

**EXECUTIVE SUMMARY****Title:** Recommendations for Preliminary Approval of 2010 Charter School Applications**Type of Executive Summary:**
 Action     
  Action on First Reading     
  Discussion     
  Information
**Policy Implications:**

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- Constitution \_\_\_\_\_
- 
- 
- General Statute #
- 115C-238.29D(b)
- 
- 
- SBE Policy # \_\_\_\_\_
- 
- 
- SBE Policy Amendment
- 
- 
- SBE Policy (New)
- 
- 
- APA # \_\_\_\_\_
- 
- 
- APA Amendment
- 
- 
- APA (New)
- 
- 
- Other \_\_\_\_\_

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and  
 Mr. Jack Moyer (Director, Office of Charter Schools)

**Description:**

As per NCGS 115C-238.29D(b), the State Board of Education may authorize no more than 100 charter schools. There will be (1) opening for a preliminary charter at the beginning of the 2010-11 school year. The State Board of Education voted that seven (7) applications warranted review and interviews, June 1, 2010. Please see seven recommended applicants listed below. (SBE Policy TCS-U-012 is attached).

Bear Grass Charter School  
 Leadership Learning Academy  
 Piedmont IT Academy  
 Richard Milburn Academy  
 Spruce Pine Montessori  
 Union Independent School  
 Water's Edge Village Academy

The school receiving preliminary approval will undergo rigorous training as per the expectations set by the state and federal government for operation of a public charter school. The applicant will further develop the bylaws, policies, and procedures that are deemed necessary for the effective and efficient operation of a charter school. The SBE will review the progress of the school no later than the March 2011 SBE meeting when final approval may be granted.

**Resources:**

N/A

**Input Process:**

Charter school applicants, local education agencies, parents, teachers, students, LFI Committee, and the Department of Public Instruction.

**Stakeholders:**

Charter school applicants, local education agencies, parents, teachers, students, and the Department of Public Instruction.

**Timeline For Action:**

This item is presented for action during the June 2010 SBE meeting.

**Recommendations:**

The Department of Public Instruction recommends the SBE chooses one of the seven listed schools for a preliminary charter.

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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 \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Janice Ham 807-3491

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification****Priority:** Twenty – First Century Systems**Category:** Charter Schools Administration**Policy ID Number:** TCS-U-012**Policy Title:** Charter School Application and Review Process**Current Policy Date:** 12/3/2009**Other Historical Information:****Statutory Reference:** G.S. 115C-238.29A, G.S. 115C-238.29C**Administrative Procedures Act (APA) Reference Number and Category:**

- (a) **Deadline for Filing Charter School Applications.**  
 (1) Applications for charters must be received in the Office of Charter Schools, Room 229, 301 N. Wilmington Street, Raleigh, North Carolina, no later than 5:00 p.m. on the date specified in the charter school application packet for that year.  
 (2) Applications received in the Office of Charter Schools after the deadline specified in (a)(1) shall not be considered.
- (b) **Rejection of Incomplete Applications.**  
 The Office of Charter Schools shall review all timely applications and shall reject incomplete applications.
- (c) **Application Review Committee Responsibilities.**  
 (1) The SBE shall appoint an Application Review (AR) Committee of no more than seven (7) persons. At least one member of the AR Committee shall have expertise in curriculum and one member shall have expertise in business management. Membership on the AR Committee should include persons who are or have been:  
     (i) members of a local board of education;  
     (ii) members of a board of a private nonprofit that operates a charter school or officers or employees of a charter school; and  
     (iii) members of the business community.  
 (2) The AR Committee shall review each complete application and determine whether the application:  
     (i) meets all the requirements of the Charter School Act, N.C. Gen. Stat. § 115C-238.29A *et seq.*;  
     (ii) would achieve one or more of the purposes set forth in G.S. 115C-238.29A;  
     (iii) contains viable governance, business, and education plans; and  
     (iv) satisfies any other requirements adopted by the SBE.

