

**MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
OF THE AUGUSTA SCHOOL DISTRICT
September 15, 2015**

The Augusta Board of Education met in regular session at 6:00 PM on Tuesday, September 15, 2015, in the Augusta High School Library. Terry Shadwick, President, opened and presided over the meeting. Members present were Susan Bengel, Debbie Briscoe, Leslie Collins, and Willie Powell. Members Charlotte Hitt and Janice Collier were absent. Dr. Ray Nassar, Superintendent, was also present.

Terry Shadwick gave the prayer.

On a motion by Leslie Collins and a second by Willie Powell the board approved the minutes from the August 18, 2015, regular meeting and the August 31, 2015 special meeting as presented without reading.

Terry Shadwick welcomed the visitors.

There was not a representative from the ACPEA present at the meeting.

There was not a PPC Representative present at the meeting.

Joseph Brown, Principal, noted the enrollment for the buildings and that progress reports will go out on Wednesday, September 16, 2015.

Dr. Nassar presented the financial information.

On a motion by Debbie Briscoe and a second by Leslie Collins the board ratified payment of the bills.

Dr. Nassar discussed the school election with the millage issue. He noted that the AR Activities Association had approved the District's appeal concerning the change of conferences.

Dr. Nassar discussed school board training in Beebe to be held on October 13, and November 16. He asked members to let him know if they want to attend so he can get them registered.

On a motion by Debbie Briscoe and a second by Willie Powell the board approved renewing the contract with Health Resources of Arkansas to provide mental health services to identified students.

On a motion by Debbie Briscoe and a second by Susan Bengel the board approved the 2015-2016 school year budget as presented.

On a motion by Debbie Briscoe and a second by Leslie Collins the board approved paying Victor White for the days he has worked as a monitor on the bus.

Due to the School Improvement status for the Augusta Elementary and High School the District is required to have a School Improvement Supervisor (SIS). AR Dept. of Education guidelines require the AE to have a person 2 days a week and the HS to have a full time person.

On a motion by Debbie Briscoe and a second Leslie Collins the board approved hiring Jerry Vaughn for the AE SIS person and Michael Manning as the HS SIS person.

After discussion concerning this motion, Debbie Briscoe amended the motion, with a second by Willie Powell, to note that Jerry Vaughn would still be employed and paid by AR Leadership Academy but serve the District as the SIS person for the Augusta Elementary, if approved by the AR Dept. of Education.

On a motion by Susan Bengel and a second by Willie Powell the board approved adding to the extra duty salary a \$2,000.00 stipend for a bus driver driving 2 routes during the year.

On a motion by Willie Powell and a second by Leslie Collins the board approved hiring Helen Floyd as a HS teacher.

The board allowed a parent to address the board concerning a problem with her child.

The board retired to executive session for continued discussion concerning the student, allowing Joe Brown, HS Principal, and Michael Manning, Director of Student Services, to stay in the closed session.

The board returned to open session with no action taken.

Dr. Nassar presented information concerning the Nat'l School Board Association meeting to be held in Boston in April 2016. On a motion by Leslie Collins and a second by Willie Powell the board approved Dr. Nassar booking rooms and making travel arrangements.

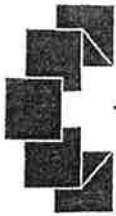
Michael Manning presented the ACSIP plan to the board. On a motion by Leslie Collins and a second by Susan Bengel the board approved the ACSIP plan as presented.

The board was adjourned.

Board President

ATTEST: _____
Superintendent

Board Secretary



Health Resources of Arkansas

A division of Preferred Family Healthcare

1078-1

The _____ Public School recognizes the need for education, early intervention and prevention services in regard to student mental / emotional / behavioral health issues. The district school wishes to have an interagency agreement for the provision of mental health services with Preferred Family Healthcare, Inc. / Health Resources of Arkansas (hereinafter "Provider") provided during normal hours of operation for the school District.

