

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

D4005

Hamilton-Wenham Regional School District's Title I Supplement, Not Supplant Policy and
Procedures 2012-2013

The No Child Left Behind Act of 2001 includes federal provisions of the Elementary and Secondary Act that outline specific uses for federal funds. One of the major requirements is that federal funds must supplement, not supplant, the use of local or state funds to support education.

One of the federal programs in which Hamilton-Wenham Regional School District (HWRSD) participates is Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies. By participating in the Title I program, HWRSD agrees that Title I funds may not take the place of - supplant – public education services that are provided to all students.

The following policies and procedures 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 students participating in Title I programs.

HWRSD's Title I funds are used to support education at its three elementary schools. Each elementary school operates a Targeted Assistance Program.

Targeted Assistance Schools – Bessie E. Buker Elementary School
Cutler Elementary School
Winthrop Elementary School

Student Selection Criteria for Targeted Assistance Schools

Title I students must receive the same amount of instruction provided to all students, with Title I students receiving additional time and instructional services. Title I funds cannot be used to supplant existing services for students.

Title I serves only students who are identified by the school as failing, or most at risk of failing to meet the State's student academic achievement standards. Title I provides supplementary services designed to meet the specific educational needs of students who are participating in the program. Each Title I school shall follow the student selection guidelines contained in this policy. A rank-ordered list of students identified as eligible for Title I services is developed by determining the extent of educational need, utilizing one or more clearly defined, educationally-related objective measures.

The following multiple, objective, educationally-related criteria are used by schools in the

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HWRSD to select the eligible pool of Title I students. 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 students most in need from this pool to be served. Below are examples of objective, educationally-related criteria that may be used to identify students for Title I services.

- English Language Arts: Students' scores on standardized measures of educational progress, including state-mandated testing, teacher recommendations, and teacher-developed tests.
- Mathematics: Students' scores on standardized measures of educational progress, including state-mandated testing, teacher recommendations, and teacher-developed tests.

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 conducted through, for example, spot-checks, review, interviews with staff, and interviews with students.

Evidence will include:

- The staff daily schedule of activities for 100% Title I-funded staff
- The staff daily schedule with clear delineation of time spent on the Title I program for split-funded staff
- Time and Effort Records
- Payroll forms and timesheets
- Any other documentation that demonstrates accurate charges to the Title I program (e.g. detailed position descriptions for split-funded staff).

The district will maintain a description of the professional development provided at the district level that is funded with Title I funds.

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Professional Development

Evidence will include:

- A description of how professional development is aligned with the needs of Title I students.
- A list of staff that participated in Title I funded professional development (district staff will ensure the participating staff are those who teach or provide support to Title I students).

In addition to the above evidence, all professional development requests will be reviewed by the Assistant Superintendent for Learning to ensure that professional development provided with Title I funds does not duplicate professional development the district would provide to all staff in the absence of Title I funds. The office of the Assistant Superintendent will be responsible for maintaining descriptions of school-level professional development paid for by Title I funds.

Parent/Guardian Involvement

Parent involvement activities must 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.

The office of the Assistant Superintendent for Learning will be responsible for maintaining descriptions of school-level parent 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.
- Copies of notices sent to Title I parents informing and/or inviting them to Title I funded activities.
- Attendance lists from parent involvement activities. The building principal will review all lists to ensure that the majority of participants are parents/guardians of Title I students even though others may be invited to attend.

Procedures for Dissemination

The Assistant Superintendent for Learning will disseminate this policy to all principals and staff in Title I schools to insure clear understanding of the concept of supplement, not supplant and the procedures enacted to follow this policy.