- (3) Of the applications which meet the requirements in (c)(2), the AR Committee shall forward to the SBE those applications which a majority of the AR Committee agrees warrant SBE review.
- (d) SBE Review of Applications and Award of Charters
- (1) The SBE may interview or request information from applicants, their officers, agents or employees or other persons having information regarding the charter application reviewed by the AR Committee.
- (2) When awarding charters, the SBE shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education.
- (3) When determining whether to award a charter, the SBE may consider any factor that it determines will promote the purposes of the Charter School Act, N.C. Gen. Stat. § 115C-238.29A *et seq.*, including but not limited to the extent to which the application:
- (i) Reflects the applicant's commitment to the purposes of the charter school law stated in N.C. Gen. Stat. § 115C-238.29A;
  - (ii) Promotes innovation through charter schools;
  - (iii) Reflects the applicant's planning, research and understanding of educational issues, including budgeting, financing and accounting;
  - (iv) Demonstrates the applicant's commitment to strong governance, including active participation of a large, diverse and locally-based board;
  - (v) Contains proper articles of incorporation and by-laws;
  - (vi) Contains a sound budget that accurately reflects anticipated revenues and costs; including costs associated with maintenance of the school facilities and projected growth;
  - (vii) Describes student admission requirements that comply with N.C. Gen. Stat. § 115C-238.29F(g), including a lottery system that satisfies N.C. Gen. Stat. § 115C-238.29F(g)(6);
  - (viii) Describes a sound plan for acquisition and utilization of an adequate facility;
  - (ix) Describes a sound five (5) year marketing plan that promotes a diverse learning environment; and
  - (x) Any other factor that it determines will promote the purposes of the Charter School Act, N.C. Gen. Stat. § 115C-238.29A *et seq.*
- (4) The SBE may award a charter to any applicant that submits an application that meets the requirements set forth in the statute and adopted by the SBE and when awarding the charter would achieve one or more of the purposes set forth in NC. Gen. Stat. 115C-238.29A.

**EXECUTIVE SUMMARY****Title:** Program Approval 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):** Mr. Rob Hines (Director, LEA Projects)**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:

- high school students who are at risk of dropping out of high school before attaining a high school diploma, or
- 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."

Cumberland County Schools experienced several personnel issues that prevented them from submitting this application by the first week of February 2010 when the others were received, and staff allowed the district extra time to ensure they were able to complete the application. The attachment for this item includes a copy of their application for a program/school under this legislation. Please note that the application is preceded by a document that lists the legislatively-defined minimum requirements for approval and an indication as to whether the application meets each of the criteria. The document contains additional information that may be of interest to SBE members as they evaluate the application.

**Resources:**

N/A

**Input Process:**

LEA personnel and members of the CIHS Joint Advisory Committee, including representatives from the NC Community College System, UNC-General Administration, NC Independent Colleges and Universities, NC New Schools Project, and NC DPI.

**Stakeholders:**

Local Education Agencies, Community Colleges, University of North Carolina, Independent College Personnel, High School Students, Parents, and School Staff

**Timeline For Action:**

This item is presented for action on first reading during the June 2010 State Board of Education meeting.

**Recommendations:**

It is recommended that the SBE approve the programs and exemption requests under the Innovative Education Initiatives Act as presented.

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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 \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Teresa Rickert, 919-807-3199

LEA: Cumberland County Schools

Partner Institution(s): Fayetteville Technical Community College

Proposed school name: Howard Health and Life Sciences High School

Program purpose: Accelerated learning

1. Does the application contain the minimum data required by 115C-238.51 (b)?

- A description of a program that implements the purposes in G.S. 115C-238.50.
- A statement of how the program relates to the Economic Vision Plan adopted for the economic development region in which the program is to be located.
- The facilities to be used by the program and the manner in which administrative services of the program are to be provided.
- A description of student academic and vocational achievement goals and the method of demonstrating that students have attained the skills and knowledge specified for those goals.
- A description of how the program will be operated, including budgeting, curriculum, transportation, and operating procedures.
- The process to be followed by the program to ensure parental involvement.
- The process by which students will be selected for and admitted to the program.
- A description of the funds that will be used and a proposed budget for the program. This description shall identify how the average daily membership (ADM) and full-time equivalent (FTE) students are counted.
- The qualifications required for individuals employed in the program.
- The number of students to be served.
- A description of how the program's effectiveness in meeting the purposes in G.S. 115C-238.50 will be measured.

2. Additional relevant program information useful to governing boards:

- This is a school-within-a-school model serving grades 9-12.
- The school is designed to prepare students for post-secondary education and careers in the health field.
- Local data included with the application indicates a need for individuals to fill health-care related fields in the region.
- The school currently exists as a health sciences–focused campus but was not previously part of the Cooperative Innovative program; district leadership wishes to formalize the school’s participation in the Cooperative Innovative program.
- No additional funding for a principal or other positions should be requested.

