**Cross Program Consolidated Monitoring, 2018-19**

**for Charter Schools**

Cross Program Consolidated Monitoring (CPCM) focuses on Elements across common compliance strands of the following programs: Title I Part A (Improving the Academic Achievement of the Disadvantaged); Title I, Part C (Migrant Education Program); Title I, Part D (Neglected and Delinquent); Title ll, Part A (Supporting Effective Instruction); Title III, Part A (English Language Acquisition, Language Enhancement and Academic Achievement); Title IV, Part A (Student Support and Academic Enrichment); and Title V (Rural Education Achievement Program). Subprograms reviewed are focus schools, targeted assisted programs including Title I PreK and homeless education programs. The charter school must respond to all *findings,* if any, with requested *action needed*. In order to effectively utilize available state resources, fiscal reviews may be scheduled and conducted at a separate time from the CPCM*.*

The above programs are reviewed using the following inter-related **Common Compliance Strands**:

1. **Stakeholder Involvement (Elements 1 through 7).** Parents, staff, students and community members participate in developing, implementing and evaluating programs at the charter school.
2. **Governance, Administration and Funding (Elements 8 through 14).** Applications, plans, administration of programs, allocation and use of funds meet statutory requirements.
3. **Program Quality** (**Elements 15 through 25 and 33).** Programs are implemented using research-based strategies and services, certified staff and high quality professional development, all aligned to a comprehensive needs assessment.
4. **Accountability and Reporting (Elements 26 through 31).** Programs use state and other assessments to measure the achievement of intended outcomes of programs. The charter school publicly reports and widely disseminates all required program and student accountability results.

*NOTE: Because the methodology of the CPCM includes sampling, the monitoring process cannot produce an all-inclusive assessment of items in this instrument. The charter school is responsible for operating its categorical programs in compliance with all applicable laws and regulations.*

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| **Rating Rubric** |
| **Meets Requirements** | **Meets Requirements with Recommendations** | **Finding(s)** | **Not Applicable** |
| Compliance Element is 100% metand supported by all required evidence(s).All required documents are provided and support compliance.Interviews support documentation, processes and implementation.Compliance is consistent at the charter school. | Basic compliance requirements are met; recommendations are provided for improvement.  | Evidence or lack of evidence show compliance Element has not been met.Incomplete or lack of required documentation.Interviews lack understanding or support of documentation, processes and implementation.Compliance is inconsistent at the charter school. | The charter school is not eligible for the program.Accountability standard is not applicable.Program not elected (i.e., pre-school, private school participation). |

**2018-19 Document Request List for Cross Program Consolidated Monitoring For Charter Schools**

A charter school’s compliance with federal law can be documented by the items listed below for each of the elements. It is not necessary to produce all of the items for a given element, only to provide sufficient information to demonstrate compliance. During the on-site monitoring visit, interviews with stakeholders will provide further evidence for this purpose. Please consult with your NCDPI program administrator for details about which elements may not apply to your charter school, how to organize and produce the documents and for any questions about the monitoring process.

**Strand I - Stakeholder Involvement (Elements 1 through 7)**

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| **Element 1: The Charter School Parent and Family Engagement Policy**The charter school:* involves parents in an organized, ongoing and timely way in the development, review and improvement of the parent and family engagement (PFE) policy
* convenes annual meetings, flexibly scheduled, to inform parents about Title I programs and promote parental involvement
* produces a school parent and family engagement policy that describes how the school will carry out the requirements of Section 1116(c-f)
* disseminates the policy to parents and the public, via the school’s web site and other means, as needed to ensure that it is readily available, and
* includes parents who are representative of all student populations in the above processes.

Furthermore, if the charter school has a Migrant Education Program (MEP), a migratory parent advisory council (PAC) is included in these processes, to the extent practical.**NOTE: This element addresses Title I meeting and the PFE policy. Plans and activities that align with the policy are dealt with in other elements.** **Title I-A**, Section 1116(b) and 1116(c)(1-3); **Title I-C**, Section 1304(c)(3)(A) |
| **Examples of Evidence of Compliance** | **Notes** |
| 1a | **Dated records** from the annual Title I meeting and/or other meetings at which parents were informed about Title I programs and were involved in the development, review and improvement of the school’s PFE policy, which should include:- agendas and/or meeting notes **and**- attendance records or sign-in sheets indicating affiliation and position of participants | **Charter schools receiving Title I-C should document the inclusion of parents of migratory children in the processes related to the development of the PFE policy.****If pre-k is funded with Title I, parents of pre-k children should be included in these processes related to the development of the PFE policy.** |
| 1b | Slide presentation(s) and/or other materials shared at meetings described in 1a |
| 1c | The school parent and family engagement policy (*The policy should be readily available on the Internet. If so, there is no need to include it here*.) |
| 1d | An example of a direct method of disseminating the policy, such as a brochure or entry in a school or district handbook |
| 1e | *Any alternative language/format documents as described in Element 7 should be included here, as applicable, and not replicated in the folder for Element 7.* |
| 1f | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 2: Information to Parents about Instruction at their Children’s School**The charter school provides parents of participating children with:* a description and explanation of the curriculum and academic content standards in use at the school
* a description and explanation of the forms of academic assessment used to measure their student’s progress
* a description and explanation of how achievement levels towards academic standards are determined and
* opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and a response to any such suggestions as soon as practicably possible.

