

**North Dakota**  
**Department of Public Instruction**  
**Dr. Wayne G. Sanstead, State Superintendent**  
**600 E. Boulevard Ave., Dept. 201**  
**Bismarck, ND 58505-0440**



# Supplemental Educational Services (SES)

**Presented by**  
**Lauri Nord, SES Coordinator**

# Introduction/ Overview



- Tutoring that is mandated by *No Child Left Behind* to ensure that students increase their academic achievement, particularly in the areas of reading and math
- Schools in Title I program improvement (PI) for two years or more
- All free and reduced students in the building identified for improvement are eligible to receive SES
- Offered outside of the regular school day (before/ after school, summer, weekends)
- School is required to pay for the services with a 20% set-aside from the Title I allocation for SES and School Choice
- **Parents'** choice to enroll and select provider from approved list

# Consequences Timeline

TIMELINE	TIMELINE	TIMELINE	TIMELINE	TIMELINE
YEAR 1 OF PROGRAM IMPROVEMENT	YEAR 2 OF PROGRAM IMPROVEMENT	YEAR 3 OF PROGRAM IMPROVEMENT	YEAR 4 OF PROGRAM IMPROVEMENT	YEAR 5 OF PROGRAM IMPROVEMENT
10% of funds set-aside for Professional Development (PD) for all staff	Continue School Choice, TA, and 10% set-aside for PD	Continue School Choice, TA, 10% set-aside for PD (optional), and Supplemental Services	Continue School Choice, TA, 10% set-aside for PD (optional), Supplemental Services, and Corrective Action	Continue School Choice, TA, 10% set-aside for PD (optional), Supplemental Services, and Corrective Action
LEA must give school Technical Assistance (TA)				
Submit and Implement Program Improvement Plan	Update and Implement Program Improvement Plan	Update and Implement Program Improvement Plan	Update and Implement Program Improvement Plan	Update and Implement Program Improvement Plan
School must provide option of School Choice	School must offer Supplemental Services	Corrective Action: Replace key staff OR New curriculum OR New management OR Extend Year/Day OR Restructure AND Increased State Oversight	Plan for Alternative Governance	In North Dakota, Alternative Governance Possible Options: Defer administrative funds to program improvement schools OR Offer signing bonus OR Offer school choice across district boundaries OR Contract with an outside expert OR Other forms of major restructuring as identified by the school
Did not make AYP	Did not make AYP	Did not make AYP	Did not make AYP	

# School Responsibilities



- Communication with Parents – notification to parents of eligible students; communicate throughout process
- Formal Contract with Providers – fully executed contract for each provider selected
- Background Checks – ensures provider staff members have been processed through a criminal background check
- Facility Use – arranges with providers for district facility use that is fair and equitable to other groups using facilities and is dependent on a district/ school building policy
- Billing Requirements – ensures the per-pupil cap is not exceeded, review bills from providers, issue payments to providers, keep financial records of expenditures for SES

# School Responsibilities



- Evaluation – defines and implements an evaluation of SES effectiveness by monitoring the program and progress of students
- Progress Reports – along with parents, providers, and teachers, determines learning goals and frequency of progress reporting
- Confidentiality – ensures public identity of student is not disclosed without written permission of parent of the student
- Reporting Requirements – provides information to state Title I office on quality and effectiveness of SES offered by providers and submit all required reports in a timely manner

# Provider Responsibilities



- Standards Alignment – ensures instruction is aligned to North Dakota academic achievement standards
- Achievement Goals – enables students to attain specific achievement goals, as established by the district, in consultation with parents
- Progress Reports – measures student progress and informs parents and teachers of that progress
- Formal Contract - fully executed contract with each district where students are being served

# Provider Responsibilities



- Billing Requirements – adheres to the per-pupil cap and bills districts accordingly
- Background Checks – ensures that all employees have completed a criminal background check
- Confidentiality - ensures public identity of student is not disclosed without written permission of parent of the student
- Reporting Requirements – works with school/ district to submit information that will be reported to the state
- Providers' Code of Ethics – assures compliance with the Code of Ethics

# Providers' Code of Ethics



- Outlines the acceptable business practices of approved SES providers when working with North Dakota parents, students, schools, and districts
- Approved SES providers for the State of North Dakota assure that they will follow the *North Dakota SES Providers' Code of Ethics* when conducting business and fulfilling their responsibilities to North Dakota students



**NORTH DAKOTA  
SUPPLEMENTAL EDUCATIONAL SERVICES (SES) PROVIDERS'  
CODE OF ETHICS**

The North Dakota SES Providers' Code of Ethics was adapted, with permission, from the *Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers*, developed by the Education Industry Association and adopted January 8, 2008.

***General Guidelines***

In addition to requirements imposed by law, in the conduct of business and discharge of responsibilities, approved SES providers for the State of North Dakota commit to:

1. Conduct community outreach and student recruitment and to serve students fully consistent with the terms of their state-approved application and all state and local policies.
2. Conduct business honestly, openly, fairly, and with integrity.
3. Comply with applicable laws, statutes, regulations, and ordinances.
4. Avoid known conflict of interest situations.
5. Never offer or accept illegal payments for services rendered.
6. Apply these guidelines and standards throughout the company by ensuring all employees understand them and act accordingly.
7. Refrain from publicly criticizing or disparaging other providers.
8. In the case of any conflict, first attempt resolution directly with each other; the parties involved may ask the State of North Dakota to help mediate potential disputes.
9. Comply with the confidentiality and non-disclosure provisions of all applicable federal, state and local laws, including those relating to student identity, records, reports, data, scores and other sensitive information.
10. Be factual and forthright in reporting and documenting attendance rates, effectiveness of their programs, and in explaining the theoretical/empirical rationale behind major elements of its program, as well as the link between research and program design.
11. Take appropriate corrective action against provider employees who act in a manner detrimental to the letter or spirit of this code.
12. Take immediate steps to correct any actions on its part that willfully or inadvertently violate of the letter or spirit of this code.