Recommended for SBE Approval?	Yes
Additional SBE waivers?	No
Community college system waivers?	No
Meets UNCGA rules per Regulation 400.6.1[R]?	N/A
Meets NCICU Academic Affairs rules?	N/A



**LEA# 260 LEA Name Cumberland County Schools**

**School Name Howard Health and Life Sciences High School**

# **Cooperative Innovative High School Programs**

**NC G.S. 115C-238.50 – 238.55**

## **Application for Cooperative Innovative High School Programs**

2009-10 Application Cycle  
Applications due February 1, 2010

North Carolina State Board of Education  
North Carolina State Board of Community Colleges  
University of North Carolina Board of Governors  
North Carolina Independent Colleges & Universities

## Cooperative Innovative High School Program Application Process and Form

### Directions for Completion

- Read carefully the information contained on this and the following pages prior to completing the application.
- The application must be submitted jointly by local board(s) of education and the governing board of a post-secondary institution.
- Applicants must include a school/program description (limited to 50 words), which will be submitted to the State Board of Education, along with any additional exemption requests beyond the standard exemptions provided with program approval.
- An electronic version of the **entire** application packet will be submitted via e-mail to [CIHSProgram@dpi.state.nc.us](mailto:CIHSProgram@dpi.state.nc.us)
- One (1) hard-copy signature page shall be submitted by the local board of education to:

Chief Academic Officer  
Academic Services and Instructional Support  
North Carolina Department of Public Instruction  
6368 Mail Service Center  
Raleigh, NC 27699-6368

A Joint Advisory Committee, appointed by the Governing Boards, shall review the applications and recommend to the appropriate Governing Boards those programs that meet the requirements and that achieve the purposes set out in G. S. 115C-238.50. The Governing Boards may approve other programs that were not recommended. The Governing Boards shall make approval decisions by **June 30** of each year. You will be contacted if clarification is needed. Please ensure correct contact information is provided.

## **Descriptive Information and Requirements**

### **I. Target population according to GS115C-238.50 (a)**

1. High school students who are at risk of dropping out of school before attaining a high school diploma; or
2. High school students who would benefit from accelerated academic instruction.

### **II. Goals that shall be adopted for the program (GS115C-238.50 (b))**

1. Prepare students adequately for future learning in the workforce or in an institution of higher education.
2. Expand students' educational opportunities within the public school system.
3. Focus on the core academic standards represented by the college preparatory or tech prep programs of study as defined by the State Board of Education.
4. Encourage the cooperative or shared use of resources, personnel and facilities between public schools and higher education institutions.
5. Integrate and emphasize both academic and technical skills necessary for students to be successful in a more demanding and changing workplace.
6. Emphasize parental involvement and provide consistent counseling, advising and parent conferences so that parents and students can make responsible discussions regarding course taking and can track the student's academic progress and success.
7. Be accountable for meeting measurable student achievement results.
8. Encourage the use of different and innovative teaching methods.
9. Establish joint institutional responsibility and accountability for support of students and their success.
10. Utilize existing funding sources for high school, college, university, and vocational programs and actively pursue new funding from other sources.
11. Develop methods for early identification of potential participating students in middle grades and through high school.
12. Reduce the percentage of students needing remedial courses upon their initial entry from high school into a community college or university

### **III. Per GS115C-238.50 (c), programs that target students at risk of dropping out of high school before attaining a high school diploma shall:**

1. Provide these students with the opportunity to graduate from high school possessing the core academic skills needed for post secondary education and high-skilled employment.
2. Enable students to complete a technical or academic program in a field that is in high demand and has high wages.
3. Set and achieve goals that significantly reduce dropout rates and raise high school and college/university retention, certification, and degree completion rates.
4. Enable students to complete these programs to pass employer exams, if applicable.

### **IV. Per GS115C-238.50 (d), programs that offer accelerated learning programs shall:**

1. Provide a flexible, customized program of instruction for students who would benefit from accelerated, higher level coursework or early graduation from high school.

2. Enable students to obtain a high school diploma in less than four years, to begin or complete an associate degree, to master a certificate or vocational program, or to earn up to two years of college credit.
3. Offer a college preparatory academic core and in-depth studies in a career or technical field that will lead to advanced program or employment opportunities in engineering, health sciences, or teaching.

**V. Per GS115C-238.50 (e), Cooperative innovative high school programs may include:**

1. A school within a school,
2. A technical high school, or
3. A high school or technical center located on the campus of a college or university.

