



NORTH DAKOTA DEPARTMENT OF **PUBLIC INSTRUCTION**

DIVISION OF STUDENT SUPPORT & INNOVATION

2016-2017 Sample Monitoring Documentation

Revised: November 2016

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TITLE I
DISTRICT MONITORING
SAMPLE DOCUMENTATION

D01 – D33

2016-2017

District Level Sample Monitoring Documentation

Nationally, Title I and Title II receive a significant amount of funds from the federal government. The Federal Title Programs office is required by law to monitor local programs to ensure compliance with procedures and regulations. The U.S. Department of Education (USDE) is clearly enforcing this regulation. It is the responsibility of the state to ensure that states, districts, and schools are held accountable in regard to Title I, Title II, and *No Child Left Behind* (NCLB) regulations.

The purpose of this document is to provide assistance to schools and districts as they complete the Federal Title 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 mandated by the federal law, state law, or the Federal Title Programs office. This section provides an explanation of the requirements to assist schools in understanding the requirement’s rationale.

“Documentation” Section

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



Correct: This symbol notes the correct type of documentation.



Incorrect: This symbol indicates incorrect documentation that is often used to evidence the requirement.

“Please Note” Section



This section offers relevant information relating to the requirement. This section may simply indicate that the requirement relates to other federal programs or outlines common issues we find regarding the submission or documentation.

“Resources” Section



This section outlines current resources available on the particular requirement; however, it is currently “Under Construction.”

UNDER CONSTRUCTION
CONTENT WILL BE AVAILABLE SOON

Submission D01 – Authorized Representative

Requirement

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

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, or REAP 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.

Please Note



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



Submission D02 – Consolidated Application Approval

Requirement

The Office of Federal Title Programs requires that the school board approve the Consolidated Application for Federal Title Funds. Documenting this indicates that the board supports and approves the ways in which the district is choosing to use their Title I, Title II, REAP, and Title III funds.

Documentation



Correct: The XYZ School District moves to approve the consolidated application for Title I, Title II, Title III, and REAP 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.

Please Note



Other Federal Programs and Competitive Grants: Districts that receive federal funds through competitive grants must also obtain 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



Submission D03 – Purchase Orders and Invoices

Requirement

When using federal Title funds for purchases to support the federal Title program, the district's business office must have a fiscally sound process in place. This process 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 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 federal Title program
- Purchases must be appropriate and allowable federal Title program expenditures
- 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

Documentation

See subsequent page

Please Note



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 these funds.

Resources



Sample Documentation – Submission D03 – Purchase Orders and Invoices



XYZ Public School District Purchase Order Summary

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

#107060

Scholastic Books

11/20/2014

Invoice #	Invoice Date	Amount
11500828	10/02/2014	\$14.19
11502391	10/11/2014	\$21.08
11503231	10/15/2014	\$26.25

Check Total \$61.52

Please note: Districts must also provide supporting documentation (i.e., 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 written statement must be provided indicating as such.

Submission D04 –Local Accounting Ledger (Business Manager’s Report)

Requirement

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

- The funds are expended within the appropriate fiscal year (July 1 – June 30).
- The 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.
- The financial object codes are identical to what the district has on file in the Federal Title Programs office. The Federal Title Programs office will reference the budget approved through the consolidated application or budget revision, whichever is most recent. The North Dakota Century Code (NDCC) 57-15-31.1 indicates that school districts can amend federal program budgets by board approval.
- The amounts for purchased professional and technical services (object code 300) are evidenced by an actual contract on file with the district.
- The Title I building allocations (i.e., 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.

Documentation

The information that is required to be submitted should be a copy of the district’s current business manager’s report (a.k.a., accounting ledger or account inquiry).

See subsequent pages

Please Note



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 ND DPI 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 Federal Title Programs office 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 may be needed. The district would then provide a breakdown of how the \$20,000 was spent.

Resources



Sample Documentation – Submission D04 – 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
Summary		\$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 section is to match those on file in the Federal Title Programs office.

Account Number 01-68-20-261-1000-110

Professional Salary

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-14	FY 15 Budget		30,533.71		
7-1-14	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
8-1-14	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
9-1-14	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
10-1-14	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
11-1-14	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
12-1-14	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
1-1-15	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
2-1-15	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
3-1-15	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
4-1-15	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
5-1-15	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
6-1-15	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
01-68-20-261-1000-110	Professional Salary	*Current Activity	30,533.71	29,811.00	722.71
	Professional Salary Total		30,533.71	29,811.00	722.71

Account Number 01-68-20-261-1000-120

Non-Professional Salary

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-14	FY 15 Budget		0.00		
01-68-20-261-1000-120	Non-Professional Salary	*Current Activity	0.00	0.00	0.00
	Non-Professional Salary Total		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
7-1-14	FY 15 Budget		5,300.00		
7-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		441.66	
8-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		441.66	
9-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		441.66	
10-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		441.66	
11-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
12-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
1-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
2-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
3-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
4-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
5-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
6-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
01-68-20-261-1000-210	Insurance Benefits	*Current Activity	5,300.00	5,300.00	0.00
	Insurance Benefits Total		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
7-1-14	FY 15 Budget		2,267.78		
7-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
8-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
9-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
10-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
11-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
12-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
1-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	

2-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
3-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
4-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
5-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
6-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
01-68-20-261-1000-220	Soc. Sec. – FICA	*Current Activity	2,267.78	2,295.72	(27.94)
	Soc. Sec. – FICA Total		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
7-1-14	FY 15 Budget		2,300.78		
7-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.59	
8-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.59	
9-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.59	
10-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.59	
11-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.59	
12-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
1-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
2-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
3-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
4-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
5-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
6-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
01-68-20-261-1000-230	ND Teachers Retirement	*Current Activity	2,300.78	2,299.15	1.63
	ND Teachers Retirement Total		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
7-1-14	FY 15 Budget		500.00		
<hr/>					
01-68-20-261-1000-300	Purchased Prof & Tech Services	*Current Activity	500.00	0.00	500.00
	Purchased Prof & Tech Services Total		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
7-1-14	FY 15 Budget		0.00		
<hr/>					
01-68-20-261-1000-430	Maintenance	*Current Activity	0.00	0.00	0.00
	Maintenance Total		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
7-1-14	FY 15 Budget		1,140.00		
<hr/>					
10-9-14	Travel	Best Western – Fall Conf.		200.00	
<hr/>					
10-9-14	Travel	XYZ Teacher Mileage		117.10	
<hr/>					
01-68-20-261-1000-580	Travel	*Current Activity	1,140.00	317.10	822.90
	Travel Total		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
7-1-14	FY 15 Budget		500.00		
11-12-14	Title I Supplies – Books	Scholastic		150.00	
1-15-15	Parent Meeting Supplies	Supermarket		65.15	
1-15-15	Parent Meeting Supplies	Wal-Mart		100.00	
3-30-15	Title I Supplies	Office Depot		168.10	
01-68-20-261-1000-600	Materials and Supplies	*Current Activity	500.00	483.25	16.75
	Materials and Supplies Total		500.00	483.25	16.75

Account Number 01-68-20-261-1000-730

Equipment

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-14	FY 15 Budget		0.00		
01-68-20-261-1000-730	Equipment	*Current Activity	0.00	0.00	0.00
	Equipment Total		0.00	0.00	0.00

Account Number 01-68-20-261-1000-800

Dues/Memberships/Registrations

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-14	FY 15 Budget		1,625.00		
8-15-14	Highly Qualified – Tuition	University of North Dakota		1,000.00	
8-15-14	Highly Qualified – Books	University of North Dakota		135.00	
01-68-20-261-1000-800	Dues/Memberships/Regs	*Current Activity	1,625.00	1,135.00	490.00
	Dues/Memberships/Registrations Total		1,625.00	1,135.00	490.00

Account Number 01-68-20-261-1000-900

Indirect Cost

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-14	FY 15 Budget		118.28		
<hr/>					
01-68-20-261-1000-900	Indirect Cost	*Current Activity	118.28	0.00	118.28
	Indirect Cost Total		<hr/>	<hr/>	<hr/>
			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
7-1-14	FY 15 Budget		300.00		
<hr/>					
01-68-20-261-1000-9500	Indirect Cost	*Current Activity	300.00	0.00	300.00
	Indirect Cost Total		<hr/>	<hr/>	<hr/>
			300.00	0.00	300.00

Submission D04 –Local Accounting Ledger (Business Manager’s Report)

Requirement

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

- The funds are expended within the appropriate fiscal year (July 1 – June 30).
- The 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.
- The financial object codes are identical to what the district has on file in the Federal Title Programs office. The Federal Title Programs office will reference the budget approved through the consolidated application or budget revision, whichever is most recent. The North Dakota Century Code (NDCC) 57-15-31.1 indicates that school districts can amend federal program budgets by board approval.
- The amounts for purchased professional and technical services (object code 300) are evidenced by an actual contract on file with the district.
- The Title I building allocations (i.e., 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.

Documentation

The information that is required to be submitted should be a copy of the district’s current business manager’s report (a.k.a., accounting ledger or account inquiry).

See subsequent pages

Please Note



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 ND DPI 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 Federal Title Programs office 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 may be needed. The district would then provide a breakdown of how the \$20,000 was spent.

