

Section 900  
Government Funding

The Director of Government Programs advocates for federal and state programs and services to which students of the Archdiocese of Philadelphia are rightly entitled.

### **Guiding Principles**

Federal and state programs operate under the two guiding principles of 1) child benefit theory and 2) public trusteeship. The child benefit theory proposes that government funds are directly targeted to benefit the child. Public trusteeship commits the funds to a public agency, such as the local public school district or the intermediate unit, for management purposes.

### **Consultation Process**

The local educational agency (public school district) or the intermediate unit is expected to conduct an annual needs assessment and evaluation assessment. Consultation between public and non-public educational leaders should occur in a meaningful and timely fashion prior to the implementation of programs and services. The consultation meetings are held throughout the year and it is imperative that principals attend.

The administrator is the educational leader responsible for four functions in relation to Government-funded programs. In this role the administrator is the:

- assessor of students' needs;
- decision-maker for programs and services;
- supervisor of support personnel;
- evaluator of students' progress.

As the assessor of students' needs, the administrator consults with teachers and others regarding the academic and behavioral needs of students. No student may be scheduled for services without the knowledge and consent of the administrator. In cases where students must be served in priority order, the administrator is the determiner of the priority listing.

As the decision-maker for programs and services, the administrator is responsible for consulting with the Archdiocesan Director or the intermediate unit to determine which services and programs, if any, will be available in the school.

As supervisor of support personnel, the administrator is responsible for the educational program of each student in the school. The administrator should meet with the service provider on a regular basis to determine student progress. The administrator should visit the classrooms or conference rooms of government-funded personnel to observe the services and programs in action.

Continuous consultation with the service provider in a school will ensure quality education experiences for students. The ultimate responsibility for the success of Government-funded programs rests squarely with the educational leader of the school, the administrator.

***Every Student Succeeds Act of 2015  
Reauthorization of No Child Left Behind***

**Title I**

**Improving Academic Achievement of the Disadvantaged**

Title I is, by far, the single most heavily funded federal program. The main goal of Title I is to provide assistance to educationally disadvantaged students in public, private, and religious schools in order that they may succeed in school and meet challenging content and performance standards. Identifying low-income families generates funds.

Funding

Funding for Title I is derived from the number of non-public low-income students within a public school district's attendance area. The administrator must report yearly to the local public school district the number of students who qualify as low-income students. Various means used to identify low-income students include 1) a family survey, and 2) data based upon eligibility for free and reduced lunches through the National School Lunch Program. This data allows the local public school district to generate funding to serve educationally eligible Title I students.

Eligibility

Services to assist educationally eligible Title I students are based upon the needs of the students. The administrator is surveyed each year to determine students' needs. Title I seeks to remediate these needs to the extent possible given the eligible funding available to the school for services.

Location of Services

The Supreme Court decision *Agostini v. Felton* in 1997 clarified that the Establishment Clause of the First Amendment to the United States Constitution does not prohibit services in Title I space located in the non-public school. The room provided within the school building for Title I services must be available to Title I personnel regularly, sufficient to house the students, Title I personnel, and necessary furniture and supplies comfortably, and free of Religious symbols. The Title I program remains a pull-out program where eligible students meet with the Title I personnel outside the regular classroom. It is not a push-in program so Title I personnel may not work with the regular classroom teacher in the classroom.

## **Title II**

### Preparing, Training and Recruiting High Quality Teachers and Principals

Title II supports local, state, and federal efforts for high quality, sustained, intensive and classroom-focused professional development in core academic subjects and classroom management skills. Professional development helps students meet challenging state content and student performance standards, achieve current National Educational Goals, and improve teaching and learning in all the core academic subjects. In-service opportunities are made available through the intermediate units in the use of these funds.

## **Title III**

### Language Instruction for Limited-English Proficient and Immigrant Students

When a public school district receives a competitive grant through Title III, students attending non-public schools located in that district can receive benefits from this grant. Benefits can include bilingual instruction, parent programs, and professional development.

***Individuals with Disabilities Education Act 2004 (IDEA)***

The Individuals with Disabilities Education Act (IDEA) requires that every state have in effect policies and procedures to ensure that all children with disabilities residing in the state are identified, located, and evaluated, including those who attend private schools, who are in need of special education and related services, regardless of the severity of their disability.

***Telecommunications Act - E-Rate***

Non-public schools are eligible to apply for discounts for connectivity expenses to be linked to telecommunications, including the Internet. Discounts vary depending on the level of poverty at the non-public school. Discounts are funded through the Universal Service Fund. The Schools and Libraries Division of the Federal Communications Commission administers the E-Rate program.

### *ACT 89*

Act 89 offers a comprehensive program of auxiliary services to eligible students in Grades K-12. Services include remedial reading and math education, counseling and guidance services, psychological evaluations, speech and hearing therapy, vision therapy, mobility training, and homebound instruction.