Furthermore, the charter school has developed, with the input of parents, a school-parent compact that outlines the shared responsibilities and the development of partnerships to help children achieve the state’s high standards and contains all the elements of 1116(d).**NOTE: See Elements 26 and 27 regarding the dissemination of information about academic performance of the charter school and its students.****Title I-A**, Sections 1116(c)(4), 1116(d) and 1116(e)(1)  |
| **Examples of Evidence of Compliance** | **Notes** |
| 2a | **Dated records** from meetings or events at which parents were provided with the descriptions and explanations about instruction at their children’s school, which should include:- agendas and/or meeting notes **and**- attendance records or sign-in sheets indicating affiliation and position of participants |  |
| 2b | Slide presentation(s) and/or other materials shared at the meetings/events described in 2a |
| 2c | School-parent compact (specific to the school) along with evidence of dissemination, such as a link to the compact as posted on the school web site |
| 2d | Schedules or calendars showing parent-teacher conferences  |
| 2e | *Any alternative language/format documents as described in Element 7 should be included here, as applicable, and not replicated in the folder for Element 7.* |
| 2f | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 3: Building Capacity for Parent Engagement**The charter school implements strategies to build parent capacity for supporting student learning at home, including:* providing parents with information and/or activities to help students at home
* providing parents with training on literacy and using technology, as appropriate, to foster parent involvement
* educating teachers, pupil services personnel, principals and other staff in the value and utility of parents as equal partners and
* building consistent and effective communication between the home and the school and
* providing other reasonable support for parental involvement activities as parents may request.

**Title I-A**, Section 1116(e) ; **Title III-A**, Section 3115(c)(3) |
| **Examples of Evidence of Compliance** | **Notes** |
| 3a | **Dated records** from meetings or events at which parents were provided with information, activities and/or training as described above, which should include:- agendas and/or meeting notes **and**- attendance records or sign-in sheets indicating affiliation and position of participants |  |
| 3b | **Dated records** from meetings or events at which staff members were provided with professional development and/or training to help build parent capacity as described above, which should include:- agendas and/or meeting notes **and**- attendance records or sign-in sheets indicating affiliation and position of participants |
| 3c | Slide presentation(s) and/or other materials shared at meetings/events described in 3a & 3b |
| 3d | Professional development calendar, highlighting training provided to staff related to building parent engagement |
| 3e | Examples of materials/information shared via social media, newsletters, web site, brochures or other means, in order to build parent capacity as described for this element |
| 3f | *Any alternative language/format documents as described in Element 7 should be included here, as applicable, and not replicated in the folder for Element 7.* |
| 3g | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 4: Information to Parents about Qualifications of Teachers and Paraprofessionals**The charter school helps parents stay informed about the qualifications of the school staff by:* notifying parents, at the beginning of the school year, of their rights to request information regarding the professional qualifications of the student’s classroom teachers
* providing, upon request by a parent, timely information regarding the professional qualifications of their child’s classroom teacher(s)
* providing, to the parent of a child who is provided services by a paraprofessional, information about the qualifications of the paraprofessional and
* providing timely notice to the parent(s) if a student has been taught 4 or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

**Title I-A**, Sections 1112(e)(1)(A) and 1112(e)(1)(B)(ii) |
| **Examples of Evidence of Compliance** | **Notes** |
| 4a | Template of letter used to notify all parents of their right to be provided with information regarding professional qualifications of teachers |  |
| 4b | Template of letter used to respond to parent requests for information described in this element or sample of a letter in which the information was provided with the names of any parents omitted or redacted |
| 4c | *Any alternative language/format documents as described in Element 7 should be included here, as applicable, and not replicated in the folder for Element 7.* |
| 4d | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 5: Development and Revision of the Charter School Plan for the Use of Applicable Funds**The charter school plan for use of applicable funds is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators (including administrators of programs described in other parts of this title), other appropriate school personnel and parents of children in the school, and the charter school revises its plan, as necessary.**NOTE: See Element 15 regarding the contents of the plan for a schoolwide program.****Title I-A**, Sections 1112(a)(1)(A), 1112(a)(5), 1116(a)(1) and 1116(c)(3); **Title I-C**, Section 1304(c)(3); **Title II-A**, Section 2102(b)(3);**Title III-A**, Section 3116(b)(4)(C); **Title IV-A** – Section 4106(c) |
| **Examples of Evidence of Compliance** | **Notes** |
| 5a | The charter school’s plan for the use of applicable funds, as it appears in CCIP *-NOTE: The plan will be reviewed in CCIP by DPI staff and does not need to be duplicated here.* |  |
| 5b | **Dated records** from meetings or events at which the stakeholder groups listed above were consulted in the development and revision of the charter school’s plans for the use of applicable funds, which should include:- agendas and/or meeting notes **and**- attendance records or sign-in sheets indicating affiliation and position of participants |
| 5c | Slide presentation(s) and/or other materials shared at the meeting/event described in 5a |
| 5d | *Any alternative language/format documents as described in Element 7 should be included here, as applicable, and not replicated in the folder for Element 7.* |
| 5e | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 6: Implementation of the Title IV-A Program**The charter school:* uses the funds in accordance with section 4106(e)(2)(C-E) for activities to support: 1) well-rounded education opportunities 2) safe and healthy students and/or 3) effective use of technology and
* periodically evaluates the effectiveness of such activities based on the objectives and outcome described in the application for funding.