Resources



Sample Documentation – Submission D04 – Business Manager’s Report (Local Accounting Ledger)



XYZ Public School District Accounting Ledger July 1 – June 30

Title II 01-075-20-298-1000-OC

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
01-075-20-298-1000-110	Professional Salary	\$30,533.71	\$0.00	\$29,811.00	97.63	\$722.71	\$0.00	\$0.00	\$722.71
01-075-20-298-1000-120	Non-Professional Salary	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01-075-20-298-1000-210	Insurance Benefits	\$5,300.00	\$0.00	\$5,300.00	100.00	\$0.00	\$0.00	\$0.00	\$0.00
01-075-20-298-1000-220	Soc. Sec. – FICA	\$2,267.78	\$0.00	\$2,295.72	101.23	(\$27.94)	\$0.00	\$0.00	(\$27.94)
01-075-20-298-1000-230	ND Teachers Retirement	\$2,300.78	\$0.00	\$2,299.15	99.93	\$1.63	\$0.00	\$0.00	\$1.63
01-075-20-298-1000-300	Purchased Prof & Tech Services	\$500.00	\$0.00	\$0.00	0.00	\$500.00	\$0.00	\$0.00	\$500.00
01-075-20-298-1000-430	Maintenance	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01-075-20-298-1000-580	Travel	\$1,140.00	\$0.00	\$317.10	27.02	\$822.90	\$0.00	\$0.00	\$822.90
01-075-20-298-1000-600	Materials and Supplies	\$500.00	\$0.00	\$483.25	96.65	\$16.75	\$0.00	\$0.00	\$16.75
01-075-20-298-1000-730	Equipment	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01-075-20-298-1000-800	Dues/Memberships/Registrations	\$1,625.00	\$0.00	\$1,135.00	69.85	\$490.00	\$0.00	\$0.00	\$490.00
01-075-20-298-1000-900	Indirect Cost	\$118.28	\$0.00	\$0.00	0.00	\$118.28	\$0.00	\$0.00	\$118.28
01-075-20-298-1000-950	Unobligated Set asides	\$300.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$300.00
Summary		\$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 section is to match those on file in the Federal Title Programs office.

Account Number 01-075-20-298-1000-110

Professional Salary

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-14	FY 15 Budget		30,533.71		
7-1-14	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
8-1-14	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
9-1-14	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
10-1-14	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
11-1-14	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
12-1-14	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
1-1-15	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
2-1-15	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
3-1-15	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
4-1-15	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
5-1-15	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
6-1-15	XYZ Teacher Salary	XYZ Teacher Salary		2,484.25	
01-075-20-298-1000-110	Professional Salary	*Current Activity	30,533.71	29,811.00	722.71
	Professional Salary Total		30,533.71	29,811.00	722.71

Account Number 01-075-20-298-1000-120

Non-Professional Salary

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-14	FY 15 Budget		0.00		
01-075-20-298-1000-120	Non-Professional Salary	*Current Activity	0.00	0.00	0.00
	Non-Professional Salary Total		0.00	0.00	0.00

Account Number 01-075-20-298-1000-210

Insurance Benefits

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-14	FY 15 Budget		5,300.00		
7-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		441.66	
8-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		441.66	
9-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		441.66	
10-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		441.66	
11-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
12-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
1-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
2-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
3-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
4-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
5-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
6-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		441.67	
01-075-20-298-1000-210	Insurance Benefits	*Current Activity	5,300.00	5,300.00	0.00
	Insurance Benefits Total		5,300.00	5,300.00	0.00

Account Number 01-075-20-298-1000-220

Soc. Sec. – FICA

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-14	FY 15 Budget		2,267.78		
7-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
8-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
9-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
10-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
11-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
12-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
1-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	

2-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
3-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
4-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
5-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
6-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.31	
01-075-20-298-1000-220	Soc. Sec. – FICA	*Current Activity	2,267.78	2,295.72	(27.94)
	Soc. Sec. – FICA Total		2,267.78	2,295.72	(27.94)

Account Number 01-075-20-298-1000-230

ND Teachers Retirement

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-14	FY 15 Budget		2,300.78		
7-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.59	
8-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.59	
9-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.59	
10-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.59	
11-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.59	
12-1-14	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
1-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
2-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
3-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
4-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
5-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
6-1-15	XYZ Teacher Benefits	XYZ Teacher Benefits		191.60	
01-075-20-298-1000-230	ND Teachers Retirement	*Current Activity	2,300.78	2,299.15	1.63
	ND Teachers Retirement Total		2,300.78	2,299.15	1.63

Account Number 01-075-20-298-1000-300

Purchased Prof & Tech Services

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-14	FY 15 Budget		500.00		
<hr/>					
01-075-20-298-1000-300	Purchased Prof & Tech Services	*Current Activity	500.00	0.00	500.00
	Purchased Prof & Tech Services Total		500.00	0.00	500.00

Account Number 01-075-20-298-1000-430

Maintenance

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-14	FY 15 Budget		0.00		
<hr/>					
01-075-20-298-1000-430	Maintenance	*Current Activity	0.00	0.00	0.00
	Maintenance Total		0.00	0.00	0.00

Account Number 01-075-20-298-1000-580

Travel

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-14	FY 15 Budget		1,140.00		
<hr/>					
10-9-14	Travel	Best Western – Fall Conf.		200.00	
<hr/>					
10-9-14	Travel	XYZ Teacher Mileage		117.10	
<hr/>					
01-075-20-298-1000-580	Travel	*Current Activity	1,140.00	317.10	822.90
	Travel Total		1,140.00	317.10	822.90

Account Number 01-075-20-298-1000-600

Materials and Supplies

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-14	FY 15 Budget		500.00		
11-12-14	Title I Supplies – Books	Scholastic		150.00	
1-15-15	Parent Meeting Supplies	Supermarket		65.15	
1-15-15	Parent Meeting Supplies	Wal-Mart		100.00	
3-30-15	Title I Supplies	Office Depot		168.10	
01-075-20-298-1000-600	Materials and Supplies	*Current Activity	500.00	483.25	16.75
	Materials and Supplies Total		500.00	483.25	16.75

Account Number 01-075-20-298-1000-730

Equipment

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-14	FY 15 Budget		0.00		
01-075-20-298-1000-730	Equipment	*Current Activity	0.00	0.00	0.00
	Equipment Total		0.00	0.00	0.00

Account Number 01-075-20-298-1000-800

Dues/Memberships/Registrations

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-14	FY 15 Budget		1,625.00		
8-15-14	Highly Qualified – Tuition	University of North Dakota		1,000.00	
8-15-14	Highly Qualified – Books	University of North Dakota		135.00	
01-075-20-298-1000-800	Dues/Memberships/Reg Fees	*Current Activity	1,625.00	1,135.00	490.00
	Dues/Memberships/Registrations Total		1,625.00	1,135.00	490.00

Account Number 01-075-20-298-1000-900

Indirect Cost

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-14	FY 15 Budget		118.28		

01-075-20-298-1000-900	Indirect Cost	*Current Activity	118.28	0.00	118.28
	Indirect Cost Total		118.28	0.00	118.28

Account Number 01-075-20-298-1000-950

Unobligated Funds

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-14	FY 15 Budget		300.00		

01-075-20-298-1000-950	Indirect Cost	*Current Activity	300.00	0.00	300.00
	Indirect Cost Total		300.00	0.00	300.00

Submission D05 – Purchased Professional and Technical Services (Contract Requirements)

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 that 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) at <https://www.sam.gov>,
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 you are 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 your federal funds proves to auditors and the USDE your intentions for spending federal funds.

Documentation

See subsequent page

Resources



Sample Documentation – Submission D05 – Purchased Professional and Technical Services (Contract Requirements)



Agreement for Purchased Professional and Technical Services

XYZ Public School District

Contractor Name ABC Presentations, Inc.		Contractor's Tax Identification No. (Soc. Sec. No.) 123-45-6789	
Address 123 Education Lane		Telephone Number (987) 654-3210	
City Anytown	State ND	Zip 12345	Email Address abc.presentations@sendit.nodak.edu

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 29th day of December, 2015, and terminates the 1st day of April, 2016. Actual meeting dates will be January 4, 2016, February 4, 2016, and March 4, 2016.

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) at <https://www.sam.gov>.

Contractor Signature

Date

XYZ Public School District Signature

Date

Submission D06 – Inventory

Requirement

EDGAR 74.34 specifies the rules and 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.

The USDE has informed the Federal Title Programs office that **ALL COMPUTERS, TECHNOLOGY RELATED PURCHASES, and TITLE I FURNITURE** 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).

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

Please Note



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

Resources



Sample Documentation – Submission D06 – Inventory

Correct



XYZ Public School District

Inventory of items purchased with **Title I** grant money as required by EDGAR 74.34.

Description of Equipment	Serial Number	Acquisition Date	Acquisition Cost	Location of Equipment	Disposition Data
IMAC Computer	C050200195	8/3/2009	\$947.40	Title I District Collaboration Room	Transferred to district PK program 7-2012 (\$150)
IMAC Computer	XB8270AACT9	1/1/2012	\$1,499.00	Title I District Collaboration Room	
Apple iPad	2005-008372	7/15/2012	\$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	1/1/2011		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	1/1/2011	\$1,145.00	Title I District Collaboration Room	
iPad	XB8270AACT9	9/24/2012	\$799.00	2 nd Grade Classroom	

Submission D07– Notification of School District Profile/Report Card

Requirement

Section 1111 of the NCLB Act requires that school districts disseminate the information regarding the School District Profile (also known as the School District Report Card). This information must be disseminated to all parents of all students within the district. The notification must be in an understandable, uniform format, and in a language that parents can understand.

The law also requires that this information be made widely available through means such as the Internet, distribution to the media, or other public agencies.

Documentation



The following is a sample of a letter that can be shared with parents in a school mailing or newsletter to meet this requirement. Some form of documentation must be submitted to evidence meeting this requirement.

Dear Parents and Patrons,

Every year the XYZ Public School District, in cooperation with the North Dakota Department of Public Instruction, publishes an annual progress report on student achievement called the *School District Profile*. This profile is now available for your review. I encourage you to access and study this important information. This report demonstrates the progress our students are making in terms of our challenging academic standards.

You may access the *School District Profile* for the XYZ School District at www.dpi.state.nd.us/dpi/reports/profile/index.shtm on the Department of Public Instruction's website. Simply select the XYZ School District and the most recent year to access the various reports available. If you prefer, the staff at your local school or our central office will assist you and provide a printed copy for you to review.

