



NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**

DIVISION OF STUDENT SUPPORT & INNOVATION

---

**2019-2020**

**SAMPLE**

**DOCUMENTATION**

**FOR FEDERAL PROGRAMS**

**MONITORING**

**REVISED: NOVEMBER 2019**

*Kirsten Baesler*  
*State Superintendent*  
*Department of Public Instruction*  
*600 East Boulevard Avenue Dept. 201*  
*Bismarck, ND 58505-0440*  
[www.nd.gov/dpi](http://www.nd.gov/dpi)



NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**

DIVISION OF STUDENT SUPPORT & INNOVATION

---

# **DISTRICT ADMINISTRATION REPORT**

## **SAMPLE MONITORING DOCUMENTATION**

**D01 – D28**

**2019-2020**

# District Administration Sample Monitoring Documentation

Federal regulations require the state to monitor school districts accepting federal funds. The North Dakota Department of Public Instruction (NDDPI) monitoring staff work in partnership with districts and schools to provide information and technical assistance ensuring compliance with program requirements and assist districts and schools reach their performance goals.

Within the NDDPI, staff in the Division of Student Support & Innovation are responsible for adopting and using proper methods for administering all federal Title programs, including Title I Part A, Title II Part A, Title IV Part A, English Learners, Foster Care, and Homeless programs. *This applies only to the federally funded Title programs.* It is the responsibility of the state to ensure districts and schools are held accountable to regulations outlined in Title I, Title II, Title IV, English Learners, Homeless and Foster Care programs under the Every Student Succeeds Act (ESSA).

The purpose of this document is to provide assistance to districts and schools as they complete the Federal Programs monitoring process. This document walks through each requirement outlining details on the requirement itself, the documentation necessary, special alerts to take into consideration, and additional resources available. Below is a summary of each category.

## “Requirements” Section

This section outlines the specific requirements defined by federal and state law to assist schools in understanding the requirements.

## “Documentation” Section

This section explains the type of documentation necessary to adequately meet each monitoring requirement.

## “Alerts” Section

This section offers alerts to note regarding the requirement or outlines common issues regarding the submission or documentation.

## “Resources” Section

This section outlines current resources available on the particular requirement.

## Submission D01 – Authorized Representative

### Requirement

Federal regulations requires the school board to appoint one individual as the “authorized representative” for each of its federal Title programs. Assigning someone as authorized representative gives official signature authority over the Title programs and the district’s Title funds. This individual will also receive updates and correspondence related to pertinent federal Title programs information. Unless otherwise specified, this person will be the district’s main contact for the purposes of each federal Title program.

Official action of the school board is documented by school board meeting minutes.

An authorized representative must be appointed for each federal Title program in which the district receives funds.

### Documentation

**Correct:** The XYZ School District approves the authorization of the superintendent, Mr. John Jones, as the authorized representative for the following federal programs: Title I, Title II, Title IV, or Transfer funds, and School Food Service. Motion made by Smith, seconded by James and motion carried unanimously.

**Incorrect:** The XYZ School District approves the authorization of the superintendent, Mr. John Jones, as the authorized representative for all of the federal Title programs.

### Alerts

**Other Federal Programs and Competitive Grants:** Districts that receive federal funds other than those listed above must also assign an authorized representative. These federal funds may come from formula grants, such as Title III, Special Education, Child Nutrition and Food Distribution, or competitive grants, such as the Education of Homeless Children and Youth. This assignment must also be documented in the school board meeting minutes.

### Resources

No additional resources available for this submission.

## Submission D02 – Consolidated Application Approval

### Requirement

Federal regulations requires the school board to approve the Consolidated Application for Federal Title Funding. Documenting this indicates the board supports and approves the ways in which the district is choosing to use its Title I, Title II, Title III, Title IV and Transfer funds.

Official action of the school board is documented by school board meeting minutes.

### Documentation

**Correct:** The XYZ School District moves to approve the consolidated application for Title I, Title II, Title III, Title IV and Transfer funds. The authorized representative has the board's permission to submit this application. Motion made by Smith, seconded by James and motion carried unanimously.

**Incorrect:** The XYZ School District moves to approve the Title I application.

### Alerts

**Other Federal Programs and Competitive Grants:** Districts that receive federal funds through competitive grants must also obtain school board approval prior to their submission. These competitive grants may include programs such as the Education of Homeless Children and Youth. This approval must also be documented in the school board meeting minutes.

### Resources

No additional resources available for this submission.

## Submission D03 – Inventory

### Requirement

The Office of Management and Budget (OMB) Uniform Grant Guidance (UGG) §200.33 defines the regulations pertaining to the use of federal funds for permanent fixtures such as equipment and furniture. Federal Title programs must keep track of all items purchased with federal Title funds, but those with a value of \$750 or more as well as ALL COMPUTERS (computers, monitors, iPads), TECHNOLOGY RELATED PURCHASES (cameras, iPods, SMART boards), and FURNITURE (filing cabinets, bookshelves) must be inventoried more formally and will be reviewed during the monitoring process.

**ALL COMPUTERS, TECHNOLOGY, and FURNITURE** purchased with federal Title funds must be tracked on the inventory, no matter the purchase price. Therefore, if a district purchases a computer for \$500, a digital camera for \$350, an iPad for \$600, and a computer desk for \$250, these items must all be recorded on the inventory.

An equipment inventory must document the following:

1. Description of the equipment.
2. Serial number.
3. Acquisition date.
4. Acquisition cost.
5. Location of equipment.
6. Any disposition data (including date of disposal and sale price if applicable).

The district must also ensure that all materials, supplies, equipment, and furniture (non-consumable items) purchased with federal funds, no matter the value of the item, are labeled as purchased with federal Title funds. The equipment inventory will also be reviewed to see that all equipment is being used primarily for the federal Title program under which it was purchased. In addition, all equipment purchased with Title I funds must be located in and kept in the Title I room (targeted assistance programs and private school programs).

All items must be kept on the federal Title inventory for five years. After five years, the items lose their identity as purchased with federal Title funds and then belong to the public school district. The district has authority to use or dispose of the items as they see fit as long as it is recorded under disposition data.

### Documentation

See subsequent page.

### Alerts

**Other Federal Funds and Competitive Grants:** Equipment purchased with any federal Title funds must be maintained on an inventory.

### Resources

There are no additional resources for this requirement.

## Sample Documentation – Submission D03 – Inventory

### Correct

#### XYZ Public School District

Inventory of items purchased with federal Title funds as required by UGG §200.33.

Description of Equipment	Serial Number	Acquisition Date	Acquisition Cost	Location of Equipment	Disposition Data
IMAC Computer	C050200195	8/3/2012	\$947.40	Title I District Collaboration Room	Transferred to district PK program 7-2017 (\$150)
IMAC Computer	XB8270AACT9	1/1/2018	\$1,499.00	Title I District Collaboration Room	
Apple iPad	2005-008372	7/15/2018	\$450.00	Title I District Collaboration Room	

### Incorrect – Not all information provided

Description of Equipment	Serial Number	Acquisition Date	Acquisition Cost	Location of Equipment	Disposition Data
IMAC Computer	C050200195		\$947.40	Title I District Collaboration Room	District office
IMAC Computer	XB8270AACT9	1/1/2018		Title I District Collaboration Room	

### Incorrect – Located outside of Title I

Description of Equipment	Serial Number	Acquisition Date	Acquisition Cost	Location of Equipment	Disposition Data
IMAC Computer	C050200195	1/1/2017	\$1,145.00	Title I District Collaboration Room	
iPad	XB8270AACT9	9/24/2018	\$799.00	2 <sup>nd</sup> Grade Classroom	
Chromebook	EW216786	10/01/2017	\$250.00	IT Department (purchased with Title IV funds)	

## Submission D04 – Notification of Interactive Dashboard

### Requirement

Under the ESSA §11111, all public school districts receiving federal funding are required to notify the parents of each child enrolled in the school regarding the performance measures outlined in the state’s accountability system. In North Dakota, the accountability system is now made available on the interactive dashboard, [Insights](#), more commonly referred to as the “Dashboard.”

The notice regarding the information available on the interactive dashboard must be presented in an understandable, uniform format, in a language parents can understand, and accessible to the public.

Federal law also requires each district provide a link to [Insights](#) on the website of the district. In any case in which the district does not operate a website, providing the information to the public in another manner determined by the district is acceptable.

### Documentation

See subsequent pages

### Alerts

There are no alerts for this requirement.

### Resources

[North Dakota ESSA Website](#)

[Insights](#)

# Sample Documentation – Submission D04 – Written Notification of Interactive Dashboard

Dear Parent/Guardian,

North Dakota has launched a new website designed to help communities across the state access important information about K-12 districts and schools. [Insights](#) features easy-to-read reports on multiple measures of school success, including:

- Test scores
- Graduation rates
- English Learner progress
- Student attendance

[Insights](#), or more commonly referred to as the “Dashboard,” is part of North Dakota’s new accountability system. It is the next step in a series of major shifts in public education that have raised the bar for student learning, transformed testing, and placed the focus on equity for all students. To learn more about the state’s accountability and continuous improvement, visit [North Dakota’s ESSA website](#).

To find out more information about our school, visit [Insights](#), select “Find My School,” and search alphabetically for our school.

## **Why a new system and new tool?**

North Dakota is committed to informing communities about how well our schools are doing. North Dakota’s future success depends on tapping into the potential of all students, so they graduate choice ready with the knowledge, skills and disposition to be successful. For schools to reach this goal, teachers, parents, and the community need clear and useful measures of progress. As an accountability tool, the Dashboard will help the state identify schools receiving additional support and assistance.