RESPONSIBILITIES OF PROVIDER OF MENTAL HEALTH SERVICES

- A. Documentation compliance with licensures, certifications, background checks, and other related information on the mental health psychotherapists and paraprofessionals shall affirmed and attested to by a sworn written statement by PFH/HRA and submitted to the _____ School District. Provider shall be responsible for assuring the professional and paraprofessional staff providing services meet all RSPMI standards. Provider shall be responsible for carrying professional liability and motor vehicle insurance on itself and any of its employees who perform services or who transport students pursuant to this agreement. The inclusion of mental health staff in a district school will be determined by the principal of the school or the superintendant of the district and the provider's Regional Director.
- B. Services rendered may include individual, group, and/or family therapy sessions, paraprofessional interventions with referrals, consultation and advocacy, correspondence with other community providers, and family interventions such as home visits, parent training, and crisis interventions. The referral process involves school personnel completing and submitting a Screening and Referral form to provider who will then follow the established procedure for obtaining the permission to provide services.
- C. Provider's staff is available for interagency staffing and communication for those students whose treatment is required by an I.E.P. / 504 and for progress updates on each student receiving mental health services. Signed releases for the exchange of information regarding student treatment plan and progress will be maintained by provider and provider shall communicate with other providers of service in order to facilitate continuity of care for the student. All communication, written and verbal, shall comply with all applicable state and federal laws, including by not limited to HIPAA/HITECH statutes, regarding confidentiality.
- D. Provider's staff shall assess students in crisis and make appropriate referrals for the indicated level of care. Should acute hospitalization be recommended, provider will follow customary industry standards and ethical practices. The student and family shall determine whether hospitalization is used and what hospital is appropriate. The school district shall not be responsible for payment of any hospitalization expenses.
- E. Mental Health providers are mandated reporters under Arkansas law and as such shall report all suspected forms of child maltreatment. Immediately upon a report being made, provider shall give verbal notification to the student's principal and counselor of the action.

10B-2

- F. Provider will cooperate to assure access to school based mental health services without regard to student or family insurance enrollment status, race, gender, national origin, religious affiliation or lack thereof, economic status, or other factors prohibited by the district school. Provider shall be free to bill any source available to the student or family without obligation for the school district to pay for student mental health services.
- G. Provider agrees to abide by the school district's policies as well as all applicable federal, state and local laws and regulations governing the use of school district property. The use or possession of alcoholic beverages, controlled substances, tobacco, firearms, or weapons on school district property is strictly prohibited and punishable by law. Prescription medication shall be administered or stored upon the premises by the school nurse.
- H. Provider shall submit reports as required by the Division of Behavioral Health Services and provide the district school with an annual written outcome report on services provided to students.

RESPONSIBILITIES OF DISTRICT SCHOOL

- A. The district school may provide office space and access to basic office equipment for mental health paraprofessionals and therapists as agreed upon. All such items shall remain the property of the school. Schools may also make available to provider, after securing appropriate releases, student demographic information reasonably necessary to provide mental health services.
- B. The district school space made available for individual and group counseling sessions shall provide reasonable confidentiality to the persons counseled. Reasonable access to this space will be maintained for the therapist and mental health paraprofessional providing services.
- C. The district school personnel shall participate in quality improvement and customer satisfaction surveys developed by the provider to assist in program monitoring, development and improvement with the approval of the survey instrument by the district school

This agreement made on _____ between PFH, Inc / Health Resources of Arkansas (the provider) and _____ Public School located in _____ county, Arkansas. The term of agreement shall be from _____ to _____.

Provider

District (Superintendent) (Principal)

By: Curren Everett

By: _____

Title: Executive Director

Title: _____

Date: 8/25/15

Date: _____

**AUGUSTA SCHOOL DISTRICT
2015-2016 BUDGET INFORMATION**

| | 2013-2014 | 2014-2015 | 2015-2016 |
|--|-------------------------------|----------------------|----------------------------------|
| ADM K-12 (QUARTERS 1-3) | 425.66 | | 375.75 |
| TOTAL ASSESSMENT | 2013=\$57,218,953.00 | 2014=\$57,606,406.00 | |
| MILLAGE: 32.5 (M&O-25.0; C/O-0; D/S-7.5) | | | |
| BEGINNING BALANCE: | 2014-2015 (ACTUAL) | | 2015-2016 (ESTIMATED) |
| | \$877,211.68 | | \$1,080,448.19 |
| REVENUE: | | | |
| LOCAL | \$2,047,140.32 | | \$1,830,638.00 |
| STATE | \$1,469,401.29 | | \$1,155,594.00 |
| FIRE FUNDS | \$67,464.00 | | \$0.00 |
| DECLINING ENROLLMENT FUNDS/SP NEEDS SMALL DISTRICT | \$138,786.00 | | \$164,304.00 |
| REVENUE IN LIEU OF TAXES | \$74,815.91 | | \$36,000.00 |
| SALE OF EQUIPMENT & BUILDINGS | \$71,100.00 | | \$0.00 |
| INDIRECT COST | \$3,755.52 | | \$12,849.92 |
| BONDED DEBT ASSISTANCE | \$0.00 | | \$0.00 |
| TOTAL REVENUE | \$3,872,463.04 | | \$3,199,385.92 |
| EXPENDITURES: | | | |
| TEACHERS SALARY | \$1,628,899.04 | | \$1,500,272.98 |
| OPERATING | \$1,771,395.02 | | \$1,654,338.85 |
| FIRE FUNDS | \$128,322.37 | | \$28,567.82 |
| BONDED DEBT | \$140,610.00 | | \$115,183.75 |
| TOTAL EXPENDITURES | \$3,669,226.43 | | \$3,298,363.40 |
| ENDING BALANCE: | \$1,080,448.19 | | \$981,470.71 |

