

Description of Elements and Supporting Documents for Cross Program Consolidated Monitoring Charter / LAB Schools

A Charter or LAB 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 of compliance. Please consult your NCDPI program administrator for details about which elements may not apply to your Charter or LAB school, how to organize and produce the documents and for any questions about the monitoring process. Details are also provided in *Guidelines for Cross Program Consolidated Monitoring* available on the [Federal Programs Monitoring and Support web site](#).

Element 1: The Charter or LAB School Parent and Family Engagement Policy

The 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 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 the 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 <u>affiliation and position of participants</u>	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 early learning is funded with Title I, parents of early learning 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 <u>school parent and family engagement policy that is publicly available</u> - NOTE: <i>The policy should be easy to locate by any visitor to the site.</i>	
1d An example of a second method, aside from the web posting, in which the <u>policy</u> is shared, such as a brochure or inclusion in a school handbook	
1e <i>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.</i>	
1f <i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 2: Information to Parents about Instruction at their Children’s School

The 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 and
- for parents of English Learners, the opportunity to participate in regular meetings to provide and respond to feedback regarding the effectiveness of services under Title I-A and Title III-A.

Furthermore, the 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 school and its students.

Title I-A, Sections 1112(e)(3)(C)(i-ii), 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 <u>affiliation and position of participants</u>	<p>Parents of English Learners must also be included in the activities described for this element.</p> <p>This is an element that would be supported by documentation of events such as curriculum night, parent conferences, monthly coffee meetings with principal, etc., as long as those events <u>inform parents in ways described above</u>. If a document supports both Elements 2 and 3, it should be replicated in both folders.</p>
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	Parent-teacher conference schedule or school calendar(s) indicating dates of parent/teacher conferences	
2e	Brochures, literature or other resources shared with parents to provide information about instruction at the school	
2f	<i>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.</i>	
2g	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 3: Building Capacity for Parents to Support their Children’s Learning

The 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
- providing other reasonable support for parental involvement activities as parents may request and
- for parents of English learners, an effective means of improving their children’s English proficiency and promoting their academic success.

Title I-A, Sections 1112(e)(3)(C)(i-ii) and 1116(e) ; **Title III-A**, Section 3115(c)(3)

Examples of Evidence of Compliance		Notes
3a	<p>Dated records from meetings or events at which parents were provided with information, activities and/or training as described above, which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> 	<p>This is an element that would be supported by documentation of events such as curriculum night, parent conferences, monthly coffee meetings with principal, etc., as long as those events <u>build capacity in ways described above</u>. If a documentation supports both Elements 2 and 3, it should be replicated in both folders.</p>
3b	<p>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:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> 	
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	<i>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.</i>	
3g	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 4: Information to Parents about Qualifications of Teachers and Paraprofessionals

At the beginning of the school year, the school notifies parents of students receiving Title I-A services of their rights to request and be provided with the information regarding the qualifications of their children’s classroom teachers and paraprofessionals, including the following:

Whether the teacher -

- has met the state qualifications and licensing criteria for the grade level and subject areas in which the teacher provides instruction
- is teaching under emergency or other provisional status through which state qualification or licensing criteria has been waived and
- is teaching in the field of discipline of certification of the teacher

and whether the child is provided services by a paraprofessional and, if so, their qualifications.

Furthermore, the school ensures that timely notice has been provided to parent(s) of any student that has been taught four 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 <u>notify all parents</u> of their right to be provided with information regarding professional qualifications of teachers	
4b	Template of letter used to <u>respond to parent requests</u> for information described in this element or sample of a letter in which the information was provided with the <u>names of any parents omitted or redacted</u>	
4c	<i>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.</i>	
4d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 5: Development and Revision of the Charter or LAB School Plan for the Use of Applicable Funds

The school plan for the use of applicable funds is developed with timely and meaningful consultation with teachers, parents, school leaders (including administrators of the applicable programs cited below), paraprofessionals, specialized instructional support personnel and other appropriate school personnel.