## **What is different?**

In the past, the accountability system for districts and schools relied heavily on test scores. But one test taken on one particular day does not provide a complete picture of all the ways schools are helping students succeed. The Dashboard continues to provide information on different aspects of student performance, but also includes information on school growth and other factors reflecting a more comprehensive view. The Dashboard replaces the former School District Report Card and Adequate Yearly Progress (AYP) reports.

Please note, the data made available to the public masks or hides data for groups with 10 or fewer students to protect confidential information about individual students.

## **What’s next for our district?**

We have strong plans for working to improve the educational programs at our school. We would like you and your child(ren) to continue to be active participants in our educational system. Please help support our high expectations for student achievement by participating in the school educational initiatives, offering input and support in our endeavors to raise student achievement, or volunteering at the school. Meeting our school’s goals will take a united effort, and I look forward to working with our families to ensure success for each student.

## **School Support under ESSA**

All schools engage in continuous improvement for general support; therefore our school will complete an AdvancED Continuous Improvement Plan annually.

In addition, our school was selected for Comprehensive Support due to [*include reason that led to such identification*]. (If applicable)

In addition, our school was selected for Targeted Support due to [*included reason that led to such identification*]. (If applicable)

[*Name of School*] [*is/is not*] a participating Title I school, with a student membership count of [*include count*]. If you have any questions regarding this information, please contact the school at [*address*], [*phone number*], and [*email*].

Thank you,

## Sample Documentation – Submission D04 – Website Notification of Interactive Dashboard

North Dakota has a new accountability system reported through [Insights](#), more commonly referred to as the “Dashboard.” The Dashboard contains reports that display the performance of school districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of additional support.

North Dakota’s new [Insights](#) website is designed to help communities across the state access important information about K-12 districts and school – including ours. The [North Dakota Dashboard](#) features easy-to-read reports on multiple measures of school success, including test scores, graduation rates, English Learner progress and attendance. The Dashboard replaces the former School District Report Card and Adequate Yearly Progress (AYP) reports.

Please note, the data made available to the public masks or hides data for groups with 10 or fewer students to protect confidential information about individual students.

For questions concerning K-12 education data, please contact the North Dakota Department of Public Instruction.

You may also direct questions regarding our specific district data to [insert name] at [insert contact information].

## Submission D05 – Dispute Resolution Policy

### Requirement

Federal regulations require each district adopt procedures for receiving and resolving disputes pertaining to federal Title programs.

If a parent, school personnel, or any interested person wishes to file a complaint, a policy must be established which outlines the following components:

Process: Once the complaint is received, explain the process that will occur. The process must define a reasonable time limit for responding to the complaint.

Contact Information: Who the complaint should be sent to.

Any Complaint Must Include: The details of what the complaint must include.

Reconsideration: The policy must address the district's process if the complainant wants the district's decision reconsidered. It must state that they have the right to have their complaint reconsidered by the NDDPI and USDE.

The district's policy can be exclusive to each federal Title program or it can be a broad district policy that is applied to all programs as long as it has the required components.

### Documentation

See subsequent page

### Alerts

The district's policy can be exclusive to each federal Title program (i.e., Title I, Title II, Title III, Title IV, Private School, Homeless, etc., each having a separate policy) or it can be a broad district policy that is applied to all programs as long as it includes all required components.

### Resources

There are no additional resources for this requirement.

# Sample Documentation – Submission D05 – Dispute Resolution Policy

## XYZ Public School District Dispute Resolution Policy

Federal and state regulations require districts to adopt procedures for receiving and resolving disputes. A complaint may include an investigation by district staff that will result in a determination of findings of facts, conclusions, and reasons for the final decision.

Any individual who believes the XYZ Public School District has violated the regulations or law governing the federal Title program should submit a detailed, written statement of facts supporting the allegation to:

XYZ Public School Federal Title Program Representative  
XYZ Public School District  
123 Education Lane  
Anytown, ND 12345

Any complaint should include the following:

- The date;
- The name of the school district, unit, or individual the complaint is against;
- The name, address, and telephone number of the individual filing the complaint;
- A detailed description of the complaint, including specific facts; and
- The signature of the person making the complaint.

When a written complaint is filed, the appropriate staff member will investigate and issue a written response.

**Reconsideration:** If either party is not satisfied with the handling of the complaint or resolution, the matter can be appealed to the district's superintendent.

XYZ Public School Superintendent  
XYZ Public School District  
123 Education Lane  
Anytown, ND 12345

Once a response is received from school staff, the complainant has the right to submit a written reconsideration request to:

State Superintendent  
North Dakota Department of Public Instruction  
600 E Boulevard Avenue, Dept. 201  
Bismarck, ND 58505-0440

The department will issue a final decision within thirty (30) days of the request for reconsideration.

If the complaint is not resolved to the satisfaction of the individual, the individual may forward the complaint to:

The Secretary of Education  
U.S. Department of Education  
555 New Jersey Avenue, NW  
Washington, DC 20208

**Other Formal Dispute Resolution Procedures:** Rules regarding dispute resolution between a school district and the North Dakota Department of Public Instruction regarding state or federal funds are outlined in the following:

- Chapter 67-23-05 of the NDDPI Administrative Rules
- Title IX, Part E, Subpart 1, Section 9503 of ESEA – Complaint Process for Participation of Private School Children
- Title X, Part C, Section 722(g)(1)(C) of the ESEA – McKinney-Vento

## Submission D06 – Consultation with Stakeholders

### Requirement

Under ESSA §1112, districts receiving federal Title funds must develop a plan with timely meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, other appropriate school personnel, and with parents of children in schools served under these programs. The district and its participating schools must consult with stakeholders to develop, review, and revise plans for use of federal funds.

### Documentation

The documentation to evidence meeting this requirement may include meeting minutes, meeting notes, meeting sign-in sheets, existing reports, continuous improvement plan records, survey results, and other documentation supporting this requirement.

### Resources

Cognia Surveys – [Cognia Resources](#)

## Submission D07 – Equity Provisions

### Requirement

Under ESSA §11112, districts receiving federal Title funds must develop a plan to ensure equitable access for all children to receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

The district must consult with stakeholders, examine data and coordinate with other services to plan and improve Title I Part A activities.

### Documentation

The documentation to evidence meeting this requirement may include the following:

1. The district's Title I Part A funding on the consolidated application should reflect the Title I Part A plan of activities which must include but are not limited to
  - a. developing and implementing a well-rounded instructional program
  - b. identifying students at risk of failure
  - c. providing additional assistance
  - d. implementing strategies to improve student learning
2. Coordination to eliminate duplication, reduce fragmentation and increase program effectiveness includes but is not limited to services for
  - a. Children with disabilities
  - b. English learners
  - c. Native American students
  - d. Migrant students
  - e. Homeless students
3. For improved outcomes, districts are encouraged to use the process of continuous improvement, AdvancED Accreditation, and/or Title I schoolwide plans.

The district will identify and address this requirement under local plans by providing supporting documentation that evidences coordination and integration of education services to meet the needs of all students. The district may submit one or more of the following:

- transition plans
- services provided to homeless students
- strategies for implementing effective parent and family engagement
- coordination with early childhood programs
- instructional supports to children identified in need of services
- descriptions of the district's process for identifying children at risk of failure
- coordination with partners or external providers
- process for increased student access to early college or dual credit opportunities
- practices implemented to ensure all students have access to high quality teachers, and
- other support programs that coordinate and integrate with how the district proposed to use funds under Title I Part A.

### Resources

No additional resources available for this submission.

## Submission D08 – Procurement/Purchase Orders

### Requirement

When using federal Title funds for allowable purchases supporting the federal Title programs, the district's business office must have a fiscally sound process in place. Processes must include elements such as:

- Staff must clearly understand how to requisition materials/supplies/equipment for program.
- Process for securing purchases.
- Process for tracking purchases back to each federal Title program funding source.
- Unique federal Title program coding identified on purchase orders and invoices.
- Process for inventorying materials/supplies/equipment upon arrival at the school.

Districts must be mindful of the following when purchasing supplies, materials, equipment, services, etc. with federal Title program funds:

- Purchase orders and invoices must be coded to the specific federal Title program paying the expense.
- Purchases and expenditures must be appropriate and allowable to each federal Title program.
- Purchases must be incurred during current fiscal year (July 1 – June 30).
- Purchases must be recorded on district's local accounting ledger.
- If state or local funds are used to support the federal Title program, those state or local funds must be tracked separately.
- Purchases must supplement, and not supplant, the district's local fiscal and educational responsibility.

### Documentation

See subsequent page

### Alerts

**Other Federal Programs and Competitive Grants:** Districts that receive federal funds through competitive grants or formula programs must also have fiscally sound processes in place to manage funds.

