



Commonwealth of Massachusetts  
Supplemental Educational Services  
(SES) District Monitoring Instrument

Overview

The federal No Child Left behind Act (NCLB) requires states to ensure that districts and providers of supplemental educational services (SES) adhere to certain parameters in the design and delivery of SES programs. The Massachusetts Department of Elementary and Secondary Education has a responsibility, through its approval and monitoring processes, to ensure that that high-quality services are delivered.

The Department must develop, implement, and publicly report on standards and techniques for monitoring a district's implementation of SES [34 C.F.R. §200.47(a)(4)(iii)]. These standards and techniques, as well as any findings resulting from such monitoring, must be publicly reported.

General Information

District:		Fiscal Year:	
Name and title of representative:			
Name of reviewer(s):			
District's total Title I, Part A allocation for current year:		Amount of funds reserved for SES in current year:	
If applicable, the district spent no more than up to 1 percent of its 20 percent obligation on parent outreach and assistance for public school choice and/or SES (Yes/No):			
Number of students eligible for SES in current year:		Number of students receiving SES in current year:	

Check One:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The district has spent or anticipates spending the total amount needed to meet its 20 percent obligation for SES in the current year.	The district has spent or anticipates spending less than the amount needed to meet its 20 percent obligation for SES in the current year and intends to spend the remainder of that obligation in the subsequent school year.	If the district spent less than the amount needed to meet its 20 percent obligation, it meets the criteria in 34 C.F.R. §200.48(d)(2)(i) [34 C.F.R. §200.48(d)(1), (2)]. <i>If checked, EQUITY AND ACCESS section completed below.</i>

FINDING:	<input type="checkbox"/> CORRECTIVE ACTION NOT REQUIRED
	<input type="checkbox"/> CORRECTIVE ACTION REQUIRED

## Monitoring Criteria

**NOTIFICATION OF SERVICE AVAILABILITY: Does the district notify parents/guardians of the availability of SES in a timely, clear, and accessible way?**

**Examples of Evidence:** *Dated copies of district's SES notification letters to parents/guardians*

Monitoring Criteria	Y	N	N/A	Comments
The notice was provided sufficiently in advance of, but no later than 14 calendar days before, the start of the school year [34 C.F.R. §200.37(b)(4)(iv)].				The notice was sent on:
The notice explains how parents can obtain SES for their child [Section 1116(e)(2)(A)(i); 34 C.F.R. §200.37(b)(5)(i)].				
The notice identifies each approved SES provider within the district or in its general geographic location, including providers that are accessible through technology, such as distance learning [Section 1116(e)(2)(A)(ii); 34 C.F.R. §200.37(b)(5)(ii)(A)].				
The notice briefly describes the services, qualifications and evidence of effectiveness for each provider [Section 1116(e)(2)(A)(iii); 34 C.F.R. §200.37(b)(5)(ii)(B)].				
The notice indicates providers that are able to serve students with disabilities or LEP students [34 C.F.R. §200.37(b)(5)(ii)(B)].				
The notice includes an explanation of the benefits of receiving SES [34 C.F.R. §200.37(b)(5)(ii)(C)].				
The notice describes the procedures and timelines that parents must follow to select a provider to serve their child.				
The notice gives contact information for the district.				
The notice is easily understandable, in a uniform format, including alternate formats upon request, and to the extent practicable, in a language the parents can understand [Section 1116(e)(2)(A); 34 C.F.R. §200.36(b)].				
The notice is clear and concise, and clearly distinguishable from other information on school improvement that the district sends to parents [34 C.F.R. §200.37(b)(5)(iii)].				
The notice gives information about the services, qualifications, and evidence of effectiveness for each SES provider able to serve students in the district [Section 1116(e)(2)(A)(iii); 34 C.F.R. §200.37(b)(5)(ii)(B)].				

