

Public Meeting

Federal Programs and Special Services

September 28, 2020

Elizabeth Bryce

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Federal Funds:

Title I

Gosnell School District received \$408,705.84 for the 2020 – 2021 school year in Title I Part A funds. This is an increase of \$76,979.64 from last year. The money will be used for salaries, materials, equipment, and support services. A Gosnell Title I Parent-School Compact is developed for each Title I student. Title I teachers will meet with each parent during the first Parent-Teacher Conference to review the child's Title I Parent-School Compact. The compact explains how students, parents, and teachers will share the responsibility for improving student academic achievement. The Title I Program is a target assistance program that offers support in literacy and math. Students receive daily instruction by certified teachers. Students that cannot be placed are kept on a waiting list. Teachers can add new students to the list throughout the year. Title I teachers work with regular classroom teachers to supplement regular classroom instruction. Students receive their primary instruction in their regular classrooms. Title I schools must have an annual meeting to inform parents of their rights to be involved in the planning, review, and improvement of the Title I Program. An annual meeting must be held to explain the curriculum and assessments. Federal funds are used to supplement and not supplant. Requirements by the State or Federal Law is the District's responsibility to fund. Federal funds can only supplement these actions.

Title I Selection Process:

In the spring of each year, a committee of teachers, parents and administrators will define the identification process for determining eligible students most in need. First and second grade students were ranked using the Winter NWEA MAP RIT scores. Third through 6th grade students were ranked using the winter ACT Aspire math/reading interim scores. All rankings include the students' winter scores and semester grades, (which serve as input from the previous year's teacher). Students are placed in Title I rankings each fall and offered services based on this ranking. Students who are English Language Learners (ELL), and/or migrant are given equal priority in the ranking process. Students who qualify under the McKinney Vento Act, U.S.C. 42 & 11431 et seq. (homeless) are offered services regardless of their scores on standardized testing. Classroom teachers may submit referrals throughout the school year for students new to the district to be added to the rankings. Rankings are then used to fill vacant spots when needed.

Parents are notified in the fall if their child qualifies for services, and they must sign a permission form and Title I compact for students to enter the Title I program. Parents are encouraged to attend Title I Open House and/or Parent-Teacher Conferences.

Once placed in Title I, students will remain in the program for the entire school year unless they are transferred to another program within the school. Parents will be notified of any such changes in services for their child.

Students served by the Dyslexia / Reading Intervention Program will not be eligible to receive Title I Reading services for the current school year. Title I Reading students who become eligible for the Dyslexia / Reading Intervention Program during the school year will no longer receive Title I Reading instruction. Students may receive Title I Math instruction as well as Dyslexia or other reading intervention if scheduling allows.

ESSA:

The Every Student Succeeds Act (ESSA) was signed into law December 10, 2015, and reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). ESSA builds upon the work which states, districts, and schools implemented over the last few years. The reauthorized law prioritizes excellence and equity for our students and supports great educators. As part of ESSA, districts and schools must provide parents with the following information:

1. Professional Qualifications of Teachers:

Parents of children attending Title I, Part A schools have the right to request and receive information about the qualifications of the educators who teach students core subjects—Reading, English Language Arts and Mathematics. At a minimum, the information given to you must explain these three essential components of an educator’s qualifications. Whether the student’s teacher—

- a. Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- b. Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- c. Is teaching in the field of discipline of the certification of the teacher.

Qualifications of Paraprofessionals:

Paraprofessionals must work under the supervision of a certified teacher. All Title I paraprofessionals must have a secondary school diploma or its recognized equivalent. Additionally, paraprofessionals working in a program supported with Title I, Part A funds must have:

- a. Completed two years of study at an institution of higher education (In Arkansas, 60 semester credit hours at a regionally accredited institution of higher education are required.) -or-
- b. Obtained an associate’s (or higher) degree -or-
- c. Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (In Arkansas, the formal test accepted is the Educational Testing Services (ETS) Paraprofessional Assessment; applicants must obtain a passing score of 457 on this test. A Child Development Associate (CDA) certification and hours of training are not acceptable substitutions for this requirement.)

2. Individual report cards that lets you know how your child is progressing.

Parents will receive notice if their child is assigned to a teacher of a core academic subject who is not highly qualified. The District makes every effort to hire highly qualified teachers. In addition, paraprofessionals that work directly with students must be highly qualified.

Timely Notice letters were sent on September 4, 2020, to notify parents if a teacher is teaching a subject(s) that he/she is not highly qualified or has been granted a waiver from ADE while working on an Alternative Licensure Plan in order to become licensed in that area. Also, the highly qualified information is included in the student handbook.

Parent's Right to Know letters were sent on September 4, 2020, to notify parents they can request information concerning their child's teacher and/or paraprofessional qualifications.