### Resources

[Tracking Federal and Local Funds](#)

[Object Code Categories](#)

# Sample Documentation – Submission D08 – Procurement/Purchase Orders

## XYZ Public School District Purchase Order Summary

XYZ Public School District – 123 Education Lane – Anytown, ND 12345		#107060
Scholastic Books		11/20/2018
<b>Invoice #</b>	<b>Invoice Date</b>	<b>Amount</b>
11500828	10/02/2017	\$14.19
11502391	10/11/2017	\$21.08
11503231	10/15/2017	\$26.25
<b>Check Total \$61.52</b>		

*Please note: Districts must also provide supporting documentation (e.g., receipts, requisitions, vouchers, contracts, invoices, etc.) for the expenses summarized.*

*If the district's funds have only been expended on salary and benefits, then a Time Documentation and Assurance must be completed and submitted for monitoring (see D13-D14).*

# Submission D09 – Local Accounting Ledger (Business Manager’s Report)

## Requirement

There are several budgetary requirements district’s must adhere to regarding federal Title funds. These requirements include:

- Funds are expended within the appropriate fiscal year (July 1 – June 30).
- Expenditures are coded to the appropriate fiscal object codes.
- Expenditures are an allowable use of federal Title funds.
- Expenditures align with what has been approved on the district’s consolidated application or most recent budget revision.
- Financial object codes are identical to what the district has on file in the Division of Student Support & Innovation. The monitor will reference the budget approved through the consolidated application or budget revision, whichever is most recent. The North Dakota Century Code (NDCC) 57-18-31.1 indicates that school districts can amend federal program budgets by board approval.
- Amounts for purchased professional and technical services (object code 300) are evidenced by an actual contract on file with the district.
- Title I building allocations (e.g., co-op allocations, private allocations, individual building budgets, etc.) are tracked and reported separately.
- If state or local funds are used to support the federal Title program, those state or local funds must be tracked separately.
- Funding must supplement, and not supplant, the district’s local fiscal and educational responsibility.

## Documentation

The information submitted is a copy of the district’s current business manager’s report (i.e., detailed accounting ledger or account inquiry).

See subsequent pages.

## Alerts

**Other Federal Funds and Competitive Grants:** All districts receiving federal funds and federal competitive grants must expend funds as they are intended. Districts outline their intent for these funds through the consolidated Application for Federal Title Funds, grant applications, or budget revisions. Also, the budgetary information that the NDDPI has on file for a district must reflect what the district has on file for that particular program.

When reviewing a district’s submission of the business manager’s report, the Division of Student Support & Innovation may request a detailed breakdown of specific object codes. For example, if object code 300 (purchased professional and technical services) were to list \$20,000 in expenditures, more specific documentation (i.e., copy of a contract) may be needed. The district would then provide a breakdown of how the \$20,000 was spent.

## Resources

[Tracking Federal and Local Funds](#)  
[Object Code Categories](#)

## Sample Documentation – Submission D09 – Business Manager’s Report (Local Accounting Ledger)

XYZ Public School District Accounting Ledger July 1 – June 30									
Title I - 01-68-20-261-1000									
Account Number	Account Description	Revised Budget	Expended During Current Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
01-68-20-261-1000-110	Professional Salary	\$30,533.71	\$0.00	\$29,811.00	97.63	\$722.71	\$0.00	\$0.00	\$722.71
01-68-20-261-1000-120	Non-Professional Salary	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01-68-20-261-1000-210	Insurance Benefits	\$5,300.00	\$0.00	\$5,300.00	100.00	\$0.00	\$0.00	\$0.00	\$0.00
01-68-20-261-1000-220	Soc. Sec. – FICA	\$2,267.78	\$0.00	\$2,295.72	101.23	(\$27.94)	\$0.00	\$0.00	(\$27.94)
01-68-20-261-1000-230	ND Teachers Retirement	\$2,300.78	\$0.00	\$2,299.15	99.93	\$1.63	\$0.00	\$0.00	\$1.63
01-68-20-261-1000-300	Purchased Prof & Tech Services	\$500.00	\$0.00	\$0.00	0.00	\$500.00	\$0.00	\$0.00	\$500.00
01-68-20-261-1000-430	Maintenance	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01-68-20-261-1000-580	Travel	\$1,140.00	\$0.00	\$317.10	27.02	\$822.90	\$0.00	\$0.00	\$822.90
01-68-20-261-1000-600	Materials and Supplies	\$500.00	\$0.00	\$483.25	96.65	\$16.75	\$0.00	\$0.00	\$16.75
01-68-20-261-1000-730	Equipment	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01-68-20-261-1000-800	Dues/Memberships/Registrations	\$1,625.00	\$0.00	\$1,135.00	69.85	\$490.00	\$0.00	\$0.00	\$490.00
01-68-20-261-1000-900	Indirect Cost	\$118.28	\$0.00	\$0.00	0.00	\$118.28	\$0.00	\$0.00	\$118.28
01-68-20-261-1000-950	Unobligated Set asides	\$300.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$300.00
<b>Summary</b>		\$44,585.55	\$0.00	\$41,641.22	95.10	\$2,644.33	\$0.00	\$0.00	\$2,644.33

\*For this sample, the financial information in the revised budget column is to match those amounts on file in the Division of Student Support & Innovation.

<b>Account Number 01-68-20-261-1000-110</b>					
<b>Professional Salary</b>					
Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-17	FY 18 Budget		30,533.71		
7-1-17	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
8-1-17	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
9-1-17	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
10-1-17	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
11-1-17	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
12-1-17	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
1-1-18	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
2-1-18	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
3-1-18	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
4-1-18	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
5-1-18	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
6-1-18	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
<b>01-68-20-261-1000-110</b>	<b>Professional Salary</b>	<b>*Current Activity</b>	30,533.71	29,811.00	722.71
	<b>Professional Salary Total</b>		30,533.71	29,811.00	722.71

<b>Account Number 01-68-20-261-1000-120</b>					
<b>Non-Professional Salary</b>					
Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-17	FY 18 Budget		0.00		
<b>01-68-20-261-1000-120</b>	<b>Non-Professional Salary</b>	<b>*Current Activity</b>	0.00	0.00	0.00
	<b>Non-Professional Salary Total</b>		0.00	0.00	0.00

Account Number 01-68-20-261-1000-210

Insurance Benefits

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-17	FY 18 Budget		5,300.00		
7-1-17	XYZ Teacher Benefits	XYZ Teacher Benefits		441.66	
8-1-17	XYZ Teacher Benefits	XYZ Teacher Benefits		441.66	
9-1-17	XYZ Teacher Benefits	XYZ Teacher Benefits		441.66	
10-1-17	XYZ Teacher Benefits	XYZ Teacher Benefits		441.66	
11-1-17	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
12-1-17	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
1-1-18	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
2-1-18	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
3-1-18	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
4-1-18	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
5-1-18	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
6-1-18	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
<b>01-68-20-261-1000-210</b>	<b>Insurance Benefits</b>	<b>*Current Activity</b>	5,300.00	5,300.00	0.00
	<b>Insurance Benefits Total</b>		5,300.00	5,300.00	0.00

Account Number 01-68-20-261-1000-220

Soc. Sec. – FICA

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-17	FY 18 Budget		2,267.78		
7-1-17	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
8-1-17	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
9-1-17	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
10-1-17	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
11-1-17	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
12-1-17	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
1-1-18	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
2-1-18	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
3-1-18	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
4-1-18	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
5-1-18	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
6-1-18	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
<b>01-68-20-261-1000-220</b>	<b>Soc. Sec. – FICA</b>	<b>*Current Activity</b>	2,267.78	2,295.72	(27.94)
	<b>Soc. Sec. – FICA Total</b>		2,267.78	2,295.72	(27.94)

**Account Number** 01-68-20-261-1000-230

**ND Teachers Retirement**

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-17	FY 18 Budget		2,300.78		
7-1-17	XYZ Teacher Benefits	XYZ Teacher Benefits		191.59	
8-1-17	XYZ Teacher Benefits	XYZ Teacher Benefits		191.59	
9-1-17	XYZ Teacher Benefits	XYZ Teacher Benefits		191.59	
10-1-17	XYZ Teacher Benefits	XYZ Teacher Benefits		191.59	
11-1-17	XYZ Teacher Benefits	XYZ Teacher Benefits		191.59	
12-1-17	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
1-1-18	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
2-1-18	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
3-1-18	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
4-1-18	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
5-1-18	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
6-1-18	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
<b>01-68-20-261-1000-230</b>	<b>ND Teachers Retirement</b>	<b>*Current Activity</b>	2,300.78	2,299.15	1.63
	<b>ND Teachers Retirement Total</b>		2,300.78	2,299.15	1.63

**Account Number** 01-68-20-261-1000-300

**Purchased Prof & Tech Services**

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-17	FY 18 Budget		500.00		
<b>01-68-20-261-1000-300</b>	<b>Purchased Prof &amp; Tech Services</b>	<b>*Current Activity</b>	500.00	0.00	500.00
	<b>Purchased Prof &amp; Tech Services Total</b>		500.00	0.00	500.00

**Account Number 01-68-20-261-1000-430****Maintenance**

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-17	FY 18 Budget		0.00		
<b>01-68-20-261-1000-430</b>	<b>Maintenance</b>	<b>*Current Activity</b>	0.00	0.00	0.00
	<b>Maintenance Total</b>		0.00	0.00	0.00

**Account Number 01-68-20-261-1000-580****Travel**

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-17	FY 18 Budget		1,140.00		
10-9-17	Travel	Best Western – Fall Conf.		200.00	
10-9-17	Travel	XYZ Teacher Mileage		117.10	
<b>01-68-20-261-1000-580</b>	<b>Travel</b>	<b>*Current Activity</b>	1,140.00	317.10	822.90
	<b>Travel Total</b>		1,140.00	317.10	822.90