***Recruiting and Marketing Guidance Specific to North Dakota SES Providers***

**Approved Providers May:**

1. Meet with parents at school sponsored provider events such as a provider fair or parent information session at the school to which all providers have been invited.
2. Market services to parents and work with community and business partners to reach out to parents to provide information about SES.
3. Distribute multiple copies of brochures to the LEA designated point of contact for the LEA or individual school who then may elect to distribute those along with brochures of all other providers to parents of eligible students.

4. Offer simple promotional materials of negligible value, such as pencils, balloons, magnets, during informational sessions.
5. Certain awards of nominal value (excluding monetary awards or anything readily convertible to cash) for completion of documented, meaningful attendance benchmarks and/or the completion of assessment and/or program objectives may be given to students upon completion of the program. However, these incentives must not be advertised or promoted by any approved provider to students or parents during the recruitment and marketing of SES or prior to the start of SES. These rewards may be awarded only after the student has completed the program and not prior to that time.

Acceptable incentives are:

- Educational in nature (i.e. books, educational software, crayons, highlighters, pencils, age appropriate magazines, trips to museums, colleges, and universities).
  - Valued at \$50 or less per student, per year, exclusive of rewards that consist of materials and equipment used directly in the provision of services.
    - Computers may be awarded to students at completion of the program only if the computer has been used by the student as an integral component of the student's tutoring services.
6. Employ school district employees (except principals, assistant principals, or local school system SES coordinators) for instruction-related services or program coordination purposes as long as the person does not restrict the marketing or enrollment opportunities of other providers.

#### **Approved Providers Shall Not:**

1. Offer a student or parent any form of incentive/award to solicit them to select the provider for SES.

Not Acceptable awards are:

- Any non-educational gifts
  - Cash, checks, gift cards, gift certificates
  - iPods, electronic game devices, etc.
  - Parties, dinners, or other events to solicit student enrollment in SES programs
2. Offer or advertise to parents or potential students any form of incentive/award to be given to students for completion of attendance or performance goals, prior to the student's actual enrollment in the program and prior to the start of SES.
  3. Tamper with district enrollment forms. It is not acceptable for a provider to pre-populate forms with the provider name, to complete the forms on behalf of a student or parents, or to submit them to the district on behalf of students or parents.
  4. Encourage students/parents to switch providers once enrolled.
  5. Charge the local education agency (LEA) for a portion of hours of services offered and indicate that the remaining hours of service are to be provided free of charge.
  6. Compensate school district employees personally in exchange for access to facilities, to obtain student lists, to collect applications, or obtain other similar benefits for their SES program.
  7. Disrupt regular school operations or administration. Providers may not visit schools and ask to meet with principals or SES coordinators without making an appointment beforehand.
  8. Interfere with a regular school day program by trying to talk with teachers, meet with teachers, or email teachers about issues regarding their involvement with your programs.

9. Ask schools to provide working space for SES programs during regular school hours – you should not be present in the school during the normal school day.
10. Visit or call parents/students at home in an effort to recruit them to sign up for a specific program. This invades their privacy.
11. Solicit parents and students outside of the school building when parents are dropping off or picking up their children in an effort to recruit them to sign up for a specific program. This invades their privacy.
12. Misinform parents of their SES options or that a student can finish one program and then sign up for another one.
13. Treat school administrators or staff disrespectfully or misinform them of their rights.
14. Advertise unfair or misleading information about your services or that of another vendor. Advertising includes any written or oral communication.
15. Ask students enrolled in the provider’s program to recruit other students for the program.
16. Solicit business on school premises except during scheduled SES meetings, fairs, conferences, and other events to which providers have been invited to attend.

I have read and understand the North Dakota Supplemental Educational Services Providers’ Code of Ethics. I further understand that failure to comply with these standards could result in sanctions including, but not limited to, removal from the State Approved Provider List.

Print SES Provider Representative Name	Print Name of SES Provider
Signature of SES Provider Representative	Date

# Approved SES Providers in North Dakota



- List of approved providers  
<http://www.dpi.state.nd.us/title1/targeted/general/ses/SESprviders.pdf>
- New provider list available July 1
- Always send parents the most up-to-date list

# Step by Step Process for Implementation



## • Step 1 – Set-aside for SES/ Choice

- ✦ The law states that 20% of the Title I allocation must be set aside for SES and Public School Choice – Activities section of Consolidated Application
- ✦ We allow districts to set aside a lesser amount IF they have historical data to show a much lesser amount has been spent (case-by-case)
- ✦ Set-aside can only be used for actual costs of tutoring services (can't be used for transportation)
- ✦ However, 0.2% may be used for parent outreach (advertising through various media and Internet, community partnerships, parent fairs)

# Step by Step Process for Implementation

## Per-Pupil Funding Free and Reduced Count



## Per-Pupil Funding or Census Poverty Count

### Supplemental Services Funding Formula 2012-2013

District: XYZ Public School District  
School(s): ABC Elementary School

Total Funds Available for Supplemental Services	
Total District Title I, Part A Allocation =	\$500,000
X 20%	X .20
<b>Total funds available for supplemental services =</b>	<b>\$100,000</b>

Per-Pupil Funding Cap for Supplemental Services	
Total District Title I, Part A Allocation =	\$500,000
+ Number of free and reduced students:	+ 252 students
<b>Per-pupil funding cap for supplemental services =</b>	<b>\$1984.13</b>