Title II A

The District received \$55,868.11 for the 2020 - 2021 school year in Title IIA funds. This is an increase of \$16,156.56 from last year. The money will be used to have a Class Size Reduction Teacher in kindergarten and professional development.

Title IV

The District received \$24,234.98 for the 2020 - 2021 school year in Title IV funds. This is a decrease of \$2,050.52 from last year. This money will be transferred into Title IIA to be used for Class Size Reduction and Professional Development.

Title V

The District received \$24,301.22 for the 2020 - 2021 school year in Title V funds. This is a decrease of \$1,581.90 from last year. This money will be used to purchase Chrome Books and Chrome Book Software.

Title VI B Special Education

The District received \$292,091.47 for the 2020 - 2021 school year in Title VIB funds. This is a decrease of \$6,955.02 from last year. These funds pay for salaries, benefits, travel, specialized transportation, supplies, materials, as well as homebound, and Occupational Therapist (OT)/Physical Therapist (PT) services for special education students.

CARES Act Sec 18003 Fund - Elementary and Secondary School Emergency Relief Fund (ESSER Fund)

The District was allocated \$254,279.99 on May 15, 2020, in CARES Act ESSER funds and spent \$47,778.69 by June 30, 2020. The district carried over and budgeted \$206,501.30 for the 20-21 school year. These federal funds must be obligated by September 30, 2022, and expended by December 30, 2022. The district is using these funds for adding additional internet hot spots/internet connectivity, food service materials/equipment, personal protective equipment (PPE), and supplies for sanitation of buildings to maintain school operations during and after the COVID-19 pandemic. All CARES Act federal purchases follow the federal guidelines to ensure the expenditures are reasonable, allowable, and necessary.

Medicaid

The District received \$26,655.82 for the 2019 - 2020 school year in Medicaid funds. This is an increase of \$19,432.70 from the previous school year. Innovative Solutions for Educational Partnerships (ISEP) bills for vision, hearing, and speech on Medicaid eligible students. Jumping Jelly Beans Therapy Company bills for Physical and Occupational Therapies on students receiving these related services in their Individualized Education Program (IEP).

Arkansas Medicaid Administrative Claiming (ARMAC)

The District received \$27,965.32 for the 2019 - 2020 school year in ARMAC funds. This is an increase of \$2,010.72 from the previous school year. The Arkansas Medicaid Administrative Claiming (ARMAC) program is a federally funded program administered by the Center for Medicare and Medicaid Services (CMS). This program provides school districts the ability to receive reimbursement for certain administrative services, which address student health needs. ARMAC is the online Random Moment Time Study (RMTS) system used to identify and categorize Medicaid administrative activities performed by Arkansas public school employees. The time study serves as the base for developing claims based on the cost of administrative activities that may be reimbursed by Medicaid.

State Categorical Funds:

Professional Development

The District received \$43,921 for the 2020 - 2021 school year in professional development funds. This is an increase of \$9,374 from last year. These funds are used to send teachers and administrators to professional development.

Alternative Learning Environment (ALE)

The District received \$49,165 for the 2020 - 2021 school year in ALE at the High School. This was a decrease of \$3,290 from last year. ALE classes are offered in Math, English, Science, Social Studies, PE, Personal Finance, Journalism, Oral communication, Economics, and Survey of Fine Arts. The funding is used to pay eight periods of teacher salaries and benefits. Also, funding will be used to purchase supplies, materials, and a license for the Nichols Behavior Checklist. Funding is based on the number of students in the program for twenty consecutive days.

English Language Learner (ELL)

The District received \$6,210 for the 2019 - 2020 school year in ELL Funds. The 2020 - 2021 ELL revenue will be allocated in December. This is based on the number of English Language Learners we have in the District on October 1st. The money is used to purchase supplies, materials, and/or equipment needed for ELL students.

Enhanced Student Achievement (ESA) {Formerly National School Lunch (NSL)}

The District received \$921,727 for the 2020 - 2021 school year in ESA funds. This is a decrease of \$46,244 from last year. Funding is based on the free and reduced lunch count on October 1st. The District received \$1,051 for each of the 877 free and reduced students from October 1st. ESA funds pay for a School Resource Officer, Chrome Books, Chrome Book Software, Scholastic Magazines, Nurse, Distance Learning, Parent Coordinator, Tutoring, Summer Interventions, Edgenuity Lab Managers, Arkansas Northeastern College (ANC) Career Coach, three Instructional Facilitators, EAST Lab Facilitator/EAST supplies, Dyslexia Therapist/Dyslexia supplies, Curriculum Specialist, and two Paraprofessionals. In addition, it funds the following software programs: EAST software programs, Dyslexia software programs, Bookflix, BrainPop, Edgenuity, Screencastify, IXL, Planbook Plus, Renaissance Learning Accelerated/STAR Reading, Starfall, iReady, Moby Max, Write to Learn, Nessy Reading and Spelling, Smarty Ants, Discovery Education, Gizmos, and ALEKS.