The annual *School District Profile* summarizes how well our students performed this past year in reading/language arts and mathematics on the North Dakota State Assessment and on other academic indicators. The annual *School District Profile* presents the percentage of students who have achieved proficiency in reading/language arts and mathematics. The Profile also provides our student attendance rates and graduation rates. The Profile reviews the achievement of all students and of specific subgroups of students. Additionally, the Profile compares our student results over two years to those of the state as a whole.

Sincerely,

Resources



Submission D08 – Notification of District’s AYP Report

- **Not Applicable due to AYP Freeze.**

Requirement

Under the NCLB Act, all public school districts receiving federal funding are required to send written correspondence to the parents of each child enrolled in the school regarding the district’s Adequate Yearly Progress (AYP) status. The notice must be written in an understandable format and, when applicable, in a language that parents can understand. An actual copy of the state-generated district AYP report must accompany this notice. Federal law mandates that this notification take place in a timely manner.

- For Title I districts identified for program improvement, this notice must take place prior to the first day of school.
- For Title I districts NOT identified for program improvement, this notice must take place at the start of the school year (i.e., as part of welcome back letter or August newsletter).
- For non-Title I districts, this notice must take place at the start of the school year (i.e., as part of welcome back letter or August newsletter).

Documentation

See subsequent page

Please Note



***This requirement is not applicable during the transition year due to AYP Freeze.**

Many districts send their notification to parents through a district mailing, newsletter, or district newspaper; however, they often fail to include the actual copy of the AYP report. It is stated in federal law that an actual copy of the appropriate district’s AYP report is to be included with the information disseminated to parents.

If the district chooses to write a joint letter explaining the district’s and the school’s AYP reports, both district and school information must be included in the letter.

Resources



Sample Documentation – Submission D08 – District AYP Report – District Made AYP



Dear Parents/Guardians,

Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them. The purpose of this correspondence is to share information regarding Adequate Yearly Progress (AYP).

What is Adequate Yearly Progress?

Each year, as part of the requirements of the *No Child Left Behind Act*, the state releases reports for each school building in the state of North Dakota. Historically, these reports have measured our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents/guardians.

AYP Freeze Waiver

In February 2015, the U.S Department of Education (USDE) provided to states the opportunity to apply for a waiver to freeze various elements of AYP. This is known as the AYP Freeze Waiver. This waiver allowed states to remove student achievement rates from the 2014-2015 AYP determinations, while retaining participation rates, graduation rates, and attendance rates. Only participation, graduation, and attendance will be reported for schools and districts in the state. The USDE provided this one-year freeze to allow states to better transition into new assessment systems. On May 20, 2015, the USDE awarded North Dakota this AYP Freeze Waiver.

AYP Report (Based on the 2014-2015 State Assessment)

Under the AYP Freeze Waiver, the North Dakota Department of Public Instruction (NDDPI) generated an AYP report for each district and school; however, the NDDPI did not report achievement data on the AYP report. Rather, the AYP report indicates if the district or school met AYP based on the following three indicators: 1) participation rates, 2) graduation rates, and 3) attendance rates.

The 2014-2015 AYP reports have an appearance similar to previous years' reports; however, the designated student achievement rates are blank, representing non-reportable achievement data.

Did our School Make AYP?

If you review the enclosed AYP report, you will notice that our school did make AYP based on the three indicators.

The NDDPI will report full student achievement rates in the 2014-2015 School Profile reports, which will be issued later in the fall 2015. The NDDPI will provide future notices regarding the release of these School Profile reports. North Dakota will revert back to a full AYP report, which will include student achievement rates, for the 2015-2016 AYP reports.

Identification for Program Improvement

All districts and schools previously identified for improvement must continue to implement interventions consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA). However, as long as it meets AYP on participation, graduation, and attendance rates, it will not move to the next category in the program improvement timeline. Therefore, our building remains in program improvement status for the 2015-2016 school year, but no new sanctions apply. The remainder of this letter outlines the interventions that will be implemented.

What Does our Status as a Program Improvement School Mean?

Meeting the educational needs of all of our students is a high priority at our school. Because we have been identified for program improvement, our staff has defined a plan to improve student test scores in reading and mathematics. The plan is based on data identifying the needs of our students, staff, and school and is focused on research-based methods of raising student achievement. The specific activities that we are undertaking to try and improve the number of students reaching proficiency on the North Dakota State Assessment include the following:

What Does this Mean for Our School?

[NOTE: In order to shorten the length of the letter, schools may want to modify this section to only include information on the current status of the school.]

Once a school has been identified as not making AYP for two or more consecutive years, the school enters what is called program improvement status. The information below outlines the sanctions our school must follow during this stage of its program improvement:

- Program Improvement Plan (required for all districts and schools) – Currently, a team of school personnel has developed a plan to raise mathematics and reading scores within our school.

[NOTE: Include information specific to the plan.]

- Professional Development Requirement (if applicable) – Our school is required to use 10% of the district’s Title I allocation on professional development that is specifically designed to improve classroom teaching. Our school plans to implement the following high-quality, ongoing professional development within the school:

[NOTE: List professional development initiatives, particularly those in the areas of mathematics and reading.]

The [enter school district] is also supportive of our initiatives. The district assists us in our professional development by:

[NOTE: School should list its district level professional development initiatives, particularly those in the areas of mathematics and reading.]

The state also offers our school professional development through program improvement initiatives, a monthly newsletter, as well as ongoing technical assistance and support.

- Additional Resources (optional) – Our school believes with the dedication of staff, the support of families, the cooperation of the community, and adequate resources, all children can succeed. Our school remains committed to *No Child Left Behind’s* goal of closing gaps in the achievement among our students. For this reason, our school has undertaken a number of initiatives to ensure that all children attain proficiency, including:

[NOTE: List improvement measures, particularly those in the areas of mathematics and reading.]

- School Choice (required for all schools) – During our school’s duration in program improvement, we must offer parents school choice, which means that parents may transfer their students to other schools in the district that have met AYP status. However, since our school district has only one school to choose from (i.e., we are not a large district with more than one elementary school), the school choice provision is not available to parents.
- Supplemental Educational Services (SES) (if applicable for schools) – During our school’s duration in program improvement, we must provide the lowest-achieving, free and reduced lunch students with the opportunity to receive additional instruction in reading or mathematics beyond the regular school day. These instructional services are called supplemental educational services. In the upcoming weeks, you will receive a letter from the school explaining what SES is and how, if your child is identified as eligible, your child can participate.

[NOTE: If the school is not sending a letter regarding SES within the next few weeks, the school should provide specific plans and details for SES in this letter.]

- Corrective Action (if applicable) – One of the program improvement requirements that pertains to our school is the corrective action phase. During the corrective action phase, the school must choose to undertake one of five corrective actions, including:
 - Implement a new curriculum
 - Extend school day or school year
 - Operate under new management
 - Replace key staff
 - Restructure the school

[NOTE: Provide specific plans and details for implementing the chosen corrective action measure.]

We selected to [enter corrective action option] and, so far, we have seen the following results: [enter corrective action results].

- Alternative Governance (if applicable) – The final program improvement sanction that applies to our school is alternative governance. We were required to research which alternative governance option would make the most sense for the students at our school. We developed a committee to analyze each option and to gather information on possibilities for our school. These options included:
 - Defer administrative funds
 - Offer signing bonus or merit pay to retain exemplary staff
 - Offer school choice across district boundaries
 - Contract with an outside expert
 - Other forms of major restructuring

A final decision was made and our school chose [enter alternative governance option]. We believe this alternative governance option will raise academic achievement at our school. We have outlined details regarding the implementation below:

[NOTE: Identify which alternative governance measure the school has chosen and provide specific plans and details for implementing the chosen alternative governance measure.]

Getting Involved

As you can see in the activities identified above, 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's program improvement plan and offering input and support in our endeavors to raise student achievement. If you would like to be involved by volunteering at the school or participating on one of our school improvement committees, please contact the school at [enter contact information].

Sincerely,

Building Principal

Sample Documentation – Submission D08 – District AYP Report – District Made AYP

Annual Adequate Yearly Progress Report North Dakota Department of Public Instruction School Year 2013-2014

XYZ Public School District 1 (0K-12)

Reading 2014 State Intermediate Goals	4 th grade –100% 8 th grade –100% 11 th grade –100%	Math 2014 State Intermediate Goals	4 th grade –100% 8 th grade –100% 11 th grade –100%	Secondary Indicators Attendance Goal: 93% Rate: > = 95% Graduation Goal: 89% Result: See Below
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Listed below are your district's scores

Reading	Achievement Goal	Achievement Result	Participation 95% Rule	Math	Achievement Goal	Achievement Result	Participation 95% Rule	Graduation Rate	Result
Comp. Score	89.10%	90.23%	100.00%	Comp. Score	83.54%	90.23%	100.00%	All Students	86.86%
Subgroups				Subgroups				Subgroups	
Econ. Disadv.	91.30%	90.32%	100.00%	Econ. Disadv.	86.40%	90.32%	100.00%	Econ. Disadv.	
Ethnicity:				Ethnicity:				Ethnicity:	
White	91.30%	89.76%	100.00%	White	86.40%	84.00%	100.00%	White	73.75%
Native American				Native American				Native American	
Black				Black				Black	
Asian				Asian				Asian	
Hispanic				Hispanic				Hispanic	
Other				Other				Other	
Students with Dis.				Students with Dis.				Students with Dis.	
Students with LEP				Students with LEP				Students with LEP	

Adequate Yearly Progress Category:

Met Adequate Yearly Progress

Submission D09 – Notification of Non-Title I School’s AYP Report

*** Not Applicable due to AYP Freeze.**

Requirement

The program improvement sanctions outlined in the NCLB Act only apply to schools receiving Title I funds. However, the AYP reports are calculated for all public schools throughout the state.