Number of Students That Can Be Served	
Total funds available for supplemental services =	\$100,000
+ Per-pupil amount:	+ \$1984.13
<b>Estimated number of students the school is able to serve with supplemental services =</b>	<b>50 students</b>

### Supplemental Services Funding Formula 2012-2013

District: XYZ Public School District  
School(s): ABC Elementary School

Total Funds Available for Supplemental Services	
Total District Title I, Part A Allocation =	\$500,000
X 20%	X .20
<b>Total funds available for supplemental services =</b>	<b>\$100,000</b>

Per-Pupil Funding Cap for Supplemental Services	
Total District Title I, Part A Allocation =	\$500,000
+ Number of census poverty children ages 5-17:	+ 163 students
<b>Per-pupil funding cap for supplemental services =</b>	<b>\$3067</b>

Number of Students That Can Be Served	
Total funds available for supplemental services =	\$100,000
+ Per-pupil amount:	+ \$3067
<b>Estimated number of students the school is able to serve with supplemental services =</b>	<b>32 students</b>

# Step by Step Process for Implementation



## • Step 2 – Eligible Students

- ✦ Identify eligible students from low income families (i.e., free and reduced lunch students)
- ✦ All free and reduced students in the building identified for program improvement are eligible
- ✦ Develop a priority system in case more students request SES than school can serve, setting priority on the lowest achieving students

# Step by Step Process for Implementation



- **Step 3 – Know the Providers**
  - ✦ SES providers must be on the state approved list
  - ✦ Become familiar with the approved SES providers and programs they offer – read descriptions, research websites, call
  - ✦ Consider hosting a provider open house, ensuring that an invitation has been extended to ALL approved providers



# Step by Step Process for Implementation



- **Step 4 – Parent Notification**
  - ✦ Mailing to homes of eligible students
    - Inform of AYP status and PI identification
    - Inform of SES option (1<sup>st</sup> notification)
    - Explain objective criteria if demand is greater than funds available (priority)
    - Include list of approved SES providers

# Step by Step Process for Implementation



- Step 4 – Parent Notification (con't)
  - Overview of SES (brochure at <http://www.dpi.state.nd.us/title1/targeted/general/ssbrochure.pdf>)
  - Response form that indicates whether or not they are interested in their child participating in SES – with reasonable due date (SES Resource Guide, Appendix B)
  - Reminder: Only one notification can be made prior to start of school year

# Step by Step Process for Implementation



- Step 4 – Parent Notification (con't)
  - ✦ Mailing to homes of eligible students
    - Sample parent letter (SES Resource Guide, Appendix A) – specifically discusses SES, so easier for parents to understand rather than re-sending the entire AYP notification letter
    - Second notice – early fall, 2-3 weeks after first notice
    - Third notice (indicate that it is the final notice) – late fall, after the first grading period

# Step by Step Process for Implementation



- Step 4 – Parent Notification (con't)
  - ✦ Three notices are required before any funds can be reallocated
    - Each notice needs to be dated and on district letterhead
    - Keep copies of each notice as documentation for monitoring and request to reallocate

# Step by Step Process for Implementation



- Step 4 – Parent Notification (con't)
  - ✦ Don't need to wait for all three notices to be sent out before starting services
  - ✦ Services may be started once you know there are families interested in obtaining SES

# Step by Step Process for Implementation



- **Step 5 – Partnering**

- ✦ Law requires schools to partner, to the extent practicable, with outside entities
- ✦ Purpose – to reach out to parents and inform of SES
- ✦ Who and How?
  - Media
  - Provider fairs, open houses
  - Community centers, churches, city officials, school staff

# Step by Step Process for Implementation



- **Step 6 – Identify Participants**
  - ✦ Based on forms returned by parents, identify eligible students
  - ✦ All free and reduced students are eligible if funds are available
  - ✦ If needed, run through priority criteria, setting priority on the lowest achieving students

# Step by Step Process for Implementation



- **Step 6 – Identify Participants**
  - ✦ Send letter to parents letting them know whether or not their child is eligible for services based on fair and equitable criteria (SES Resource Guide – Appendix D)
  - ✦ Include SES provider descriptions
  - ✦ Include a form parents return either to select an SES provider (first and second choices) or to indicate no interest (SES Resource Guide – Appendix D), giving a reasonable due date



# Step by Step Process for Implementation



- Step 7 – Follow-up on Chosen Providers
  - ✦ Compile a list of the providers chosen
  - ✦ Make contact with parents if they indicated they need assistance selecting provider
  - ✦ Schools are allowed to assist parents in selecting a provider by answering questions, etc., but the school cannot make the selection

# Step by Step Process for Implementation



- **Step 8 – Contract with Providers**
  - ✦ **District**, not provider, must initiate the contract
  - ✦ Specific contract components, so the district is responsible for ensuring all are included
  - ✦ Contact providers chosen by parents
  - ✦ Review template and sample contract (SES Resource Guide – Appendix E)
  - ✦ Develop contracts with each provider, including all required information, being specific
  - ✦ Signed by both district and provider

## APPENDIX E – SAMPLE PROVIDER CONTRACT

### Supplemental Educational Services Agreement

This contract is made between \_\_\_\_\_ (District) and \_\_\_\_\_ (Provider) and designates their respective responsibilities for the provision of Supplemental Educational Services to eligible students pursuant to the *No Child Left Behind Act* (NCLB).