**ACCESSIBILITY OF SERVICES: Does the district ensure that all eligible parents/guardians and their children have access to the information they need to make informed decisions for their child and participate as partners in their child’s education?**

**Examples of Evidence:** *Dated copies of district’s SES notification letters to parents/guardians; documentation of enrollment policies and procedures; documentation of outreach efforts to parents/guardians*

Monitoring Criteria	Y	N	N/A	Comments
The district provides more than one enrollment window, at separate points during the school year, in order to expand SES enrollment opportunities for families, or allows enrollment throughout the year.				Dates of enrollment windows:
The district has a process to help parents choose a provider, if requested [Section 1116(e)(2)(B); 34 C.F.R. §200.46(a)(2)].				
The district offers parents a genuine opportunity to consult on the terms of their child’s individual student agreement.				
The district has fair and equitable procedures for serving students if not all students can be served [Section 1116(e)(2)(C); 34 C.F.R. §200.46(a)(3)].				
The district ensures that eligible students with disabilities and LEP students receive appropriate services [34 C.F.R. §200.46(a)(4), (5)].				
The district assists the State in identifying potential providers within the district [Section 1116(e)(4)(A); 34 C.F.R. §200.46(a)(2)].				
The district protects the privacy of students who are eligible for or receive SES [Section 1116(e)(2)(D); 34 C.F.R. §200.46(a)(6)].				

**SERVICE DELIVERY: Has the district entered into agreements with providers selected by parents of eligible students [Section 1116(e)(3); 34 C.F.R. §200.46(b)] that ensures high quality services are delivered in a safe, healthy environment?**

**Examples of Evidence:** *Copies of contracts/agreements with SES providers; copies of progress reports submitted to districts and parents/guardians by SES providers*

Monitoring Criteria	Y	N	N/A	Comments
Agreements contain specific achievement goals for the student, developed in consultation with the student's parents and the provider [Section 1116(e)(3)(A); 34 C.F.R. §200.46(b)(2)(i)(A)].				
Agreements contain a description of how the student's progress will be measured and how the student's parents and teachers will be regularly informed of that progress at least three times over the course of the learning plan [Section 1116(e)(3)(A), (B); 34 C.F.R. §200.46(b)(2)(i)(B), (ii)].				
Agreements contain a timetable for improving the student's achievement [Section 1116(e)(3)(A); 34 C.F.R. §200.46(b)(2)(i)(C)].				
Agreements contain a provision for terminating the agreement if the provider fails to meet the student's specific achievement goals and timetables [Section 1116(e)(3)(C); 34 C.F.R. §200.46(b)(2)(iii)].				
Agreements contain a provision governing payment for the services, which may include provisions addressing missed sessions [Section 1116(e)(3)(D); 34 C.F.R. §200.46(b)(2)(iv)].				
Agreements contain a provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving SES without the written permission of the student's parents [Section 1116(e)(3)(E); 34 C.F.R. §200.46(b)(2)(v)].				
Agreements contain an assurance that SES will be provided consistent with applicable health, safety, and civil rights laws [Section 1116(e)(5)(C)].				
Agreements contain a provision requiring that students receive, at a minimum, 25 hours of group instruction or 22 hours of individualized instruction.				
Agreements contain a provision that students shall not receive services in groups who are more than three grades apart.				

**EQUITY AND ACCESS: If the district spent less than the amount needed to meet its 20 percent obligation for SES, it meets the below criteria:**

**Examples of Evidence:** *Copy of district's Title I, Part A grant application and any amendments*

Monitoring Criteria	Y	N	N/A	Comments
The district partners, 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 [34 C.F.R. §200.48(d)(2)(i)].				
The district ensures 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; (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; 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 [34 C.F.R. §200.48(d)(2)(i)].				
The district ensures 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 [34 C.F.R. §200.48(d)(2)(i)].				
The district maintains records that demonstrate it has met the criteria above [34 C.F.R. §200.48(d)(2)(ii)].				
The district notifies the State that it has met the above criteria, intends to spend the remainder of its 20 percent obligation on other allowable activities, and gives the amount of that remainder [34 C.F.R. §200.48(d)(2)(iii)].				