Schools that do not receive federal funds (Title I or otherwise) are still required to notify parents of the school’s results as specified in federal law. An actual copy of the state-generated district AYP report must accompany this notice.

For non-Title I schools, this notice must take place at the start of the school year (i.e., as part of welcome back letter or August newsletter).

Documentation

See subsequent page

Please Note



***This requirement is not applicable during the transition year due to the AYP Freeze.**

Many schools send their notification to parents through a school mailing or newsletter; however, they often fail to include the actual copy of the AYP report. It is stated in federal law that an actual copy of the appropriate school’s AYP report is to be included when this information is disseminated to parents.

Resources



Sample Documentation – Submission D09 – Non-Title I School AYP Report – School Made AYP



Dear Parents and Guardians,

Our school district is dedicated to providing its students the education they need to prepare them to graduate from high school and enter their adult lives. Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them.

What is Adequate Yearly Progress?

Federal law, under the *No Child Left Behind* Act, requires increased accountability for schools to reach high standards for all students in reading and mathematics. Each year, as part of the requirements for the *No Child Left Behind* Act, the state releases Adequate Yearly Progress (AYP) reports for each school building in the state of North Dakota. These reports measure our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents.

How is AYP determined?

The *No Child Left Behind* Act requires states to set proficiency standards (or goals) for schools. The state uses these proficiency standards to indicate if schools are making AYP. The state looks at the percentage of the school's students who are meeting or above each standard. There are four specific criteria that the state reviews to determine if a school has made AYP. These four criteria include:

1. Whether the percentage of students taking the North Dakota State Assessment (in both the composite and each subgroup) meet the state's annual AYP goals in the proficient and advanced proficient areas in reading and math.
2. Whether 95% of the students in the school, as well as in each subgroup, took the state assessment.
3. Whether the school has met the secondary indicator for participation rates
 - Elementary/Middle Schools – student attendance rates
 - High Schools – student graduation rates
4. Whether the school's achievement and participation rates have passed the test for statistical reliability.

Did our school make AYP?

Enclosed you will find our school's AYP report. You will note our school's AYP status at the bottom of the report. According to the report, our school did make AYP.

What is our school doing to maintain its AYP status?

Improving the educational achievement of our students has always been a priority in our school district. We are constantly working to implement research-based methods of teaching and learning that will present our students with a quality educational program, which provides them with the skills and knowledge they need to succeed upon graduation from our school. Currently, our school is undertaking the following improvement measures:

[NOTE: School should list its improvement measures, particularly those in the areas of reading and mathematics.]

What does this mean for parents?

In order to reach the high academic goals for student proficiency set in the *No Child Left Behind* Act, our school needs your participation. Supporting the school and becoming involved in your child's education is key to his/her academic progress. We would like to enlist your participation in our improvement planning and initiatives. We need your support, and would certainly welcome any ideas you have to continue our work to attain high academic standards for all students at our school. Please contact the school at [enter contact information] to become involved.

Sincerely,

Sample Documentation – Submission D09 – Non-Title I School AYP Report – School Made AYP

Annual Adequate Yearly Progress Report North Dakota Department of Public Instruction School Year 2013-2014

XYZ Public School District #
XYZ Public School (7-12)

Reading 2014 State Intermediate Goals	4 th grade –100% 8 th grade –100% 11 th grade –100%	Math 2014 State Intermediate Goals	4 th grade –100% 8 th grade –100% 11 th grade –100%	Secondary Indicators Attendance Goal: 93% Rate: 91.56% Graduation Goal: 89% Result: See Below
---	--	--	--	--

Listed below are your school's scores

Reading	Achievement Goal	Achievement Result	Participation 95% Rule	Math	Achievement Goal	Achievement Result	Participation 95% Rule	Graduation Rate	Result
Comp. Score	89.10%	90.23%	100.00%	Comp. Score	83.54%	90.23%	100.00%	All Students	>=95.0%
Subgroups				Subgroups				Subgroups	
Econ. Disadv.	91.30%	90.32%	100.00%	Econ. Disadv.	86.40%	90.32%	100.00%	Econ. Disadv.	>=95.0%
Ethnicity:				Ethnicity:				Ethnicity:	
White	91.30%	89.76%	100.00%	White	86.40%	84.00%	100.00%	White	>=95.0%
Native American				Native American				Native American	
Black				Black				Black	
Asian				Asian				Asian	
Hispanic				Hispanic				Hispanic	
Other				Other				Other	
Students with Dis.				Students with Dis.				Students with Dis.	
Students with LEP				Students with LEP				Students with LEP	

Adequate Yearly Progress Category:

Met Adequate Yearly Progress

Submission D10 – Dispute Resolution Policy

Requirement

Federal regulations require that each district adopt procedures for receiving and resolving disputes pertaining to the 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 ND DPI 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

Resources



Sample Documentation – Submission D10 – 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 that the XYZ Public School District has violated the regulations or law governing the federal Title program should submit a written, detailed 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.
- The signature of the person making the complaint.

When a written complaint is filed, the appropriate staff member should 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 reconsideration request in writing to the North Dakota Department of Public Instruction State Superintendent. The department will issue a final decision within thirty (30) days of the request for reconsideration.

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

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 North Dakota Century Code
- Title IX, Part E, Subpart 1, Section 9503
- Title X, Part C, Section 722(g)(1)(C) of the ESEA

Submission D11 – Supplement, Not Supplant

Requirement

Section 1120 of ESEA contains a provision called “supplement, not supplant.” This provision requires that a state or district can only use federal Title funds to supplement the funds that would, in the absence of such federal funds, be made available from non-Federal sources for the education of pupils participating in the federal Title programs, and not to supplant such funds.

In summary, the federal Title supplement, not supplant provision requires states and districts to use funds to add to (supplement), and not to replace (supplant), the state and local funds that are spent on education. Federal Title funds are not meant to be a substitute for state or local funds, but rather provide an additional layer of support. These support measures may include: extra student services, staff, programs, professional development, materials, etc., that the state or district would not normally provide and as are allowed within the federal Title program. This regulation was designed to ensure that federal Title funds were spent on extra services for at-risk students and provide additional support to schools in need.

Documentation

See subsequent page

Please Note



State Required Student Performance Strategist: The 2009 North Dakota legislative session incorporated funding for and mandated that each district have one (1) full FTE student performance strategist for every 400 K-3 students (NDCC 15.1-18-07). This requirement went into effect during the 2015-2016 school year. Funding for this position must be paid from local school district funds (i.e., state aid).

It is considered a supplanting violation when the school/district uses federally paid personnel to fulfill this state requirement.

Resources



Sample Documentation – Submission D11 – Supplement, Not Supplant Student Performance Strategist

XYZ Public School District Supplement, Not Supplant Student Performance Strategist Documentation

Description of services provided by state required student performance strategist:

The student performance strategists in our district provide one of two duties/responsibilities:

1. Some schools in our district use their student performance strategist as a tutor. The tutor is a licensed teacher who works with students one-on-one or in small groups.

AND/OR

2. Some schools in our district use their student performance strategist as an instructional coach. The instructional coach performs assigned activities relating to supporting teachers and others in the school/district through on-site professional development that enhances teaching skills and assists teachers in applying new knowledge. This individual works with staff only, not students.

Teachers providing the student performance strategist services are as follows:

School	Teacher Name	FTE in District	FTE Duties and Funding Source
XYZ Public School #1	XYZ Teacher #1	1.0	1.0 Student Performance Strategist (General District Funds)
XYZ Public School #2	XYZ Teacher #2	1.0	.50 Student Performance Strategist (General District Funds) .50 Title I Teacher (Title I funds)
	XYZ Teacher #3	.50	.25 Student Performance Strategist (General District Funds) .25 Gifted/Talented Teacher (General District Funds)
XYZ Public School #3	XYZ Teacher #4	.50	.50 Student Performance Strategist (General District Funds)
XYZ Public School #4	XYZ Teacher #5	1.0	.50 Student Performance Strategist (General District Funds) .50 Class Size Reduction Teacher (Title II funds)
	XYZ Teacher #6	1.0	.25 Student Performance Strategist (General District Funds) .75 Title I Teacher (Title I funds)

The district assures the above information is accurate and is reflected in the district's consolidated application and MIS03 reports.

Submission D12 – Supplemental Questionnaire on Additional Services Paid with Title I Funds

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 school 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 school districts choose to use additional Title I funding to supplement their current Title I program, the Federal Title Programs office is required to monitor these initiatives.

Documentation

See subsequent page

Resources



Sample Documentation – Submission D12– Supplemental Questionnaire on Additional Services Paid with Title I Funds

Title I Issues – Administrative Supplemental Questionnaire on Additional Services Paid with Title I Funds Submission D12 (if applicable)

When monitoring, it is the policy of the Federal Title Programs office to include questions on all aspects of Title I programming. This supplemental questionnaire is for those schools utilizing Title I, Part A funding to implement services 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 copy per additional program being implemented.

School District: XYZ Public School District		
School: XYZ Public School		
Program Implemented: <input type="checkbox"/> Title I Summer School Program <input type="checkbox"/> Title I Preschool Program <input type="checkbox"/> Title I Reading First Look-A-Like Program <input checked="" type="checkbox"/> Title I Before or After School Program <input type="checkbox"/> Title I Saturday School Program <input type="checkbox"/> Other	Total Number of Students in District: Number of Students Served by Additional Title I Services:	210 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 After School 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 After School 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.		
Targeted Assistance Programs Only – Please describe your student selection process for these services and include information on the criteria used: We select the 4-6 grade students based on the following selection criteria: classroom reading grades, NDSA scores, unit testing, and objective classroom teacher referral. Only those students who qualify and whose parents grant permission are served.		
How often are students served by this program (daily, three times per week, etc.)? The services are provided three days a week (Tuesday, Wednesday, and Thursday).		
How long do they receive services from this program (20 minutes, 30 minutes, 1 hour, etc.)? The Title I After School Program runs from 3:15 pm to 4:30 pm.		

