

EXECUTIVE SUMMARY

Title: **The Cooperative Innovative High School Program Act - Waivers for Educational Purposes**

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #Senate Bill 656
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Dr. Wandra C. Polk (Director, Division of Secondary Education)

Description:

High schools established under the Cooperative Innovative High School Program Act are developed in partnership with post-secondary institutions. The partner institutions must have aligned calendars in order to operate effectively. LEAs requiring this alignment submitted Calendar Waivers for Educational Purposes that are being presented to the State Board with this item for approval. Heretofore, Calendar Waivers for Educational Purposes have been submitted annually. In support of the innovative programs, Calendar Waivers for Educational Purposes are aligned with the same approval period of the program application as approval by the State Board at is February 2007 meeting.

Resources:

N/A

Input Process:

N/A

Stakeholders:

LEAs and community college staff, high school staff, students, and parents

Timeline For Action:

This item was presented for discussion at the April 2007 Board meeting and is returned for action at the May 2007 Board meeting.

Recommendations:

The State Board of Education is requested to approve the following calendar waivers for educational purposes as submitted.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
 - Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
 - Document Camera (for transparencies or paper documents – white paper preferred)

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Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Rick Klein, 919-807-3761

**School Calendar Waivers
Educational Purposes
2007-08**

I. Cooperative Innovative High School Programs

Recommendation: Approve the calendar waivers requested for students who will be participating in the designated programs located on college campuses. Calendar waivers will be granted for a period of time (five years) that aligns with the application approval period.

SBE Region	LEA	School/Program	Effective period
7	Burke County	Burke Middle College	2006-07 – 2010-11
4	Lee County	Lee Early College High School	2007-08 – 2011-12
7	Iredell-Statesville	Collaborative College of Technology and Leadership (Early College of Iredell-Statesville, Mooresville Graded Schools and Mitchell Community College)	2007-08 – 2011-12
2	Lenoir County	Lenoir County Early College High School	2007-08 – 2011-12
8	Macon County	Macon County Early College High School	2006-07 – 2010-11
8	McDowell County	Early College High School	2007-08 – 2011-12
2	New Hanover County	Isaac Bear Early College High School	2007-08 – 2011-12
4	Scotland County	Scotland Early College High School Scotland High School: Freshman Academy Scotland High School of Business, Finance and Marketing Scotland High School of Engineering and Skilled Trades Scotland High School of Health Science Scotland High School of Math, Science, and Technology Scotland High School of Visual and Performing Arts Scotland High School of Leadership and Public Service	2007-08 – 2011-12
4	Scotland County	East Laurinburg Alternative Learning Academy Carver Middle School Spring Hill Middle School Sycamore Lane Middle School Covington Street Elementary School Ellis Johnson Elementary School Laurel Hill Elementary School North Laurinburg Elementary School Pate-Gardner Elementary School Scotland Accelerated Academy Shaw School South Scotland Elementary School Wagram Primary School Washington Park Elementary School	Do not grant (This waiver request is in conflict with the Calendar Bill - State Legislation.)
2	Wayne County	Wayne School of Engineering at Goldsboro High School	2007-08 – 2011-12
7	Yadkin County	Yadkin Early College High School	2007-08 – 2011-12

EXECUTIVE SUMMARY**Title:** Program Approval and Exemption Requests Under the Innovative Education Initiatives Act**Type of Executive Summary:**

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute #115C-238.50 Part 9 (General Session 2003-277 - Senate Bill 656)
 SBE Policy # _____
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Ms. Carolyn White (Director, Learn and Earn, New Schools Project)

Description:

An Act to Establish the Innovative Education Initiatives Act, Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School programs, authorizes boards of trustees of community colleges and local boards of education, boards of governors of the UNC System and the independent colleges to jointly establish cooperative innovative programs in high schools and community colleges that will expand students' opportunities for education success through high quality instructional programming. These cooperative innovative high school programs shall target: (1) high school students who are at risk of dropping out of high school before attaining a high school diploma or (2) high school students who would benefit from accelerated academic instruction. GS 115C-238.53,(f) states "Except as provided in this Part and pursuant to the terms of the agreement, a program is exempt from laws and rules applicable to a local board of education, a local school administrative unit, a community college, or a local board of trustees of a community college."

The attachment for this item includes the applying schools, the waivers requested, barriers needing to be removed, and recommendations to support the first year of implementation along with programmatic details.

Resources:

N/A

Input Process:

Personnel of LEA's and community colleges

Stakeholders:

LEAs, community college, UNC and independent college personnel, high schools students, parents, and school staff

Timeline For Action:

This item was presented for discussion at the April 2007 State Board of Education meeting and is returned for action at the May 2007 SBE meeting.

Recommendations:

It is requested that the SBE approve the exemption requests and school programs at the May 2007 meeting.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____

- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Rick Klein, 919-807-3761

STATE BOARD OF EDUCATION

Cooperative Innovative High School Programs (Part I)

Innovative Education Initiatives Act Summary

Session Law 2003-277 (SB 656) as amended by S.L. 2005-276, authorizes local boards of education to jointly establish with one or more boards of trustees cooperative innovative programs in high schools and colleges or universities to serve high school students who are at risk of dropping out of school before attaining a high school diploma, or to serve high school students who would benefit from accelerated academic instruction. Students would be eligible to attend these programs as early as ninth grade. The programs may include the creation of a school within a school, a technical high school, or a high school or technical center located on the campus of a college or university. A program would operate under the terms of a signed written agreement for a term of no more than five school years.

The act further directs “that the boards may approve programs recommended by the joint advisory committee or may approve other programs that were not recommended.” General Statute (G.S.) 115C-238.51(d) as modified by S.L. 2005-345 further directs that the “State Boards shall approve all applications by June 30 of each year.” G.S. 115C-238.53(f) also provides that “[e]xcept as provided in this Part and under the terms of the agreement, a program may be exempted by the applicable governing board from laws and rules applicable to a local board of education, a local school administrative unit, a community college, a constituent institution or a local board of trustees. (2005-276, s. 7.33.a.)” Nothing in the act is to be construed to obligate the General Assembly to make appropriations to implement the act. This act became effective June 27, 2003 and was subsequently codified as Part 9, G.S. 115C-238.50 – G.S. 115C-238.55.

Applying Schools

The following schools submitted applications under Section 2 of the Innovative Education Initiatives Act for consideration by the governing boards. State Board of Education regions are indicated in parentheses.