| | |
|-------------------|-------------------|
| 15-16 School Year | |
| Title 1 | 425,771.86 |
| Title II-A | 74,225.15 |
| NSLA | 338,650.00 |
| State PD | 9,788.00 |
| Total | 848,435.01 |

Approximately 9 % drop in Federal and State Categorical Money.

Salaries and Benefits for 15-16 are 463,428.58 which is 55% of the Budget.

Arkansas Leadership Academy 50,000.00

Provision 2 School Cost 48,000.00

Homeless and Parental Involvement is 12,000.00

Total of the above four areas is 573,428.58 which leaves 275,006.43 for materials and supplies, professional development, technology and to spend on the students.

Federal and State Funds are used School wide to supplement the regular programs that Augusta has to offer. The main push is for Literacy and Math but we did order Science equipment this year to raise the level of Teaching and Learning in that area.

Special programs that we have are APEX Software, Compass Learning Software, Typing Agent and we utilize The Learning Institute.

We have a Parental Involvement Plan and have a Parent Center which is available to all patrons. We hold Open House and Student Orientation at the beginning of the year along with two Parent/Teacher nights.

Arkansas

**Arkansas Public District and School
General Description for the use of State Categorical Funding**

| | | | |
|----------|--|-------|--|
| District | | LEA # | |
|----------|--|-------|--|

Introduction

Act 841 of 2015 established that each district and school will develop and submit to the ADE a general description for the use of state categorical funds. This general description, the list of allowable expenditures found in Special Needs Funding rules, and the related detail in APSCN will be utilized by legislative audit to determine the appropriateness of expenditures. Thus, with the general description of a specific program, it is important to clarify how the funds are being utilized to meet the established intent of the funding, how the expenditure is supplementing above state requirements (except PD), and how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program, position, or supplemental service.

The team developing the ACSIP plan should consider at a minimum the following rules:

[Student Special Needs Funding Rules](#)

[ACTAAP Rules](#)

In addition to reviewing the rules, the following statutes are applicable to the ACSIP development:

| Statute | | |
|-------------------|--------------------|--------------------|
| A.C.A. § 6-15-425 | A.C.A. § 6-15-2106 | A.C.A. § 6-17-2402 |
| A.C.A. § 6-15-426 | A.C.A. § 6-15-2201 | A.C.A. § 6-20-2303 |
| A.C.A. § 6-15-431 | A.C.A. § 6-15-2202 | A.C.A. § 6-20-2305 |

Directions:

1. Enter your responses.
2. Click "Save" at the bottom of the form to save your responses.
3. To submit your report, return to the Statewide Field Test Dashboard, go to the Required Reports section, and click the Student Special Needs Funding General Description Report "submit" button.

Note: Please review your responses if you are copying and pasting from word. There may be some compatibility issues that will need to be edited. If you must copy and paste, please copy into notepad first.

2015-16 General Description Report for ALE- State 275

| | | | |
|-------------------------------|-------------------------|-------------------------|---------|
| District: | Augusta School District | LEA # | 7401000 |
| Revenue: | 32370 | Source of Funds: | 275 |
| Date of modifications: | 9/10/2015 | | |

Please provide a general description including the purpose and program evaluation of the ALE programs, positions, and other expenditures.

The Augusta School District contracts with the Bald Knob School District to educate the Augusta students that need to be placed in an ALE setting. Students that have emotional, social, or have fallen behind educationally are candidates for placement. An ALE committee meets with the parents and the student to discuss ALE placement. We work with the Bald Knob District to ensure the students needs are being served. We will use the ALE monies of \$9,788.00 and add NSLA monies of \$18,000.00 to cover the cost of our students that attend Bald Knob's ALE

2015-16 General Description Report for ELL- State 276

| | | | |
|-------------------------------|-------|-------------------------|-----|
| District: | | LEA # | |
| Revenue: | 32371 | Source of Funds: | 276 |
| Date of modifications: | | | |

Please provide a general description including the purpose and program evaluation of the ELL programs, positions, and other expenditures.