#### School District and Provider Information

School District	Contact Person		Telephone (     )
School District Address	City	State	Zip Code
Provider	Contact Person		Telephone (     )
Provider Address	City	State	Zip Code

#### A. Achievement Goals

The provider agrees that specific achievement goals will be generated for each student served based upon their specific educational needs, developed in consultation with the student's parents:

- Agree  
 Disagree

#### B. Services

The services that will be given to the students by the provider are based on his/her needs and align with the content and instruction already provided by the school-district. The form of instructional delivery is:

- One-on-one tutoring services, tailored to the student's learning needs.  
 Small group instruction, tailored to the student's learning needs.  
 Online services, tailored to the student's learning needs.

#### C. Assessment

Describe the assessment that will be used to measure the student's performance in relationship to his/her stated achievement goals.	
Pre-Test Assessment Tool	
Post-Test Assessment Tool	
Ongoing Assessment Tool	
Ongoing Assessment Frequency	

#### D. Student Progress Reports

Describe how the student's parents and designated school district staff will be informed of the student's progress.
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#### E. Timetable

Outline the timetable for improving the student's achievement. In case of a student with disabilities, the timetable will be consistent with the student's individualized education program (IEP) under Section 614(d) of the Individuals with Disabilities Education Act.	
Services will be provided _____ hours per week _____ days per week _____ weeks	For a total of _____ hours of service

#### F. Students with Disabilities

If any student has a disability or disabilities, as defined under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C 1400 or is covered under Section 504 of the Rehabilitation Act of 1973, (Section 504) 29 U.S.C. 794, the provider agrees to the following description of how it will provide supplemental services to students consistent with the student's appropriate plan.
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### G. LEP Students

If any student has limited English proficiency, the provider agrees to the following description of how it will provide supplemental services to the students consistent with their language needs and abilities, including language assistance, if appropriate.

### H. Payment to the Provider

The school district agrees to pay the provider the amount indicated per child, for each session, up to a maximum payment of what is allowable by law.

Per-Pupil Cap Amount	Rate of Session	Session Length in Minutes	No. of Weekly Sessions	Total No. of Sessions	*Total Cost (Rate x Total Sessions)

\*Please note, the total cost cannot exceed the per-pupil cap as documented by the district.

### I. Location of Services

Services will be held at \_\_\_\_\_ and the provider will be responsible for the supervision and safety of the students.  
(location)

### J. Transportation

Transportation will be required:  Yes  No.

If yes, the transportation will be arranged for and paid by (please select one): (Districts are not required to pay transportation costs under NCLB.)  
 Provider  District  Parent

### K. Assurances Agreed to by the Provider

The provider agrees to the following:

- No disclosure will be made to the public of the identity of any student eligible for receiving services without the written permission of the student's parents or guardian.
- Supplemental educational services will be provided consistent with applicable health, safety, and civil right laws.
- The provider will maintain financial soundness.
- The provider will maintain records of each student's attendance and dates and will submit this information with each billing invoice.
- The provider agrees to complete criminal background checks on their employees before they engage in any work with SES students and also agrees to submit the background checks to the district for approval prior to employees being permitted to work students.
- Instruction provided will be secular, neutral, and non-ideological.

### L. Termination Provisions

This agreement may be terminated for the following reasons:

- A student misses more than \_\_\_\_\_ session(s), without an excuse as determined by the school district.
- The provider fails to comply with the above assurances.
- A parent and the provider mutually agree that the services aren't meeting the needs of the student.
- In the event of termination prior to the time period stated above, payments shall be prorated and made only for services provided.
- Other: \_\_\_\_\_

### M. Amendments

- This agreement shall not be altered, amended, modified, or supplemented except in a written document approved by the district and provider.
- This agreement, with attachments, constitutes the entire agreement between the district and provider.

### N. Certification

We hereby certify that we have read the supplemental educational services agreement and agree to its provisions.

Authorized Signature of School District Contact Person	Date
Authorized Signature of Provider	Date

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

**-SAMPLE-  
Supplemental Educational Services Agreement**

This contract is made between **ABC School District** (District) and **XYZ Provider** (Provider) and designates their respective responsibilities for the provision of Supplemental Educational Services to eligible students pursuant to the *No Child Left Behind Act* (NCLB).

**School District and Provider Information**

School District <b>ABC School District</b>	Contact Person <b>Joe Principal</b>	Telephone <b>( 701 ) ***_****</b>
School District Address <b>123 Main Street</b>	City <b>Anytown</b>	State <b>ND</b>
Zip Code <b>58---</b>	Provider <b>XYZ Provider</b>	Contact Person <b>Jane Provider</b>
Provider <b>XYZ Provider</b>	Contact Person <b>Jane Provider</b>	Telephone <b>(***) ***_****</b>
Provider Address <b>789 Tutor Boulevard</b>	City <b>Tutortown</b>	State <b>ND</b>
		Zip Code <b>*****</b>

**A. Achievement Goals**

The provider agrees that specific achievement goals will be generated for each student served based upon their specific educational needs, developed in consultation with the student's parents:

- Agree
- Disagree

**B. Services**

The services that will be given to the students by the provider are based on his/her needs and align with the content and instruction already provided by the school-district. The form of instructional delivery is:

- One-on-one tutoring services, tailored to the student's learning needs.
- Small group instruction, tailored to the student's learning needs.
- Online services, tailored to the student's learning needs.