#### Funding

Funding for Act 89 services is provided by a yearly per-pupil allotment from the Pennsylvania Department of Education. This funding is provided to the LEA or local intermediate unit who is the provider of services. These services are delegated to third-party providers, as is the case in Philadelphia and the Counties.

#### Eligibility

Services to assist eligible students are based upon the needs of the students. The Administrator is surveyed each year to determine students' needs. Act 89 seeks to remediate these needs to the extent possible given the eligible funding available to the school for services.

#### Location of Services

Recent court decisions permit the provision of Act 89 services within the school building or in a trailer on the grounds of the school building in cases where there is no room within the school building. The room provided within the school building for Act 89 services must be available to Act 89 personnel regularly, sufficient to house the students, equipped with necessary furniture and supplies, and free of religious symbols. The Act 89 program remains a pullout program where eligible students meet with the Act 89 personnel outside the regular classroom. It is not a push-in program.

***ACTS 195/90***

Acts 195/90 provide students with textbooks, instructional materials and equipment designed for student use. Funding is provided by a yearly per pupil allotment from the Pennsylvania Department of Education (PDE). Each year the administrator must complete the Private and Non-public School Enrollment Report (PNPE) and submit it to the Office of Catholic Education. The Office of Catholic Education forwards this report to the Pennsylvania Department of Education (PDE). The form provides PDE with an annual census of students in each school. The form is due October 1.

Acts 195/90 funding may only be used for student-use resources. Administrative or teacher use resources are not eligible under these acts.

Each school must maintain a Certificate of Individual Request for Loan of Textbooks and Instructional Materials for each family whose children attend the school. (Refer to Government-Funded Programs 903.1)

**Identification of Textbooks, Instructional Materials and Equipment**

All textbooks, instructional materials, and equipment are to be stamped or identified as shown below:

PENNSYLVANIA DEPARTMENT OF EDUCATION  
ACT 195/ACT 90– SCHOOL YEAR \_\_\_\_

**Disposal of Textbooks Loaned**

School administrators are authorized to dispose of old textbooks at the end of the sixth (6th) school year after acquisition by one or more of the following methods:

1. Textbooks, which are still usable but no longer needed, may be:
  - A. Transferred to any public school or to any non-public/private school participating in the Acts 195/90 program (sending school must keep record of the transfer); or
  - B. Given to students for possible home use and reference.
2. Textbooks, which are no longer usable, may be discarded.

**Any items acquired under the programs are NOT to be sold under any circumstances.**

### ***Act 372***

Act 372 provides pupil transportation services in the form of bus transportation or tokens for student use. To qualify for pupil transportation, the student must reside more than 1.5 miles (Grades 1-6) or 2.0 miles (Grades 7-12) from school or travel on a dangerous route (Grades 1-6). Kindergarten students are eligible based upon their individual school district's eligibility for public school Kindergarten students.

The administrator should verify transportation questions with the transportation director of the school district in which the student resides. It is the school district of residence which is obliged to provide transportation services.

### ***School Health Services (Article XIV, Section 1402 - School Health Service PA Public School Code)***

Vision, hearing, TB testing, height and weight measurement, immunizations, medical examinations and comprehensive health appraisals, dental examinations and maintenance of comprehensive health records are provided for non-public schools in cooperation with their public school districts. The School Code requires the local public school district to maintain health records, administer appropriate health assessments, and be available for school emergencies.

**P/P** Certificate of Individual Request for  
Loan of Textbooks, Instructional  
Materials and Equipment

Policy No.: GFP 903.1  
Date: 2017  
Page No.: 1 of 1

**Sample Letter to be Sent Home to Parents or Guardians**

Dear Parent/Guardian:

State legislation authorizes the loan of textbooks, instructional materials, and equipment by the Secretary of Education to Pennsylvania children enrolled in kindergarten through grade 12 in non-public and private schools. Our school is now in the process of requesting specific textbooks, materials and equipment to be loaned to your child(ren). The state requires that a parent/guardian of each child attending the non-public or private school individually request a loan of textbooks, instructional materials, and equipment. Below is the individual request form. Please sign the form, date it, and return it to the school immediately.

Thank you for your continued assistance and cooperation.

Very truly yours,

Principal

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***CERTIFICATE OF INDIVIDUAL REQUEST FOR LOAN OF TEXTBOOKS,  
INSTRUCTIONAL MATERIALS AND EQUIPMENT***

I hereby request the loan of textbooks, instructional materials and equipment in accordance with the Pennsylvania School Code of 1949 for my child(ren) attending (NAME OF SCHOOL).

Signature: \_\_\_\_\_  
(Parent or Guardian)

Date Signed: \_\_\_\_\_

This program is available only to Pennsylvania residents.

**(This form is to remain on file at the school.)**