

Policy and Procedures - Title I

POLICY AND PROCEDURES FOR THE TITLE I SUPPLEMENT, NOT SUPPLANT REQUIREMENT

Title I funds may not take the place of – supplant – public education services that are to be provided to all students. The procedures below will assist the district and its schools 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 the Title I programs.

Title I Schools in the School District

Current Schoolwide Programs: Hillcrest and Sheffield Schools

Targeted Assistance Programs: Montague Center School prior to FY 06

Targeted Assistance Programs

Student Selection Criteria

District-level Criteria:

The following examples of multiple, objective, educationally-related criteria represent the type of criteria the Gill-Montague Regional School District uses to determine eligibility. Eligible students are those identified by the school as failing, or most at risk of failing, to meet the Massachusetts' 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. (See attached selection criteria last used by Montague Center School, a targeted assistance school.)

Examples of criteria of selection:

- Students who fall into the Reading First category of “at-risk” or “some risk” readers on the GRADE (Group Reading Assessment and Diagnostic Evaluation) or DIBELS (Dynamic Indicators of Basic Early Literacy Skills) test.
- Students performing at the 40th percentile or below on a normed test like the GRADE Comprehension Test or the GMADE (Group Math Assessment and Diagnostic Evaluation) Math Test.
- Students failing at least 45 of the 100 items on a curriculum based criterion reference test, as the Houghton Mifflin Integrated Theme Test.
- Students, in grades kindergarten through 2, performing below grade level on the Early Reading Inventory Test, DIBELS or the DRA (Developmental Reading Assessment).
- For students in grades preschool through grade 2, interviews with parents based on the school district-developed parent interview guide for Title I student selection.

Examples of Evidence:

- School-developed selection criteria (if any).
- List of students identified as eligible for services.
- List of students selected for services.
- Data supporting identification and selection.
- Student exit data (for those deemed no longer in need of services).
- Documentation that LEP (Limited English Proficient) and special education students are selected on the same basis as other students.

Students Served:

School district staff will visit and review schools to ensure that students being served by Title I funds are those who have been identified to be served based on the student selection criteria.

Examples of Evidence:

- Title I program description
- Student participation list
- School schedule for Title I services
- Notes/student attendance from Title I staff
- Discussions with regular and Title I staff

Staffing:

The school district will maintain records that demonstrate that the 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.

Examples of Evidence:

- 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.
- Other documentation that demonstrates accurate charges to the Title I program, (e.g., detailed position descriptions for split-funded staff).

Professional Development

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

Schoolwide Programs

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

Examples of Evidence:

- School budget
- School district budget
- Back-up documentation demonstrating that the schools are receiving proper amount of funds for free public education, including funds for services for children with disabilities and LEP

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