**C. Assessment**

Describe the assessment that will be used to measure the student's performance in relationship to his/her stated achievement goals.	
Pre-Test Assessment Tool	<b>DORA and DOMA</b>
Post-Test Assessment Tool	<b>DORA and DOMA</b>
Ongoing Assessment Tool	<b>DORA and DOMA</b>
Ongoing Assessment Frequency	<b>Students are assessed after every six (6) hours of tutoring</b>

**D. Student Progress Reports**

Describe how the student's parents and designated school district staff will be informed of the student's progress. <b>XYZ Provider will inform the students' parents and school district staff of student progress by the 15<sup>th</sup> of each month.</b>
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**E. Timetable**

Outline the timetable for improving the student's achievement. In case of a student with disabilities, the timetable will be consistent with the student's individualized education program (IEP) under Section 614(d) of the Individuals with Disabilities Education Act.	
Services will be provided	<b>2</b> hours per week <b>2</b> days per week <b>13</b> weeks
	For a total of <b>26</b> hours of service

**F. Students with Disabilities**

If any student has a disability or disabilities, as defined under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C 1400 or is covered under Section 504 of the Rehabilitation Act of 1973, (Section 504) 29 U.S.C. 794, the provider agrees to the following description of how it will provide supplemental services to students consistent with the student's appropriate plan. <b>XYZ Provider will ensure the supplemental educational services are provided consistent with the students' appropriate plans.</b>
--

### G. LEP Students

If any student has limited English proficiency, the provider agrees to the following description of how it will provide supplemental services to the students consistent with their language needs and abilities, including language assistance, if appropriate.

XYZ Provider will ensure that supplemental educational services are provided consistent with the students' language needs and abilities, including language assistance if available with current staff.

### H. Payment to the Provider

The school district agrees to pay the provider the amount indicated per child, for each session, up to a maximum payment of what is allowable by law.

Per-Pupil Cap Amount	Rate of Session	Session Length in Minutes	No. of Weekly Sessions	Total No. of Sessions	*Total Cost (Rate x Total Sessions)
\$1,250.00	\$50.00	60 minutes	2	25	\$1,250.00

\*Please note, the total cost cannot exceed the per-pupil cap as documented by the district.

### I. Location of Services

Services will be held at ABC Elementary School and XYZ Provider will be responsible for the supervision and safety of the students.  
(location)

### J. Transportation

Transportation will be required:  Yes  No.

If yes, the transportation will be arranged for and paid by (please select one): (Districts are not required to pay transportation costs under NCLB.)  
 Provider  District  Parent

### K. Assurances Agreed to by the Provider

The provider agrees to the following:

- No disclosure will be made to the public of the identity of any student eligible for receiving services without the written permission of the student's parents or guardian.
- Supplemental educational services will be provided consistent with applicable health, safety, and civil right laws.
- The provider will maintain financial soundness.
- The provider will maintain records of each student's attendance and dates and will submit this information with each billing invoice.
- The provider agrees to complete criminal background checks on their employees before they engage in any work with SES students and also agrees to submit the background checks to the district for approval prior to employees being permitted to work students.
- Instruction provided will be secular, neutral, and non-ideological.

### L. Termination Provisions

This agreement may be terminated for the following reasons:

- A student misses more than three (3) session(s), without an excuse as determined by the school district.
- The provider fails to comply with the above assurances.
- A parent and the provider mutually agree that the services aren't meeting the needs of the student.
- In the event of termination prior to the time period stated above, payments shall be prorated and made only for services provided.
- Other: \_\_\_\_\_

### M. Amendments

- This agreement shall not be altered, amended, modified, or supplemented except in a written document approved by the district and provider.
- This agreement, with attachments, constitutes the entire agreement between the district and provider.

### N. Certification

We hereby certify that we have read the supplemental educational services agreement and agree to its provisions.

Authorized Signature of School District Contact Person <i>Joe Principal</i>	Date 8-15-11
Authorized Signature of Provider <i>Jane Provider</i>	Date 8-20-11

# Step by Step Process for Implementation



- Step 9 – Notify Parents
  - ✦ Once all contracts are final
    - Notify parents that they may contact provider to begin services
    - School may contact providers on behalf of parents
    - At this time, the district may release to providers the names of students enrolled

# Step by Step Process for Implementation



- **Step 10 – Communication**

- ✦ Specific timelines for progress reports should have been outlined in the contract with provider
- ✦ Ensure provider is sending regular reports on the progress of all students receiving SES
  - Parents
  - School/ District



# Step by Step Process for Implementation



- Step 11 – Evaluation Process
  - ✦ How did the SES implementation go at your school?
    - What worked?
    - What didn't work?
    - Changes for next year?
    - Did providers do what they said they would?

# Step by Step Process for Implementation



- Step 12 – Reporting to DPI
  - ✦ Due June 30
  - ✦ State reports to USDE (EDFacts)
  - ✦ SFN 52820 – Annual Review for Program Improvement, Part IX
    - Supplemental Services Data Collection
    - Parent Survey
    - School District Evaluation of SES Providers – review effectiveness

**Part IX – Supplemental Services Provision (School, if applicable)**

1. Briefly describe the mechanism that you used to inform parents of the supplemental services provision during the 2011-2012 school year.
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	Number
2. Number of schools in your district who had to participate in supplemental services.	
3. Number of times each school notified parents of the option for students to participate in supplemental services.	
4. Number of students who indicated an interest in enrolling in supplemental services.	
5. Number of students who participated in supplemental services. (Please note, if zero (0) students received supplemental services, questions 6a, 6b, and 6c must be completed.)	