At this time the Augusta School District does not have any ELL Students and no money allocated for ELL.

2015-16 General Description Report for NSLA- State 281

| | | | |
|-------------------------------|-------|-------------------------|-----|
| District: | | LEA # | |
| Revenue: | 32381 | Source of Funds: | 281 |
| Date of modifications: | | | |

Please provide a general description including the purpose and program evaluation of the NSLA programs, positions, and other expenditures.

NSLA funds will be used to provide a Literacy Coach for the K-12 Campuss, (Stone, sal of \$34,247.18 and Ben of \$8,561.80). along with a second Nurse and a Due Process Clerk, (Moore, sal of \$28,876.80 and ben of \$7,219.20), (White, sal of \$21,834.00 and ben of \$5,458.50). Leaving \$126,800.00 to be used for Professional Dues and Fees and General Supplies for Professoianl Development being held on campus.

2015-16 General Description Report for PD- State 223

| | | | |
|-------------------------------|-------|-------------------------|-----|
| District: | | LEA # | |
| Revenue: | 32256 | Source of Funds: | 223 |
| Date of modifications: | | | |

Please provide a general description including the purpose and program evaluation of the PD programs, positions, and other expenditures.

The Augusta School District wil use \$45,511.50, (36,408.50 for salary and 9,103.00 for benefits), to pay a half time Federal Coordinator to plan, coordinate and evaluate the Professional Development for the Augusta School District. The District will use an additional 70,000.00 for professional development for our staff, utilyzing the Wilber Mills Co-op, State Trainings, and National Conferences. The Professional Development will be used to raise the quality of teaching at Augusta Schools. We will judge the quality of the P. D. by the elevation of student test scores, the amount of time the Teachers use the P. D. with in their classroom and the total Teacher Engagement. Our walk throughs check weekly to see the amount of time our Teachers are

Arkansas

Arkansas Title I District Application for Funds - Part I

Page 1 of 1

I. TITLE I

Describe the LEA's strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools. Label each question and answer. Be sure to address each lettered and/or bulleted item separately. ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND SUBMITTED AS SECTION I.

A. HIGHLY QUALIFIED:

1. DESCRIBE the process, including specific timelines/dates used to notify parents whose children attend Title I schools about the qualifications of their teachers by addressing each lettered item separately. Sec. 1111 (h)(6)(A)

a. Describe how and when (date) the school or LEA notifies the parents of each student attending any Title I schools that they may request information regarding the professional qualifications of their child's classroom teacher (known as "Parent's Right to Know").

Parents are notified during open house, one week prior to School starting and contact information is listed on our web page.

b. Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who is not highly qualified.

If we have a situation where we have a substitute that is not highly qualified we send a letter to all students parents of the situation and then keep them apprised of the progress on securing a highly qualified teacher.

c. Identify by name, title, FTE, and department the person(s) responsible for ensuring compliance with Section 1111 (h)(6)(A).

Michael Manning the Federal Coordinator, full time is responsible for ensuring compliance.

d. Describe how the LEA coordinates Highly Qualified notification between Human Resources, the district administration, and school administration (for a. and b. in this section).

We are a small district and the person responsible works closely with all entities to ensure this is done.

e. Describe how the LEA ensure the Highly Qualified status of teachers assigned to Title I schools is maintained.

All Teachers hired are highly qualified if at all possible. Our on going professional development keeps them up to date on the best practices used in educational settings.

2. DOCUMENTATION: Upload sample copies of English and translated letters (if applicable) that will be used to meet the requirements (for a. and b.) in the current school year.

3. Are all paraprofessionals in Title I schoolwide schools qualified?

Yes No Not Applicable

4. Are all paraprofessionals paid with Title I funds in targeted assistance schools qualified?

Yes No Not Applicable

B. SCHOOLWIDE PROGRAMS:

If the LEA does not have any Title I schoolwide programs, proceed to Section C - Targeted Assistance.

Under Arkansas' ESEA Flexibility Plan, the requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40% or more in order to operate a schoolwide program has been waived if the school has been designated as a priority school or focus school by the SEA.