Furthermore, if mental health assessment or service are funded by Title IV-A, the charter school has:* provided, to the parents of children receiving such services, written notice describing in detail the service provided, including the purpose for the assessment or service, the provider of the assessment or service, when the assessment or service will begin and how long the assessment or service may last and
* obtained, for each participating child in such activities, written informed consent from the parent of each participating child under the age of 18.

**Title IV-A**, Sections 4001, 4106(e)(1)(E), 4106(e)(2)(C-E) |
| **Examples of Evidence of Compliance** | **Notes** |
| 6a | **Dated records** from meetings concerned with distribution of Title IV-A funds to schools based on need and with the planning of activities identified in the grant details section of CCIP, which should include:- agendas and/or meeting notes **and**- attendance records or sign-in sheets indicating affiliation and position of participants |  |
| 6b | Documentation of activities described by the charter school in the Grant Details section of CCIP such as schedules, brochures, presentation materials, invoices, or time sheets |
| 6c | Evidence of the evaluation of Title IV-A activities, such as description of methodology and/or results/analysis of the evaluation data |
| 6d | Template of notices to parents (for Title IV activities) with **no child-specific information included** |
| 6e | Sample or template of a **blank** consent form (for Title IV activities described above) with **no child-specific information included** |
| 6f | *Any alternative language/format documents as described in Element 7 should be included here, as applicable, and not replicated in the folder for Element 7.* |
| 6g | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 7:  Understandable Language and Format of Information Disseminated to Parents**The charter school disseminates policies, notifications and other communication to parents in a language and format that is understandable to all parents, including parents and family members who have limited English proficiency, parents and family members with disabilities and family members of migratory children. **Title I-A**, Section 1116(b)(1), 1116(f); **Title I-C**, Section 1304 (c)(3)(A,B); **Title III-A**, Section 3115(c)(3)  |
| **Examples of Evidence of Compliance** | **Notes** |
| 7a | *NOTE: Many of the documents responsive to Element 9 are also responsive to Elements:** *1 through 6*
* *16 and 18*
* *26 through 28.*

*NOTE:* *Such documents must be placed in the folders for those other elements and should not be replicated here. When reviewed in the other folders, they will be counted as supporting Element 7.* | **Second language documents, oral translation services, sign language, assistive devices for hearing the impaired, braille and large print are examples of efforts to make communication available to all.** |
| 7b | Documentation of the charter school’s general plans or efforts to make communication available to all, including brochures, newsletters, flyers, web screen shots, etc.*NOTE:* *Such documents reflect the charter school’s generalized efforts and are not specific to the elements listed in 7a*. |
| 7c | *Prior to providing other types of documents, please contact your DPI administrator.* |

**Strand II - Governance, Administration and Funding (Elements 8 through 14)**

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| **Element 8: Use of Funds for Eligible Students**The charter school:* provides services (funded by applicable programs) only to eligible students, including those living in local institutions for neglected and delinquent children and
* if participating in Title I-C Migrant Education Program, adheres to the Identification and Recruitment (ID&R) Quality Assurance Standards to identify students for MEP eligibility.

**NOTE: See Element 24 regarding the MEP services provided to the identified eligible students through Title I-C, if applicable***.* **Title I-A** Sections 1112(b)(5); **Title I-C** Sections 1303(a), 1304(d) and 1304(e) |
| **Examples of Evidence of Compliance** | **Notes** |
| 8a | Documentation of services provided to students, if any, living in local institutions for neglected and delinquent children or in community day school programs *-NOTE: Please redact, delete or omit any* ***student-identifying information*** *in this documentation.* |  |
| 8b | MEP Certificates of Eligibility *-NOTE: This only applies to charter schools receiving Title I-C subgrant.* *Due to privacy laws, the DPI staff will conduct a random sampling of COEs that are available in the secure server.* |
| 8c | The monthly Supplemental Service Report for MEP  *-NOTE: This only applies to charter schools receiving Title I-C subgrant.* *It will be checked by DPI staff in the secure server.* |
| 8d | *NOTE: The monthly Supplemental Service Report (for MEP) will be checked by DPI staff in PowerSchool. Please do* ***NOT*** *share those documents here,* ***due to student privacy concerns****.* |
| 8e | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 9: The Use of Federal Funds to Supplement Not Supplant** The charter school does not use federal funds to provide programs or activities that are required by state or local law or to replace programs or activities that would otherwise be supported by state or local funds. The charter school uses Title I, Part C and Title III, Part A funds only to supplement the level of federal, state and local public funds that would have been used for respective program purposes.**Title I-A**, Section 1117(b)(1)(ii) and 1118(b)(1); **Title I-C**, Section 1306; **Title ll-A**, Section 2123(b); **Title III-A**, Section 3115(g); **Title IV-A**, Section 4110; **Title VIII**, Section 8501 |
| **Examples of Evidence of Compliance**  | **Notes** |
| 9a | Most recent Title III Budget and Staff Charts *(If the document is currently uploaded as a related document for Title III-A in CCIP, there is no need to provide a duplicate here.)* |  |
| 9b | Personnel Activity Report (PAR) forms and schedules for staff who are split-funded |
| 9c | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 10: Implementation of the Charter School Equity Plan**The charter school has an equity plan in place and:* implements the equity plan by searching for, identifying and addressing disparities that results in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers and
* evaluates its equity plan for impact of strategies.