**Account Number 01-68-20-261-1000-600****Materials and Supplies**

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-17	FY 18 Budget		500.00		
11-12-17	Title I Supplies – Books	Scholastic		150.00	
1-18-18	Parent Meeting Supplies	Supermarket		65.15	
1-18-18	Parent Meeting Supplies	Wal-Mart		100.00	
3-30-18	Title I Supplies	Office Depot		168.10	
<b>01-68-20-261-1000-600</b>	<b>Materials and Supplies</b>	<b>*Current Activity</b>	500.00	483.25	16.75
	<b>Materials and Supplies Total</b>		500.00	483.25	16.75

<b>Account Number 01-68-20-261-1000-730</b>					
<b>Equipment</b>					
Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-17	FY 18 Budget		0.00		
<b>01-68-20-261-1000-730</b>	<b>Equipment</b>	<b>*Current Activity</b>	0.00	0.00	0.00
	<b>Equipment Total</b>		0.00	0.00	0.00

<b>Account Number 01-68-20-261-1000-800</b>					
<b>Dues/Memberships/Registrations</b>					
Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-17	FY 18 Budget		1,625.00		
8-18-17	Highly Qualified – Tuition	University of North Dakota		1,000.00	
8-18-17	Highly Qualified – Books	University of North Dakota		135.00	
<b>01-68-20-261-1000-800</b>	<b>Dues/Memberships/Regs</b>	<b>*Current Activity</b>	1,625.00	1,135.00	490.00
	<b>Dues/Memberships/Registrations Total</b>		1,625.00	1,135.00	490.00

<b>Account Number 01-68-20-261-1000-900</b>					
<b>Indirect Cost</b>					
Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-17	FY 18 Budget		118.28		
<b>01-68-20-261-1000-900</b>	<b>Indirect Cost</b>	<b>*Current Activity</b>	118.28	0.00	118.28
	<b>Indirect Cost Total</b>		118.28	0.00	118.28

**Account Number** 01-68-20-261-1000-950

**Unobligated Funds**

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-17	FY 18 Budget		300.00		
<b>01-68-20-261-1000-9500</b>	<b>Unobligated Funds</b>	<b>*Current Activity</b>	300.00	0.00	300.00
	<b>Unobligated Funds</b>		300.00	0.00	300.00

# Submission D10 – Contract Requirements (Purchased Professional and Technical Services)

## Requirement

Object code 300 in the fiscal accounting process is labeled as Purchased Professional and Technical Services. This code is to be used any time funds will be expended to purchase a service. The following are examples of a purchased service:

- Paying a consultant or speaker to do a presentation for staff development.
- Paying a company, such as Scholastic, to access an assessment, receive technical assistance, and obtain reports on testing results.
- Paying a provider, such as Sylvan Learning Center, to provide tutoring services to at-risk students.

If funds are being used to purchase a service and will be listed in the object code 300, the school district must have a contract with the vendor. The contract must, at a minimum, include:

- Scope of services.
- Duration of the contract.
- Method and amount of payment.
- Execution by both parties.

Additionally, districts must ensure they do not enter into a contract or sub-grant with any vendor that is debarred, suspended, or is ineligible for participation in federal programs by:

1. Checking the Excluded Parties List (EPLS) in the [System for Award Management](#) (SAM),
2. Collecting a certification from the vendor and attaching it to the contract, or
3. Adding a clause or condition to the contract which indicates the vendor is eligible.

If the district is paying a vendor with federal funds, it is crucial to have a contract with that vendor which shows exactly how the funds will be used to demonstrate that the services are appropriate for the program. A document that sets forth the specific goods and services being purchased with the district's federal funds proves to auditors and the USDE the intentions for spending federal funds.

## Documentation

See subsequent page.

## Alerts

Invoices or statements do not meet the elements required of a contract.

## Resources

[System for Award Management](#) (SAM)

# Sample Documentation – Submission D10 – Contract Requirements (Purchased Professional and Technical Services)

## Agreement for Purchased Professional and Technical Services XYZ Public School District

### Contractor Name

ABC Presentations, Inc.  
123 Education Lane  
Anytown, ND 12345  
(987) 654-3210  
abc.presentations@nd.gov

### Contractor's Tax Identification No. (Soc. Sec. No.)

123-45-6789

### SCOPE OF SERVICES

CONTRACTOR, in exchange for the compensation paid by DISTRICT under this contract, agrees to provide the following services:

Facilitation of professional development to XYZ Public School District to lead teaching staff through data retreat. This retreat will teach educators how to read their current data and inform classroom instruction to meet the needs of students struggling in the classroom.

### TERM OF CONTRACT

The term of this contract commences on the 29<sup>th</sup> day of December, 2019, and terminates the 1<sup>st</sup> day of April, 2020. Actual meeting dates will be January 4, 2020, February 4, 2020, and March 4, 2020.

### COMPENSATION

The XYZ Public School District will pay for the services provided by CONTRACTOR under this contract an amount not to exceed \$500 at \$25 per hour based on a log of time and effort, to be paid to ABC Presentations, Inc. upon receipt of an itemized invoice.

Contractor will be reimbursed for photocopies, postage, meals, mileage, and lodging expenses if documented with a receipt. These expenses are not included as part of the contracted amount.

*(Travel expenses are included within the contracted amount specified in the "Compensation" of this contract.)*

*(Travel expenses will be paid outside the contracted amount specified in the "Compensation" of this contract. Travel will be reimbursed for actual amounts as documented by receipts.)*

### EXECUTION OF CONTRACT

This contract is not effective until fully executed by both parties.

By executing this contract, the contractor assures that it is not debarred, suspended, or is ineligible for participation in federal programs as indicated on the Excluded Parties List (EPLS) in the [System for Award Management](#) (SAM).

---

Contractor Signature

Date

---

XYZ Public School District Signature

Date

# Submission D11 – Records Retention

## Requirement

Financial records, supporting documents, statistical documents, and all other entity records pertinent to a Federal award must be retained for a period of three years from the date of submission from the date of the submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to NDDPI. Although not required by federal regulations, best practice is for districts to have a record retention policy and documentation that policy has been followed annually.

## Documentation

- Record Retention Policy
- Annual Policy Sign Off

## Alerts

No alerts for this submission.

## Resources

No additional resources available for this submission.

## Submission D12 – Audit

### Requirement

Federal audit requirements state that recipients that expend \$750,000 or more in federal funds during the entity's fiscal year are responsible for obtaining a single audit or program-specific audit conducted for that year. Federal assistance includes federal reimbursement payments and the value of donated commodities.

- Single Audit – A non-federal entity that expends \$750,000 or more during the fiscal year in federal wards must have a single audit performed.
- Program Specific Audit – When a grant recipient expends Federal awards under only one Federal program and the Federal program's statutes, regulations, or the terms and conditions of the Federal award do not require a financial statement audit of the auditee, the auditee may elect to have a program specific audit.

The audits shall be made by an independent auditor in accordance with generally accepted government auditing standards covering financial audits. If subgrantees expend less than \$750,000 annually, they still must maintain records of federal financial assistance or provide access to such records by state or federal agencies.

North Dakota state laws and regulations require school districts to have an audit at least once every two years (NDCC 54-10-14). The State Auditor may in lieu of conducting an audit every two years require annual reports from school districts with less than 100 students enrolled. The reports must contain the financial information required by the State Auditor.

### Documentation

- Audit reports, including date of audit and the name of the auditor or firm performing the audit.

### Alerts

No alerts for this requirement.

### Resources

No additional resources available for this submission.

# Submissions D13 & D14 – District Personnel Time & Assurance Documentation

## Requirement

The federal law requires all employees, including teachers, paraprofessionals, and other staff who are paid with federal funds, to document the time and effort they spend within that program. The portion of the federally paid salary should be reflective of the time and effort the individual has put forth for that federal program.

All individuals being paid with federal funds must document their time and effort, no matter the percentage of time they are paid. An employee dedicating 5% of their time to a federal program must document their time and effort just as an individual employed 100% in a federal program would have to document their time and effort. The difference is the type of documentation that each employee would be able to submit.

## Documentation

Documentation for this requirement varies based on the positions being funded with federal funds. For monitoring purposes, all individuals paid with federal funds must submit documentation of their time and effort through one of the options listed below:

- *Permanent Schedule* – A permanent schedule is most often used for teachers or individuals who are being paid with federal funds and hold a fixed schedule every day of the week. For instance, a Title I teacher's schedule could document that he/she is being paid 100% with federal funds and 100% of his/her day is dedicated to Title I programming. A teacher who was 50% Title I and 50% reading coach could also use this method if his/her schedule were consistent, day after day. Permanent schedules should be on file and updated throughout the school year.
- *Semi-Annual Certification* – Districts who have fully-funded federal personnel or those that are partially funded with federal funds must have individuals submit an assurance every six months (at a minimum) documenting the amount of time they worked for each particular federal program. This certification should also include documentation of time spent on the federal program (such as a copy of daily planner, schedules, time sheets, daily logs). A sample assurance could state, "From January 1, 2018 to June 30, 2018, Jane Doe spent 100% of her time on Title I, Part A instructional activities as evidenced by the enclosed schedule." – Signed by employee and their supervisor.
- *Daily Log* – Individuals who work less than 100% for a particular federal program and whose schedule changes from day to day have the option of logging their time spent in the federal program each day. For instance, a principal who is paid 75% from the district for principal duties and 25% from Title I to coordinate the district's Title I program could keep a daily log of the time spent on principal duties versus Title I coordinator duties. An individual in this situation does not hold a fixed schedule as principal duties are irregular and cannot be scheduled. Daily logs must be signed by the employee and their supervisor.
- *Monthly Certification* – Individuals who are funded from multiple funding sources can document their time and effort through monthly documentation. For this method, an assurance including time documentation would be submitted monthly, or as indicated by the employees pay period (i.e., paid every two weeks, two week certification). A sample monthly assurance could state, "For the month of October 2017, Jane Doe spent 50% of her time on Title I, Part A instructional activities and 50% on general fund instructional activities as evidenced by the enclosed schedule." – Signed by employee and their supervisor.