Submissions D13 & D14 – Time/Effort Documentation & Assurance

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 what 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, 2015 to June 30, 2015, 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 2015, 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.

Position	Permanent Schedule	Semi-Annual Certification	Daily Log	Monthly Certification
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

Please Note



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



Sample Documentation – Submission D13 – Time/Effort Documentation – 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 <small>(List names of students served during this time slot.)</small>	Subjects Covered <small>(Reading, math or other subject. Give description of skills in the subject area.)</small>	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 – Time/Effort Documentation – 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.

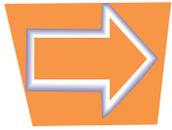
Please be mindful that time and effort documentation must:

- *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.*

School District XYZ School District		School XYZ Public School	
Name of Staff Member XYZ, Title I Coordinator		Supervisor XYZ, Title I Supervisor	
Date of Service	Time	# of Hours	Scope of Service
August 15, 2015	3:00 pm – 5:00 pm	2	Coordinated review of student selection procedures for all Title I schools
August 25, 2015	8:00 am – 3:00 pm	7	Met with each Title I building staff to review caseloads and upcoming year
August 30, 2015	3:00 pm – 5:00 pm	2	Prepared materials for upcoming parent meeting
September 1, 2015	3:00 pm – 5:00 pm	2	Attended Title I fall parent meeting
September 15, 2015	5:00 pm – 6:00 pm	1	Individualized parent meeting with a concerned parent
Total Hours ➡	14 hours	I certify with my signature that the information submitted is accurate.	
*Employee Signature	Date	*Supervisor Signature	Date

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

Sample Documentation – Submission D14 – 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, 2014 to December 15, 2014, 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 _____
(Employee First and Last Name) (FTE %) (School & District)

Title I, Part A program performing instructional activities for the period of _____ to _____.
(Month/Day/Year) (Month/Day/Year)

*XYZ Teacher Signature

*XYZ Supervisor Signature

Date

Date

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

Sample Documentation – Submission D14 – 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, 2014 through December 31, 2014.

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 – 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 2014 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, 2014 to October 31, 2014, XYZ Title I Coordinator
(Start Date) (End Date) (Employee Name)

spent 50% of her time on Title I, Part A instructional activities as evidenced by the enclosed time and effort log.
(FTE)

*XYZ Title I Coordinator Signature

*XYZ Supervisor Signature

Date

Date

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

Submission D15 – Building Budgets

Requirement

The Title I law requires local education agencies with total enrollment of 1,000 students or more and having more than one attendance area, to rank schools based on the percentage of poverty and allocate funds to eligible buildings according to the number of low income students in each building. This process is referred to as targeting.

In order to be eligible for a Title I building allocation, a school must be at or above the district's poverty percent. Schools below the district percent are not eligible for Title I funding.

For each Title I building, the district must account for expenditures at each building. Please remember:

- Local building budgets must match those submitted through the district's consolidated application or most recent budget revision.
- Building budgets must be generated in conjunction with Title I building principals and staff. Title I programs should reflect activities that address building level needs identified by building staff and principals.
- Each building budget must be signed as approved by each Title I building principal.

Documentation

The information that is required to be submitted should be a copy of the district's current business manager's report (a.k.a., accounting ledger or account inquiry) for each Title I building. A copy of the approved Title I budget as distributed by the Federal Title Programs office is not acceptable.

See subsequent pages

Resources



Sample Documentation – Submission D15– Signed Building Budget



Targeted Assistance
 Schoolwide

Title I Budget For Individual School Buildings

District: XYZ Public School District			
School Building: XYZ Public School			
Building Allocation \$100,000	Carryover Allocation \$15,000	Parent Involvement Set-Aside \$2,000	Total Building Allocation \$117,000

Object Codes	Title I (a)	Title I Parent Involvement (b)
110 Salaries Professional	\$60,000	\$500
120 Non-Professional	\$12,000	
200 Benefits	\$20,000	\$100
300 Purchased Prof. &Tech. Services		
400 Maintenance		
580 Travel	\$3,000	
600 Materials/Supplies	\$9,000	\$1,400
730 Equipment >\$750/unit	\$10,000	
800 Dues/Memberships/Registration Fees	\$1,000	
900 Indirect Costs		
Unobligated	\$115,000	\$2,000
Total		\$117,000

Building Principal's Signature BUILDING PRINCIPAL SIGNATURE	Date AUGUST 1, 2015
District Coordinator's Signature DISTRICT COORDINATOR SIGNATURE	Date AUGUST 1, 2015
Authorized Representative's Signature AUTHORIZED REPRESENTATIVE SIGNATURE	Date AUGUST 1, 2015

Please note: Signed copies of each of the district's Title I building budgets must be submitted.

Submission D16 – 1% Parental Involvement Set-Aside

Requirement

If a district's Title I allocation is \$500,000 or more, then they are required to set aside 1% of their district's Title I allocation for parent involvement. Only 5% of these funds may be used at the district level, 95% 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 involvement and specifically outline how these funds will be spent.
- Districts that target need to identify how the funds will be disseminated on the individual building budgets and the district wide budget.
- In addition, districts need to track the parent involvement expenditures at each building level.
- Districts can distribute funds to buildings by need. Distribution of funds does not need to be equal between each building.
- According to federal requirements, all districts are required to document parent input and approval if they plan to use any parent involvement reservation funds on a parent involvement staff member.

Documentation

See subsequent page

Resources



Sample Documentation – Submission D16 – 1% Parental Involvement Set-Aside



**XYZ Public School District
 XYZ Public School
 Parental Involvement Funds
 July 1 – June 30**

Title I - 01-71-20-261-1000 – Parental Involvement (XYZ Public School)

Account Number 01-71-20-261-1000-600

Supplies/Materials

Entry Date	Description	Vendor ID/Name	Budgeted Amount	Debit Amount	Account Balance
7-1-15	FY 14 Budget		500.00		
1-15-16	Parent Meeting Supplies	Supermarket		65.15	
1-15-16	Parent Meeting Supplies	Barnes and Noble		100.00	
01-71-20-261-1000-600	Supplies/Materials	*Current Activity	500.00	165.15	334.85
	Supplies/Materials Total		500.00	165.15	334.85

Submission D17 – Parental Involvement Set-aside

Requirement

If the district is using parental involvement resources to hire staff, parents must be notified and be in consensus with the decision

Documentation

Districts must maintain documentation and communication with parents regarding the hiring of staff with parental involvement resources.

Resources



Submission D18 – Title I Look-Alike Programs

Requirement

The supplement, not supplant requirement is a key regulation in the *No Child Left Behind* (NCLB) Act. Supplement, not supplant means that Title I funds are used to implement programs and services that would not be available if it were not for these federal funds. In other words, if Title I funds were not available to do this activity, the district would not do it.

Typically, if programs or activities are being implemented in schools that do not receive Title I funds AND are being paid for with state or local funds AND these programs or activities are being paid with Title I funds in Title I buildings, then a supplanting violation has occurred. However, Section 200.79 of the federal regulations makes a special exception for supplemental state and local funds from the supplement, not supplant requirement.

The regulations further state that a district may exclude supplemental state and local funds spent in any school attendance area or school for programs that meet the intent and purpose of Title I. A program meets the intent and purpose of Title I if it:

- Uses the state’s assessment system under Section 200.2 to review the effectiveness of the program,
- Serves only students who are failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards, and
- Provides supplementary services designed to meet the special educational needs of the students who are participating in the program to support their achievement toward meeting the state’s student academic achievement standards.

Documentation

School board minutes:

Discussion was held regarding the needs of at-risk students at Anytown Elementary School as they are not eligible to receive Title I funds. It was moved, seconded, and approved to use supplemental local funds, in the amount of \$_____ for the _____ school year to provide a Title I Look-Alike Program at the following elementary school(s): _____. The purpose of these funds is to provide supplemental services for at-risk students to support their achievement toward meeting the state’s student academic achievement standards.”

Please Note



Although the federal regulations allow for this exclusion from the supplement, not supplant requirement districts must keep in mind the following two key points:

1. Districts must be able to provide documentation that the “Title I Look-Alike Program” is funded by supplemental local funds, specifically set aside for this purpose. Documentation would most likely be in the form of board minutes outlining the amount of supplemental local funds set aside and defining their purpose. In addition, the documentation should indicate the amount they set aside, list the buildings to receive the funds, and specify the purpose of the funds.
2. It is an expectation that Title I buildings are receiving more or additional services than non-Title I buildings. Title I buildings, obviously, have a higher poverty rate and, therefore, the programs and services in the Title I building should reflect a greater intensity and scope than in non-Title I buildings. For example, a district might use supplemental local funds to provide non-Title I buildings with one Reading Recovery teacher. However, in the Title I buildings, Title I funds are used to provide each building with four Reading Recovery teachers. During a monitoring or audit review, districts will be required to demonstrate that Title I buildings receive more services for their at-risk students.

Resources



Submission D19 – Homeless Children and Youth Tracking

Requirement

All schools and districts receiving federal funds must ensure that services are provided to children and youth who are experiencing homelessness.

Under the federal McKinney-Vento Homeless Assistance Act, which was reauthorized under the *No Child Left Behind* Act, the term “homeless children and youth” refers to students who lack a fixed, regular, and adequate nighttime residence.

Homeless students include students who:

- Are awaiting foster care placement.
- Are abandoned in hospitals.
- Share the housing of other people due to the loss of housing, economic hardship, etc.
- Migratory children as defined in Section 1309 of the Elementary and Secondary School Act of 1965.
- Live in motels, hotels, or campgrounds.
- Live in emergency or transitional shelters.
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

Every school district must designate an appropriate staff person as a district liaison for students in homeless situations. The homeless liaison must ensure that children and youth in homeless situations are identified by school personnel. Students must be tracked for reporting purposes and to ensure that the needs of homeless students are being met.