Charlotte-Mecklenburg Schools (6)

~~Early College High School Charlotte-Mecklenburg Schools-UNC Charlotte is to be located on the campus of UNC Charlotte and will be designed to provide a small, autonomous, interactive learning environment for a diverse population of students who will graduate from high school following the College/University Prep Course of Study. The students will have advanced skills in communications, problem solving, conceptual thinking and a minimum of 24 transferable college credits. The goal of the Early College High School will be to offer a program of rigorous and meaningful instruction, within a system of supportive relationships for students in grade 9-12 with an enrollment of 60 students per grade with real world experiences that are integrated into a relevant curriculum.~~

The **Cato Middle College High School (CMCHS)**, working draft school name, will serve Charlotte-Mecklenburg Schools (CMS) 11th and 12th graders only, providing them with the following opportunities:

- acceleration of their academic programs by enrollment in honors-level high school courses;
- acquisition of at least one year of higher education credit before high school graduation by enrollment in Central Piedmont Community College (CPCC) credit courses;
- advanced standing toward the completion of an associate’s degree or an Associate in Applied Science degree upon high school graduation;
- preparation for a career in technical fields such as engineering, health sciences, and information technology; and/or,
- acquisition of a license and/or a certificate in a technical field.

The CMCHS will deliver educational services in a non-traditional setting and schedule, as it is situated on a community college campus, and CMCHS classes will take place between the hours of 11:30 a.m. and 5:00 p.m. The school's small size will augment student learning experiences, since the maximum school enrollment will be 200 (100 juniors, 100 seniors). Small school size also facilitates each of the student's programs of instruction.

Davie County Schools (7)

The Davie County Early College High School (DCECHS) will be a collaborative effort of Davie County Schools (DCS) and Davidson County Community College (DCCC) and will be located on the Davie campus of DCCC. The school will engage its students in a smaller learning community which will provide a rigorous study of high school and college course requirements, culminating in a high school diploma and associate's degree or two years college credit within a four- to five-year early college high school learning experience. The school will enroll 60 ninth graders each year and will have a maximum enrollment of 240 students. These students will mirror the demographics of the current high school. When fully implemented, the faculty, students, and parents of the DCECHS will be empowered, shared decision-makers who possess a profound ownership of the school which will strongly insure its sustainability and continuous improvement.

Guilford County Schools (5)

Guilford County Schools, in collaboration with Guilford Technical Community College, will open the Middle/Early College at GTCC Greensboro. This school will serve a diverse student body in grades nine through twelve, including students who do not see themselves as college students. Rigor, relationships, and relevance will be the guiding themes for planning and implementation of a seamless high school/college experience for all students who enroll. Goals and strategies will reflect the Guiding Principles for Early Colleges, with staff development a priority. Students will graduate with both a high school diploma and an associate's degree or two years of transferable college credit. The school's schedule will provide affective and academic support as well as work experience. Collaboration of the GCS and GTCC staff will be consistent as the school creates a very personalized learning community to benefit all students.

Lenoir County Schools (2)

Lenoir County Early College High School (LCECHS) is committed to preparing all students for college, work, and citizenship. Students enrolled in LCECHS will have rigorous preparation for any post-secondary education or employment pathway. Rising freshmen in Lenoir County who elect to attend LCECHS will earn an associate's degree from Lenoir Community College while simultaneously completing a high school diploma. LCECHS will combine high expectations and focused, relevant courses of study with strong involvement of caring adults who mentor, advise, and support students throughout their high school and community college careers. Fully implemented, LCECHS will have a diverse population of 200 students.

New Hanover County Schools (2)

The Wilmington Early College High School is a non-traditional high school that is committed to preparing its students for life in the 21st century: global awareness, citizenship, and a strong work ethic. The WECHS family, parents, teachers and Cape Fear Community College will ensure that every student will have the wisdom to know the appropriate way to act, enthusiasm for success, confidence to advocate for their educational needs, honor to abide by the high standards of the school and community college, and the strength to accept the responsibility of challenging academic work.

Polk County Schools (8)

The Polk County Virtual Early College High School will be a collaborative effort of Polk County Schools and The University of North Carolina at Greensboro. Due to the virtual nature of the school, it will be located both in cyberspace and Polk County. In year one, the school will be located at Polk County High School. In year two, the school will move to a separate facility in Columbus, the county seat. The school will engage its students in a unique virtual learning environment, which will provide a rigorous study of high school and college course requirements, culminating in a high school diploma and two years college credit within a four- to five-year early college high school learning experience. The school's course offerings will be a combination of live instruction and 22 virtual college courses provided by UNC-G. The students will be able to benefit from many virtual opportunities, such as online chat and virtual college tutors, while having the support of live Polk County instructors. It is our belief that the virtual design of the courses by UNC-G will be changing the nature of instructional delivery to our students. The school will enroll 25 ninth `graders each year and will have a maximum enrollment of 125 students. When fully implemented, the faculty, students, and parents of the Virtual Early College will be empowered, shared decision makers who possess a profound ownership of the school, which will strongly insure its sustainability and continuous improvement.

Richmond County Schools (4)

The Richmond County Early College High School will provide a diverse student population with a personalized learning experience that will prepare them for higher education and the knowledge and skills to be successful in the workplace. Richmond County Schools and Richmond Community College will form a partnership offering a four-year program leading to a high school diploma while earning an associate's degree or two years of college credit toward a bachelor's degree.

Wayne County Schools (2)

The Wayne Early/Middle College High School has been created out of a long and solid partnership between Wayne County Public Schools (WCPS) and Wayne Community College (WCC). The creation of a small, autonomous high school with a strong academic focus and personalized relationships will serve a diverse population. The population will not be restricted to a particular group yet will have an emphasis on underrepresented populations. The Wayne Early/Middle college High School will be centered on improving graduation rates and preparing students for entry into high-skilled careers.

Yadkin County Schools (7)

Yadkin County Schools would like to establish a Yadkin County Learn and Earn High School in conjunction with Surry Community College. We would like to establish the Yadkin Learn and Earn Technology School for those students interested in receiving an associate's degree in applied science. Our hopes are to interest 50 students in the first year of this program.

Part II – District Initiatives

Beaufort County Schools (1)

In February 2005, Beaufort County Schools received a USDA Distance Learning and Telemedicine (DLT) grant to equip the county's three high schools with interactive teleconferencing equipment to permit students from the three high schools to enroll in the same AP, Honors, and specialized high school courses via distance education. These classrooms were used during the 2005-06 school year to telecast classes among three high schools using high school teachers. The school district, in partnership with Beaufort County Community College, was awarded a second DLT grant in November 2006 to launch the Beaufort College Academy, which employs interactive teleconferencing to broadcast college-level courses from Beaufort County Community College to the district's three high schools.

Performance Learning Center – Cabarrus County (6)

The Performance Learning Center is an alternative approach to high school. North Carolina Communities in Schools and Cabarrus County Schools have partnered to open a Performance Learning Center in Cabarrus County. This school will follow the blueprint established by Communities in Schools. Students who are at risk of dropping out of school prior to earning a high school diploma are the target population. The goals of the Performance Learning Center are aligned with the requirements for establishing a Cooperative Innovative High School Program. Students will utilize a computer-based curriculum in conjunction with project-based learning to master the North Carolina *Standard Course of Study*. Students attending the Performance Learning Center will be matched with a community-based mentor and will complete a Personal Life plan designed to enable them to succeed in school and in life. At-risk students who are in danger of dropping out will be able to catch up academically or move ahead at their own pace. Students will be prepared to succeed both in college and in the workplace. Parent involvement, participation in college courses, and business internships are also integral components of the program.