**VI. Per GS115C-238.50 (f), Student Eligibility**

Students may attend as early as ninth grade.

**VII. Per GS115C-238.52 (a), other education partners that may participate in the development of a cooperative innovative programs include:**

1. A private business or organization.
2. The county board of commissioners in the county in which the program is located.

**VIII. Per GS115C-238.52 (b), any partner listed above who participates shall:**

1. Jointly apply with the local board of education and the local board of trustees to establish a cooperative innovative program;
2. Be identified in the application; and
3. Sign the written agreement.

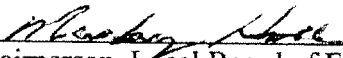
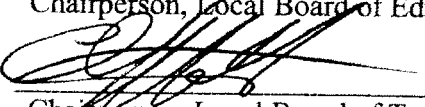
# Cooperative Innovative High School Program Application Form

## Part I – Identification and Signature Page

LEA # 260 LEA Name Cumberland County Schools

School Name Howard Health and Life Sciences High School

1. Application partner signatures (signatures of all partners are required):

 _____ Chairperson, Local Board of Education	<u>3-9-10</u> _____ Date
 _____ Chairperson, Local Board of Trustees of Community College	<u>3-5-10</u> _____ Date
_____ Chairperson, Board of Trustees, UNC Campus	_____ Date
_____ Chairperson, Board of Trustees, Independent College/University	_____ Date
_____ Business Partner or County Commissioners	_____ Date

2. Contact for information contained in the application

Name Allison Violette Title Assoc. Supt. Curriculum and Instruction  
Telephone 910-678-2407 E-mail aviolette@ccs.k12.nc.us  
Mailing Address: 2465 Gillespie St.  
Fayetteville, NC 28306

Fax number: 910-678-2666

3. Post-evaluation Signatures (Applicants please leave this area blank)

Application is  Approved  Not approved

\_\_\_\_\_  
Chairperson, State Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson, State Board of Post-secondary Partner

\_\_\_\_\_  
Date

**Part II – Target Population**

1. Target population – please check the population(s) to be served.

- High school students at risk of dropping out before acquiring a high school diploma.
- High school students who would benefit from accelerated academic instruction.

2. Program configuration – please check the configuration to be implemented.

- A school within a school
- A technical high school
- A high school or technical center located on the campus of a community college

3. Eligible students to be served. **(Check all that apply.)**

- Grade 9     Grade 10     Grade 11     Grade 12     Grade 13

**Part III – Programmatic Information**

**(1) Describe the program to address the purposes in G.S. 115C-238.50. (Please limit description to 50 words.)**

Howard Health & Life Sciences High School (HHLSHS) is an innovative small school designed to prepare students for post-secondary education and careers in health related fields. HHLSHS, a NC New Schools Project school, provides students an opportunity to earn 1½ years of college credit while completing a high school diploma.

**(2) Please explain how the program relates to the Economic Vision Plan adopted for the economic development region where the program is to be located?**

The expansion of Fort Bragg as part of the Base Realignment and Closure Commission (BRAC) process provides significant opportunities for new investment, particularly for Cumberland and surrounding counties. The BRAC Regional Task Force has facilitated many studies that reinforce the need for career-themed schools. A few key findings from the Comprehensive Regional Growth Plan for the Fort Bragg Region, completed in September 2008, include:

- Seven of the current top 20 wage earning jobs in the Fort Bragg region were directly related to medical careers.
- A total of 44,618 jobs will be created by 2016 as a result of normal growth and the additional military investment in the region.
- Right behind government jobs, the second largest job gain is expected to be in the health care and social assistance sector. The health care and social services sector is projected to support an additional 14,817 jobs in the region by 2016.
- Approximately 3,096 jobs will be created between 2006 and 2016 for registered nurses, physical therapists, physician assistants, physicians and surgeons, optometrists, and dental hygienists, and an estimated 8,628 jobs will be created for home health aides, personal and home care aides, nurses aides, orderlies, and attendants.

In 2002, the Cecil G. Sheps Center for Health Services Research compiled data relating to the need for health professionals in North Carolina.

