

Title I Supplement, Not Supplant Policy and Procedures

The district's Supplement, Not Supplant Policy and Procedures describe how the district ensures that Title I funds are used only to supplement, and not supplant, state and local funds that would, in the absence of Title I funds, be spent on Title I students.

This policy is shared with all staff paid with Title I funds at the beginning of each school year and is posted in the main office of each school receiving Title I funds.

Title I funds may not take the place of—supplant—public education services that are to be provided to all students. The policies and procedures below will assist the district in demonstrating that it uses Title I funds only 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 Title I programs.

Schoolwide Program Schools	Targeted Assistance Schools
Mary Rowlandson Elementary School	
Luther Burbank Middle School	

Student Selection Criteria for Targeted Assistance Schools

The following multiple, objective, educationally-related criteria are used by schools to select the eligible pool of Title I participants. Eligible students are those identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards. If all eligible students cannot be served, schools shall select those most in need from this pool to be served. Schools may augment these examples of criteria, listed below, with additional objective, educationally-related criteria such as teacher-developed tests.

- Students performing at the 40th percentile or below on Aimseweb .
- Students at grades four through eight earning a Needs Improvement or Warning on MCAS of the prior year on Reading, ELA or Math

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).

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).

Schools 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 (district staff will review to ensure they are parents of Title I students, although others may be invited to participate). 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).

Schools will maintain a description of school-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 parents and a list of participants (district staff will review to ensure they are parents of Title I students, although others may participate).

Guidance and Counseling (if applicable)

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.

Schoolwide Programs

The district and/or schools will demonstrate that Title I funds supplement those funds that are required to be provided to the schoolwide 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.

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.

REFERENCES: Massachusetts Department of Elementary and Secondary Education

First Reading by NRSC Policy Subcommittee:	September 17, 2014
First Reading by NRSC:	September 24, 2014
NRSC Policy Committee 2 nd Reading:	October 15, 2014