Addressing Policy Barriers Facing Learn and Earn Early College High Schools

Cooperative Innovative High School programs represent a bold new vision for high schools in a number of ways. They seek to build on best practices in workforce development and tech prep to provide students with work-based experiences and significant progress through college at the same time. Most importantly, Cooperative Innovative High Schools programs will leverage secondary-postsecondary partnerships to provide access to college for all students. The table that follows lists exemptions [G.S. 115C-238.53(f)] requested by the schools to facilitate implementation.

ATTACHMENT PROG.

Exemption	LEAs	Rationale	Recommendation*
1. Allow the ECHS to be exempt from strict instructional hour requirements.	<ul style="list-style-type: none"> Wayne Early/Middle College High School Performance Learning Center 	The current policy of instructional clock hours may prevent the ability to blend course curriculum, restructure courses to increase opportunities for experiential and project-based learning, or allow for differential independent learning.	<i>Grant exemption.</i>
2. Allow and grant FTE reimbursements to RCC for RECHS students taking coursework in the summer sessions.	<ul style="list-style-type: none"> Richmond Early College High School 	Encourages acceleration and allows opportunities for credit recovery if needed.	<i>Grant exemption to LEAs that are willing to assume the cost.</i>
3. Allow ECHS student enrollment (with FTE reimbursement) in developmental courses where necessary to establish prerequisite skill levels for required coursework.	<ul style="list-style-type: none"> Richmond Early College High School 	Provides additional measure of support for the diverse student population of the early college high school model.	<i>Grant exemption with approval of State Board of Community Colleges.</i>
4. Allow ECHS students to count college classes that are equivalent to high school classes.	<ul style="list-style-type: none"> Wilmington Early College High School <u>Beaufort College Academy</u> 	Since this is the student's high school that is located on the college campus, this seems reasonable.	<i>Grant exemption.</i>
5. Allow the community college to develop a course needed by students in the program (and open to other, non-high school students), even though such a course is available from at least one high school in the district.	<ul style="list-style-type: none"> Davie County Early College High School 	The ECHS is now the high school for these students and is located on the college campus. It would not be efficient for students to have to return to a school campus to get a designated course.	<i>Grant exemption.</i> <i>(Principal serves as the gate keeper.)</i>
6. Waive the requirement for EOC scores of students "simultaneously enrolled" in more than one school to be counted where the course is taught.	<ul style="list-style-type: none"> Davie County Early College High School 	Local control.	<i>Grant exemption.</i>
7. Allow the NC principal certification requirements to be waived.	<ul style="list-style-type: none"> Davie County Early College High School Cato Middle College High School Polk County Virtual Early College High School 	Granted by the State Board of Education in the past.	<i>Grant exemption.</i>
8. Provide relief from a reduction in transportation efficiency ratings caused by the bussing of students to the community college campus.	<ul style="list-style-type: none"> Davie County Early College High School Wayne Early/Middle College High School Richmond Early College High School Wilmington Early College High School 	Documented excess transportation costs will be reimbursed.	<i>Do not grant exemption.</i> <i>No action is required by the SBE.</i>

<p>9. Allow students to count a college health class and a college physical education class for the health and physical education graduation requirement.</p>	<ul style="list-style-type: none"> • Burke Middle College • Davie County Early College High School • Wayne Early/Middle College High School • Lenoir County Early College High School • Richmond Early College High School 	<p>Since this is the students' high school that is located on the college campus, this seems reasonable.</p>	<p><i>Grant exemption.</i></p>
<p>10. Allow students to count a college class for core graduation requirements provided they pass the EOC for the course.</p>	<ul style="list-style-type: none"> • <u>Beaufort College Academy</u> • Davie County Early College High School • Surry Early College High School • Lenoir County Early College High School • Richmond Early College High School • Macon Early College 	<p>Since this is the student's high school that is located on the college campus, this seems reasonable.</p>	<p><i>Grant exemption.</i></p>
<p>11. Allow students to enroll in summer community college courses for which they are eligible even if they have not taken the equivalent of one-half or a full-time schedule of high school classes during the preceding year.</p>	<ul style="list-style-type: none"> • Davie County Early College High School • Lenoir County Early College High School • Richmond Early College High School 	<p>Community colleges will not be able to fund their enrollment. LEAs would have to fund with local funds.</p>	<p><i>Grant exemption to LEAs that are willing to use local funds to do so.</i></p>
<p>12. Allow full-time students who are enrolled in one high school course to enroll in more than one community college course for which they are eligible.</p>	<ul style="list-style-type: none"> • Davie County Early College High School • Surry Early College High School • Lenoir County Early College High School • Richmond Early College High School • <u>Beaufort College Academy</u> 	<p>This is acceleration and is one of the purposes of the Cooperative Innovative High School Program.</p>	<p><i>Grant exemption.</i></p>
<p>13. Allow the partners to develop curriculum that permits students to meet graduation requirements using college-level courses taught by college faculty.</p>	<ul style="list-style-type: none"> • Davie County Early College High School • Richmond Early College High School 	<p>A review panel (personnel from DPI and the four higher education entities) should be established to review and approve such courses. A catalog could be established and disseminated for use by other reforming high schools.</p>	<p><i>Grant waiver contingent upon courses being developed and approved by the panel.</i></p>
<p>14. Allow students to take college foreign language courses to meet the high school foreign language graduation requirement.</p>	<ul style="list-style-type: none"> • Burke Middle College • Surry Early College High School • Wilmington Early College High School 	<p>Due to the small staff of the ECHS, it is not possible to offer foreign languages to our students. We would like for them to be able to take advantage of the courses offered at the college.</p>	<p><i>Grant exemption.</i></p>