**Title I-A**, Section 1112(b)(2) |
| **Examples of Evidence of Compliance** | **Notes** |
| 10a | Current equity plan (*If this is uploaded in CCIP as a related document for Title I, there is no need to include it here.*) |  |
| 10b | Results or reference to results of any evaluation of impact that has been conducted as described in the equity plan or a description of the tool and/or process that will be used for such an evaluation |
| 10c | The charter school staff communications regarding the equity plan and/or its implementation |
| 10d | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 11: Youth in Transition from Neglected and Delinquent Institutions** The charter school implements plans for assisting children and youth in the transition from Neglected and Delinquent Institutions.**Title I-D**, Sections 1401(a)(3), 1422(d) and 1423(4) |
| **Examples of Evidence of Compliance**  | **Notes** |
| 11a | N&D program description including transition strategies  *-NOTE: If the program description is already provided in CCIP (as a consolidated related document) and includes a description of transition activities, there is no need to provide a duplicate here.* |  |
| 11b | **Dated records** from charter school and/or program staff meetings where the support for transition from neglected and delinquent institutions was planned and/or reviewed, which should include: - agendas and/or meeting notes **and**- attendance records or sign-in sheets indicating affiliation and position of participants |
| 11c | Written plans, strategies and/or protocols to support youth in transition from neglected and delinquent institutions that are shared with key charter school and/or program staff, such as:- schedules of related events- lists of duties or job descriptions- points of contact- procedures for managing records for enrollment |
| 11d | **Dated records** from training, outreach activities or parent conferences where staff, parents or other stakeholders learned about the transition from early childhood programs, which should include: - agendas and/or meeting notes **and**- attendance records or sign-in sheets indicating affiliation of participants |
| 11e | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 12: Youth in Transition from Early Childhood Programs** The charter schoolimplements plans for assisting children and youth in the transition from early childhood programs to the charter school.**Title I-A**, Sections 1112(b)(8); **Title I-C**, Section 1304(b)(1)  |
| **Examples of Evidence of Compliance** | **Notes** |
| 12a | **Dated records** from charter school and/or program staff meetings where the support for transition from early childhood programs was planned and/or reviewed, which should include: - agendas and/or meeting notes **and**- attendance records or sign-in sheets indicating affiliation and position of participants | **If the charter school receives the Title I-C subgrant, the needs of MEP children should be reflected in the documentation provided for 12a through 12f, and documentation for 12g should also be provided.** |
| 12b | Written plans, strategies and/or protocols to support youth in transition from early childhood programs that are shared with key charter school and/or program staff, such as:- schedules of related events- lists of duties or job descriptions- procedures for managing records for enrollment |
| 12c | **Dated records** from training, outreach activities or parent conferences where staff, parents or other stakeholders learned about the transition from early childhood programs, which should include: - agendas and/or meeting notes **and**- attendance records or sign-in sheets indicating affiliation of participants |
| 12d | Presentation materials, brochures, letters to parents or other outreach materials related to transition from early childhood programs |
| 12e | MOU between the charter school and Head Start or other programs providing early childhood programs |
| 12f | Emails, memos or letters between charter school administrators and providers of early childhood programs |
| 12g | Evidence of MEP school readiness activities, such as-Pre/post assessment for pre-K MEP students in school readiness activities-Samples of school work from MEP readiness activities |
| 12h | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 13: Service to Migratory Children**The charter school assures that migratory children and former migratory children (whether or not they are served with funds from the Title I-C Migrant Education Program) receive Title I-A services on the same basis as other children who receive such services. **Title I-A**, Section 1112(c)(1)  |
| **Examples of Evidence of Compliance**  | **Notes** |
| 13a | Documentation of supplemental support for migratory students within the Title I program (including identified migratory student list and indication of migratory status for TAS schools) | **If the charter school uses Title I funds for pre-kindergarten, the documentation should reflect that the assurances of this element extend to pre-k children.** |
| 13b | If no migratory students are identified, documentation that no migratory children attend the charter school (such as email, memo, roster, report or note to file) |
| 13c | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 14: Collaboration with State or Local Child Welfare Agencies** The charter school collaborates with state or local child welfare agencies, as appropriate, to:* establish a point of contact and
* develop, fund and implement procedures to maintain children in foster care in their school of origin in accordance with the best interests of the child.