Furthermore, the 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 school's plan for the use of applicable funds, as it appears in CCIP <i>-NOTE: The plan will be reviewed in CCIP by DPI staff and does <u>not</u> need to be duplicated here.</i>	
5b	Dated records from meetings or events at which the stakeholder groups listed above were consulted in the <u>development and revision of the school's plans</u> for the use of applicable funds, which should include: - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u>	
5c	Slide presentation(s) and/or other materials shared at the meeting/event described in 5b	
5d	<i>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.</i>	
5e	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 6: Implementation of the Title IV-A Program

The 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 assessments or services are funded by Title IV-A, the 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 the use of Title IV-A funds 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 <u>affiliation and position of participants</u>	
6b Documentation of activities described by the 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 If applicable, regarding any mental health service funded with Title IV-A, template of notices to parents with <u>no child-specific information included</u>	
6e If applicable, regarding any mental health service funded with Title IV-A, sample or template of a <u>blank</u> consent form with <u>no child-specific information included</u>	
6f <i>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.</i>	
6g <i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 7: Understandable Language and Format of Information Disseminated to Parents	
<p>The 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.</p> <p>Title I-A, Sections 1112(e)(4), 1116(b)(1) and 1116(f); Title I-C, Section 1304 (c)(3)(A,B); Title III-A, Section 3115(c)(3)</p>	
Examples of Evidence of Compliance	Notes
<p>7a <i>NOTE: Many of the documents responsive to Element 7 are also responsive to Elements:</i></p> <ul style="list-style-type: none"> • 1 through 6 • 16 and 18 • 26 through 28. <p><i>NOTE: Such documents must be placed in the folders for those other elements and <u>should not be replicated here</u>. When reviewed in the other folders, they will be counted as supporting Element 7.</i></p>	<p>Second language documents, oral translation services, sign language, assistive devices for the hearing impaired, braille and large print are examples of efforts to make communication available to all.</p>
<p>7b Documentation of the school’s <u>general</u> plans or efforts to make communication available to all, including brochures, newsletters, flyers, web screen shots, etc.</p> <p><i>NOTE: Such documents reflect the school’s generalized efforts and are not specific to the elements listed in 7a.</i></p>	
<p>7c <i>Prior to providing other types of documents, please contact your DPI administrator.</i></p>	

Element 8: Use of Funds for Eligible Students

The 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 <i>-NOTE: Please redact, delete or omit any student-identifying information in this documentation.</i>	
8b	MEP Certificates of Eligibility <i>-NOTE: This only applies to 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.</i>	
8c	The monthly Supplemental Service Report for MEP <i>-NOTE: This only applies to schools receiving Title I-C subgrant. It will be checked by DPI staff in the secure server.</i>	
8d	<i>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.</i>	
8e	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 9: The Use of Federal Funds to Supplement Not Supplant

The 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 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 II-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 <i>(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.)</i>	
9b	Personnel Activity Report (PAR) forms and schedules for staff who are split-funded	
9c	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 10: Implementation of the Charter or LAB School Equity Plan

The 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 <i>(If this is uploaded in CCIP as a related document for Title I, there is no need to include it here.)</i>	
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 school staff communications regarding the equity plan and/or its implementation	
10d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 11: Youth in Transition from Neglected and Delinquent Institutions

The 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 - <i>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.</i>	
11b	<p>Dated records from school and/or program staff meetings where the support for <u>transition from neglected and delinquent institutions</u> was planned and/or reviewed, which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> 	
11c	<p>Written plans, strategies and/or protocols to support youth in <u>transition from neglected and delinquent institutions</u> that are shared with key school and/or program staff, such as:</p> <ul style="list-style-type: none"> - schedules of related events - lists of duties or job descriptions - points of contact - procedures for managing records for enrollment 	
11d	<p>Dated records from training, outreach activities or parent conferences where staff, parents or other stakeholders learned about the <u>transition from early childhood programs</u>, which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation of participants</u> 	
11e	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 12: Youth in Transition from Early Childhood Programs