15. Allow the school to establish a school calendar that aligns with the community college calendar which allows the ECHS to meet the academic needs of all students.	<ul style="list-style-type: none"> • Wayne Early/Middle College High School • Lenoir County Early College High School • Performance Learning Center • Wilmington Early College High School 	There is an established procedure for this purpose.	<i>No action is required by the SBE. Calendar waivers for educational purposes should be submitted.</i>
16. Allow ECHS to develop testing calendars for the administration of state tests in order to meet instructional calendar needs as well as the individual needs of students.	<ul style="list-style-type: none"> • Wayne Early/Middle College High School • Richmond Early College High School • Wilmington Early College High School • Performance Learning Center 	Accountability Services has established a process by which reforming high school can request this exemption.	<i>No action is required by SBE. Requests are referred to Accountability Services.</i>
17. Fund the principal at Early College High School using a different formula than the per teacher basis.	<ul style="list-style-type: none"> • Wayne Early/Middle College High School • Wilmington Early College High School • Polk County Virtual Early College High School 	State funds are not available for this purpose.	<i>Grant exemption to LEAs that are willing to use local funds to do so.</i>
18. Allow the Wayne Community College and Wayne Public Schools to develop curriculum that permits students to meet graduation requirements using college-level courses.	<ul style="list-style-type: none"> • Wayne Early/Middle College High School 	A review panel (personnel from DPI and the three higher education entities) should be established to review and approve such courses. A catalog could be established and disseminated for use by other high schools.	<i>Grant waiver contingent upon courses being developed and approved by the panel.</i>
19. Allow the partners to restructure courses to increase opportunities for experimental and project-based learning as well as differentiated independent learning.	<ul style="list-style-type: none"> • Wayne Early/Middle College High School • Lenoir County Early College High School 	A review panel (personnel from DPI and the three higher education entities) should be established to review and approve such courses. A catalog could be established and disseminated for use by other high schools.	<i>Grant waiver contingent upon courses being developed and approved by the panel.</i>
20. Allow Wayne Community College instructors meeting Wayne Community College faculty requirements to teach high school subjects in their subject area.	<ul style="list-style-type: none"> • Wayne Early/Middle College High School 	Only teachers who are employed by the LEA/school count in determining the percentage of teachers being highly qualified under NCLB. If the teachers are employed by the community college, they are not considered in determining the number of teachers highly qualified at the high school.	<i>Exemption not required.</i>
21. Allow the ECHS to “blend” high school and community college courses.	<ul style="list-style-type: none"> • Lenoir County Early College High School • Wilmington Early College High School 	DPI and the Community College system should establish a process for reviewing and approving such courses.	<i>Grant waiver contingent upon courses being developed and approved by the panel.</i>

<p>22. Allow Early College High School students to test out of required high school courses by taking and passing the End-of-Course test at a B level or higher. (Students would still need to complete the required number of graduation credits.)</p>	<ul style="list-style-type: none"> • Macon Early College 	<p>Testing out of EOC courses should occur based on a certain standard – student must earn a B or better.</p>	<p><i><u>Grant exemption for testing out of required high school courses by taking and passing EOC courses at a B level (for ECHS students only).</u></i> <i><u>Grant exemption for testing out of required high school courses by scoring at the 70th percentile or higher on EOC tests (for ECHS students only).</u></i></p>
<p>23. Permit students to receive credit for Algebra I when taken and successfully completed in grade eight.</p>	<ul style="list-style-type: none"> • Burke Middle College • Macon Early College 	<p>Algebra I taken in the eighth grade does not count toward graduation.</p>	<p><i>Grant exemption (contingent upon State Board action to make this policy).</i></p>

EXECUTIVE SUMMARY**Title:** Exemption Requests Under the Innovative Education Initiatives Act - Turnaround High Schools**Type of Executive Summary:**
 Action
 Action on First Reading
 Discussion
 Information
Policy Implications:

- Constitution _____
- General Statute #Senate Bill 1741 (Joint Conference Committee Report on Continuation, Expansion and Capital Budgets)
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Ms. Toni Patterson (Consultant, Learn and Earn, New Schools Project)

Description:

An Act to Establish the Innovative Education Initiatives Act, Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs, authorizes boards of trustees of community colleges and local boards of education, boards of governors of the UNC System and the independent colleges to jointly establish cooperative innovative programs in high schools and community colleges that will expand students' opportunities for educational success through high-quality instructional programming. A cohort of turnaround high schools is being presented in this item to get approval to implement STEM (science, technology, engineering and mathematics) program sites and approval for exemptions being requested under the above named Act. During the 2006 legislative session, funds were appropriated to the State Board of Education to support a cohort of STEM high schools. The total includes \$40,000 for each of the ten schools for planning. The budget included the following:

Section 16: Small Specialty High Schools (page F-3)

Provides planning grants at 10 small schools that intend to design instruction around the following curricula: science, technology, engineering and/or math (STEM). Provides \$261,680 to support four months of principal salary for each planning site prior to becoming operational in the 2007-08 school year. Any implementation grants for STEM schools shall come from non-State sources.

The attachment for this item includes the turnaround high schools applying to implement STEM programs, the waivers requested to support the first year of implementation, along with programmatic details.

Resources:

\$661,680

Input Process:

Personnel of LEA's and community colleges, New Schools Project

Stakeholders:

LEAs, community college, UNC and independent college personnel, high schools students, parents, and school staff

Timeline For Action:

This item was presented for discussion at the April 2007 State Board of Education meeting and is returned for action at the May 2007 SBE meeting.

Recommendations:

It is requested that the SBE approve the exemption requests and school programs at the May 2007 meeting.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)

Specify: _____

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- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____

Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Rick Klein, 919-807-3761

STATE BOARD OF EDUCATION

High School Turnaround Initiative

Part I. The STEM small school redesign planning sites listed below are presented to the State Board of Education for approval to implement in the 2007-08 school year.

Currently, ten high schools identified by the State Board as “high priority” are redesigning themselves in partnership with the Boston Museum of Science, the New Technology Foundation and Project Lead the Way. Students enrolled in these schools will receive support for acceleration in math, science and technology with the aim of preparing all students for college, work, and citizenship in a 21st century global economy. Students will graduate with mastery of high-level course, having earned at least some college credit. Collaboration among stakeholders, including colleges, universities, and the private sector, will ensure that students benefit from meaningful work-based experiences. Similarly, teachers will benefit from significant professional development in these areas.

STEM schools will have the flexibility to offer courses of study in a variety of methods and sequences. However, all curriculum and instructional strategies will emphasize rigorous, project-based learning that helps students make sense of the world. For example, students and teachers will explore the “social, historical and environmental context of emerging technologies” through curriculum such as the Boston Museum’s *Engineering the Future: Designing the World of the 21st Century*. They will explore the design process in engineering and the importance of inquiry, investigation, innovation and invention in science and business. All courses of study will align with the North Carolina State Board of Education’s “Future Ready Goals” and 21st century knowledge and skills.