**Title I-A**, Section 1112(c)(5) |
| **Examples of Evidence of Compliance** | **Notes** |
| 14a | **Dated records** from meetings, such as best interest determination (BID) meetings, or events at which participants were involved in planning or making decisions related to collaborating with child welfare agencies, which should include:- agendas and/or meeting notes **and**- attendance records or sign-in sheets indicating affiliation and position of participants |  |
| 14b | **Dated records** from meetings or trainings at which participants were trained on or provided with information regarding the charter school’s collaboration with child welfare agencies, which should include:- agendas and/or meeting notes **and**- attendance records or sign-in sheets indicating affiliation and position of participants |
| 14c | Slide presentation(s) and/or other materials shared at the meeting/event described in 14a or 14b |
| 14d | Emails or memos related to the efforts described for this element |
| 14e | Names of points of contact and job title at both the agency and the charter school |
| 14f | *Prior to providing other types of documents, please contact your DPI administrator.* |

**Strand III - Program Quality (Elements 15 through 25)**

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| **Element 15: Plans for a Schoolwide Program**A charter school operating a school-wide program (as opposed to a targeted assistance program) has developed a publicly available schoolwide plan that is based on a comprehensive needs assessment of the entire school and identifies the strategies that the school will implement to:* address its identified needs
* strengthen the academic program
* increase the amount and quality of learning time
* provide a rich and accelerated curriculum and
* help all children meet the state academic standards, particularly those children who are at risk of not meeting the standards, as called for in 1114(b)(7)(A).

Furthermore, the schoolwide plan identifies the specific state educational agency programs, charter school programs and other (non-Title I) federal programs that will be coordinated and integrated in the schoolwide plans, such as programs for violence prevention, nutrition, housing, Head Start, adult education, and career and technical education.**NOTE: See Element 5 regarding the development of schoolwide plans with stakeholder input.****Title I-A**, Section 1114(b*)* |
| **Examples of Evidence of Compliance**  | **Notes** |
| 15a | School Comprehensive Needs Assessment *-NOTE: If the school’s needs assessment is available in NCStar, it is not required in the folder for this element. However, if the school prefers to provide the plan in the folder, the PDF document generated by NCStar will be acceptable.* |  |
| 15b | Schoolwide plan that includes the necessary strategies *-NOTE: A school’s NCStar Comprehensive Report will include the necessary strategies. Therefore, schools using NCStar do not need to provide the plan in the folder for this element. However, if the school prefers to provide the plan in the folder, the PDF document generated by NCStar is acceptable.* |
| 15c | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 16: Identification of Students at a Targeted Assistance School**The charter school operating a targeted assistance program determines which students are eligible for services based on their being identified as failing, or most at risk of failing, to meet the state academic standards, with the following conditions:* The determination for students from pre-school through grade 2 is based solely on criteria, including objective criteria, established by the charter school.
* The determination for students in grades 3 or higher is based on multiple, educationally related, objective criteria established by the charter school.

**NOTE: This element applies to any school operating a Targeted Assistance model, regardless of whether it also uses Title I-A set-aside funding for pre-kindergarten. See Element 34 regarding the identification of students for eligibility in pre-kindergarten programs that do use such funding.****Title I-A**, Section 1115(c) |
| **Examples of Evidence of Compliance**  | **Notes** |
| 16a | Description or summary of procedures and criteria used to identify students for eligibility*-NOTE: If this information is already clearly provided in CCIP Grant Details item #14, it does not need to be duplicated here.* |  |
| 16b | Template or blank copy of the charter school’s notification to parents related to the selection of their children for targeted assistance *-NOTE: If a completed form is provided as documentation, any* ***student-identifying information must be omitted, deleted or redacted****.* |
| 16c | *Any alternative language/format documents as described in Element 7 should be included here, as applicable, and not replicated in the folder for Element 7.* |
| 16d | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 17: Dissemination of English Language Development Standards**The charter school disseminates the WIDA English Language Development (ELD) Standards to content and ESL teachers and provides those teachers with necessary training and technical assistance.**Title III-A**, Section 3115(c)(1)(A) and 3115(c)(2)(B) |
| **Examples of Evidence of Compliance**  | **Notes** |
| 17a | **Dated records** from PD activities or meetings at which ELD Standards were disseminated and training was provided as described above, which should include:- agendas and/or meeting notes **and**- attendance records or sign-in sheets indicating affiliation and position of participants |  |
| 17b | Slide presentation(s) and/or other materials shared at the PD activities or meetings described in 17a |
| 17c | Evidence of ELD standards dissemination such as web postings, brochures, articles, memos, etc. |
| 17d | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 18: Procedures to Identify Students for English Language Proficiency Testing**  The charter school ensures that:* procedures are in place to determine which students need to be tested for English Language Proficiency
* procedures are in place for the use of the English Language Proficiency test to identify students as English Learners
* parents are notified of the results of the initial English Learner identification assessments within 30 days of the beginning of the school year or within the first two weeks of the child being placed in a language instruction educational program, and
* parents are notified of scheduling and results of annual English Language Proficiency testing.