The type of documentation you will be responsible for depends on the type of position held. Use the chart below to determine the best form of documentation for your position

<b>Position</b>	<b>Permanent Schedule</b>	<b>Semi-Annual Certification</b>	<b>Daily Log</b>	<b>Monthly Certification</b>
Title I Teacher (fixed schedule)	✓	✓		
Title I Teacher (variable schedule)			✓	✓
Data Coordinator			✓	✓
School Improvement/Schoolwide Coordinator			✓	✓
Reading/Math Coach (fixed schedule)	✓	✓		
Reading/Math Coach (variable schedule)			✓	✓
Class-size Reduction Teacher (fixed schedule)	✓	✓		
Preschool Teacher (fixed schedule)	✓	✓		
Title I Coordinator			✓	✓
Aides/Paraprofessionals (fixed schedule)	✓	✓		
Aides/Paraprofessionals (variable schedule)			✓	✓

See subsequent pages for Sample Time and Effort Logs and Assurances.

## Alerts

**Other Federal Programs and Competitive Grants:** Districts that receive federal funds other than Title I must document time and effort as well. These federal funds may come from formula grants, such as Special Education or Child Nutrition and Food Distribution, or competitive grants, such as the Education of Homeless Children and Youth.

## Resources

There are no additional resources for this requirement.

## Sample Documentation – Submission D13 – District Personnel Time Documentation & Assurance – Permanent Schedule

A permanent schedule is most often used for teachers, paraprofessionals, or individuals who are being paid with federal funds and hold a fixed schedule every day of the week. For instance, a Title I teacher's schedule could document that he/she is being paid 100% with federal funds and 100% of his/her day is dedicated to Title I programming. A teacher who was 50% Title I and 50% reading coach could also use this method if his/her schedule were consistent, day after day. Permanent schedules should be on file and updated throughout the school year.

**Teacher Name:** XYZ Teacher

**School Name:** XYZ Public School

**Position:** 50% Reading Specialist and 50% Reading Coach (paid with district funds)

Time Slots	Students Worked With (List names of students served during this time slot.)	Subjects Covered (Reading, math or other subject. Give description of skills in the subject area.)	Grade Level of Student
8:30 – 9:00	All	Reading	Grade 4
9:00 – 9:30	XYZ Students	Reading	Grade 3
9:30 – 10:00	XYZ Students	Reading	Grade 2
10:00 – 10:30	XYZ Students	Reading	Grade 1
10:30 – 11:00	XYZ Students	Reading	Grades 5 & 6
11:00 – 11:30	All	Reading	Grade 3
11:30 – 12:00	All	Reading	Grade 2
12:00 – 1:30	Lunch and Prep		
1:30 – 2:00	All	Reading	Grade 1
2:00 – 2:30	XYZ Students	Reading	Grade 4
2:30 – 3:00	All	Reading	Grades 5 & 6
3:00 – 3:30	Prep		

## Sample Documentation – Submission D13 – District Personnel Time Documentation & Assurance – Daily Log

*Individuals who work less than 100% of their time for a particular federal program and whose schedule changes from day to day have the option of logging their time spent in the federal program each day. For instance, a principal who is paid 75% from the district for principal duties and 25% from Title I to coordinate the district's Title I program could keep a daily log of the time spent on principal duties versus Title I coordinator duties. An individual in this situation does not hold a fixed schedule as principal duties are irregular and cannot be scheduled. Daily logs must be signed by both the employee and their supervisor. Signatures must be dated AFTER the last date of service.*

*Please be mindful that time and effort documentation must:*

- *Reflect an after-the-fact distribution of the actual service provided by the employee.*
- *Account for the total activity for which the employee is compensated.*
- *Be prepared at least monthly and must coincide with one or more pay periods.*
- *Be signed by the employee.*

<b>School District</b> XYZ School District		<b>School</b> XYZ Public School	
<b>Name of Staff Member</b> XYZ, Title I Coordinator		<b>Supervisor</b> XYZ, Title I Supervisor	
<b>Date of Service</b>	<b>Time</b>	<b># of Hours</b>	<b>Scope of Service</b>
August 15, 2018	3:00 pm – 5:00 pm	2	Coordinated review of student selection procedures for all Title I schools
August 25, 2018	8:00 am – 3:00 pm	7	Met with each Title I building staff to review caseloads and upcoming year
August 30, 2018	3:00 pm – 5:00 pm	2	Prepared materials for upcoming parent meeting
September 1, 2018	3:00 pm – 5:00 pm	2	Attended Title I fall parent meeting
September 15, 2018	5:00 pm – 6:00 pm	1	Individualized parent meeting with a concerned parent
<b>Total Hours</b> ↻	14 hours	<b>I certify with my signature that the information submitted is accurate.</b>	
<b>*Employee Signature</b>	<b>Date</b>	<b>*Supervisor Signature</b>	<b>Date</b>

***\*Signatures must be dated AFTER the last date of service.***

## Sample Documentation – Submission D14 – District Personnel Time Assurance – Semi-Annual Certification

*Districts who have fully-funded federal personnel or those that are partially funded with federal funds must have each individual sign an assurance every six months (at a minimum) documenting the amount of time they worked for each particular federal program. This assurance must be kept on file and made available for monitoring purposes. This certification should also include documentation of time spent on the federal program (such as a copy of daily planner, schedules, time sheets, daily logs). A sample assurance could state, "From August 1, 2018 to December 15, 2018, Jane Doe spent 100% of her time on Title I, Part A instructional activities as evidenced by the enclosed schedule." Logs must be signed by both the employee and supervisor. Signatures must be dated AFTER the last date of service.*

**Teacher Name:** XYZ Teacher

**School Name:** XYZ Public School

**Position:** 50% Reading Specialist and 50% Reading Coach (paid with district funds)

This is to certify that I, _____, worked _____ of my time on _____ <small style="display: block; text-align: center;">(Employee First and Last Name)                      (FTE %)                      (School &amp; District)</small>		
Title I, Part A program performing instructional activities for the period of _____ to _____ <small style="display: block; text-align: center;">(Month/Day/Year)                      (Month/Day/Year)</small>		
*XYZ Teacher Signature		*XYZ Supervisor Signature
Date		Date

***\*Signatures must be signed and dated AFTER the last date of service.***

## Sample Documentation – Submission D14 – District Personnel Time Documentation & Assurance – Semi-Annual Certification for Large Group

*Districts who have fully-funded federal personnel or those that are partially funded with federal funds must have each individual sign an assurance every six months (at a minimum) documenting the amount of time they worked for each particular federal program. This assurance must be kept on file and made available for monitoring purposes. This certification should also include documentation of time spent on the federal program (such as a copy of daily planner, schedules, time sheets, daily logs). This sample assurance could be used when multiple individuals are supervised by one constant individual.*

I verify by my signature below that the following employees, that I directly supervise, spent 100% of their time on the designated program during the sixth-month time period from July 1, 2018 through December 31, 2018.

Employee: John Doe  
100% Title I, Part A

Employee: Jane Doe  
100% Title I, Part C

Supervisor Name:  
Supervisor Title:

\*Supervisor Signature

\* Date

***\*Signature must be signed and dated AFTER the last date of service.***

## Sample Documentation – Submission D14 – District Personnel Time Assurance – Monthly Certification

*Individuals who are funded from multiple funding sources can document their time and effort through monthly documentation. For this method, an assurance including time documentation would be signed monthly, or as indicated by the employees pay period (i.e., paid every two weeks, two week certification). This assurance must be kept on file and made available for monitoring purposes. A sample monthly assurance could state, "For the month of October 2018 Jane Doe spent 50% of her time on Title I, Part A instructional activities and 50% on general fund instructional activities as evidenced by the enclosed schedule." Logs must be signed by both the employee and supervisor. Signatures must be dated AFTER the last date of service.*

**Teacher Name:** XYZ Title I Coordinator

**School Name:** XYZ Public School

From October 1, 2018 to October 31, 2018, XYZ Title I Coordinator, \_\_\_\_\_, spent 50% of his/her time on Title I, Part A instructional activities as evidenced by the enclosed time and effort log.

(Start Date)      (End Date)      (Employee Name)      (FTE)

*XYZ Title I Coordinator Signature	*XYZ Supervisor Signature
Date	Date

***\*Signatures must be dated AFTER the last date of service.***

## Submission D15 – Districtwide Activities and Services, if applicable

### Requirement

Typically, Title I funds are used for student services during the regular school day to provide direct, remedial services to at-risk students.

However, some schools and districts choose to use their funds in other ways to provide services to students. These may include, but are not limited to:

- Title I summer school programming
- Title I preschool programming
- Title I Reading First look-a-like programming
- Title I before or after school programming
- Title I Saturday school programming
- Title I ELL programming
- Title I Homeless programming
- Title I N&D programming

When schools and districts choose to use additional Title I funding to supplement their current Title I program, the Division of Student Support & Innovation is required to monitor these initiatives.

### Documentation

See subsequent page.

### Alerts

No specific alerts for this submission.

### Resources

No additional resources available for this submission.

