

Fairhaven Public Schools
No Child Left Behind [NCLB] Educational Program
Title I Math/Reading Support Program

Title I Supplement Not Supplant Policy

Fairhaven Public Schools adheres to the “Supplement not Supplant” requirement as established by NCLB and Title I. Title I funds do not supplant public education services that are provided to all students. The district 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. The federal grant programs in the Consolidated Local Application supplement the regular school budget, rather than supplant the budget. Fairhaven’s Title I Program is a Targeted Assistance Program and meets the supplement not supplant requirement. As a Targeted Assistance Program, funds are used to provide in-class reading support to Title I students by paraprofessionals, under the direction of a classroom teacher and reading specialist. Fairhaven’s Targeted Assistance Program meets the following requirements, as outlined in Title I:

- Uses Title I funds to help participating children meet the State’s student performance standards
- Is based on effective strategies for improving achievement of children
- Ensures that planning for students in the Targeted Assistance Program is incorporated into existing school planning
- Through in-class support, uses effective instructional strategies and provides an accelerated, high quality curriculum and minimizes the use of pull-out model
- Coordinates with and supports the regular educational program
- Provides instruction by highly qualified staff
- Provides opportunities for professional development for administrators, teachers and paraprofessionals who work with children in the Targeted Assistance Program
- Provides strategies to increase parental involvement, including family literacy services
- Serves only children who are most at risk of failing to meet the State’s performance standards
- Provides supplemental services through in-class support to meet the special educational needs of children who are participating in the program to enable those children to meet the State’s performance standards
- Uses the State’s system of assessment to review the effectiveness of the program

The Targeted Assistance Program operates in two of the district’s schools—Leroy L. Wood (K-5) Elementary School, and Hastings Middle School (6-8). This Program Coordinator is also responsible for effective consultation with the area private schools. With the identified needs across the district, one (1) Assistant Principal of Teaching and Learning and an Interventionist are funded through Title I. This staff member will coordinate a core curriculum, universal instructional practices, common assessments, data teams and professional development. The Assistant Principal will compile, organize and clearly articulate classroom, grade level and school data, and facilitate teacher data team dialogue and support data driven instructional adjustments. The Assistant Principal will also identify areas where instructional strategies need to be adjusted to meet the needs of our lowest performing students across the district. The Assistant Principal of Teaching and Learning will collect, organize and label district common assessments to verify alignment and identify gaps that exist within K-12 Curriculum and Assessment. Vertical alignment maps link each year’s benchmarks to the previous and following year’s benchmarks, providing continuity among grade levels and/or subjects. The Assistant Principal will aid in identifying gaps/redundancies, if any; and revise, if necessary Horizontal and Vertical Alignment- Conditions for School Effectiveness NEASC Standards Educator Evaluation Elements, Curriculum documents are aligned to the common core horizontally across grade levels within each school and from school to school. Curriculum documents are aligned to the common core vertically between all grade levels and from school to school, especially at transition points (e.g. from elementary to middle and middle to high school.) Effective curricular coordination and vertical articulation exist between and among all areas within the school as well as with the receiving and sending schools in the district. An Interventionist will be paid \$12,000 to identify at-risk

Hastings Middle School and Acushnet students in their own middle school and to take a proactive and preventative approach when possible, but also to work with these students to resolve any issues that may impact personal growth and achievement. This means working with the middle school in coordinating high school services to students, provide services to students and families, and promote the ongoing development of each student's academic, personal/social, and career potential. It is our intent that this position will assist all students in realizing their abilities, interest, and goals as they transition through the secondary educational process to become successful members of society and life-long learners. Direct services to student: using the multi-tiered intervention system. Three (3) Title I paraprofessionals will focus their support on Mathematics and ELA while working directly under the guidance of the Assistant Principal of Teaching and Learning. A combination of Title I and district funds are used to provide this salary. The district funds all other salaries, professional development, curriculum work and instructional supplies related to the Title I and regular educational program. The regular school budget funds all teacher salaries, with the exception of some Kindergarten and special education positions. Additionally, the district funds salaries of all elementary principals and technology personnel. Local funds are also used to support professional development and tuition reimbursement for all classroom teachers and administrators.

Adopted: 10/11/2006

Revised: 3/8/2016