**Title I-A**, Sections 1111(b)(2)(G) and 1112(e)(3)(A,B); **Title III-A**, Section 3116(b)(2)(A) |
| **Examples of Evidence of Compliance**  | **Notes** |
| 18a | Schedules for English Language Proficiency testing |  |
| 18b | Outline or summary of procedures used to identify students for ELP testing |
| 18c | Template of letter (or a copy of a letter with personally identifying information removed) to notify parent of the results of the English language proficiency test |
| 18d | *Any alternative language/format documents as described in Element 7 should be included here, as applicable, and not replicated in the folder for Element 7.* |
| 18e | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 19: Activities to Enhance Instruction for English Learners and Immigrant Children and Youth**The charter school:* has provided effective language instruction educational programs to increase the English language proficiency of English learners and
* if receiving funds for substantial increases in immigrant children and youth (PRC 111), uses the funds for activities that provide enhanced instructional opportunities for immigrant children and youth.

**Title III-A**, Sections 3115(c)(1), 3113(e)(1)(A-G) and 3116(b)(1) |
| **Examples of Evidence of Compliance** | **Notes** |
| 19a | Language Instruction Educational Programs (LEIP) Service Chart with documentation of impact of services |  |
| 19b | **Dated records** from meetings at which educators planned or evaluated activities to enhance instruction for English learners and immigrant children and youth, which should include:- agendas and/or meeting notes **and**- attendance records or sign-in sheets indicating affiliation and position of participants |
| 19c | Slide presentation(s) and/or other materials related to enhancing instruction for English Learners and/or immigrant children and youth  |
| 19d | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 20: Language Fluency of Teachers**The charter school ensures that all teachers in any language instruction educational program for English learners that is, or will be, funded by Title III-A are fluent in English and any other language used for instruction, including having written and oral communications skills.**Title III-A**, Section 3116(c) |
| **Examples of Evidence of Compliance**  | **Notes** |
| 20a | Sample or template of documents used in the process of verifying fluency, such as:-rubrics or checklists used to assess oral fluency-documentation of written skills |  |
| 20b | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 21: Certification and Licensure Requirements of Teachers and Paraprofessionals**The charter school has procedures for ensuring that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.**NOTE: This element does not require documentation of the qualifications of staff members.****Title I-A**, Section 1112(c)(6) |
| **Examples of Evidence of Compliance** | **Notes** |
| 21a | Outline or summary of procedures used by the charter school to verify certification and licensure requirements |  |
| 21b | A template or sample document related to ensuring that all staff members meet certification and licensure requirements ­*-NOTE:* *If a sample document is included, the staff member’s personal identifying information such as name, address, and social security number must be redacted or deleted.* |
| 21c | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 22: Professional Development**The charter school provides high quality professional development that:* is evidence-based
* aligns with approved charter school plans for the use of applicable funds
* is planned with the input of teachers and other staff members
* enables staff to assist all children in meeting the state’s academic achievement standards and
* eliminates the achievement gap that separates low-income and minority students from other students.

The professional development includes, if applicable, activities that: * support high-quality and comprehensive educational programs and services for migratory children (Title I-C) and
* improve instruction for English learners (Title III-A) by improving the skills and knowledge of all applicable teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators and other school or community-based organizational personnel as described in 3115(c)(2)(A-D).