	School District	Existing High Schools	SBE Region	New Schools	Model to be Implemented
1	Anson County	Anson High School	6	Anson County High School of Science and Technology	New Technology Foundation Replication
2	Bertie County	Bertie County High School	1	Bertie County STEM High School	Standards Based PBL/Boston Museum of Science
3	Duplin County	James B. Kenan High School	2	James B. Kenan School of Engineering	Standards Based PBL/Project Lead the Way
4.	Durham County	Southern High School	3	Southern High School of Engineering	Standards Based PBL/Project Lead the Way
5	Durham County	Hillside High School	3	Hillside New Technology High School	New Technology Foundation Replication
6.	Forsyth County	Carver High School	5	Jacket Technology	Standards Based PBL/Boston Museum of Science
7.	Northampton County	Northampton-West High School	3	Northampton-West High School	Standards Based PBL/Boston Museum of Science
8.	Warren County	Warren County High School	3	Warren County Technology High School	New Technology Foundation Replication
9.	Wayne County	Goldsboro High School	2	Goldsboro High School of Science and Engineering	Standards Based PBL/Boston Museum of Science
10.	Weldon City	Weldon High School	3	Weldon High School	Standards Base PBL/ Boston Museum of Science

Part II. State Board of Education Exemption Requests

Exemption(s)	Requesting LEAs	Rationale for the Recommendation	Recommendation
1. Allow the NC principal certification requirements to be waived.	<ul style="list-style-type: none"> ▪ Wayne ▪ Weldon City 	Has been granted in the past to Davidson Middle College High School.	<i>Grant exemption.</i>
2. Fund the principal at the STEM High School using a different formula than the per teacher basis and at a principal level III.	<ul style="list-style-type: none"> ▪ Duplin ▪ Durham (Southern) ▪ Durham (Hillside) ▪ Forsyth ▪ Warren ▪ Wayne ▪ Weldon City 	State funds are not available for this purpose.	<i>Grant exemption to LEAs that are willing to use local funds to do so.</i>
3. Allow the LEA to hire a principal funded by the state for funding Year I when the student population is less than 100.	<ul style="list-style-type: none"> ▪ Anson ▪ Bertie ▪ Durham (Southern) ▪ Durham (Hillside) ▪ Wayne 	Provided for in statute for first year of operation for Learn and Earn Early College High School.	<i>Exemption not required.</i>
4. Provide additional state-paid teaching positions during the first two to four years of implementation to ensure that an adequate instructional program is developed at the new school and maintained at the existing traditional schools in the district.	<ul style="list-style-type: none"> ▪ Bertie ▪ Durham (Southern) ▪ Durham (Hillside) 	This requires an allocation of additional funding by the General Assembly.	<i>Do not grant exemption.</i>
5. Hold LEA harmless for reversion of money due to a possible 2% reduction in ADM due to enrollment in new school.	<ul style="list-style-type: none"> ▪ Durham (Southern) ▪ Durham (Hillside) 	This requires an allocation of additional funding by the General Assembly.	<i>Do not grant exemption.</i>
6. Provide relief from a reduction in transportation efficiency ratings caused by the bussing of students to the community college campus.	<ul style="list-style-type: none"> ▪ Bertie ▪ Duplin ▪ Northampton-West ▪ Warren ▪ Wayne ▪ Weldon City 	Documented excess transportation costs will be reimbursed.	<i>No action is required by the SBE.</i>
7. Allow textbook waivers to enable the STEM program to purchase college textbooks.	<ul style="list-style-type: none"> ▪ Bertie 	Flexible use of textbook funds already exists.	<i>Exemption not needed.</i>
8. Provide additional textbook allotment for students enrolled in the STEM program.	<ul style="list-style-type: none"> ▪ Bertie 	Would require additional allocation/resources.	<i>Do not grant exemption.</i>
9. Permit students enrolled in the STEM school to receive credit for Algebra I when taken in grade eight.	<ul style="list-style-type: none"> ▪ Anson ▪ Bertie ▪ Northampton-West ▪ Weldon City 	Algebra I taken in the 8 th grade does not count toward graduation.	<i>Grant exemption (contingent upon State Board action to make this a policy).</i>
10. Waive the requirement for EOC scores for students simultaneously enrolled in more than one school to be counted where the course is taught.	<ul style="list-style-type: none"> ▪ Northampton-West 	Local control.	<i>Grant exemption.</i>
11. Allow the STEM students to enroll in community college courses regardless of their age.	<ul style="list-style-type: none"> ▪ Anson 	This decision is to be made by the State Board of Community Colleges.	<i>Grant exemption (if acceptable to the State Board of Community Colleges).</i>

12. Allow STEM students to meet graduation requirements using college-level courses.	<ul style="list-style-type: none"> ▪ Durham (Southern) ▪ Durham (Hillside) ▪ Warren 	This promotes acceleration.	<i>Grant an exemption.</i>
13. Allow full-time students who are enrolled in one high school course to enroll in more than one community college course for which they are eligible.	<ul style="list-style-type: none"> ▪ Anson ▪ Bertie ▪ Northampton-West 	This is acceleration and is one of the purposes of the Cooperative Innovative High School Program.	<i>Grant exemption.</i>
14. Allow the STEM program students to test out of required high school courses by taking and passing the End-of-Course test.	<ul style="list-style-type: none"> ▪ Bertie 	Testing out of EOC courses should occur based on a certain standard – student must earn a B or better.	<i>Grant an exemption for testing out of required high school courses by taking and passing EOC courses at a B level for STEM students.</i>
15. Allow the community college to develop a course needed by students in the program (and open to other non-high school students) even though such a course was available from at least one high school in a district.	<ul style="list-style-type: none"> ▪ Anson ▪ Bertie 	This has to be agreeable to the LEA and community college.	<i>Grant exemption (if acceptable to the State Board of Community Colleges).</i>
16. Allow the partners to develop curriculum that permits students to meet graduation requirements using college-level courses taught by college faculty.	<ul style="list-style-type: none"> ▪ Anson ▪ Northampton-West ▪ Wayne ▪ Weldon City 	The review panel (including personnel from DPI and the three higher education entities) must review and approve such courses. A catalog will be established and disseminated for use by other high schools.	<i>Grant exemption (provided course is reviewed and approved by the panel and the State Board for Community Colleges).</i>
17. Allow the partners to restructure courses to increase opportunities for experiential and project-based learning as well as differentiated independent learning.	<ul style="list-style-type: none"> ▪ Duplin ▪ Forsyth ▪ Northampton-West ▪ Warren ▪ Wayne ▪ Weldon City 	The review panel (including personnel from DPI and the three higher education entities) must review and approve such courses. A catalog will be established and disseminated for use by other high schools.	<i>Grant exemption (provided course is reviewed and approved by the panel and the State Board for Community Colleges).</i>
18. Permit the Early College High Schools to “blend” high school and community college courses.	<ul style="list-style-type: none"> ▪ Bertie ▪ Duplin 	The review panel (including personnel from DPI and the three higher education entities) must review and approve such courses. A catalog will be established and disseminated for use by other high schools.	<i>Grant exemption (provided course is reviewed and approved by the panel and the State Board for Community Colleges).</i>
19. Allow faculty meeting the community college and SACS certification requirements to teach courses accepted for high school graduation requirements.	<ul style="list-style-type: none"> ▪ Anson ▪ Northampton-West ▪ Warren ▪ Wayne ▪ Weldon City 	NCLB requirements apply to high school faculty only.	<i>Exemption not required.</i>
20. Exempt programs from the strict seat or clock (instructional) hour requirements.	<ul style="list-style-type: none"> ▪ Bertie ▪ Durham (Southern) ▪ Durham (Hillside) ▪ Northampton-West ▪ Warren ▪ Wayne ▪ Weldon City 	Policy already exists supporting this request.	<i>Exemption not required.</i>
21. Allow modification of courses within the Career and Technical pathways.	<ul style="list-style-type: none"> ▪ Northampton-West 	The articulation agreement with the Community College System allows community college credit for identified courses. If granted, this exemption would allow the courses also to count as high school CTE credit.	<i>No exemption is required (use the existing modification procedures).</i>