	<b>Cumberland County</b>	<b>North Carolina</b>
Physicians	14.9	20.1
Primary Care Physicians	6.9	8.5
Pharmacists	6.0	8.6
Registered Nurses	70.8	89.9
Nurse Practitioners	2.2	2.4
Physician's Assistants	3.8	2.4
*Numbers represent number of professionals per 10,000 members of the population		

This data proves that there is a regional shortage of employees in health-related careers that mirrors the state and national trends. HHLSHS offers a health-theme designed to expose students, beginning in the ninth grade, to careers in diverse medical fields. HHLSHS will introduce more students to medical careers and lead to a larger, more prepared pool of health professionals for our area.

Through partnerships with local health agencies and programs sponsored by Southern Regional Area Health Education Center, students meet guest speakers from various healthcare providers. Students also participate in job shadowing opportunities that provide real-life experiences that are relevant to career interests and future economic development interests.



**(3) Please describe the facilities to be used by the program and how administrative services will be provided.**

HHLSHS is located on a small campus, formerly an elementary school, in Cumberland County, approximately five miles from the campus of Fayetteville Technical Community College (FTCC). The high school enrollment is diverse, mirroring the population of Cumberland County.

The campus size allows for personalization in that there is no anonymity. Students are served in eight classrooms, three labs, a small media center, and three computer labs. The administrative and guidance office areas are located near the front of the school with an open space that is easily accessed by students, staff and parents. The building is owned and maintained by the Cumberland County Schools.

Beginning with tenth graders, instructors from FTCC teach classes within designated classrooms on the HHLSHS campus. Seniors can attend classes on the campus of FTCC. FTCC has provided classroom space, parking decals, and access to computers for the HHLSHS teacher located on its campus. Students attend a variety of classes throughout the FTCC campus. In addition, a designated classroom space has been provided for the AVID (Advancement Via Individual Determination) course, which is taught by a HHLSHS teacher. This teacher serves as an instructor and a liaison between both facilities.

**(4) List the student academic and vocational achievement goals and the method(s) to be used to demonstrate that students have attained the skills and knowledge specified for the listed goals.**

Our overall goal for students is to provide rigorous learning opportunities and develop college or career readiness. The following chart summarizes academic and vocational goals along with evaluation methods to document success.

<b>Goals for Students</b>		<b>Outcomes</b>	<b>Assessment</b>
<i>Academic</i>	<i>Vocational</i>	<i>Knowledge/Skills</i>	<i>Evaluation Method</i>
<p>Students will take all honors level courses where they are offered</p> <p>All students will participate in the AVID program all four years to help with the goal of being college-ready</p> <p>Students will meet the minimum university admissions requirements</p> <p>Students will enroll in general education courses through FTCC and demonstrate successful completion</p> <p>Students will graduate with a high level of math, science, and technology skills</p>	<p>All students will be enrolled in Computer Application I and II at the high school level</p> <p>Students will be eligible to enroll in vocational and certification programs (Nurses Aid, EMS Basic, Medical Coding) offered at FTCC provided they meet the prerequisites of the program area</p>	<p>Students will be proficient in communication, math, science, and technology competencies</p> <p>Students will be able to research, analyze, and interpret a body of knowledge to make data driven decisions</p> <p>Students will successfully complete First Aid and CPR requirements</p> <p>Students will be capable of working in collaborative groups to accomplish a common goal</p>	<p>Students will create a portfolio to display all academic assessment data, work samples in all subject areas, and personal reflections in their journal to become college ready</p> <p>Students will participate in the graduation project and have evidence of completion</p> <p>All student transcripts will provide evidence of the rigorous course work taken at the high school level and reflect the student's dual enrollment and successful completion in college courses offered through FTCC</p> <p>Students will earn credentials where applicable</p> <p>The school will maintain a four-year cohort graduation rate of &gt;95% as reported on the annual School Report Card</p>

**(5) Describe the program's operation:**

*(a) Curriculum*

Howard Health and Life Sciences High School (HLSHS) is a health-themed school. Every course is integrated with a focus on health and life sciences. In addition to completing the North Carolina Standard Course of Study, students have additional requirements and projects that relate to the school theme. A few examples include, but are not limited to, the following student assignments:

- Complete a research paper on a disease
- Read and respond to theme-related articles using low and high stakes writing
- Create a portfolio on a career
- Graph and analyze data on health disparities, obesity, and other health/wellness topics
- Create a historical overview of the impact of health sciences in modern medicine

The theme is also integrated throughout the high school experience in the form of field trips, job-shadowing, health conferences, and tours. Students are afforded the opportunity to job shadow in various health-related careers through a partnership with Cape Fear Valley Health System. Students can spend a day in the field working and observing medical experts. Other job shadowing opportunities are offered through private practices, veterinarian offices, and Southern Regional Area Health Education Center (SRAHEC). Students also participate in a behind-the-scenes tour at Cape Fear Valley Medical Center and various career exploration activities with SRAHEC. Each year, SRAHEC hosts two health conferences and a week-long summer experience.