1. For LEAs with Title I schoolwide programs, DESCRIBE the steps taken to help the Title I schools make effective use of schoolwide programs by addressing each lettered item separately. Reg. 200.25-28 and Sec. 1114.

a. Describe how the system will assist schools in consolidating funds for schoolwide programs. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs

b. Describe the process to ensure that the 10 Components of a Schoolwide Program are part of the development, peer review, implementation, and monitoring of Schoolwide/School Improvement Plans.

The leadership team along with the acsip committees go over the 10 components of a schoolwide program to ensure that all 10 are being met.

c. If any of the 10 Components of the schoolwide plan are not adequately addressed, describe steps the LEA will take to ensure that revisions to schoolwide plans occur in a timely manner.

If any of the 10 components are not met the committees will again meet with the leadership committee to rewrite and update the acsip plan in ordered for all 10 components to be met.

d. Describe specific steps to be taken by the LEA to review and analyze the effectiveness of schoolwide programs.

The leadership committee will monitor the plan, look at test scores and evaluate the programs to see there effectiness. Then make adjustments accordingly to improve any areas that may not be working.

e. Describe how the system and/or schools provide extended learning time, such as an extended school year, before- and after-school, and summer program opportunities.

We offer summer school for all students so they have the capability of recovering credits, catching up on lessons that they are lacking in.

f. In addition to the Title I Coordinator, identify other central office staff by name, title, FTE, and department responsible for monitoring the 10 components in schoolwide plans, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness.

The curriculum coordinator, full time, the book keeper, full time, and the administrative secretary, full time, are all responsible for keeping check on the 10 components.

2. For LEAs with Priority Schools (which includes 1003g SIG funded schools) and/or Focus Schools) Describe how the LEA will insure that the 10 components for schoolwide are integrated throughout the schools' models/plans.

The 1003

C. TARGETED ASSISTANCE SCHOOLS:

If the LEA does not have any Title I targeted assistance programs, proceed to Section D - Parent Involvement.

N/A

1. DESCRIBE the step-by-step process including timelines/dates used to identify eligible children most in need of services. Include in the description how students are ranked using multiple selection (academic) criteria. (NOTE: Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.) Section 1115(b)(1)(B)

N/A

2. DESCRIBE how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and supplemental instructional strategies for identified students. These strategies must be based on best practices and scientific research to strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c)(1)(C).

- a. Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities, and the dates these programs will occur.
- b. Helping provide an accelerated, high-quality curriculum, including applied learning.
- c. Minimizing the removal of children from regular classroom instruction for additional services.

N/A

3. DESCRIBE how the LEA/school provides additional opportunities for professional development with Title I resources, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff. Please note that this MUST be above the required 60 hours of professional development.

N/A

4. DESCRIBE the process for developing (with peer review), implementing, and monitoring targeted assistance requirements in targeted assistance school improvement plans.

N/A

5. DESCRIBE the specific steps to be taken to review and analyze the effectiveness of the targeted assistance programs.

N/A

6. In addition to the LEA Title I coordinator, identify by name, title, FTE, and department the person/s responsible for monitoring the required components in targeted assistance plans, the effectiveness of the targeted assistance programs, and fiduciary issues.

N/A

7. DOCUMENTATION: Upload criteria used to select and rank children for targeted assistance services, the timeline for selecting students and implementing the targeted assistance program.

N/A

8. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2014-2015 to a schoolwide program in 2015-2016, the LEA must submit a letter of intent found on ADE web page to Dr. Jonathan Knight, program advisor, or Jayne Green, Title I Director, informing ADE of its intent.

N/A

D. PARENT INVOLVEMENT:

To encourage parent involvement, LEAs and schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1118(a)(2)] Parent involvement strategies should be woven throughout each system's Master Plan.

1. Local Educational Agency Parent Involvement Policy/Plan Review

a. Date the current LEA Parent Involvement Policy/Plan was reviewed:

09/01/2015

b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan.

A committee was formed of parents, teachers, and administrators to develop the plan and to review the plan each year and revise it for each year.

c. Describe how the LEA ensures that parents from Title I schools are informed about the existence of the district-level Parent Involvement Policy/Plan and how it is distributed to parents.

The parents are notified at open house and it is posted on our website.

2. DOCUMENTATION: Upload a copy of the LEA's most current distributed Parent Involvement Policy/Plan. Discuss and explain any changes that have been made since the last Master Plan submission.

N/A It has been uploaded and sent in to Dr. Malletts office.

3. **School Level** Parent Involvement Plan Review

a. Describe how the LEA ensures that all Title I schools have a school level Parent Involvement Policy/Plan that meets statutory requirements.

