of the NCLB Act.
- Not all "applicable schools" have yet complied with the requirements in subpart 4 of Part D of Title II of the NCLB Act, but will do so by the second year of funding.
- The CIPA requirements do not apply because no funds under the program are being used to purchase computers to access the Internet or to pay for direct costs associated with accessing the Internet.

#### **Title II, Part D - Uses of Funds Assurance**

- LEA assures that all activities and services provided under Title II, Part D are in accordance with the State Approved Technology Plan on file with the PA Department of Education.

### **Title III**

- The LEA will annually assess the English proficiency of all LEP children

By accepting Title III funds, the LEA assures that:

- Parents will be notified of the identification for or participation in the program within 30 days of the start of school or within two weeks for students identified after the start of school. The LEA will include in the letter of notification the element
- Parents will be notified of the LEA's failure to meet the annual measurable achievement objectives no later than 30 days after the failure occurs.
- LEA assures that programs provided with Title III grant funds are aligned with state standards.

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