6a. Please describe the school's beliefs as to why no students participated in supplemental services.
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6b. Describe, in detail, what the school has done to encourage parents to enroll their students in supplemental services.
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6c. Please attach and label the notifications sent to parents regarding the option for students to participate in supplemental services. (Please note, schools are to send multiple—three or more—notifications.)
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7. List each state-approved supplemental services provider that was utilized by students in your school district.
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8a. Did more students indicate an interest in participating in supplemental services than you had funds to pay for services?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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8b. If yes, what fair and equitable criteria did you use to determine which students were the lowest achieving and would receive priority for the supplemental services?
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9a. Did you provide transportation for supplemental services?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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9b. If so, what funds were used to cover the transportation expense?
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10. Please identify and explain any troubles or difficulties you had working with the state approved providers.
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11. The district was required to set-aside a portion of its Title I allocation to support supplemental services. Did the actual implementation of supplemental services use the entire set-aside amount, or did the district have to reallocate these funds? Please explain.
--

**Part IX – Supplemental Services Provision (School, if applicable)**

*Parent Survey*

Name of Supplemental Services Provider
Number of children in your family who participated in supplemental services <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
Children's grades <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
I assist my child(ren) with his/her homework <input type="checkbox"/> Yes <input type="checkbox"/> No
I attended meetings with the supplemental services provider <input type="checkbox"/> Yes If yes, how many? <input type="checkbox"/> No
I attended the school's parent/teacher conferences <input type="checkbox"/> Yes <input type="checkbox"/> No

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The supplemental services provider communicated regularly with me on my child's academic progress in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I know how well my child is progressing with this provider.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My child learned a lot by participating in this program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. This provider matched its instruction to what my child needed to succeed in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My child's school and this provider worked well together, for the benefit of my child's learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The provider was available for questions and to discuss concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. A time table was developed and adhered to..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Lessons were consistently geared to my child's academic needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The staff employed by this provider seemed qualified to provide instruction to my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I felt my child was in a safe and healthy environment as he/she participated in this provider's services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, rate your level of satisfaction with this provider	Low 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> High 5 <input type="checkbox"/>
Explain	Comments

**Part IX – Supplemental Services Provision (School, if applicable)**

*School District Supplemental Services Provider Evaluation*

Please make copies of this form and complete a separate form for each supplemental service provider that was utilized.

**Section A.**

School District		
District Contact for Supplemental Services	Title	
Position	Telephone	E-mail Address
Provider Name		

**Section B. Evidence of Effectiveness**

For the students served by this provider, what are the results of these services as reported by the provider?

Grade Level	# of Students Served	% of Students Who Made Academic Progress	% of Students Who Completed Full Cycle of Services	% of Students Who Experienced Other Positive Educational Impacts*

\*Includes attendance rate increases, fewer disciplinary incidents, homework completion improvement, etc.

**Section C. Required Supplemental Services Programmatic Parts**

Program Requirements	Rate of Performance	Comments
1. The supplemental services instruction was clearly based on research proven method of raising academic achievement.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
2. Instruction was clearly aligned to North Dakota standards and benchmarks.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
3. Supplemental Services instruction was aligned to district instructional programs.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
4. Students were assessed on a regular basis AND assessments were used to prescribe appropriate instruction.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
5. The provider had a specific timetable for each student to identify goals for student progress. The timeline was used to measure success of the program.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
6. The provider regularly reported student progress to the students' classroom teacher(s). Information was regularly reported to appropriate district staff.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
7. The provider regularly reported student progress to the students' parents.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
8. Supplemental services provider staff were appropriately qualified and adequately trained to deliver supplemental services.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
9. The provider met important health and safety standards and civil rights protections.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
10. The provider met all terms outlined on the Supplemental Services Provider Agreement.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	

**Part IX – Supplemental Services Provision (School, if applicable)**

*School District Supplemental Services Provider Evaluation*

**Section D. School Recommendations**

1. Based on your work with this provider, would you recommend that the State renew authorization to this provider and allow it to remain on the Supplemental Services approved provider list for an additional two years?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
2. Is there any other information that you can share with us that will help us determine the effectiveness of this supplemental services provider? Please submit attachments, if necessary.	

# Step by Step Process for Implementation



- Step 12 – Reporting to DPI
  - ✦ SFN 54254 – Supplemental Services Provider Annual Report
    - Student Progress Report
    - Completed by provider
    - Duplicate form, if needed, so all students receiving SES are reported
  - ✦ Completed by every provider utilized in the district



# SUPPLEMENTAL SERVICES PROVIDER ANNUAL REPORT

DEPARTMENT OF PUBLIC INSTRUCTION

TITLE I

SFN 54254 (4/08)

RETURN TO:

Department of Public Instruction

Title I Office

600 E Boulevard Avenue, Dept. 201

Bismarck, ND 58505-0440

Name of Provider	Date
Provider Address	Provider Telephone Number
Provider Contact Person	School Year

Please complete A-F for each student who has received Supplemental Services from your organization.

A. Student Identification Number	A. Student Identification Number
B. District Name	B. District Name
C. Dates of Service	C. Dates of Service
D. Pre Test Results (Give test name and scoring information)	D. Pre Test Results (Give test name and scoring information)
E. Post Test Results (Give test name and scoring information)	E. Post Test Results (Give test name and scoring information)
F. Summary of academic progress of students	F. Summary of academic progress of students

A. Student Identification Number	A. Student Identification Number
B. District Name	B. District Name
C. Dates of Service	C. Dates of Service
D. Pre Test Results (Give test name and scoring information)	D. Pre Test Results (Give test name and scoring information)
E. Post Test Results (Give test name and scoring information)	E. Post Test Results (Give test name and scoring information)
F. Summary of academic progress of students	F. Summary of academic progress of students

A. Student Identification Number	A. Student Identification Number
B. District Name	B. District Name
C. Dates of Service	C. Dates of Service
D. Pre Test Results (Give test name and scoring information)	D. Pre Test Results (Give test name and scoring information)
E. Post Test Results (Give test name and scoring information)	E. Post Test Results (Give test name and scoring information)
F. Summary of academic progress of students	F. Summary of academic progress of students

Summary of services for school year
Total number of students who requested services
Total number of students who completed full duration of the program
Total number of students who made academic progress

Please make as many copies of this report as you need to complete information for all students who received services.