HLSHS participates in an accelerated curriculum, with students enrolling in Future Ready Core Coursework towards graduation. During the freshman year, students are enrolled in English I, English II, Health/PE, World History, Computer Applications I, Computer Applications II, and two levels of math. The math option depends on the level of math completed in the eighth grade. If students finished their eighth grade year with general math, then during their freshman year they will take Algebra I and Geometry. If students finished their eighth grade year with Algebra I, then during their freshman year they will take Geometry and Algebra II. Each year, students will take progressively more college courses and less high school courses. We do not offer JROTC, cultural arts, or an extensive career and technical education program. Therefore, in lieu of these options, students take college courses as their electives. During the sophomore and junior years, college instructors from FTCC come to the high school campus to teach students. High school teachers work hand-in-hand with the college instructors to support students.

In order to build stronger relationships with peers and teachers, students are enrolled in multi-aged groups with one Advancement Via Individual Determination (AVID) Advisor that will serve as a guide throughout their entire high school experience. The AVID teacher serves as an adult advocate for their students. AVID is a college-readiness system designed to increase the number of students who successfully enroll in four-year colleges. In the accelerated elective class, AVID students receive support through a rigorous curriculum and ongoing structured tutorials. AVID elective teachers support AVID students by providing academic training, managing tutorials, working with faculty and parents, and helping students develop long-range academic and personal plans.

The following chart outlines courses that students take throughout their high school experience. This course of study is the minimum guide; however, students may opt to take additional college courses during the evenings (beginning in the spring semester of their tenth grade year) and during the summer. Students who demonstrate a high level of student achievement will be allowed to accelerate their learning.

<b>FRESHMAN YEAR</b>	
English I Honors	English II Honors
Algebra I or Geometry Honors	Geometry Honors or Algebra II Honors
Health/PE	World History Honors
Computer Applications I	Computer Applications II
<b>AVID</b>	
<b>SOPHOMORE YEAR</b>	
Earth/Environmental Science Honors	Biology Honors
Spanish I	Spanish II
Civics & Economics Honors	Algebra II Honors, Advance Functions and Modeling Honors, or Pre-Calculus Honors
English III Honors	2 (FTCC) College Level Course(s)
<b>AVID</b>	
<b>JUNIOR YEAR</b>	
Physical Science Honors	Chemistry Honors
US History Honors	English IV Honors
Advance Functions and Modeling Honors, Pre-Calculus Honors, or Calculus Honors	2 (FTCC) College Level Course(s)
1 (FTCC) College Level Course	
<b>AVID</b>	
<b>SENIOR YEAR</b>	
Leadership	Anatomy and Physiology
3 (FTCC) College Level Course(s)	3 (FTCC) College Level Course(s)
<b>AVID</b>	

*(b) Transportation*

Students who live in the Douglas Byrd district receive school bus transportation to HHLSHS. Because we operate on a three-tier system, the start and end time for the school day will be adjusted to accommodate the schedule. Students living outside the Douglas Byrd district are required to provide their own transportation to the school.

Cumberland County Schools offers transportation for senior students traveling from the campus of HHLSHS to FTCC to take college courses. There is one departure time leaving from HHLSLS to go to the college campus and one departure time from FTCC returning to the campus of HHLSHS.

*(c) Operating Procedures*

HHLSHS will operate from 9:15 AM – 4:30 PM. The academic calendar will align with schedules at FTCC. Therefore, school will begin around the first week of August and end the around the last week of May. We will operate on a hybrid schedule where most classes will be 4X4; yet some college courses may be less than 18 weeks. AVID is a year-long course. This flexibility allows us to best meet the needs of students taking a variety of coursework at different times and levels.

**(6) How will the school administration promote and measure parental involvement?**

The School Improvement Team includes parent and student representatives. Their input is extremely important to the development of HHLSHS curriculum and engagement activities. Parents will also participate in AVID workshops and meetings throughout the year. Special events are scheduled periodically to provide information to parents and publicize student work.