# Sample Documentation – Submission D15 – Supplemental Questionnaire on Additional Districtwide Services Paid with Title I Funds

## Supplemental Questionnaire on Additional Districtwide Services Paid with Title I Funds

*(If applicable, Label Submission D15)*

It is the policy of the Office of Educational Equity & Support when monitoring to include questions on all aspects of Title I programming. This supplemental questionnaire is for those districts utilizing Title I funding to implement Title I services at the district level in addition to the regular Title I program. These services may include, but are not limited to, those listed below. If you are implementing one or more of these types of programs, please answer all questions listed below and submit with the district's monitoring guide.

Please include one for the implementation of each additional program.

**School District:** XYZ Public School District

**School:** XYZ Public School

**Program Implemented:**

- Title I Reading First Look-A-Like Program
- Title I Before or After School Program
- Title I Summer School Program
- Title I Saturday School Program
- Other

**Total Number of Students in District:** 210

**Number of Students Served by Additional Title I Services:** 15

**Please provide a detailed description of the additional services offered with Title I funds (i.e., paint us a picture of what a typical day looks like).**

Our Title I Afterschool Program begins at 3:15 pm after students have been dismissed and busses have left. The students come into the Title I classroom to receive services. This Afterschool Program is specifically for the upper elementary Title I students (grades 4-6). It is difficult to find time during the day to provide Title I services to these students so our three Title I teachers stay late for this program. Students attending receive remedial, supplemental instruction aligned to their regular classroom lessons.

**How often are students served by this program? (daily, three times per week, etc.)**

The services are provided three days a week (Tuesday, Wednesday, Thursday)

**How long do students receive services from this program? (20 minutes, 30 minutes, 1 hour, etc.)**

The Title I Afterschool Program runs from 3:15 pm to 4:30 pm.

**Targeted Assistance Program Only: Please describe your student selection process for these services and include information on the criteria used:** N/A

# Submission D16 – Evidence-Based Practices

## Requirement

ESSA supports the use of evidenced research that instructional materials or programs used in schools. Evidence-based strategies, practices or activities have been evaluated and proven to improve student outcomes. Programs may include evidence-based strategies. Districts can have confidence that evidence-based strategies are likely to produce positive results when implemented.

ESSA (Section 8002) and the U.S. Department of Education's Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments outline four levels of evidence. When you search for evidence-based strategies in the Evidence-Based Clearinghouse, the evidence-based strategies you see meet ESSA's definitions for Level 1 ("Strong"), Level 2 ("Moderate") or Level 3 ("Promising").

What is evidence based? When an instructional program or practice is evidence based, there must be consistent and reliable evidence that the particular program or practice has been proven effective.

The definition of evidence based is an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes. This includes interventions that:

- Employ systematic, empirical methods;
- Involve rigorous data analyses;
- Rely on measurements that provide reliable and valid data;
- Use experimental or quasi-experimental designs;
- Ensure that studies are clear and detailed to allow for replication; and
- Has been reviewed or accepted by independent experts.

What does this mean for Title I?

- All Title I programs, both targeted assistance and schoolwide, must use instructional strategies and methods that are evidence based.
- All schools who receive Title I funds must provide documentation as to how the programs and strategies they employ are evidence based.
- Title I paid staff who provide instruction in reading and/or math, as well as all staff teaching in a schoolwide program, must use instructional strategies and methods that are evidence based.
- There are many resources and websites districts can use outlining the four levels of evidence by using existing research and cataloging evidence based practices. A list of resources is available on the [Evidence-Based Website](#).

## Documentation

See subsequent page.

## Alerts

External research partners can be a great resource for learning more about existing research on an activity, strategy or intervention. If you have existing partnerships or are considering developing new research partnerships, ask them to share their insights and knowledge.

## Resources

[Evidence-Based Website](#)

# Sample Documentation – Submission D16 – Evidence-Based Practices

XYZ Public School District  
XYZ School  
How to Document Evidence-Based Research

Title I Teacher: XYZ Public School Title I Teacher

School Year: \_\_\_\_\_

Title I teachers are required to supplement instruction that is occurring in the regular classroom. Therefore, documenting that the general educational curriculum is research-based will also demonstrate that Title I teachers are meeting the evidence-based requirement.

## Core Curriculum (i.e., District Reading Series, District Math Series used by general education teachers)

District Reading Series: Scott Foresman, 2014

District English Series: Harcourt, 2014

District Math Series: Saxon Math

District Assessments (e.g., STAR, NWEA)

Evidence-Based Research Activities, Strategies, and Interventions	Level of Evidence
<ul style="list-style-type: none"><li>▪ Guided Repeated Oral Reading Procedures</li><li>▪ Comprehension Direct Vocabulary Instruction</li><li>▪ Phonemic Awareness Instruction</li><li>▪ Dream Box</li></ul>	<ul style="list-style-type: none"><li>▪ Strong</li><li>▪ Strong</li><li>▪ Strong</li><li>▪ Moderate</li></ul>

## Websites and resources cataloging evidence-based practices

- [Evidence for ESSA](#), developed by Johns Hopkins University (categorized in ESSA evidence tiers)
- [RAND report on school leadership interventions under ESSA](#) (categorized in ESSA evidence tiers)
- [SRCL Evidence-Based Literacy Resources](#) (categorized in ESSA evidence tiers)
- [What Works Clearinghouse](#), developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only most rigorous evidence criteria)

Outlined below are research articles supporting the above curriculums, activities, etc.

*[School must reference or include supporting documentation, research articles, websites, etc., that support the practices and curriculums listed above.]*

# Submission D17 – Parent and Family Engagement Requirements

## Requirement

In support of strengthening student academic achievement, each district and school that receives Title I, Part A funds or services must develop jointly with, agree on, and distribute to parents of participating children, written parent and family engagement policies that contain information required by the ESEA. These policies establish the district and school expectations for parent and family engagement, describe how the district and school will implement a number of specific parent and family engagement activities, and incorporate such policies into the district's plan submitted to the Division of Student Support & Innovation.

Personnel have the option of writing a separate District Parent and Family Engagement Policy and a separate School Parent and Family Engagement Policy or combining the two into one District-School Parent and Family Engagement Policy. Each of these policies are outlined below.

**The District Parent and Family Engagement Policy** – School districts, in consultation with parents, should use the sample template provided by the Office of Educational Equity & Support as a framework for the information to be included in their parent and family engagement policy. School districts must follow this sample template or framework to establish the district's expectation for parent and family engagement and to ensure all of the components have been incorporated. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that support effective parent and family engagement and strengthen academic achievement.

**The School Parent and Family Engagement Policy** – Schools, in consultation with parents, should use the sample template as a framework for the information to be included in their parent and family engagement policy. Schools must follow this sample template or framework to establish the school's expectation for parental involvement and to ensure all of the components have been incorporated. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parent and family engagement and strengthen student academic achievement. The school policy must include such information as the school-parent compact, annual parent meeting, annual assessment of parent and family engagement, etc.

**The District-School Parent and Family Engagement Policy** – The School Parent and Family Engagement Policy and the District Parental and Family Engagement Policy are generally two separate documents; however, for small districts, the components for the district and school policies may be addressed in either one policy (school/district policy) or two policies (school policy and district policy). If your district/school plans to combine all the requirements of both the district policy and school policy into one policy, make sure all necessary components of the school policy and all necessary components of the district policy are included.

Districts/schools planning to combine the policies into one policy, in consultation with parents, should use the sample template as a framework for the information to be included in their parent and family engagement policy. Districts/schools must follow this sample template, or framework, to establish the district's/school's expectations for parent and family engagement and ensure all of the components have been incorporated. Districts/schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parent and family engagement and strengthen student academic achievement.

Please keep in mind regarding the District, School, and District-School Parent and Family Engagement Policies that each year, the policy/policies must be **updated** in consultation with parents and **document** the distribution method to parents.

## Documentation

See subsequent pages

## Alerts

No alerts for this section.

## Resources

[Title I Parent and Family Engagement](#)

# Sample Documentation – Submission D17 – Parent and Family Engagement Policy

XYZ Public School District has updated its Title I District Parent and Family Engagement Policy for the 2019-2020 school year.

**XYZ Public School District agrees to implement the following requirements as outlined by Section 1116 of the Every Student Succeeds Act (ESSA):**

- The district will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its school with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
- The district will work to ensure that the required parent and family engagement policy meets the Title I, Part A requirements, and includes as a component, a school-parent compact.
- The district will incorporate this district-wide parent and family engagement policy into its district plan.
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the district plan for Title I, Part A is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to Department of Public Instruction.
- The district will be governed by the following statutory definition of parental involvement, and expects that its Title I, Part A schools will carry out programs, activities, and procedures in accordance with this definition:

*Parental involvement means the participation in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:*

- *Parents play an integral role in assisting their child's learning,*
- *Parents are encouraged to be actively involved in their child's education at school,*
- *Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child, and*
- *Other activities are carried out, such as those described in Section 1116 of ESSA.*

## **Required District Parent and Family Engagement Policy Components**

- **Jointly Developed**  
**XYZ Public School District** will take the following actions to involve parents and family members in jointly developing its district plan, and in the development and review of support and improvement plans:
  - *Parents will have the opportunity to be involved in the development of this policy in various ways including the annual parent meeting in the fall of the school year.*
  - *Parent comments/suggestions are encouraged during parent-teacher conferences and on the annual assessment of parent involvement.*
  - *Individualized parent meetings will be scheduled.*
  - *Parent comments are welcome year round.*
  - *Parent survey mailed out in the spring of the school year.*
- **Technical Assistance**  
**XYZ Public School District** will provide the following coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education:

- *Staff meetings.*
- *Teacher in-services, workshops and conferences.*
- *Schoolwide coordinator will stay informed through trainings offered by the Office of Educational Equity & Support.*
- *Teacher in-services will be held prior to the start of the school year where parent and family engagement policy requirements will be reviewed.*

- **Annual Evaluation**

**XYZ Public School District** will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its parent and family engagement policies.