# Step by Step Process for Implementation



- Step 12 – Reporting to DPI
  - ✦ Addendum to the Title I Final Financial Report

## Addendum to the Title I Final Financial Report Supplemental Services

This report must be completed for school districts that set aside funds for supplemental services during the school year. On this form, please indicate the amount of funds in object code 300 that were used for supplemental services.

School District		School Year
Number of children eligible (free/reduced students) to receive Supplemental Services	Number of children that were actually served with Supplemental Services	Per pupil amount for Supplemental Services

All free/reduced students are eligible to receive SES

The actual count of students who received SES

The per-pupil amount your school selected from the two options

Total matches Part IX, Question 5 of SFN 52820

# North Dakota Department of Public Instruction

## Addendum to the Title I Final Financial Report Supplemental Services

This report must be completed for school districts that set aside funds for supplemental services during the school year. On this form, please indicate the amount of funds in object code 300 that were used for supplemental services. ***Please submit the program ledger to verify amounts.***

School District	School Year
Number of children eligible (free/reduced students) to receive Supplemental Services	Number of children that were actually served with Supplemental Services
Per pupil amount for Supplemental Services	

If the district did not use the funds set aside for supplemental services, and instead reobligated them to another Title I activity, please list the dates that budget revisions were approved to move these funds from object code 300.

Object Number	Category		Amount Budgeted	Total Expenditures	Balance Remaining
100	Salaries	110	Professional Salary		
		120	Non-Professional Salary		
200	Benefits				
300	Purchased Professional and Technical Services				
430	Maintenance of Equipment				
580	Travel				
600	Material and Supplies				
730	Equipment				
800	Dues, Memberships, Registration Fees				
900	Indirect Costs				
	Unobligated				
Total					

**Certification:**

I certify to the best of my knowledge and belief that this report is correct and that all expenditures are for the purposes set forth in the Application for Supplemental Services.

Signature of Title I Authorized Representative	Date
Signature of Business Manager	Date

For Department Use Only	
Signature-Coordinator	Date
Signature-Director	Date

# SES Progress Reports



- Requires district to consult with parents to develop a statement of:
  - ✦ Specific achievement goals for their child
  - ✦ How student progress will be measured
  - ✦ A timetable for improving achievement
- Must be included in the contracts with providers
- Refer to sample progress report (SES Resource Guide – Appendix G), or use one school has already developed, making sure to include the required information listed above

# Public Reporting of SES



- Districts must provide specific information on its website:
  - ✦ Number of eligible and participating students beginning with 2007-08 school year
  - ✦ List of state approved SES providers and locations of services for current school year (hyperlink to DPI list)
- Website information will be verified when Title I contact person reviews AYP dissemination letter
- Sample format in SES Resource Guide, under “Public Reporting” tab
- If no district website, state must report on its website

# Reallocating SES Funds



- The law requires certain criteria has been met before any of the 20% set-aside can be reallocated
- Form submitted and approved before doing budget revision on STARS (SES Resource Guide, under “Reallocating SES Funds” tab)
- The following must be documented:
  - ✦ Partnered with outside groups/ advertise
  - ✦ Provided genuine opportunity for parents to obtain SES for their children
  - ✦ Provided three notices to parents
  - ✦ Gave providers fair and open access to school facilities that would be given to other groups (facility policy)

## A District Can Ask to Reallocate SES Funds If....

If a district spends less than the amount needed to meet its 20 percent obligation for the implementation of supplemental educational services (SES) and school choice-related transportation, it must meet the criteria in *34 C.F.R. §200.48(d)(2)(i)* before it may request the reallocation of unexpended funds from the 20 percent SES and school choice set-aside. The criteria include:

1. Partner, to the extent practicable, with outside groups, such as faith-based organizations, other community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to transfer or to receive SES (\*see L-4 through L-6). Districts will need to show documentation that this has occurred.
2. Ensure that eligible students and their parents have a genuine opportunity to sign up to transfer or to obtain SES, including by: (a) providing timely, accurate notice to parents (see L-7); (b) ensuring that sign-up forms for SES are distributed directly to all eligible students and their parents and are made widely available and accessible through broad means of dissemination, such as the Internet, other media, and communications through public agencies serving eligible students and their families (\*see G-7 and G-8); and (c) providing a minimum of two enrollment windows, at separate points in the school year, that are of sufficient length to enable parents of eligible students to make informed decisions about requesting SES and selecting a provider (\*see L-8 through L-10). Districts will need to show documentation that this has occurred.
3. Ensure that eligible SES providers are given access to school facilities, using a fair, open, and objective process, on the same basis and terms as are available to other groups that seek access to school facilities (\*see L-11 through L-14). Districts will need to show documentation that this has occurred.

\*Addressed specifically in the *Supplemental Educational Services Non-Regulatory Guidance* found at <http://www2.ed.gov/policy/elsec/guid/suppsvcsguid.pdf>.

If a district spends less than the 20 percent require for choice and SES, the district has a few options:

1. The district can retain the unspent amount as carryover for the subsequent school year, specifically earmarked for SES/choice.
2. The district can retain the unspent amount as carryover for the subsequent school year, not specifically earmarked for SES/choice, but rather as carryover for other Title I initiatives. Documentation of meeting criteria must be retained.
3. The district can seek to reallocate the SES/choice funds from the state Title I office. This is done by submitting a Request for Reallocation of SES/Choice Funds form for prior approval before submitting a budget revision on STARS. Documentation of meeting criteria must be retained.