Documentation

Districts must have documented processes in place evidencing how they track homeless student data. This documentation should include district enrollment or intake forms disseminated to all students each fall, school of origin documentation, transportation documentation, etc. This documentation should clearly illustrate that a process is in place to track homeless students and their needs as well as providing services to address those needs. Districts are required to determine their student homeless population in the fall of each school year.

Resources



Submission D20 – Neglected & Delinquent 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

Resources



Submission D21 – Affirmation of Consultation

Requirement

Public school districts are required to consult with officials from private schools. This essential requirement helps to maintain an effective Title I program for eligible private school children, their teachers, and their families. Consultation involves discussion between public and private school officials on key issues that affect the ability of eligible private school students to participate equitably in Title I programs.

The requirements for consultation are in section 1120(b) of the ESEA and section 200.63 of the Title I regulations and must, at a minimum, address the following issues:

- How the LEA will identify the needs of eligible private school children.
- What services the LEA will offer to eligible private school children.
- How and when the LEA will make decisions about the delivery of services.
- How, where, and by whom the LEA will provide services to eligible private school children.
- How the LEA will assess the services to private school children in accordance with Section 200.10 of the Title I regulations, and how the LEA will use the results of that assessment to improve Title I services.
- The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with section 200.64 of the Title I regulations, the proportion of its Title I funds that the LEA will allocate for these services and the amount of funds that the LEA reserves from its Title I allocation for the purposes listed in section 200.77 of the Title I regulations.
- The method, or the sources of data, that the LEA will use (under section 200.78 of the Title I regulations) to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data if a survey is used.
- The services the LEA will provide to teachers and families of participating private school children.
- Discussion of service delivery mechanisms the LEA will use to provide services.
- Thorough consideration and analysis of the views of the private school officials on whether the LEA should contract with a third-party provider. If the LEA disagrees with the views of the private school officials on the issue, the LEA must provide in writing to those officials the reasons why the LEA has chosen not to use a third-party contractor.

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 Federal Title Programs office annually, as well as, addressed on the STARS.

Documentation

See subsequent page

Resources



<https://www.nd.gov/dpi/uploads/166/PrivateSchToolkit2016.pdf>

Sample Documentation – Submission D20 – Affirmation of Consultation



Agenda for Title I Services to Private Schools Spring 2014

XYZ Public School District

Funding

- Estimated Title I Allocations
 - Estimated District Grant Allocation
 - Estimated Allocation for Private Schools
 - Estimated Carryover Funds
- Process for Reallocated Funds, Budget Revisions, Etc.
- Equitable Set-Asides
- Parental Involvement
- Information Necessary to Finalize Allocations

Student Selection

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

Delivery of Services to Students

- In-class Services
- After School Program

Student Assessments

Timelines and Deadlines

Affirmation of Consultation with Private School Officials

General Information

Section 1120(b) of the *No Child Left Behind* Act and section 200.63 of the Title I regulations require that timely and meaningful consultation occur between the school district 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 programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

Under section 200.63 of the Title I regulations consultation must, at a minimum, address the following issues:

- 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.
- How the district will assess academically the services to private school children in accordance with section 200.10 of the Title I regulations, 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, be consistent with section 200.64 of the Title I regulations.
- The proportion of its Title I funds that the district will allocate for these services and the amount of funds that the district reserves from its Title I allocation for the purposes listed in section 200.77 of the Title I regulations.
- The method, or the sources of data that the district will use (under section 200.78 of the Title I regulations) 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 services the district will provide to teachers and families of participating private school children.
- Discussion of service delivery mechanisms the district will use to provide services.
- Thorough consideration and analysis of the views of the private school officials on whether the district should contract with a third-party provider. If the district disagrees with the views of the private school officials on the issue, the district must provide in writing to those officials the reasons why the district has chosen not to use a third-party contractor.

Signatures

We agree that timely and meaningful consultation occurred before the district made any decision that affected the participation of eligible private school children in the program.

We agree that we have participated in meaningful and timely discussion on each Title program and have chosen to participate in the program(s) marked below.

We agree that timely and meaningful consultation shall continue through implementation and assessment of services provided under these Title programs throughout the duration of the school year.

Name of District Authorized Representative		Name of Private School Authorized Representative	
Signature	Date	Signature	Date
School District		Private School	

Private School Participation by Title

Check the box by each applicable Title program to indicate nonpublic school participation in that program

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
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Submission D22 – Private School Program Coordination, Collaboration, and Communication

Requirement

Under Title I of the *No Child Left Behind* Act, 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 Title I 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 program services should result in a Title I program 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 Title I 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 regarding the coordination and collaboration of meetings held with private school officials. This documentation could include:

- Consultation timeline
- Memos, mailings, letters
- Log to document communication with private school officials
- Title I calendar

Resources



<https://www.nd.gov/dpi/uploads/166/PrivateSchToolkit2016.pdf>

Submission D23 – Private School Attendance Area Documentation

Requirement

A key set of data that Title I Targeting district officials must collect is the Title I attendance area data regarding students attending private schools.

1. To begin the targeting process each year, school districts must send *Worksheet G -Private School Target Area Selection Data* to all private schools within the district that indicated they wish to receive Title I services. This should be done immediately as school districts cannot proceed to the next step until this worksheet is complete.
 - ✓ School districts need to decide which month they will use to report free and reduced data. The law allows districts to select any month during the current school year that would be most advantageous; however, districts must use the same month consistently to report the free and reduced data for all buildings. Indicate on the worksheet which month is being used for reporting purposes.
 - ✓ School districts need to pre-populate the first two columns before sending the worksheet to each private school.
2. On the STARS, districts are given a choice between listing each private school separately, along with enrollment and free and reduced numbers (Option 1), or listing private school students within each public school attendance area as in the past (Option 2). Many districts choose to list each private school building separately (Option 1) as including them in the public school attendance tends to skew the public school poverty percentage. However, choosing this option can result in inflating private school allocations because they include all private schools' free and reduced numbers, not just those from eligible attendance areas.

Documentation

See subsequent page

Resources



<https://www.nd.gov/dpi/uploads/166/PrivateSchToolkit2016.pdf>

Sample Documentation – Submission D23 – Private School Attendance Area Documentation

Worksheet G – Private School Target Area Selection Data

Private School Name Private School XYZ
School District Name Public School District XYZ

Indicate Which Month Will Be Used For Reporting Purposes:

October

Enter the number of private school students for each public school attendance area in which the students reside by data sources selected by the school district.

Duplicate form, as needed

LIST OF ALL PUBLIC SCHOOL ATTENDANCE AREAS <small>(Completed by Public School District)</small>	GRADE SPAN <small>(Completed by Public School District)</small>	Number Residing in Attendance Area <small>(Completed by Private School)</small>	Total Number of Low Income Private School Students Within Each Attendance Area <small>(Completed by Private School)</small>
Attendance Area 1	K-5	15	5
Attendance Area 2	K-5	9	7
Attendance Area 3	6-9	0	0
Attendance Area 4	10-12	3	2

Signature

Submitted By	Title	Date
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This worksheet is for use by the district to collect poverty data in private school buildings.

Submission D24 – Set-Asides for Equitable Services

Requirement

Section 200.64(a)(2)(i)(A) of the Title I regulations requires that if a district reserves funds for instructional and related activities for public elementary or secondary school students at the district level, the district must also provide from these funds, as applicable, equitable services to eligible private school children. The amount of funds available to provide equitable services from the applicable reserved funds must be proportional to the number of private school children from low-income families residing in participating public school attendance areas.

The following instructional services are included in the equitable services provision of district level set-asides as calculated in the district's Title I budget:

- Instructional Services (i.e., preschool or jumpstart programs, summer school, etc.)
- Parental Involvement
- Professional Development (excluding requirements for program improvement)
- Set-Asides for Teacher Quality

Documentation

See subsequent page

Please Note



If the public school district applies for and receives reallocated Title I funds or conducts a district level budget revision that impacts any of the above categories, the equitable services amounts for the private school must be recalculated and adjusted, as deemed necessary.

Resources



<https://www.nd.gov/dpi/uploads/166/PrivateSchToolkit2016.pdf>

Sample Documentation – Submission D24 – Set-Asides for Equitable Services



Worksheet and Documentation for Title I Equitable Services to Private Schools

# of Private School Low Income Children	# District Low Income Children	Proportion of Reservation
100	2,000	5% or .05
÷	=	

Instructional Program(s) Reservation (i.e. preschool, summer school)

Proportion of Reservation	Total District Reservation	Equitable Set-Aside Amount
5%	\$20,000	\$1,000
x	=	

Private School	Equitable Set-Aside Amount	Use of Funds
XYZ Private School 1	\$250	Funds will be used to provide additional services during the school day.
XYZ Private School 2	\$400	Funds will be used to provide after-school services to students one day a week.
XYZ Private School 3	\$350	Funds will be used to provide additional services during the school day.

Parental Involvement Reservation

Proportion of Reservation	Total District Reservation	Equitable Set-Aside Amount
5%	\$10,000	\$500
x	=	

Private School	Equitable Set-Aside Amount	Use of Funds
XYZ Private School 1	\$166	Funds will be used for quarterly parent involvement nights for Title I students and parents.
XYZ Private School 2	\$168	Funds will be used for quarterly parent involvement nights for Title I students and parents.
XYZ Private School 3	\$166	Funds will be used for quarterly parent involvement nights for Title I students and parents.

Professional Development Reservation (Excluding professional development requirements for program improvement)

Proportion of Reservation	Total District Reservation	Equitable Set-Aside Amount
5%	\$7,000	\$350
x	=	

Private School	Equitable Set-Aside Amount	Use of Funds
XYZ Private School 1	\$100	Participate in XYZ Private School 2 initiative.
XYZ Private School 2	\$150	Funds will be used for a featured speaker on providing reading intervention services to at-risk students. This is an all school initiative. Other private schools have been asked to participate as well.
XYZ Private School 3	\$100	Participate in XYZ Private School 2 initiative.