- *Annual parent meeting conducted in the fall of the school year. Parents will be responsible for aiding in the development of this policy as well as other pertinent information regarding schoolwide programming.*
- *Parent surveys mailed out in the spring of the school year. Parents will be responsible for helping develop the schoolwide program through questions and concerns addressed in the survey.*
- *During the annual parent meeting conducted in the fall of the school year, parents will be informed of the previous school year's annual review meeting with teachers and administration.*

- **Reservation of Funds (only applicable to districts with Title I allocations of \$500,000 or more)**

If applicable, **[name of district]** will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools.

- *Parent surveys mailed out in the spring of the school year will include questions pertaining to the set-aside for parent and family engagement, so parents are able to provide their input into how the funds are budgeted for the upcoming school year.*
- *At the annual parent meeting in the fall, parents and family members will receive information on the activities and programs included in the set-aside budget.*

- **Coordination of Services**

**XYZ Public School District** will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement strategies, programs, and activities with other relevant Federal, State, and local laws and with Head Start or other public preschool programs, parent resource centers, and other programs that encourage and support parents in more fully participating in the education of their children by:

- *The school district will work with Head Start, and preschool programs (as available) to make a smooth and easy transition into the school district.*
- *The school district will work with our local special education unit to make an easier transition for those students with handicaps or disabilities or those on an individual education plan (IEP).*
- *Title I staff will meet with staff from Head Start and preschool programs to share information and strategies to be able to better service students.*

- **Building Capacity of Parents**

**XYZ Public School District** will build the schools' and parents' capacity for strong parent and family engagement by providing materials and training on such topics as literacy training and using technology to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- *The state's academic content standards and student academic achievement standards will be reviewed at each scheduled parent-teacher conference during the school year. Parents are given a copy of their child's grade levels as well as guidance in understanding the information.*
- *The state and local academic assessments, including alternate assessments, will be reviewed at the annual parent meeting in the fall. School staff will provide assistance in understanding these assessments.*
- *The requirements of the schoolwide plan will be reviewed at the annual parent meeting in the fall.*
- *School staff will show parents how to monitor their child's progress at the annual parent meeting in the fall, as well as through scheduled parent-teacher conferences and quarterly progress reports. Staff will provide assistance in understanding these reports.*
- *Staff will show parents how to work with other educators at the annual parent meeting in the fall and at the scheduled parent-teacher conferences.*
- *Letters and/or newsletters are mailed out and sent home.*
- *Brochures/research articles are distributed at the annual parent meeting (fall).*
- *Resources are listed on the school website with links provided.*
- *Parents are able to email teachers with questions or concerns.*
- *The interactive dashboard, [Insights](#), will be accessible in the school and a link will be placed on the website of the district.*
- *Information on the school website will be provided.*

***XYZ Public School District** will provide parents of participating children, if requested, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such request as soon as practically possible.*

- **Building Capacity of Staff**

**XYZ Public School District** will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools by:

- *Teacher in-services and/or workshops.*
- *Staff newsletters (email).*
- *State and regional conferences, in-services and meetings.*
- *Use of the Internet and website.*
- *Email correspondence between parents and teachers.*

**XYZ Public School District** will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

*XYZ Public School District personnel will provide, to the feasible and appropriate, other reasonable support requests for parent and family engagement activities.*

### **Building Capacity for Involvement**

The District Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the district-school, in meaningful consultation with its parents, choose to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of ESSA. Indicate which of the following discretionary (optional) parent and family engagement policy components the district will implement improve family-school partnerships:

- **Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.**
- **Provide necessary literacy training for parents from Title I, Part A funds if the school has exhausted all other reasonably available sources of funding for that training.**

- Pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Train parents to enhance the engagement of other parents.
- Maximize parent and family engagement and the participation in their child’s education, arrange school meetings at a variety of times or conduct in-home conferences with teachers or other educators who work directly with participating children and parents who are unable to attend conferences at school.
- Adopt and implement model approaches to improving parent and family engagement
- Establish a districtwide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities.
  - *Parents will be given the opportunity to have input in this process at the annual parent meeting in the fall, parent-teacher conferences, and at any time parents feel necessary.*

**Adoption**

This district parent and family engagement policy has been developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs, as evidenced by **school board meeting minutes**.

This policy was adopted by the **XYZ Public School District** on **7/1/2019** and will be in effect for the period of the 2019-2020 school year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before **9/1/2019**.

---

*(Signature of Authorized Representative)*

---

*(Date)*

# Submission D18 – Parent and Family Engagement Set-Aside (Districts with Allocations over \$500,000)

## Requirement

Districts with a Title I allocation of \$500,000 or more are required to set aside 1% of their district's Title I allocation for parent and family engagement. Only 10% of these funds may be used at the district level, 90% must be given to the participating Title I schools.

Districts must document on their consolidated application that they have reserved, at a minimum, the 1% for parent and family engagement and specifically outline how these funds will be spent. Districts need to track the parent and family engagement expenditures at each building level.

Districts are required to assure parent and family engagement funds are being used to carryout activities and strategies consistent with the district's parent and family engagement policy, and at least one of the following, as indicated in the district's consolidated application:

- Supporting schools and nonprofit organizations in providing professional development for district and school personnel, and parents and family members, regarding parent and family engagement strategies.
- Supporting programs that reach parents and family members at home, in the community, and at school.
- Disseminating best practices information on parent and family engagement focusing on increasing the engagement of economically disadvantaged parents and family members.
- Collaborating (or providing sub grants to schools to enable them to collaborate) with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- Engaging in any other activities and strategies that the district determines are appropriate and consistent with its parent and family engagement policy.

Districts are required to document parent input and approval if they plan to use any parent and family engagement reservation funds on a parent and family engagement staff member.

## Documentation

- Detailed ledger reflecting the parent and family engagement expenditures (see subsequent page).
- Schedule or calendar of parent and family engagement activities consistent with the activities and funds set aside within the consolidated application, newsletters advertising parent and family engagement activities, or other notices of such events.
- Surveys, parent meeting agendas, minutes, meeting notes or other documentation where parent and family input was received.

## Alerts

No specific alerts for this submission.

## Resources

[Parent and Family Engagement Set-Aside](#)

# Sample Documentation – Submission D18 – 1% Parent and Family Engagement Set-Aside

XYZ Public School District  
 XYZ Public School  
 Parent and Family Engagement Funds  
 July 1 – June 30

Title I - 01-71-20-261-1000 – Parent and Family Engagement (XYZ Public School)

<b>Account Number</b> 01-71-20-261-1000-600					
<b>Supplies/Materials</b>					
Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-17	FY 18 Budget		500.00		
1-15-18	Parent Meeting Supplies	Supermarket		65.15	
1-15-18	Parent Meeting Supplies	Barnes and Noble		100.00	
<b>01-71-20-261-1000-600</b>	<b>Supplies/Materials</b>	<b>*Current Activity</b>	500.00	165.15	334.85
	<b>Supplies/Materials Total</b>		500.00	165.15	334.85

## Submission D19 – Neglected & Delinquent (N&D) Services

### Requirement

Under the Title I regulations, requirements exist for districts to assist neglected and delinquent children within their district boundaries.

*“A LEA shall reserve such funds as are necessary under this subpart to provide services comparable to those provided to children in schools funded under this part to serve: children in local institutions for neglected children and, if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs.”* Section 1113(c)(3)

Districts must collaborate with the local N&D facilities to determine services that will best meet the needs of neglected and/or delinquent students.

### Documentation

Districts must maintain documentation regarding the services provided to neglected and/or delinquent students. This documentation could include:

- Consolidated application budgeting and activity proposals
- Communications with local N&D facilities (memos, meeting agendas, meeting minutes)
- N&D student needs assessment

### Alerts

There are no specific alerts for this submission.

### Resources

No additional resources available for this submission.

# Submission D20 – Cooperative Agreement School Board Approval

## Requirement

In North Dakota, it is common for districts to cooperate and share services. Federal regulations allow school districts to form consolidated agreements to provide educational services. One example of these consolidated efforts is a Title I cooperative agreement (also known as a Title I co-op).

Title I programs provide supplemental educational services to “at-risk” students. To qualify for Title I funds, a district must have a poverty count of ten. Districts that do not have a poverty count of ten or more may form a Title I cooperative agreement with a neighboring district that is eligible, as a method of continuing Title I services within the district.

Both school boards must agree to the cooperative agreement arrangement and to the responsibilities of participating in a cooperative agreement. This agreement must be documented on SFN 52861 Formal Title I Cooperative Agreement and must be documented in school board minutes.

## Documentation

The XYZ School District and the ABC School District move to approve a cooperative agreement arrangement for the Title I program. The XYZ Public School District will be the fiscal agent of this cooperative agreement. The ABC School District will participate as the cooperating district. Motions made by Smith, seconded by James and motion carried unanimously.

## Alerts

**Other Federal Programs and Competitive Grants:** The school boards of districts involved in a Title I cooperative agreement must approve the cooperative agreement arrangement in the spring of the school year. This will ensure that there is enough time for districts to adjust and for the state to develop a cooperative allocation.