Unless it meets the criteria described above, a district that does not meet its 20 percent obligation in a given school year must spend the unexpended amount in the subsequent school year on choice-related transportation, SES, or parent outreach and assistance. The district may also count the costs for parent outreach toward meeting its unexpended obligation, but only if it did not reach the 1 percent cap in the first year. The district must spend the unexpended amount in addition to the funds it is required to spend to meet its 20 percent obligation in the subsequent school year [*34 C.F.R. §200.48(d)(1)*]. This means that districts must be very proactive in ensuring that the three provisions above have been met in order to use the amount equal to 20 percent of your Title I allocation on an alternate activity or to carry it over for other approvable Title I activities.

## REQUEST FOR REALLOCATION OF SES/CHOICE FUNDS

**This form must be submitted to the state Title I office and approved  
before a budget revision can be completed on STARS.**

District Name	Contact Person			Telephone	CFDA Number
Address	City	State	Zip	Budget/Project Period (MM/DD/YYYY)	
				From	To
Schools Required to Offer School Choice				First Quarter End Date	
Schools Required to Offer SES				First Quarter End Date	
Total of Title I Allocation (not including carryover)	20% SES/Choice Set-aside			Amount Proposed for Reallocation	
Amount Budgeted for Choice- Related Transportation in Object Code 500 on the Consolidated Application:	Number of Students Eligible for Choice:	Number of Students Offered Choice:	Number of Students Enrolled in Choice:		
Amount Budgeted for SES in Object Code 300 on the Consolidated Application:	Number of Students Eligible for SES:	Number of Students Offered SES:	Number of Students Enrolled in SES:		
<b>Compliance Information According to Regulation [34 C.F.R. §200.48(d)(1)] and Assurances</b> (Year 1 schools offering school choice must only meet criteria relevant to the choice option and marked with an asterisk (*).)					
<b>Advertising (Attach documentation):</b> The district partnered with the following entity(ies) to inform parents of the opportunity to obtain SES for their child: _____. Districts should provide copies of letters to community groups, copies of brochures or leaflets that are distributed throughout the community, documentation of any presentations by the district to community organizations on the availability of school choice/SES. In those instances where a district has not partnered with outside organizations, the state may ask districts for a written plan to partner with such organizations, including the names of specific community groups that the district will reach out to.					
<b>Opportunity to Obtain SES (Attach documentation):</b> <input checked="" type="checkbox"/> *All parent notices and other regulatory data requirements on choice and SES options were uploaded and easily accessible on the district Web site at: (Please include the URL address for information on the choice and SES parent options) _____. <input checked="" type="checkbox"/> *Parent notices were on district letterhead and were completely dated (month, date and year). Dates: _____. <input checked="" type="checkbox"/> *The notices included a district contact person and directions on how to get more information about Choice and SES. <input checked="" type="checkbox"/> *The notices were unbiased, clearly written and translated into the languages of district parents to promote understanding. <input checked="" type="checkbox"/> The SES notices did not promote any district program or limit parent's selection of any approved North Dakota SES Providers and included the Annual List of State Approved SES Providers (or the electronic link to the state list of approved SES Providers) with an explanation of how parents can learn about which provider might best serve their child's individual learning needs. <input checked="" type="checkbox"/> The SES notices provided an alternate method to review the list of approved SES Providers for parents without computer access. <input checked="" type="checkbox"/> The SES notices to parents included the benefits of SES tutoring as required in G-5 of the federal SES guidance.					
<b>Notification (Attach documentation):</b> <input checked="" type="checkbox"/> *The district provided information to parents of eligible students on the procedures to enroll their child in choice or SES. <input checked="" type="checkbox"/> The district offered SES at least three times before requesting this reallocation. <u>Reminder:</u> The third notice must be sent to parents <b>after</b> the first grading period. <input checked="" type="checkbox"/> *The district provided teachers and principals at each eligible school with timely and accurate information about the choice and SES parent options so as to ensure compliance and ensure that all district personnel serve as a resource for parents.					
<b>Facilities (Please attach the district and/or school facility usage policy):</b> <input checked="" type="checkbox"/> Eligible SES Providers were given access to school facilities, using a fair, open, and objective process, on the same basis and terms as are available to other groups that seek access to school facilities.					

Description of the proposed use of the unspent SES/choice transportation funds as it relates to the district's Title I program. Please be specific.

Signature of Business Manager

Date Signed

Signature of Authorized Representative

Date Signed

**For State Use Only**

Signature of State SES Administrator

Date Signed

Signature of State Title I Director

Date Signed

Revised Amount Approved

Date Approved

- Ⓞ Once this request has received state approval, the district will be directed to submit a budget revision on STARS to move Title I funds from Object Code 300 to the appropriate line items.



# SES Resources



- State Title I Supplemental Educational Services Website  
[www.dpi.state.nd.us/title1/targeted/targeted/general/supsvcs.shtm](http://www.dpi.state.nd.us/title1/targeted/targeted/general/supsvcs.shtm)
- Supplemental Educational Services Resource Guide  
[www.dpi.state.nd.us/title1/targeted/general/supplemental/supplemental.html](http://www.dpi.state.nd.us/title1/targeted/general/supplemental/supplemental.html)
- Federal Website  
[www2.ed.gov/admins/comm/suppsvcs/edpicks.jhtml](http://www2.ed.gov/admins/comm/suppsvcs/edpicks.jhtml)
- USDE Non-Regulatory Guidance (January 14, 2009)  
[www2.ed.gov/policy/elsec/guid/suppsvcsguid.pdf](http://www2.ed.gov/policy/elsec/guid/suppsvcsguid.pdf)

# Contact Information



**Lauri Nord**  
**SES Coordinator**

**North Dakota Department of Public Instruction**  
**State Title I Office**  
**600 E. Boulevard Ave., Dept. 201**  
**Bismarck, ND 58505-0440**

**PH: 701-328-2282**

**Fax: 701-328-0203**

**[lnord@nd.gov](mailto:lnord@nd.gov)**