**Title I-A**, Sections 1114(b)(7)(A)(iii)(IV) and 1113(b)(2)(D), **Title I-C**, Section 1304(c)(7)(B); **Title II-A**, Section 2102(b)(2); **Title III-A**, Section 3113(c)(2) |
| **Examples of Evidence of Compliance** | **Notes** |
| 22a | List of PD events and/or initiatives offered or made available by the charter school with applicable funds |  |
| 22b | **Dated records** from a few selected professional development events, such as:- agendas or schedules- attendance records or sign-in sheets |
| 22c | - Training materials or presentation materials associated with an identified PD event |
| 22d | Records of PD monitoring efforts, such as:- monitoring plans or procedures- timely feedback from PD participants and/or tools, such as survey forms, for collecting such feedback |
| 22e | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 23: Coordination and Integration of Migrant Education Program**The charter school demonstrates coordination and integration of Migrant Education Program with state and local services and programs.**Title I-C**, Sections 1306(a)(1)(A,E,G), 1308(a)(1) and 1308(b)(2)(A) |
| **Examples of Evidence of Compliance** | **Notes** |
| 23a | **Dated records** from meetings at which charter school staff and/or PAC members collaborated with personnel from other state and local services or programs regarding the MEP program, which should include:- agendas and/or meeting notes **and**- attendance records or sign-in sheets indicating affiliation and position of participants- other meeting artifacts such as handouts or presentation materials |  |
| 23b | Description or outline of how the charter school will coordinate and integrate MEP with state and local services and programs |
| 23c | Samples of communications, between charter school staff and personnel from state and local services or programs, regarding the charter school’s MEP program |
| 24d | Records of transfer of student information and use of Migrant Student Information Exchange (MSIX) database for MEP students *-NOTE: If this is already uploaded into CCIP, there is no need to provide it here.* |
| 23e | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 24: Alignment with MEP State Service Delivery Plan**The charter school provides to MEP-eligible children, including pre-school age children and those who have dropped out of school, services and instructional activities that are aligned with the MEP State Service Delivery Plan and consistent the charter school’s approved application for the Title I-C sub-grant.**NOTE: See Element 8 regarding identification of students for MEP eligibility.****Title I-C**, Sections 1304(c)(4) and Section 1306 |
| **Examples of Evidence of Compliance**  | **Notes** |
| 24a | MEP component in CCIP *-NOTE: There is no need to provide duplicates of documents currently included in CCIP.* |  |
| 24b | Evidence of supplemental activities/programs provided to or planned for migrant students, including pre-school age children and students who have dropped out of school, such as:- student work samples, with student names omitted or redacted- pre/post assessment- description of service provided to different grade spans of migratory children |
| 24c | Evidence of supplemental *summer* activities/programs for migratory students, such as:- summer registration forms, with any student names omitted or redacted- flyer, brochures or other documents announcing summer activities/program- description of summer activities/programs offered to migratory children |
| 24d | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 25: Reduction of Overuse of Discipline** The charter school supports efforts to reduce the use of discipline practices that remove students from the classroom.**Title I-A**, Section 1112(b)(11) |
| **Examples of Evidence of Compliance** | **Notes** |
| 25a | **Dated records** from meetings or events at which participants made plans or evaluated efforts to reduce the removal of students from classrooms for discipline purposes, which should include:- agendas and/or meeting notes **and**- attendance records or sign-in sheets indicating affiliation and position of participants | **If the charter school uses Title I funds for pre-kindergarten, the documentation should reflect that those programs are included in the efforts described for this element.**  |
| 25b | Slide presentation(s) and/or other materials shared at the meeting/event described in 25a |
| 25c | Descriptions of programs and/or procedures designed to reduce the use of discipline practices that remove students from the classroom, including listing of the school(s) at which they are implemented |
| 25d | *Prior to providing other types of documents, please contact your DPI administrator.* |

**Strand IV - Accountability and Reporting (Elements 26 through 31)**

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| **Element 26: Annual Report Card for the Charter School** The charter school disseminates the North Carolina School Report card.**Title I-A**, Section 1111(h)(2) |
| **Examples of Evidence of Compliance** | **Notes** |
| 26a | Evidence of dissemination, to parents, of the most recent annual **school report**, such as a cover letter, web posting and other methods  | **The dissemination described above is in addition to the online availability of the North Carolina School Report Cards provided by the State of North Carolina.** |
| 26b | *Any alternative language/format documents as described in Element 7 should be included here, as applicable, and not replicated in the folder for Element 7.* |
| 26c | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 27: Information Shared with Parents Regarding Achievement Level and Growth**The charter school provides parents with information on the level of achievement and academic growth of their student on each of the state academic assessments that are required under Title I-A, if applicable and available.**Title I-A**, Section 1112(e)(1)(B)(i) |
| **Examples of Evidence of Compliance** | **Notes** |
| 27a | Template or sample of a cover letter to accompany student report card provided to parents  |  |
| 27b | Samples of information being shared with parents to help them understand achievement level and academic growth of their students*-NOTE:* *Please make sure that* ***any student-identifying information is omitted or redacted*** *from the documentation provided here.* |
| 27c | *Any alternative language/format documents as described in Element 7 should be included here, as applicable, and not replicated in the folder for Element 7.* |
| 27d | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 28: Testing Transparency**In order to ensure transparency regarding any federal or state required assessments, the charter school shall:* notify all parents of their right to request and be provided with information regarding any state policy regarding student participation in any assessments mandated by the state and
* make widely available via public means, including by posting on the school website, the following information for each grade level served by the charter school:
* the subject matter assessed
* the purpose for which the assessment is designed and used
* the source of the requirement for the assessment and
* if available, the schedule for the assessment and the time and format for disseminating results.