Extended School Year (ESY)

The District received \$2,368 for the 2020 - 2021 school year in ESY funds. This is a decrease of \$888 from the previous school year. This funding is used to pay for salary/benefits of a bus driver/monitor for summer ESY services and summer ESY therapy for some special education students.

Programs and Services

Special Education

The District offers special education services to students who meet the criteria. Self-Contained, Resource, and Speech Therapy are some of the options which are available in the District. Other related services offered are Occupational Therapy (OT), Physical Therapy (PT), and specialized transportation. The District allows privately owned mental health therapists and case managers to provide their services with parent permission. Other outside agencies also provide services to the students in the District with parent permission.

The District's Special Education Program was monitored in October 2016. The District was in compliance with state and federal regulations. The Gosnell School District's rating on the Special Education Annual Performance Report is stated as "Meets Requirements." The district will be monitored again in October 2020.

Gifted and Talented (G/T)

Gifted and Talented (G/T) services are provided for eligible students in grades 2-12. Students in kindergarten and first grades receive weekly enrichment lessons from the G/T teacher. This allows all students exposure to higher levels of learning. G/T students in grades 2-6 attend pull-out programs. G/T students in grades 7-8 attend Pre-AP courses and in grades 9-12 attend Pre-AP and/or AP courses. These courses are offered in English, math, science, and social studies. Secondary teachers are required to provide a differentiated curriculum for identified G/T students. Differentiation documentation must be kept and recorded each quarter. Evaluation surveys are done each year to evaluate the effectiveness of the G/T program. The committee uses these surveys to make changes in the G/T program. The Arkansas Department of Education came to Gosnell and monitored the G/T program during the Technical Assistance Visit on November 30, 2016. The District was in compliance with the Arkansas rules governing programs for gifted and talented students K-12. The recommendations from the state department were used to enhance the G/T program.

504 Services

Section 504 of the Rehabilitation Act of 1973 is a federal law that prohibits discrimination on the basis of a disability, states that: "No otherwise qualified individual with a disability ... shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..." [29 U.S.C. §794(a), 34 C.F.R. §104.4(a)].

For Section 504 to apply to a particular situation, the student must be eligible for protections and services. A team of knowledgeable persons draws upon information from a variety of sources to determine eligibility. The determination of whether a student has a physical or mental impairment that substantially limits a major life activity must be made on a case by case basis.

Migrant Services

The District offers migrant services to children who meet the criteria. Migrant children are those who have moved from one school district to another or from one state to another anytime during the last three years for the purpose of seeking or obtaining work in one of the following categories: fish/crawfish farms, picking fruit/vegetables, tree cultivation/harvest, building fences, feeding livestock, poultry/food processing, canning factory, cutting/baling hay, egg house/dairy, poultry house (feeding chickens/gathering eggs), commercial fishing, plowing, leveling, fertilizing, planting or spraying farm crops.

Homeless Services

Children and youth are considered homeless if they lack a fixed, regular, and adequate nighttime residence. They could be sharing a house with others due to loss of housing, economic hardship, or similar reasons. Homeless children could be living in motels, hotels, trailer parks, camping grounds, emergency or transitional shelters, cars, parks, abandoned buildings, bus or train station, a public place or private place not designed for humans to live. All homeless children are eligible for Title I services whether they attend a Title I school or meet the academic standards required of other children for eligibility.

Homeless surveys are completed by the parents when they enroll their child. Also, all students' parents will complete the Homeless survey during the first week of school. Parents may make the Homeless Liaison, Elizabeth Bryce, aware of a child being homeless at any time. Children who are homeless may qualify for some additional benefits through the federal programs. Once a child is classified as homeless during a school year, they remain classified as homeless for the remainder of that school year.

Local Wellness Plan

The Gosnell School District has a wellness plan. The purpose of the wellness plan is designed to promote student health. The wellness committee meets quarterly to review the policy, procedures, and School Health Index Modules. The district is following the guidelines and policies from the Healthy, Hunger-Free Kids Act (HHFKA).

Food Service / Smart Snacks in Arkansas Schools:

The Gosnell School District is in compliant with Arkansas Nutrition Standards and the USDA Smart Snacks Regulations. ADE Rules Governing Standards of Accreditation of the Arkansas Public Schools and School Districts, July 2009, 21.0 Standard XVI Auxiliary Services – says schools must follow food services applicable laws, regulations, and guidelines developed by the department.

The Gosnell School District has many programs that are designed to help children to be successful in school with qualified teachers and staff who are willing to provide opportunities for children to grow and learn.