The school implements plans for assisting children and youth in the transition from early childhood programs to the 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 school and/or program staff meetings where the support for <u>transition from early childhood programs</u> was planned and/or reviewed, which should include: - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u>	<p>This element applies to all schools receiving Title I-A. In addition, schools receiving Title I-C funds are required to provide documentation described in line 12g and must also ensure that the needs of MEP children are reflected in all plans described in this element.</p>
12b Written plans, strategies and/or protocols to support youth in <u>transition from early childhood programs</u> that are shared with key 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 <u>transition from early childhood programs</u> , which should include: - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation of participants</u>	
12d Presentation materials, brochures, letters to parents or other outreach materials related to <u>transition from early childhood programs</u>	
12e MOU between the school and Head Start or other programs providing early childhood programs	
12f Emails, memos or letters between school administrators and providers of early childhood programs	
12g For schools receiving Title I-C, evidence of MEP school readiness activities, such as -Pre/post assessment for early learning MEP students in school readiness activities -Samples of school work from MEP readiness activities	
12h <i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 13: Service to Migratory Children		
<p>The 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.</p>		
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)	<p>If the school uses Title I funds for early learning, the documentation should reflect that the assurances of this element extend to early learning children.</p>
13b	If no migratory students are identified, documentation that no migratory children attend the school (such as email, memo, roster, report or note to file)	
13c	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 14: Collaboration with State or Local Child Welfare Agencies

The 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	<p>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:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> 	
14b	<p>Dated records from meetings or trainings at which participants were trained on or provided with information regarding the school’s collaboration with child welfare agencies, which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> 	
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 school	
14f	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 15: Contents and Dissemination of Plans for a Schoolwide Program

A 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, 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. Documents that support Element 5 and Element 15 should be replicated in both folders.

Title I-A, Section 1114(b)

Examples of Evidence of Compliance		Notes
15a	School Comprehensive Needs Assessment - <i>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.</i>	
15b	Schoolwide plan that includes the necessary strategies - <i>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, as would a suitable document generated outside of NCStar.</i>	
15c	Example of how the schoolwide plan is made publicly available, such as screen shot of a web page, notice to parents about the plans, etc.	
15d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 16: Identification of Students at a Targeted Assistance School

A 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 early learning through grade 2 is based solely on criteria, including objective criteria, established by the school.
- The determination for students in grades 3 or higher is based on multiple, educationally related, objective criteria established by the 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 early learning. See Element 34 regarding the identification of students for eligibility in early learning 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 <i>-NOTE: If this information is already clearly provided in CCIP Grant Details item #14, it does not need to be duplicated here.</i>	
16b	Template or blank copy of the school’s notification to parents related to the selection of their children for targeted assistance <i>-NOTE: If a completed form is provided as documentation, any student-identifying information must be omitted, deleted or redacted.</i>	
16c	<i>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.</i>	
16d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 17: Dissemination, Training and Technical Assistance for English Language Development Standards

The school helps all teachers of English Learners understand the WIDA English Language Development (ELD) Standards and provides those teachers with necessary training and technical assistance to implement the standards.

Title III-A, Section 3115(c)(1)(A) and 3115(c)(2)(B)

Examples of Evidence of Compliance		Notes
17a	<p>Dated records from PD activities or meetings at which ELD Standards were disseminated and training was provided as described above, which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> 	
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	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 18: Procedures to Identify Students for English Language Proficiency Testing

The 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	<i>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.</i>	
18e	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 19: Provision of Instruction for English Learners and Immigrant Children and Youth

The 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), 3115(e)(1) 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 <u>enhance instruction for English learners and immigrant children and youth</u> , which should include: - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u>	
19c	Slide presentation(s) and/or other materials related to <u>enhancing instruction for English Learners and/or immigrant children and youth</u>	
19d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 20: Language Fluency of Teachers

The school ensures that all teachers in any language instruction educational program for English learners are fluent in English and any other language used for instruction, including having written and oral communications skills.

Title III-A, Section 3116(c) and 3201(7)

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	List of school criteria for determining fluency as called for in this element.	
20c	An entry from the school administrative manual or a memo describing procedures for determining fluency as called for in this element.	
20d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 21: Certification and Licensure Requirements of Teachers and Paraprofessionals

The 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 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 - <i>NOTE: If a sample document is included, <u>the staff member's personal identifying information</u> such as name, address, and social security number must be redacted or deleted.</i>	
21c	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 22: Professional Development

The school provides high quality professional development that:

- is evidence-based
- aligns with approved 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 Dated records , including agendas & sign-in sheets, from meetings where teachers and other staff provided input for PD planning at their school	
22b Dated records , including agendas & sign-in sheets, from a PD event(s) focusing on eliminating the achievement gap affecting low-income and minority children	
22c Dated records , including agendas & sign-in sheets, from a PD event supporting high-quality and comprehensive educational programs and services for migratory children, if applicable to the school	
22d Dated records , including agendas & sign-in sheets, from a PD event <u>to improve instruction for English learners</u> by improving the skills and knowledge of <u>all</u> staff (not just EL teachers) as describe above - NOTE: This only applies to schools participating in Title III-A.	
22e Artifacts of PD monitoring efforts, such as: - monitoring plans or procedures - timely feedback from participants and analyses or reports summarizing the feedback	
22f List of PD events, with descriptions and dates, made available to the school staff	
22g <i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 23: Coordination and Integration of Migrant Education Program

The 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	<p>Dated records from meetings at which school staff and/or PAC members collaborated with personnel from other state and local services or programs regarding the MEP program, which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> - other meeting artifacts such as handouts or presentation materials 	
23b	Description or outline of how the school will coordinate and integrate MEP with state and local services and programs	
23c	Samples of communications, between school staff and personnel from state and local services or programs, regarding the school's MEP program	
24d	Records of transfer of student information and use of Migrant Student Information Exchange (MSIX) database for MEP students - <i>NOTE: If this is already uploaded into CCIP, there is no need to provide it here.</i>	
23e	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 24: Alignment with MEP State Service Delivery Plan

The school provides to MEP-eligible children, including early learning 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 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 - <i>NOTE: There is no need to provide duplicates of documents currently included in CCIP.</i>	
24b	Evidence of supplemental activities/programs provided to or planned for migrant students, including early learning age children and students who have dropped out of school, such as: - student work samples, with <u>student names omitted or redacted</u> - pre/post assessment - description of service provided to different grade spans of migratory children	
24c	Evidence of supplemental <i>summer</i> activities/programs for migratory students, such as: - summer registration forms, with any <u>student names omitted or redacted</u> - flyer, brochures or other documents announcing summer activities/program - description of summer activities/programs offered to migratory children	
24d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 25: Reduction of Overuse of Discipline

The 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	<p>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:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> 	<p>If the school uses Title I funds for early learning, the documentation should reflect that those programs are included in the efforts described for this element.</p>
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	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 26: Annual Report Card for the Charter or LAB School

The 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	<i>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.</i>	
26c	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 27: Information Shared with Parents Regarding Achievement Level and Growth

The 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 - <i>NOTE: Please make sure that any student-identifying information is omitted or redacted from the documentation provided here.</i>	
27c	<i>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.</i>	
27d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 28: Testing Transparency

In order to ensure transparency regarding any federal or state required assessments, the 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 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	<i>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.</i>	
28e	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

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 <u>affiliation and position of participants</u>	
29b Slide presentation(s) and/or other materials shared at the meeting/event described in 29a	
29c Annual program evaluation <i>-NOTE: If this is currently uploaded in CCIP, there is no need to include it here.</i>	
29d MEP student profile <i>-NOTE: If this is currently uploaded in CCIP, there is no need to include it here.</i>	
29e <i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 30: Evaluation of Program for Neglected, Delinquent and At-Risk Children and Youth

The school evaluates all programs funded in accordance with 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 <u>affiliation and position of participants</u>	
30c	Slide presentation(s) and/or other materials shared at the meeting/event described in 30b	
30d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

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 school board and evaluated annually with input from various stakeholders, including the 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 <u>affiliation and position of participants</u>	
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	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 32: CSI/TSI Plan Implementation

The 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	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 33: Title I-A Early Learning Programs

The school ensures that the selection of early learning 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 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
33a	Template or blank copy of the school’s notification to parents (in their native language) related to the selection of their children for early learning - <i>NOTE: Any student-identifying information must be omitted, deleted or redacted.</i>	<p>During the monitoring visit, DPI staff will visit randomly selected early learning classrooms to examine student files and observe evidence of selection, instruction and monitoring as described in this element.</p> <p>For privacy reason, do not provide any specific student records here.</p>
33b	Template or blank copy of the Multiple Selection Criteria Worksheet used to record the results of the developmental screener, parent questionnaire and teacher observation	
33c	Description of the early learning curriculum or a cover page from a guiding document (such as teacher manual) for the Title I early learning curriculum	
33d	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 early learning classrooms	
33e	<i>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.</i>	
33f	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	