22. Allow substitutions in Pathway Courses when necessary for graduation or as a necessary accommodation to complete requirements for graduation.	<ul style="list-style-type: none"> ▪ Northampton-West 	Career-Technical Education already has a process established for this purpose.	<i>No exemption is required (use the existing modification procedures).</i>
23. Establish a school calendar that aligns with the community college involved in the partnership.	<ul style="list-style-type: none"> ▪ Wayne ▪ Weldon City 	There is an established procedure for this purpose.	<i>No action is required by the SBE.</i>
24. Allow the sites to develop a testing calendar for the administration of state tests that may differ from the usual state timeline.	<ul style="list-style-type: none"> ▪ Duplin ▪ Forsyth ▪ Northampton-West ▪ Warren ▪ Wayne ▪ Weldon City 	Accountability Services has established a process by which reforming high schools can request this exemption. In order to maintain test security and uniform test administrations, EOC testing waivers are granted on a yearly basis. Cooperative Innovative High Schools must apply for the EOC testing waiver at the beginning of each academic year. The principal of the Cooperative Innovative High School should contact the LEA Test Coordinator to obtain an EOC Testing Waiver Request Form which will subsequently be submitted to the NCDPI for consideration. If the EOC testing waiver is granted, the Cooperative Innovative High School must adhere to all testing security and test administration procedures established by the NCDPI and LEA Test Coordinator.	<i>No action required by SBE. Upon approval of calendar waivers, LEAs need to submit a request for testing to Accountability Services through the district- level testing coordinator.</i>
25. Allow the partners to restructure courses to increase opportunities for experimental and project-based learning as well as differentiated independent learning.	<ul style="list-style-type: none"> ▪ Warren 	A review panel (personnel from DPI and the three higher education entities) should be established to review and approve such courses. A catalog could be established and disseminated for use by other high schools.	<i>Grant waiver contingent upon courses being developed and approved by the panel.</i>

EXECUTIVE SUMMARY

Title: Renewal Recommendations of Alternative School Model Charter Schools

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # EEO-U-011
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Mr. Jack Moyer (Director, Office of Charter Schools)

Description:

As per State Board Policy EEO-U-011, all charter schools that currently have alternative school model status must apply for a renewal of the designation every three years. There are a total of six (6) alternative charter schools. Each school must meet the criteria set forth in the policy to be eligible for renewal. The Charter School Advisory Committee at their March 8, 2007, conference call voted to recommend all six (6) schools for renewal of their alternative school model designation from July 1, 2007 through June 30, 2010.

Resources:

N/A

Input Process:

Department of Public Instruction Staff and charter schools

Stakeholders:

Charter school students, parents, teachers, and administrators

Timeline For Action:

This item was presented for discussion during the April 2007 SBE meeting with action during the May 2007 SBE meeting.

Recommendations:

The Office of Charter Schools recommends that the SBE approve the renewals of the six schools seeking Alternative School Model Status.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Matthew Lanner 807-3491

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Effective and Efficient Operations

Category: Charter Schools Administration

Policy ID Number: EEO-U-011

Policy Title: Process for a charter school to be designated as an alternative charter school

Current Policy Date: 03/04/2004

Other Historical Information: Previous board dates: 09/11/2003

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

In order for a charter school to be eligible to participate in the alternative schools' accountability model in the ABCs (see HSP-C-013), the Charter School Advisory Committee (CSAC) must determine that the school is eligible and make a recommendation to the State Board of Education (SBE).

Eligibility for charter schools' inclusion in the ABCs as an alternative school is to be based on these criteria:

1. The school serves students in grades 6-12, or serves students in a residential setting. A non-residential school applicant must have a high school component to be eligible to apply to use the Alternative School Accountability Model.
2. At least three-fourths of the school's population, i.e., 75% of students, are at-risk as defined in HSP-Q-001, I.B. of academic failure and must exhibit one or a combination of the following descriptors:
 - a. historically truant,
 - b. exhibiting significant behavioral problems,
 - c. involved in the juvenile justice system,
 - d. returning from juvenile justice settings or mental health treatment facilities, or
 - e. suspended or dropped out from traditional schools.

If the CSAC determines that a charter school is eligible, it will recommend the school to the SBE for inclusion in the ABCs using the alternative school model. The CSAC will review each school thus designated on a three-year cycle. Upon review of each school applying for a three-year renewal of its designation, the CSAC will use the criteria listed in this policy to make a recommendation to the SBE whether or not the charter school will continue under this designation.

**Charter Schools Applying for Renewal for Alternative Status
July 1, 2007 through June 30, 2010
Summary Sheet**

Charter School District and Year Chartered	Grade Span	Percentage (%) of At-Risk Students	Office of Charter Schools Recommendation	CSAC Recommendation	CSAC Comments
Crossroads (6) 2001	9-12	96%	Approve	Approve	None
Provisions (4) 1999	6-12	98%	Approve	Approve	None
Grandfather Academy (7) 1997	K-12	100%	Approve	Approve	Prefer specific percentages for growth goals rather than <or>
Laurinburg Homework (4) 1999	8-12	99%	Approve	Approve	Would like to see more challenging goals
Kennedy Charter (6) 1998	6-12	79%	Approve	Approve	None
Crossnore Academy (7) 1999	K-12	76%	Approve	Approve	None

EXECUTIVE SUMMARY

Title: Approval of Charter School Technology Plans

Type of Executive Summary:

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
- General Statute #115C-102.6C
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Mr. Peter Asmar (Associate Superintendent/CIO, Office of Technology Services) and Ms. Frances Bryant Bradburn (Director, Instructional Technology Division)

Description:

In accordance with Public School Law 115C-102.6C, the technology plans for the following charter schools have been approved by both ITS and DPI technology consultants. ITS consultants have evaluated the plans to comply with the statewide architecture guidelines; DPI instructional technology consultants have evaluated the plans for their instructional components. All 115 LEA technology plans have been approved. Thirty charter schools will be accounted for with the approval of Downtown Middle School and Magellan Charter School. Final approval by the State Board of Education qualifies these charter schools for the School Technology Trust Fund, No Child Left Behind, and federal eRate monies, as well as a variety of private technology grants. The charter schools follow:

<u>Charter School</u>	<u>City</u>	<u>County</u>	<u>District</u>
Downtown Middle School	Winston-Salem	Forsyth	Fifth
Magellan Charter School	Raleigh	Wake	Third

Resources:

N/A

Input Process:

After the 2000 Instructional Technology Plan was revised and re-written by the Division of Instructional Technology and approved by the State Board of Education as the 2005 North Carolina Educational Technology Plan, LEAs and charter schools evaluated their original plans and/or wrote new ones that are aligned to the State plan, are founded in the ABCs of Public Education, and reflect the State’s goal of being First in America by 2010. Once submitted, each plan was reviewed by the Division of Instructional Technology for instructional components of the plan and Information Technology Services for the technical components of the plan. After necessary revisions, and DPI and ITS approval, the plans are presented to the State Board of Education for final approval.