Teacher Quality

Proportion of Reservation	Total District Reservation	Equitable Set-Aside Amount
5%	\$0	\$0
x	=	

* This form is revised throughout the school year as the public school district records reallocated funds, REAPed funds, transferred funds, or funds through budget revisions. Any funds obligated to the above district activities must provide the private school with an equitable share.

Submission D25 – Cooperative Agreement Board Approval

Requirement

In North Dakota, it is becoming quite 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



Correct: 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.



Incorrect: Not documented in school board minutes.

Please Note



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



Submission D26 – Schoolwide Co-Mingling Funds Addendum

Requirement

Schoolwide Title I programs are given the opportunity to co-mingle their federal funds into one budget that supports the schoolwide plan.

- By co-mingling Title I funds with other federal funding, schoolwide budgets can be allocated according to student needs rather than specified funding targets.
- The school need not document that it used funds from a particular program to meet the specific intent and purposes of that particular program.
- The school must be able to demonstrate that its schoolwide program contains sufficient activities to reasonably address the needs of the intended beneficiaries of each federal program and thus, meet the intent and purposes of each included program.

The true advantage to co-mingling funds is that dollars lose their programmatic identity at the school level. The district is still required to engage in activities that address the purpose of the federal program, but is no longer limited to a specific dollar amount to meet that particular purpose.

Documentation

See subsequent page

Resources



Sample Documentation – Submission D26 – Schoolwide Co-Mingling Funds Addendum



Title I Issues – Administrative Schoolwide Co-Mingling Funds Addendum (if applicable, Submission D26)

School District

XYZ Public School District

School

XYZ Public School

Please indicate each federal program listed below that you co-mingle into one budget:

- Title I, Part A—Improving the Academic Achievement of the Disadvantaged
- Title II, Part A—Teacher and Principal Quality and Retention

Please explain how the school is meeting the intent and purpose for each of the federal programs checked above during this school year.

Title I, Part A—Improving the Academic Achievement of the Disadvantaged

The schoolwide program employs a reading and a math coach that works with teachers on ways to better assist struggling students in the classroom. We also have two resource room teachers (one in reading and one in math) that assist children who are struggling. This typically happens outside of the regular classroom in a quiet classroom setting.

Title II, Part A—Teacher and Principal Quality and Retention

Professional development is the cornerstone of our schoolwide program. Teachers meet once a week with their assigned grade level. At these meetings, teachers discuss student assessment results, student services, and instructional practices. Each student is continually evaluated to determine the most appropriate services and interventions are used, based on need.

We also use our schoolwide funds to employ two class-size reduction teachers at the secondary level (one in reading and one in math). This allows our teachers to work with students in a smaller classroom setting. The district also employs two additional reading and math teachers; the class-size reduction teachers help reduce our class sizes to 18 or less.

Curriculum mapping is also a large part of our district professional development.

Submission D27 – Equity

Requirement

Each district accepting federal funds must identify measures it proposes to take to ensure that all students are taught by a highly qualified teacher. All teachers must meet the North Dakota licensing requirements outlined by the Education Standards and Practices Board (ESPB). This provision is to ensure that every student is taught by an excellent educator. Responses to this provision need to address two areas:

1. In general, what strategies and initiatives does the district employ to ensure that their teachers are provided with training and resources to be effective educators?
2. What strategies or measures does the district employ to ensure “poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers” as required by section 111(b)(8)(C) of the Elementary and Secondary Education Act of 1965 (ESEA).

Documentation

Title II regulations and the General Education Provisions Act (GEPA) require each district applying for federal funds to include in its application a description of the steps it proposes to take to ensure equitable access to, and participation in, its federally-assisted programs for students, teachers, and other program beneficiaries with special needs to meet challenging standards.

Please Note



School districts applying for federal Title I and/or Title II funding must address this equity requirement in the consolidated application.

Resources



Sample Documentation – Submission D24 – Set-Asides for Equitable Services



Worksheet and Documentation for Title I Equitable Services to Private Schools

# of Private School Low Income Children	# District Low Income Children	Proportion of Reservation
100	2,000	5% or .05
$\frac{100}{2,000} = 0.05$		

Instructional Program(s) Reservation (i.e. preschool, summer school)

Proportion of Reservation	Total District Reservation	Equitable Set-Aside Amount
5%	\$20,000	\$1,000
$5\% \times \$20,000 = \$1,000$		

Private School	Equitable Set-Aside Amount	Use of Funds
XYZ Private School 1	\$250	Funds will be used to provide additional services during the school day.
XYZ Private School 2	\$400	Funds will be used to provide after-school services to students one day a week.
XYZ Private School 3	\$350	Funds will be used to provide additional services during the school day.

Parental Involvement Reservation

Proportion of Reservation	Total District Reservation	Equitable Set-Aside Amount
5%	\$10,000	\$500
$5\% \times \$10,000 = \500		

Private School	Equitable Set-Aside Amount	Use of Funds
XYZ Private School 1	\$166	Funds will be used for quarterly parent involvement nights for Title I students and parents.
XYZ Private School 2	\$168	Funds will be used for quarterly parent involvement nights for Title I students and parents.
XYZ Private School 3	\$166	Funds will be used for quarterly parent involvement nights for Title I students and parents.

Professional Development Reservation (Excluding professional development requirements for program improvement)

Proportion of Reservation	Total District Reservation	Equitable Set-Aside Amount
5%	\$7,000	\$350
$5\% \times \$7,000 = \350		

Private School	Equitable Set-Aside Amount	Use of Funds
XYZ Private School 1	\$100	Participate in XYZ Private School 2 initiative.
XYZ Private School 2	\$150	Funds will be used for a featured speaker on providing reading intervention services to at-risk students. This is an all school initiative. Other private schools have been asked to participate as well.
XYZ Private School 3	\$100	Participate in XYZ Private School 2 initiative.

Teacher Quality

Proportion of Reservation	Total District Reservation	Equitable Set-Aside Amount
5%	\$0	\$0
$5\% \times \$0 = \0		

* This form is revised throughout the school year as the public school district records reallocated funds, REAPed funds, transferred funds, or funds through budget revisions. Any funds obligated to the above district activities must provide the private school with an equitable share.

Submission D28 – Class Size Reduction Documentation

Requirement

Title II, Part A funding can only be used to pay the salaries of highly qualified teachers for the purpose of reducing class size. Class size reduction is defined by the district creating additional classes in particular grades/subjects for the purposes of creating small student to teacher ratios. The district would pay for the original classes and Title II funds would pay for the additional classes.

Title II guidance also outlines other methods of reducing class size that are effective in assisting students in increasing their level of achievement. For instance, the benefits of smaller class size can be provided by the creation of smaller instructional groups served by highly qualified teachers for sustained blocks of time on a regular basis. Some examples of how districts might use this approach to reduce class size include but are not limited to:

- Having two highly qualified teachers team-teach in a single classroom for either part of the school day or the entire day.
- Hiring an additional highly qualified teacher for a grade level (e.g., providing three teachers for two 3rd grade classes) and dividing the students among the teachers for sustained periods of instruction each day in core academic subjects, such as reading and math.
- Hiring an additional highly qualified teacher who works with half the students in a class for reading or math instruction, while the other half remains with the regular classroom teacher.

LEAs have the flexibility to explore these and other alternatives for reducing class sizes, provided that highly qualified teachers are used and Title II funds are only used to hire staff to reduce class size in core academic subject areas.

Documentation

Documentation for this requirement is most often submitted in the form of a chart of narrative summary. This documentation should include the name of the class size reduction staff, teaching license number, corresponding FTE paid with federal funds, subject areas/grade levels, and number of other staff in the school providing the same subject area/grade level service.

See subsequent page

Resources



Sample Documentation – Submission D28 – Class Size Reduction Documentation

XYZ Public School District



Below you will find the chart outlining each of the staff members hired for class size reduction with Title II funding.

Class Size Reduction Teacher Name	ND Teaching License Number	Corresponding FTE Paid with federal funds	Subject Area(s)/Grade Level(s)	Number of other staff in the school providing services to same subject area(s)/grade level(s)
XYZ CSR Teacher	#12345	1.0 FTE Title II	1 st Grade (all subjects)	1 of 4 teachers in 1 st grade
XYZ CSR/Title I Teacher	#98765	.50 FTE Title II .50 FTE Student Performance Strategist	.50 5 th grade reading & math .50 Local Funds	1 of 2 teachers in 5 th grade reading & math

Submissions D29 & D30 – Time/Effort Documentation & Assurance

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 what 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 class size reduction 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 II programming. A teacher who was 50% class size reduction 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 sign 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, 2015 to June 30, 2015, Jane Doe spent 100% of her time on Title II class size reduction 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 II for instructional coaching could keep a daily log of the time spent on principal duties versus Title II instructional coaching 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 signed 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 2014, Jane Doe spent 25% of her time on Title II instructional coaching activities and 75% 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.