**Title I-A**, Section 1112(e)(2) |
| **Examples of Evidence of Compliance** | **Notes** |
| 28a | Template of letter used to notify parents of their right to be provided with information related to assessment as described above  |  |
| 28b | Sample of a document used to disseminate the assessment information described above |
| 28c | Web address for the assessment information described above |
| 28d | *Any alternative language/format documents as described in Element 7 should be included here, as applicable, and not replicated in the folder for Element 7.* |
| 28e | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 29: Evaluation of Migrant Education Program**The Migrant Education Program uses academic assessments and other pertinent migrant student data to conduct an annual evaluation of the implementation and outcomes of program activities.**Title I-C**, Sections 1304(c)(3) and 1306(a)(1)(D) |
| **Examples of Evidence of Compliance**  | **Notes** |
| 29a | **Dated records** from meetings or planning sessions at which staff members were involved in the use of data to evaluate the implementation and outcomes of the MEP, which should include:- agendas and/or meeting notes **and**- attendance records or sign-in sheets indicating affiliation and position of participants |  |
| 29b | Slide presentation(s) and/or other materials shared at the meeting/event described in 29a |
| 29c | Annual program evaluation *-NOTE:* *If this is currently uploaded in CCIP, there is no need to include it here.* |
| 29d | MEP student profile *-NOTE:* *If this is currently uploaded in CCIP, there is no need to include it here.* |
| 29e | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 30: Evaluation of Program for Neglected, Delinquent and At-Risk Children and Youth**The charter school evaluates all programs funded in accordance with Subpart 2 of Title I-D to determine each program’s impact on student achievement, submits the evaluation to NCDPI and uses the results of the evaluation to improve subsequent activity for participating children and youth.**Title I-D**, Section 1431 |
| **Examples of Evidence of Compliance**  | **Notes** |
| 30a | Results from surveys, questionnaires or feedback forms and analysis of the results and/or descriptions of subsequent program improvements based on the results |  |
| 30b | **Dated records** from meetings or planning sessions where evaluation of programs for neglected, delinquent and at-risk children were performed or discussed, which should include:- agendas and/or meeting notes **and**- attendance records or sign-in sheets indicating affiliation and position of participants |
| 30c | Slide presentation(s) and/or other materials shared at the meeting/event described in 30b |
| 30d | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 31: Approval, Evaluation and Contents of CSI/TSI Plan**The Comprehensive Support and Improvement (CSI) plan or Targeted Support and Improvement (TSI) plan is approved by the charter school board and evaluated annually with input from various stakeholders, including the charter school board, and the plan identifies timely interventions that are supported by a needs assessment for the school.**Title I-A**, Section 1003(d) |
| **Examples of Evidence of Compliance** | **Notes** |
| 31a | Schoolwide needs assessment  |  |
| 31b | Board approved CSI/TSI plan(s) which includes a description of the interventions |
| 31c | **Dated records** from board meetings or planning sessions at which CSI/TSI Plans were discussed and/or introduced for board approval, which should include:- agendas and/or meeting notes **and**- attendance records or sign-in sheets indicating affiliation and position of participants |
| 31d | Slide presentation(s) and/or other materials shared at the meeting/event described in 31c |
| 31e | **Dated records** from meetings or planning sessions of CSI/TSI teams or other stakeholder groups at which plans were discussed and/or introduced to facilitate development or evaluation, which should include:- agendas- minutes or meeting notes- handouts, presentation materials- attendance records or sign-in sheets |
| 31f | Slide presentation(s) and/or other materials shared at the meeting/event described in 31e |
| 31g | *Prior to providing other types of documents, please contact your DPI administrator.* |  |

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| **Element 32: CSI/TSI Plan Implementation**The charter school implements the interventions described in its CSI or TSI plan.**Title I-A**, Section 1003(d) |
| **Examples of Evidence of Compliance** | **Notes** |
| 32a | Schedules/timelines of the interventions |  |
| 32b | *Prior to providing other types of documents, please contact your DPI administrator.* |

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| **Element 33: Title I-A Pre-Kindergarten Programs** The charter school ensures that the selection of pre-kindergarten students is: * based on multiple sources of data such as developmentally appropriate measures, parent interview, and teacher observation
* educationally relevant, specifically addressing how the child performs in all areas of development (social, emotional, physical, cognitive, language) and
* obtained through objective, standardized measures

and that instruction is delivered: * via comprehensive curriculum that is developmentally appropriate, aligned with North Carolina’s early learning standards and supportive of a broad range of interests and abilities.
* according to a daily schedule that provides a balanced program of child-initiated & adult-directed learning experiences – including individual and small group activities, both indoors and outdoors – and opportunity for sustained creative play.

Furthermore, the charter school ensures that student progress is monitored through assessment that is: * conducted on an ongoing basis, using multiple methods and sources of data (observation, work samples, anecdotal records) and
* used to identify both strengths and need and to inform instructional decisions.

**Title I-A**, Section 1112(b)(8) |
| **Examples of Evidence of Compliance**  | **Notes** |
| 42a | Template or blank copy of the charter school’s notification to parents (in their native language) related to the selection of their children for pre-kindergarten *-NOTE: Any student-identifying information must be omitted, deleted or redacted.* | **During the monitoring visit, DPI staff will visit randomly selected pre-kindergarten classrooms to examine student files and observe evidence of selection, instruction and monitoring as described in this element.****For privacy reason, do not provide any specific student records here.**   |
| 42b | Template or blank copy of the Multiple Selection Criteria Worksheet used to record the results of the developmental screener, parent questionnaire and teacher observation  |
| 42c | Description of the pre-k curriculum or a cover page from a guiding document (such as teacher manual) for the Title I pre-k curriculum |
| 42d | Description of the monitoring practices or a cover page from a guiding document (such as teacher manual) related to monitoring used in all Title I pre-k classrooms  |
| 42e | *Any alternative language/format documents as described in Element 7 should be included here, as applicable, and not replicated in the folder for Element 7.* |
| 42f | *Prior to providing other types of documents, please contact your DPI administrator.* |