

## Hadley Public Schools Title I Supplement, Not Supplant Policy and Procedures

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Title I, Part A, provides federal dollars for supplemental educational opportunities for children who are most at risk of failing to meet the State's challenging content and performance standards. Title I gives districts the opportunity to create two types of school-based programs: Targeted Assistance and School-wide. Based on the allocations of funds and the student population, a targeted assistance program provides supplemental education for the at risk students in the Hadley Public Schools.

The Title I funds allocated to the Hadley Public Schools may not supplant public education services that are provided to all students. The policies and procedures included in this document demonstrate that Title I funds are used to supplement, and to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of children participating in the Title I program.

A targeted assistance program is one in which individual students in a school are selected to receive Title I services. Students are identified based upon multiple educationally related objective criteria. Title I services are planned and delivered based on the student population. Title I teachers in targeted assistance schools are responsible for providing direct services to students, coordinating with other school personnel as needed, and involving parents in the planning, implementation and evaluation of the Title I program.

School-wide Program Schools	Targeted Assistance Schools
	Hadley Elementary School

### **Student Selection Criteria for Targeted Assistance Schools**

The following objective educationally related criteria are used to select the eligible Title I students. Eligible students are those identified by teachers and administrators as most at risk for failing to meet the State's challenging student academic achievement standards. If all eligible students cannot be served, using the student selection criteria sheets, the Title I teacher shall select those most in need by rank ordering the students. Individual Title I student selection criteria sheets, which are completed annually, are maintained by the Title I teacher. The Title I teacher may augment the criteria listed below with additional objective educationally related criteria. Students at the Hadley Elementary School who are eligible for Title I services include:

- Grade 1-6 students achieving a NCE score of below 40 on the Gates-MacGinitie Reading Tests.

- Students scoring 6 months below grade level on the Developmental Reading Assessment.
- Students scoring at the warning level on the MCAS. The reading scores for grade 3 students are reviewed, and reading and literature scores from the English Language Arts tests are reviewed for grades 4-6.
- Students Grades 3-6, who's reading RIT scores are below grade level on the Measures of Academic progress testing.
- Students scoring in the at-risk range in phonological awareness, word fluency and oral reading fluency on universal screening and progress monitoring measures. .
- Teacher input based on classroom assessments and daily performance/observations are also used.
- Students whose disciplinary record and referrals for behavior intervention on the SWIS data system reach second tier interventions.

In addition to the students identified by the criteria above and any additional school selection criteria, the following students are automatically eligible for Title I services:

- A student who, at any time in the preceding 2 years, participated in a Head Start, Even Start, or Early Reading First program, or in Title I preschool services.
- A student who, at any time in the preceding 2 years, received services under Title I, Part C, Migrant Program.
- A student in a local institution for neglected or delinquent children and youth or attending a community day program for such children.
- A student who is homeless and attending any school in the district.

### **Staffing**

The district will maintain records that demonstrate that each Title I program receives staff services commensurate with the staff payment. Corroboration of records to what is actually taking place will be carried out through means such as spot-checks, reviews, interviews with staff, and interviews with students.

Evidence will include: for 100% Title I-funded staff, the staff daily schedule of activities; for split-funded staff, staff daily schedule with clear delineation of time spent on the Title I program; and other documentation that demonstrates accurate charges to the Title I program. (e.g., detailed position descriptions for split-funded staff).

The district also ensures that Title I staff meets the NCLB highly qualified criteria and will provide evidence of that status to parents upon request.

### **Professional Development**

The district will maintain a description of the professional development provided at the district level that is funded with Title I funds. Evidence will include: A description of how professional development is aligned with the needs of Title I students and a list of participants (district staff will ensure the participating staff are those who teach or provide support to Title I participants). The professional development does not duplicate that which the district provides for non-Title I purposes that, in the absence of Title I funds, would be provided to all staff. (Descriptions of all other professional development will be available).

Hadley Elementary School will maintain or provide to the district a description of the school-level professional development paid for by Title I funds. Evidence will include (A) a description of how professional development is aligned with the needs of Title I students and (B) a list of participants (district staff will ensure participating staff are those who will impact Title I participants).

### **Parent/Guardian involvement**

The district will maintain a description of the district-level parental involvement activities paid for by Title I funds. Evidence will include:

- A description of how parental involvement activities are aligned with the needs of Title I students and a list of participants. The Director will review the list of participants to ensure they are parents or guardians of Title I students. Although the planned parent activities are based on the needs of the Title I students, interested non-Title I parents and guardians may be invited to attend.
- The parental involvement activities do not duplicate those that the district provides for non-Title I parents that, in the absence of Title I funds, would be provided to all parents. Descriptions of all other parental involvement activities will be available.

### **Guidance and Counseling**

The district and schools will demonstrate that guidance or counseling services paid for by Title I funds are provided to Title I participants and are supplemental to other available guidance and counseling services.

Evidence will include: a list of participants (district staff will review to ensure they are Title I students) and a description of services that demonstrates they meet the needs of Title I students and parents. The guidance and counseling services do not duplicate those that, in the absence of Title I funds, would be provided to all students and parents.

### **School-wide Programs**

The Title I Director will demonstrate that Title I funds supplement those funds that are required to be provided to the school-wide program schools. Evidence includes: the school budget; the district budget; and back-up documentation demonstrating that the schools are receiving proper amount of funds for free public education, including funds for services for LEP and Special Education students. Student data gathered from the preceding year and fall-administration of universal screening tool(s) and Gates-MacGinitie or Developmental Reading Assessment, and the review of other qualifying information will be conducted by October 1 to determine the scheduling of Title I services to supplement instruction delivered in the classroom setting.

### **Procedure for Dissemination**

The Title I Director will disseminate this written policy and procedure to all building administrators in Title I buildings in the district. Following such dissemination, the Title I Director will meet with school administrators and all Title I-involved staff to ensure clear understanding of the concept of Supplement, Not Supplant and the procedures enacted to follow this policy.

(Replaces IHBD Compensatory Education and IHBD-R Title I Parental Involvement Procedures)

Adopted by School Committee

11/02/2015

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