Stakeholders:

North Carolina’s public schools, NC General Assembly

Timeline For Action:

Approval is requested to assure continued qualification for federal and state dollars.

Recommendations:

It is recommended that the State Board of Education approve these school technology plans.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)

Specify: _____

- Audio Requirements (computer or other, except for PA system which is provided)

Specify: _____

- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____

Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Ellen H. Stewart, 807-3293

EXECUTIVE SUMMARY

Title: Renewal Recommendation for less than 10 years for The Academy of Moore County

Type of Executive Summary:

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute # _____
 SBE Policy # EEO-U-007
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Mr. Jack Moyer (Director, Office of Charter Schools)

Description:

As per State Board Policy EEO-U-007, The Academy of Moore County was approved for a ten (10) year renewal at the January 5, 2006, State Board of Education Meeting. The Office of Charter Schools has concerns regarding with granting the renewal for 10 years. As stated in a letter dated, January 11, 2006, to the Academy of Moore County,

“This renewal is based upon your school’s compliance in ABCs Accountability, finance, governance, exceptional children, and enrollment as stated in the rubric of your renewal application. This compliance must be maintained through June 30, 2007, in order to receive your renewal.”

The Academy of Moore County is currently on Financial Probationary Status from the Division of School Business. It is the recommendation of the Office of Charter Schools that the Academy of Moore County be granted a three (3) year renewal . Also, they will implement and maintain a corrective action plan of the financial concerns for the three (3) years of the renewal.

Resources:

N/A

Input Process:

Department of Public Instruction Staff and charter schools

Stakeholders:

Charter school students, parents, teachers, and administrators

Timeline For Action:

This item is presented for discussion during the May 2007 SBE meeting with action during the June 2007 SBE meeting.

Recommendations:

The Office of Charter Schools recommends that the SBE approve the renewal for three (3) years.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Matthew Lanner 807-3491



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*

DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

TO: Kathy Slendorn, The Academy of Moore County

FROM: Jack Moyer, Director

DATE: January 11, 2006

RE: Charter Renewal Approval – 10 Year Renewal

Congratulations! The State Board of Education voted during its January 5, 2006 meeting to accept the recommendation of the NC Charter School Advisory Committee to renew the Charter of your school for ten years. This renewal is based upon your school's compliance in ABC's accountability, finance, governance, exceptional children, and enrollment as stated in the rubric of your renewal application. This compliance must be maintained through June 30, 2007 in order to receive your renewal. Noncompliance in any of these areas will require review by the Charter School Advisory Committee and the possibility of a non-renewal recommendation forwarded to the State Board of Education.

New ten year charters will be issued upon the expiration of the current Charter on June 30, 2007; and these new charters would expire June 30, 2017.

Please keep in mind that pursuant to GS 115C-238.29D, "The State Board of Education shall review the operations of each charter school at least once every five years to ensure that the school is meeting the expected academic, financial, and governance standards." This statute includes adherence to all policies governing the operation of a charter school as demonstrated with a self assessment prepared by the school.

Please forward a copy of this letter to your Board Chair in a timely manner. Should you have questions regarding this memo, please contact Joel Medley, Consultant, Office of Charter Schools at 919-807-3492.

JOM/jem

OFFICE OF CHARTER SCHOOLS

Jack Moyer, *Director* | jmoyer@dpi.state.nc.us

6303 Mail Service Center, Raleigh, North Carolina 27699-6303 | (919) 807-3491 | Fax (919) 807-3496

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Effective and Efficient Operations

Category: Charter Schools Administration

Policy ID Number: EEO-U-007

Policy Title: Policy regarding charter schools renewal process

Current Policy Date: 10/05/2006

Other Historical Information: Previous board dates: 06/01/2000, 09/13/2001, 12/04/2003

Statutory Reference: GS 115C-238.29G

Administrative Procedures Act (APA) Reference Number and Category:

General Information

It is stated in G.S. 115C-238.29D that the original charter with the NC State Board of Education may be granted for up to ten years. It is also stated that the charter may be extended or renewed for up to ten years. Therefore, a process for the exercising the renewal option is needed. The North Carolina Charter Schools Renewal Report (NCCSRR) is intended to be such as document.

The North Carolina Charter Schools Renewal Report (RR)

The NC Charter Schools Renewal Report (NCCSRR) is intended to permit the North Carolina State Board of Education (SBE) the time to review the information needed to evaluate the progress of the submitting charter school. The renewal process should also be one that will guide charter schools through a self-assessment that becomes an update to the original application and a “roadmap” to future improvement. Furthermore, as a public document, the NCCSRR shall be made available to federal, state, and local educators, policy makers, parents, and the community. It should be constructed with this in mind.

Process for Renewal

A completed charter schools renewal report will consist of at least two sections.

Section 1: THE CHARTER SCHOOLS SELF-STUDY (completed by the school). This section contains questions related to the viability of the charter school’s academic program, governance structure, and business operations. It will be suggested that this portion be undertaken by a team of people having the ability to look objectively at the entire school and identify ways to further strengthen and align the existing program to its mission and the desires of the community that it serves.

- THE RENEWAL SELF-STUDY PROCESS

Each charter school seeking renewal *shall* complete the Renewal Self-study first. Summaries should be written in a concise manner and free of jargon. Charter schools' administrators will be encouraged to seek outside assistance.

The self-study *shall* contain the following in this order:

1. COVER PAGE. Each report will begin with a one-page fact sheet that contains the name and contact information for the school, the name of the principal including phone/fax /E-mail, contact information for the board chairperson, and the date of submission of the report.
2. LETTER OF INTENT. Following the cover page is a formal letter signed by the Board Chairperson stating the Board's intent to seek renewal.
3. TABLE OF CONTENTS. All pages of the NCCSRR will be numbered consecutively. The Table of Contents will allow easy access to the various sections. No font smaller than 12 point should be used and all reports should be typed or computer prepared (the report may be downloaded in word format from the DPI website).
4. EXECUTIVE SUMMARY. An executive summary of the self-study is next. This begins with the school's mission statement and consists of no more than two typed pages.
5. SUPPORTING DOCUMENTATION. The body of the self-study contains various evidence of the success of the students and the progress towards the charter school's goals as outlined in the charter application.