The principal actively requests parental involvement and input through monthly meetings. After randomly selecting parents within targeted grade levels, a discussion forum is held. Parents are also invited to do a classroom walkthrough with the principal, discuss any issues or areas of concern, and participate in celebration reports.

**(7) Please describe the process for student selection and admission. Include specific selection criteria.**

All eighth graders throughout the county are eligible to select HHLSHS as their school of choice. Applications are accepted in the spring semester of the students' eighth grade year. Each year, a new ninth grade class will be added to the school's population. Upper-class students will also be considered provided there is space. The total population of the school is not to exceed 300.

Perhaps the most critical component of the HHLSHS experience will be the student assessment element. Monitoring student progress throughout the program will be a vital aspect of the students' high school and college experience. Therefore, it is imperative that students are able to work in rigorous classroom environments. Selection criteria are based on:

- teacher/counselor recommendations
- minimum GPA requirement of at least 2.5
- attendance records
- interviews with the student and parent/guardian
- review of individual 4-year course selection plan

Staff will construct a student profile utilizing all available assessment data from previous school years. This analysis will identify existing strengths and weaknesses of the students from the outset. The application review process for HHLSHS is designed to be multi-tiered including a student application, references and/or interview, and academic transcript. After a student completes the HHLSHS application, the principal will meet with parents and students to answer questions about the high school, review the student's career goals, and begin to establish a connection and relationship with a staff member.

Prior to the meeting, the academic transcript will be reviewed to facilitate discussion about potential areas of support that the high school and college staff can give to ensure success. At the parent/student interview, the principal will get to know each student on a personal basis and collect information about the student's career goals and previous school challenges and successes. This will provide a framework to begin developing the best program of study on the college level that will allow the student to graduate high school in four and earn college credits.

The applicant's academic records should exemplify the ability to complete grade level work considering that some applicant records may not be reflective of true performance potential. All interviews include questions to identify potential strengths, weaknesses, and whether a student has felt "challenged" thus far in his/her schooling career. The principal will check recommendations to compare the students and parents' ideas with that of current school staff, administration, and the community members' perspectives of the applicant. The maturity level of candidates will be examined throughout the application process. A student's desire to attend is a key factor to acceptance and success at HHLSHS.

## **(8) Budget**

*(a) How will funds be used? (Include how the average daily membership (ADM) and full-time equivalent (FTE) students are counted).*

There are approximately 15,474 high school students throughout the district. The FTE enrollment of Douglas Byrd High School is 1,214. At full capacity, Howard Health and Life Sciences will not exceed 300. The current average daily membership is 203 students. Funds are made available by New Schools Project through the Bill & Melinda Gates Foundation, local, and state support. A large portion of the funds have been generated through the support of the Cumberland County Schools.

Local funds will be used for salaries, instructional supplies and materials, transportation between campuses, and college textbooks.

(b) Proposed budget –Duplicate as necessary.

<b>Program Costs Category/Activity (Include Itemized Description)</b>		
Salaries and Benefits	All salaries and benefits paid to staff through state and local funds	
		Total Salaries and Benefits
Contracted Services	No contracted services required to run this program	
		Total Contracted Services
Staff Development		
		Total Staff Development
Travel		
		Total Travel
Supplies and Material	College textbooks offered to students at no cost	
		Total Supplies and Materials
		\$35,000 per year
Equipment	Equipment will be provided by local sources	
		Total Equipment
Other (specify)	Transportation between campuses	
		Total Other
		\$7252.00 per year
	<b>GRAND TOTAL</b>	<b>\$42,252.00</b>

**(9) Describe the specific positions and minimum qualifications of employees in the program.**

- 2 highly qualified English teachers
- 2 highly qualified social studies teachers
- 1 highly qualified business technology teacher
- 3 highly qualified math teachers
- 3 highly qualified science teachers
- 1 highly qualified foreign language teacher
- .5 highly qualified physical education teacher
- 1.5 high qualified AVID teachers

All teachers meet high qualified standards by having a current license in the appropriate content area and at least a bachelor's degree from an approved educational institution.

**(10) How many students will be served?**

HHLSSHS is designed to enroll up to 75 new freshmen each year. The maximum size of the school will never exceed 300 students. Currently, the school serves 54 freshman, 52 sophomores, 41 juniors and 51 seniors.