Position	Permanent Schedule	Semi-Annual Certification	Daily Log	Monthly Certification
CSR Teacher (fixed schedule)	✓	✓		
CSR Special Services (variable schedule)			✓	✓
Reading/Math Coach (fixed schedule)	✓	✓		
Reading/Math Coach (variable schedule)			✓	✓

See subsequent pages for Sample Time and Effort Logs and Assurances

Please Note



Other Federal Programs and Competitive Grants: Districts that receive any form of federal funding must maintain time and effort documentation for any employee paid with the federal funds. 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



Sample Documentation – Submission D29 – Time/Effort Documentation – 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 class size reduction teacher’s schedule could document that he/she is being paid 100% with federal funds and 100% of his/her day is dedicated to class size reduction through Title II programming. A teacher who was 50% class size reduction 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% Class Size Reduction and 50% Reading Coach (paid with district funds)

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

Sample Documentation – Submission D29 – Time/Effort Documentation – 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 II for instructional coaching could keep a daily log of the time spent on principal duties versus Title II instructional coaching 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.*

School District XYZ School District		School XYZ Public School	
Name of Staff Member XYZ, Principal and Instruction Coach		Supervisor XYZ, Supervisor	
Date of Service	Time	# of Hours	Scope of Service
October 14, 2014	3:00 pm – 5:00 pm	2	Facilitated book study for staff
October 16, 2014	8:00 am – 11:00 am	3	Modeled new teaching strategies for lower elementary staff
October 17, 2014	8:00 am – 11:00 am	3	Modeled new teaching strategies for upper elementary staff
October 22, 2014	3:00 pm – 5:00 pm	2	Facilitated staff discussions regarding strengths and weaknesses for new teaching strategies
October 25, 2014	5:00 pm – 6:00 pm	1	Planned for next week’s book study sessions
Total Hours ↻	11 hours	I certify with my signature that the information submitted is accurate.	
*Employee Signature	Date	*Supervisor Signature	Date

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

Sample Documentation – Submission D30 – 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 January 1, 2015 to June 30, 2015 Jane Doe spent 100% of her time on Title II class size reduction and instructional coaching 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% Class Size Reduction and 50% Reading Coach (paid with district funds)

This is to certify that I, _____, worked _____ of my time on _____
(Employee First and Last Name) (FTE %) (School & District)

Title II class size reduction instructional activities for the period of _____ to _____.
(Month/Day/Year) (Month/Day/Year)

*XYZ Teacher Signature

*XYZ Supervisor Signature

Date

Date

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

Sample Documentation – Submission D30 – 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, 2014 through December 31, 2014.

Employee: John Doe
100% Title II, Part A – Class Size Reduction

Employee: Jane Doe
100% Title II, Part A – Instructional Coaching

Supervisor Name:
Supervisor Title:

*Supervisor Signature

* Date

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

Sample Documentation – Submission D30 – 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 2014 Jane Doe spent 25% of her time on Title II instructional coaching instructional activities and 75% 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 II Instructional Coach

School Name: XYZ Public School

From October 1, 2014 to October 31, 2014, XYZ Title II Instructional Coach
(Start Date) (End Date) (Employee Name)

Spent 25% of her time on Title I, Part A instructional activities as evidenced by the enclosed time and effort log.
(FTE)

*XYZ Title II Instructional Coach Signature

*XYZ Supervisor Signature

Date

Date

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

Submission D31 – Comprehensive Needs Assessment

Requirement

Federal regulations require that every district utilizing Title II funds conduct a needs assessment. This assessment **must** be the basis for all Title II funding decisions. Thus, there must be evidence provided of the links between the identified need (which was based on data) and the allocation of funds. Furthermore, federal law requires measurable goals/objectives so that progress can be objectively measured. The links between the needs assessment (prioritized goal), allocation of funds, and measurable goals must be identifiable.

Districts are encouraged to have parents, teachers, administrators, and other community members included in gathering data to be used in the needs assessment.

Various forms of data should be reviewed as part of the needs assessment. This data may include, but is not limited to: staff surveys, continuous improvement plans, strategic improvement plans, students' achievement data gleaned from the North Dakota State Assessment (NDSA), MAPs, end-of-grade tests, end-of-course tests, and school improvement plans may all be components of the needs assessment.

Documentation

Districts should maintain up-to-date folders that contain the data results of each year's evaluation. These folders should be available for review during a site monitoring visit.

It is VERY important that districts document the data results and evidence how the data influences the changes to the district's overall Title II plan and funding decisions.

Districts are encouraged to review data throughout the school year in order to efficiently identify the district's needs and intervene with programming and professional development to address these needs.

See subsequent pages

Resources



Sample Documentation – Submission D31 – Comprehensive Needs Assessment

XYZ Public School District



The XYZ Public School District collects data ongoing throughout the school year. We use this data to continually review and analyze the programs and supports within our district. This data review is considered our assessment process. The chart below outlines the types of data collected and reviewed.

2016-2017 Needs Assessment Alignment			
Supporting Data (What data supported the identified need?)	Prioritized Need (What is the prioritized need?)	Measurable Goal (What does the district hope to accomplish by implementing this activity?)	Allocation of Funding (Activity Funded)
<ul style="list-style-type: none"> • Demographic (multiple years) • Class size (multiple years) • Survey data parents/educators (may comment about concern of class size on behavior or academic achievement) • Behavioral reports (multiple year data may demonstrate links between behavior and increased class size) 	Decrease behavioral interruptions experienced in the classroom	The number of behavioral incidences for the 3 rd grade classroom from September to December 2014 (84 reports) will decrease 50% when compared to the reports occurring September to December 2015 (goal: 42)	Recruit/hire teacher(s) to reduce class size, particularly in early grades (\$52,271)
<ul style="list-style-type: none"> • Demographic data (multiple years) • Class size (multiple years) • Survey data parents/educators indicated a concern regarding decreased reading achievement • Longitudinal data demonstrated decreased achievement 	Increased reading achievement	Reading achievement for all students in the particular grades in which additional educators were hired will increase 5% by December 2013 as evidenced by a comparison of NDSA scores from 2015-20164 and 2016-2017	Recruit/hire teacher(s) to reduce class size, particularly in early grades (\$52,271)

Submission D32 – Private School Consultation

Requirement

The *No Child Left Behind* (NCLB) Act requires that districts must contact private schools within the boundaries of the school district annually to determine if the private schools want their teachers to participate in Title II, Part A-funded activities. School district personnel must consult with appropriate private school officials during the design, development, and implementation of the district’s professional development plans to ensure the proposed activities meet the needs of the participating private school.

The consultation with the non-public (private) schools must happen prior to the district decisions being made to determine if their teachers want to participate in Title II, Part A-funded activities. Consultation is an ongoing process and must take place throughout the school year to ensure the needs of the private school teachers are being met. The consultation must be documented whether via phone calls, emails, or site visits.

The district must document the date, time, names of involved parties, and location of the consultation. The district must maintain documentation that serves as evidence that private school officials were provided an opportunity for input into the planning of the district’s federally funded activities. The district must maintain documentation that the needs of both private and public school teachers were identified as part of the district’s needs assessment, and that the district designed a project that permitted equitable participation by the private school.

The consultation covers the amount of funds to serve the private school teachers, how the needs of private schools teachers will be met, what professional development services will be offered, and how and where the services will be provided.

The services provided to private schools must begin at the same time that services begin in the public school; must be secular, neutral and non-ideological; and must be provided independently of the private school or any religious organization.

The only Title II, Part A service available to private schools is professional development for core teachers. The professional development provided must be used to measurably raise student achievement.

Documentation

See subsequent page

Resources



<https://www.nd.gov/dpi/uploads/166/PrivateSchToolkit2016.pdf>

Sample Documentation – Submission D32 – Private School Consultation



Agenda for Title II Services to Private Schools Spring 2014

XYZ Public School District

Funding

- Estimated Title II Allocations
 - Estimated District Grant Allocation
 - Estimated Allocation for Private Schools
 - Estimated Carryover Funds
- Process for Reallocated Funds, Budget Revisions, Etc.

Professional Development Priority Needs

- District plans for professional development
- Private school professional development needs

Timelines and Deadlines

Affirmation of Consultation with Private School Officials

General Information

Section 1120(b) of the *No Child Left Behind* Act and section 200.63 of the Title I regulations require that timely and meaningful consultation occur between the school district 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 programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

Under section 200.63 of the Title I regulations consultation must, at a minimum, address the following issues:

- 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.
- How the district will assess academically the services to private school children in accordance with section 200.10 of the Title I regulations, 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, be consistent with section 200.64 of the Title I regulations.
- The proportion of its Title I funds that the district will allocate for these services and the amount of funds that the district reserves from its Title I allocation for the purposes listed in section 200.77 of the Title I regulations.
- The method, or the sources of data that the district will use (under section 200.78 of the Title I regulations) 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 services the district will provide to teachers and families of participating private school children.
- Discussion of service delivery mechanisms the district will use to provide services.
- Thorough consideration and analysis of the views of the private school officials on whether the district should contract with a third-party provider. If the district disagrees with the views of the private school officials on the issue, the district must provide in writing to those officials the reasons why the district has chosen not to use a third-party contractor.

Signatures

We agree that timely and meaningful consultation occurred before the district made any decision that affected the participation of eligible private school children in the program.

We agree that we have participated in meaningful and timely discussion on each Title program and have chosen to participate in the program(s) marked below.

We agree that timely and meaningful consultation shall continue through implementation and assessment of services provided under these Title programs throughout the duration of the school year.

Name of District Authorized Representative		Name of Private School Authorized Representative	
Signature	Date	Signature	Date
School District		Private School	

Private School Participation by Title

Check the box by each applicable Title program to indicate nonpublic school participation in that program

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
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Submission D33 – Private School Program Coordination, Collaboration, and Communication

Requirement

Under the Title II program, private school teachers, principals, and other educational personnel are eligible to participate to the extent that the LEA uses funds to provide for professional development for teachers and other school personnel. In order to plan for these services, it is imperative that meaningful coordination and collaboration occur.

The consultation with the private schools must happen prior to the district decisions being made to determine if private school teachers want to participate in Title II funded activities or if separate activities will be determined. Consultation is an ongoing process and must take place throughout the school year to ensure the needs of the private school teachers are being met. The consultation must be documented whether via phone calls, emails, or site visits.

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, 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 regarding the coordination and collaboration meetings held with private school officials. This documentation could include:

- Consultation timeline
- Memos, mailings, letters
- Log to document communication with private school officials

Resources



<https://www.nd.gov/dpi/uploads/166/PrivateSchToolkit2016.pdf>