## Resources

There are no additional resources for this requirement.

# Submission D21 – LEA Coordination with Head Start and other Early Childhood Programs

## Requirement

Each LEA receiving Title I funds, regardless of whether it operates a Title I preschool program, must develop agreements and carry out the following coordination activities with Head Start and, if feasible, other early childhood programs (Title I Part A Section 1119(a) and (b)):

- Developing and implementing a systematic procedure for receiving records of preschool children;
- Establishing channels of communication between school staff and their counterparts to facilitate coordination;
- Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers to discuss the developmental and other needs of children;
- Organizing and participating in joint transition related training of school, Head Start, and where appropriate, other early childhood education program staff; and
- Linking the educational services provided by the LEA with those provided by Head Start agencies.

An LEA must include on their report cards the number and percentage of students enrolled in preschool programs (Title I Part A Section 1111 (h)(1)(C)(vii)(II)(aa), (h)(2)(C)).

An LEA's Title I plan must provide an assurance that the LEA will, if it uses funds to provide early childhood education, ensure that programs comply with the Head Start education performance standards.

## Documentation

Documentation includes:

- Narrative or summary of a systematic procedure for receiving records of preschool children;
- Correspondence, telephone logs, or emails between school staff and their counterparts to facilitate coordination, as well as agenda, minutes, handouts, and other evidence linking the educational services provided by the LEA with those provided by Head Start agencies;
- Correspondence, agenda, minutes, handouts, etc., of meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers to discuss the developmental and other needs of children;
- Correspondence, agenda, sign-in sheets, minutes, handouts, etc., of organization and participation in joint transition related training of school, Head Start, and other early childhood education program staff.

## Alerts

There are no alerts for this requirement.

## Resources

[Title I and Early Childhood Requirements](#)

# Submission D22-D23 – Equitable Services – Consultation

## Requirement

Section 1117 (a)(b), 8501 of the Every Student Succeeds Act (ESSA) requires that timely and meaningful consultation occur between school district staff and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in Title I, Title II, Title III, and Title IV programs.

Discussion of the following topics will occur during the ongoing consultation process:

- How the district will identify the needs of eligible private school children.
- What services the district will offer to eligible private school children.
- How and when the district will make decisions about the delivery of services.
- How, where and by whom the district will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider.
- How the district will assess academically the services to eligible private school children and how the district will use the results of that assessment to improve Title I services.
- The size and scope of the equitable services that the district will provide to eligible private school children and the proportion of funds that will be allocated to provide these services.
- The method or sources of data that the district will use to determine the number of private school children from low income families residing in participating public school attendance areas, including whether the district will extrapolate data, if a survey is used.
- The equitable services the district will provide to teachers and families of participating private school children.
- If the district disagrees with the views of the private school officials on the provisions of services through a contract, the district must provide the private schools the reasons in writing why the district chooses not to use a contractor.
- How the amount of funds available for equitable services is determined.
- Whether the agency, consortium, or entity responsible for providing equitable services will provide those services directly or through a separate government agency, consortium, or entity, or through a third-party contractor.
- Whether to provide equitable services to eligible private school participants (1) by creating a pool or pools of funds with all of the funds allocated under programs covered under section 8501(b) or (2) on a school-by-school basis based on each the proportionate share of funds available to provide services in each school.
- Documentation: Each LEA shall maintain in the agency's records, and provide to the SEA involved, a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the SEA.

Consultation by a district must include meetings between the district and appropriate private school officials and must occur before the district makes any decision that affects the opportunity for eligible private school children, their teachers, and their families to participate in Title I programs. The meeting must occur and the consultation form should be signed in the spring or early summer before the consolidated application is submitted to the department.

Each school district must obtain a written affirmation, signed by officials of each private school with participating children or appropriate representatives of the private school officials that the required consultation has occurred. This documentation must be submitted to the Division of Student Support & Innovation annually, as well as, addressed on the STARS.

## Documentation

Documentation must include evidence that timely and meaningful consultation is occurring. The district may provide a brief description of initial and ongoing consultation process and include evidence such as letters, agendas, meeting notes, sign-in sheets, etc. See subsequent pages for Sample Agenda.

## Alerts

The district must comply with the requirements for consultation with private school officials in a timely manner for all federal programs requested by the private school as documented on the Affirmation of Consultation.

Services need to be under the supervision of the district. Sec 1117(d), 8501(d)

## Resources

[Equitable Services for Private Schools](#)

# Sample Documentation – Submission D22 – Consultation

## Agenda for Private School Equitable Services Spring 2019

XYZ Public School District

### Funding

- Private School Equitable Services Participation
  - District Grant Allocations for Participating Programs
  - Private School Proportionate Share
  - Carryover and Transfer of Funds
  - Policy and Process for funding, purchasing, inventory, and labeling
- Equitable Services to Students Based on Educational Need
- Parent and Family Engagement
- Professional Development
- Services and Materials

### Student Selection

- Determining Student Eligibility
- Policy on Services to Out-of-District Students

### Delivery of Services to Students

- In-class Services
- Afterschool Program
- Documentation

### Evaluation

- Students Assessments, Annually
- Results Used to Improve Services

### Ongoing Consultation

- Description of consultation process
- Timelines and deadlines
- Contact information

### Complaint Process

- Explain the complaint process to private school officials

# AFFIRMATION OF CONSULTATION WITH PRIVATE SCHOOL OFFICIALS

## GENERAL INFORMATION

Section 8501 of the Every Student Succeeds Act (ESSA) requires that timely and meaningful consultation occur between school district staff and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in Title I programs.

Discussion of the following topics will occur during the ongoing consultation process:

- How the district will identify the needs of eligible private school children.
- What services the district will offer to eligible private school children.
- How and when the district will make decisions about the delivery of services.
- How, where and by whom the district will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider.
- How the district will assess academically the services to eligible private school children and how the district will use the results of that assessment to improve Title I services.
- The size and scope of the equitable services that the district will provide to eligible private school children and the proportion of funds that will be allocated to provide these services.
- The method or sources of data that the district will use to determine the number of private school children from low income families residing in participating public school attendance areas, including whether the district will extrapolate data, if a survey is used.
- The equitable services the district will provide to teachers and families of participating private school children.
- If the district disagrees with the views of the private school officials on the provisions of services through a contract, the district must provide the private schools the reasons in writing why the district chooses not to use a contractor.
- How the amount of funds available for equitable services is determined.
- Whether the agency, consortium, or entity responsible for providing equitable services will provide those services directly or through a separate government agency, consortium, or entity, or through a third-party contractor.
- Whether to provide equitable services to eligible private school participants (1) by creating a pool or pools of funds with all of the funds allocated under programs covered under section 8501(b) or (2) on a school-by-school basis based on each the proportionate share of funds available to provide services in each school.
- Documentation: Each LEA shall maintain in the agency’s records, and provide to the SEA involved, a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials’ belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the SEA.

## SIGNATURES AND OPTION for Timely and Meaningful Consultation

### Private School Official must check one:

- We agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school children in the Title I, Part A program.
- We do not agree that timely and meaningful consultation has occurred or the program design is not equitable with respect to eligible private school children.

Name of <b>District</b> Authorized Representative		Name of <b>Private School</b> Authorized Representative	
Signature of District Authorized Rep.	Date	Signature of <b>Private School</b> Authorized Rep.	Date
School District		Private School	
<b>PRIVATE SCHOOL PARTICIPATION BY TITLE PROGRAM</b>			
(Check the box by each applicable Title program to indicate nonpublic school participation)			
Title I, Part A <input type="checkbox"/> Yes <input type="checkbox"/> No	Title II, Part A <input type="checkbox"/> Yes <input type="checkbox"/> No	Title III, Part A <input type="checkbox"/> Yes <input type="checkbox"/> No	Title IV, Part A <input type="checkbox"/> Yes <input type="checkbox"/> No

**\* THE SCHOOL DISTRICT MUST MAINTAIN A COPY OF THIS FORM ON FILE**

**\* A SIGNED COPY MUST BE SUBMITTED TO THE NDDPI**

## Submission D24 – Equitable and Timely Services

### Requirement

Under the Every Student Succeeds Act Sec 1117(a)(3), 8501, districts are required to provide services for eligible private school students, as well as eligible public school students. In particular, the law federal requires districts to provide eligible children attending private elementary and secondary schools, their teachers, and their families with services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families. In order to plan for these services, it is imperative that meaningful coordination and collaboration occur.

The consultation process between public and private school officials regarding the Title I or other participating federal program should result in services designed to meet the educational needs of eligible private school children. Consultation must include meetings between district officials and appropriate private school officials and must occur before the district officials make any decision that affects the opportunity for private school children to participate. In addition, consultation must occur in a timely and meaningful manner during the design, development, and implementation of the program. Ultimately, the district officials make the final decisions regarding provision of services after consultation has occurred.

If the private school official does not believe that the district engaged in timely and meaningful consultation, or that the LEA did not give due consideration to the views of the private school official, or disputes the low-income data on private school children, or for another reason does not believe that the private school children are receiving fair and equitable services, the private school official may file a complaint with the state. The decision of the state may be appealed to the U.S. Secretary of Education.

### Documentation

Districts must maintain documentation that services are provided to private school students in a timely and equitable manner based on educational needs. This documentation may include:

- Needs assessment, student schedule, or plan
- Title I calendar
- Teacher schedule or contract

### Alerts

Services to private school student are to begin at the same time as public school students.

### Resources

[Equitable Services for Private Schools](#)