The parent committee with the guidance of the admin look at all aspects to ensure all statutory requirments are met.

b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation and annual review of the parent involvement plans.

Sign in sheets and agendas will be kept.

4. School-Parent Compact – Sec. 1118(b)

a. Describe how the LEA will ensure that each Title I school has a School-Parent Compact that meets statutory requirements.

The parent committee with the guidance of the admin look at all aspects to ensure all statutory requirments are met.

b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation, and annual review of the School-Parent Compact.

sign in sheets and agendas will be kept.

5. Monitoring Parent Involvement

a. Describe the LEA's process for monitoring parent involvement requirements in Title I schools

The federal coordinator will ensure that all requirements are met.

b. In addition to the LEA Title I coordinator, identify by name, title, FTE, and department the person(s) responsible for monitoring parent involvement.

Full time curriculum coordinator, Lisa Martin will also be responsible.

6. Distribution of Parent Involvement Funds

a. Describe how the LEA distributes 95% of the 1% reservation to its Title I schools for parent involvement activities.

The federal coord. monitors to see that the funds are spent correctly.

b. Describe how the LEA ensures that Title I parents have input in the use of these funds at the district and school level.

The parent committee is involved in the descisions.

[Empty text box]

c. Describe how the LEA ensures that the schools have access to the parent involvement funds allocated to their school early in the school year.

The federal coordinator ensures that the funds are distributed appropriately.

d. Does the LEA reserve more than 1% of its total allocation for parent involvement?

Yes No

e. If yes, describe how these additional funds are used.

[Empty text box]

7. DOCUMENTATION: Upload a list of all Title I schools' individual parent involvement allocations. *This is only required for districts that receive \$500,000 and above.*

E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS (SECTION 1120):

1. Participating private schools and services: **COMPLETE INFORMATION IN Commissioner's Memo LS-15-064** regarding the names of participating private schools and the number of private school students that will benefit from the *Title I-A services. Refer to the Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003.*

There is one Private School in the area around the Augusta School District, (Harding Academy in Searcy, Arkansas). Harding Academy's Superintendent was contacted, sent the appropriate document to choose to receive services or to decline services. The Superintendent returned the documentation and declined to participate in the Title 1 Program.

2. **DESCRIBE** the LEA's process for inviting private schools to participate in the Title I, Part A program.

The Augusta School District searches for any private schools that our students may be attending. We then contact them and explain how they can participate in the Title 1 services. They are then given the proper forms to fill out to accept or decline services.

3. **DESCRIBE** the LEA's process of ongoing consultation with private school officials to provide equitable participation to students in private schools. Include how the LEA ensures that services to private school students start at the beginning of the school year.

At this time there are no Private Schools that participate in our Title 1 program. Should they have opted to participate, we would have scheduled meetings with them to plan to start servicing their students that qualify on the first day of school.

4. DOCUMENTATION: Upload a timeline for consultation and affirmation meetings with private school officials.

5. DELIVERY OF SERVICES

a. Will LEA staff provide the services directly to the eligible private school students?

Yes No

If yes, when will services begin?

[Empty text box]

b. Will the LEA enter into a formal agreement (MOUs) with other LEA(s) to provide services to private school students
 Yes No

If yes, identify the LEA(s) involved and the date the services will begin.

c. Will the LEA enter into a third party contract to provide services to eligible private school students?
 Yes No

If yes, when will services begin?

6. DOCUMENTATION: Upload copies of written affirmation(s) and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]

7. DESCRIBE the LEA's process to supervise and evaluate the Title I program serving private school students.

At this time no Private Schools have opted to participate in our Title 1 program.

Special Note: If an LEA is skipping schools, equitable services must still be calculated (if applicable) and reported on the Title I allocation worksheet.

LEAs must have prior approval from the State Title I Director to skip schools. On part II of Title I application, please place an X in the skip school column of applicable school on the public school tab.

Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:

1. The school meets the comparability requirements of section 1120(A)(c).
2. The school is receiving supplemental funds from other state and local sources that are spent according to the requirements of section 1114 and 1115.
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

| | |
|----------------------------------|---|
| Number of Skipped Schools | 0 |
|----------------------------------|---|

Note: The completed 2015-2016 Skipped School document must be completed and uploaded (see commissioner's memo COM-16-016 dated 8/25/15) This form will be updated in August of 2015. <http://adecm.arkansas.gov/ViewApprovedMemo.aspx?Id=1667>

| | | |
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