- **Section 2: DEPARTMENT OF PUBLIC INSTRUCTION REPORT** (submitted by offices of DPI). This section will consist of responses from the Office of Charter Schools, Financial Services, Accountability, Exceptional Children, and any other office or service of the Department that may have information pertinent to the evaluation of the school. All reports from DPI will be submitted to the Office of Charter Schools. The Office of Charter Schools will forward all reports to the Charter Schools Advisory Committee for review.
 - **NC DEPARTMENT OF PUBLIC INSTRUCTION CONTRIBUTIONS TO CHARTER SCHOOLS RENEWAL**

The NC Department of Public Instruction, coordinating its efforts through the Office of Charter Schools, will be asked to assist the Charter Schools Advisory Committee in its effort to collect information relative to the renewal of the charter. The following chart is an overview of possible sources of documentation and resources for this information. This is, in no way, an exhaustive list and is not meant to, in any way, limit the resources employed by the schools seeking renewal, the Charter Schools Advisory Committee, or the State Board of Education as they prepare for the future of charter schools. Any or all of these offices may be asked to submit written or oral reports to the SBE or its designated agent.

AREAS OF COMPLIANCE	SOURCES OF DOCUMENTATION	SOURCES OF INFORMATION
FINANCIAL	Audit report, financial records, reporting schedule, etc.	Div. of Financial Services, Office of Charter Schools
GOVERNANCE	Concerns brought to the Office of Charter Schools, board agendas and minutes, review of policy making committees, interviews	Office of Charter Schools
INSTRUCTION	School site visits by the Office of Charter Schools educational consultants	Office of Charter Schools
ACCOUNTABILITY	ABC accountability results, EC compliance records, SIMS/NC WISE records	Div. of Accountability Services, Div. of Ex. Children Services

Note: Reports from the above DPI departments will be sent to the Office of Charter Schools, copied to the charter schools, and forwarded to the Charter Schools Advisory Committee.

TIMELINE FOR RENEWAL

DATE	ACTION
<i>August</i>	Renewal Packet emailed to eligible schools.
<i>September</i>	DPI staff returns Compliance Sheets to Office of Charter Schools.
<i>September</i>	Charter Renewal Application Process (conference call)
<i>September</i>	The Office of Charter Schools submits non-compliance reports from DPI to appropriate schools for inclusion and explanation in their final Renewal Report.
<i>October</i>	Emailed Renewal Self-Study due to the Office of Charter Schools.
<i>October</i>	Mail a signed, hard copy of the Cover Page to the “Office of Charter Schools Attention: Jean Krufft.” Also, enclose the following information with this letter – (1) copy of your board’s by-laws including any amendments or changes from the original document (2) copy of your current student handbook and (3) copy of the most recent board policy and procedures manual.
<i>October</i>	Office of Charter Schools review team completes the initial screening.
<i>November</i>	Charter School Advisory Committee receives electronic copies of Renewal Self-Studies, DPI Compliance Sheets, and the Office of Charter Schools Report for review.
<i>November</i>	Via conference call, the Charter School Advisory Committee subcommittees identify schools with areas of concern. Those schools will be notified by the Office of Charter Schools to appear at the next CSAC meeting while also creating Corrective Action Plans.
<i>December</i>	Corrective Action Plans due to the Office of Charter Schools from schools that were identified with areas of concern.
<i>December</i>	Presentation of Corrective Action Plans to the NC Charter School Advisory Committee Meeting.
<i>December</i> (of charter year 9) – <i>November 07</i> (of charter year 10)	Schools will implement Corrective Action Plans which will be monitored by the Office of Charter Schools and appropriate divisions of the Department of Public Instruction.
<i>November</i>	The CSAC makes final renewal recommendations to the SBE.
<i>January</i>	State Board of Education receives renewal recommendations from the CSAC (no action; discussion item).
<i>February</i>	SBE takes action on Renewal recommendations.

RENEWAL RUBRIC

Charter School Name: _____

Address: _____

Phone: _____

Lead Administrator: _____

Period of Initial Charter: _____

Recommendation by the Charter Schools Advisory Committee:

- 10Year Renewal
- Renewal less than 10 years. The number of years recommended _____.
- Non-renewal

Charter School Renewal Rubric

To receive a recommendation for renewal, the school must meet the ten-year renewal criteria set forth in each of the following rubrics or complete implementation of a corrective action plan as set forth in section B.

A. REQUIREMENTS FOR RENEWAL

1. ABC Accountability

Ten-Year Renewal	The school has must not attain a performance composite at or above 60% proficiency. If a school performs less than 60% proficiency for three consecutive years, they will not be allowed to receive a 10 year renewal. A K-2 school must demonstrate to the satisfaction of the Charter School Advisory Committee (CSAC) that the school has achieved academic growth during the term of the current charter.
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2. Financial Compliance

Ten-Year Renewal	The school has met all financial criteria set forth by G.S.115C.238.29F(f) and in SBE policies, or has previously corrected any deficiencies in meeting those requirements to the satisfaction of the Department of Public Instruction (DPI).
Action Plan Required	Any school that does not meet the foregoing ten-year renewal criteria shall be subject to the correction of deficiencies provision set forth below.

3. Governance Compliance

Ten-Year Renewal	The school has met all governance criteria set forth by G.S. 115C-238.29E and in SBE policies, or has previously corrected any
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	deficiencies in meeting those requirements to the satisfaction of the DPI.
Action Plan Required	Any school that does not meet the foregoing ten-year renewal criteria shall be subject to the correction of deficiencies provision set forth below.

4. Exceptional Children Compliance

Ten-Year Renewal	The school has met all Special Education criteria set forth by the federal Individuals with Disabilities Act, the North Carolina statutes covering Special Education, and SBE policies, or previously corrected any deficiencies in meeting those requirements to the satisfaction of the DPI.
Action Plan Required	Any school that does not meet the foregoing ten-year renewal criteria shall be subject to the correction of deficiencies provision set forth below.

5. Enrollment Compliance

Ten-Year Renewal	The school meets the enrollment requirements set forth by G.S. 115C-238.29B(b)(12) and SBE policy.
	Any school that does not meet the foregoing ten-year renewal criteria shall be subject to the correction of deficiencies provision set forth below.

B. CORRECTION OF DEFICIENCIES

If a charter school does not meet any one or more of the ten-year renewal criteria, the Charter School Advisory Committee (CSAC) **may** grant a school time to create and implement a corrective action plan. The action plan shall address what the deficiencies are, how the school will proceed in correcting the deficiencies, which parties will be responsible for implementation of the plan, and when implementation will take place. The CSAC and the appropriate division(s) of DPI shall set the parameters for completion of the action plan and its implementation. The period for completion of the action plan and its implementation may not extend beyond the end of the first semester of the final year of the school’s current charter. If the CSAC and the DPI determine that implementation of the action plan has corrected the school’s deficiencies the CSAC **may** recommend renewal of the school’s charter.

Notwithstanding the foregoing, the CSAC may at any time recommend that the SBE begin revocation proceedings of the charter of any school in accordance with G.S. 115C-238.29G.