**(11) How will program effectiveness (to meet the purposes in G.S. 115C-238.50) be measured, i.e., ABCs results, VOCAT performance, employer surveys, dropout rates, graduation rates, and college-going rates?**

Summative evaluation tools will be used to measure student progress and program effectiveness. Students and staff will be held accountable for the North Carolina ABC results, Federal AYP standards, and *No Child Left Behind* regulations. The 2008-2009 School Report Card for HHLSHS documents that 77.6% of students mastered state End-of-Course assessments last year. This success rate is much higher than the county (66.5%) and state (71.4%) averages. The four-year graduation cohort is >95%, with only one dropout reported over the past four years. These data compare favorably to the district rate of 73% and the state rate of 71%.

Students enrolled at HHLSHS will be assessed through quantitative and qualitative measures beyond the required end-of-course (EOC) expectations. Nationally normed tests will be used as students progress through various courses. The results of these examinations will serve as an indicator of student progress comparing students with others across the county, state, and country. These tests also will be useful in assessing instructional techniques; the end result may be a change in instructional strategies to achieve better comprehension of the material being taught. Assessments will include the use of technology skills as students explore personal activities in the community—all aimed toward meeting their own personal career goals. Last year, 96.4% of students successfully passed the VOCAT Computer Applications assessment.

A variety of assessments will be commonplace to guide continuous growth, including class projects, portfolios, real-work experiences and internships, hands-on activities, incorporation of current events, literacy and technology skills, and community involvement and partnerships personalized around career goals and programs of study. Each year, students will build oral presentation skills in AVID by delivering speeches on prepared research materials.

Formative assessments will include progress reports at mid-term of each grading period, report cards every quarter, and student-led conferences at least twice a year. Attention will focus on allowing students to interact through in peer assessment opportunities within their class projects, college and guidance orientation course, and conferences. Nine week tests will be given to identify students' strengths and weaknesses and those students who need additional support in preparation for standardized assessments. An integral part of the assessment structure will be a referral process to ensure students who are struggling receive the assistance they need from school and/or FTCC staff in core academic areas.

Students will participate in college coursework throughout their experience at HHLSHS, including two college courses during the tenth grade year. The college course load will continue to increase throughout each student's program of study. Students will receive feedback on a regular, ongoing basis. Revisions on assignments will be encouraged in an effort to improve the quality of the students' work. A goal of the HHLSHS staff will be to teach students to use self-reflective evaluation techniques. Students will become adept at using a set of established criteria to judge the quality of their own work based on teacher/student-made rubrics designed at the time of the assignment. Utilizing this strategy will encourage students to accept a greater responsibility for the evaluation process.

In addition to self-evaluations, students will use peer evaluations as they review their work. Use of this assessment technique will promote the development of upper-level critical thinking and problem-solving skills. Academic benchmark goals will be identified for each student and reviewed periodically in collaborative planning sessions by secondary and postsecondary teachers.

**(12) The State Board of Education provides several routine program exemptions (waivers) automatically with program approval. These exemptions are identified below. Please pay special attention to the applicable conditions for each exemption.**

<b>State Board of Education Cooperative Innovative Program Waivers</b>			
These are included with program approval; please do not apply for these exemptions.			
<b>SBE Waiver ID</b>	<b>Waiver Description</b>	<b>Applicable Conditions</b>	<b>Waiver Type</b>
CA-1	Waive requirements of 115C-84.2 (“Calendar Bill”), regulating the opening and ending dates of the public school instructional calendar.	Automatic exemption applies only to schools operating on the campus of a community college or university; all others must request waiver.	Calendar
P-1	Waive requirements of seven paid staff members or one hundred students to qualify for state support for a principal, paid at level three.	Allowed for 1 <sup>st</sup> year only; after the first year, programs without seven paid staff or 100 students must support principals using local funds.	Personnel
P-2	Allow the NC principal certification requirements to be waived.	Non-certified principals shall enroll in an accredited principal certification program and shall complete certification within three years.	Personnel
CU-1	Allow students to meet graduation requirements by substituting a college-level course for an approved high school course, as appropriate. This includes permitting multi-course sequences to meet requirements, and includes all core curriculum areas and foreign languages.	<ul style="list-style-type: none"> <li>• School must specify in their application the high school course(s) to be replaced (i.e., English II) and the associated college-level course(s) (i.e., ENG 211 and 212) for which credit will be given.</li> <li>• Students must pass the college-level course.</li> <li>• Students must pass the EOC exam only when the EOC is part of the high school exit requirement.</li> </ul>	Curriculum
TST-1	Allow Early College High School students to test out of required high school courses by taking and passing the End-of-Course test.	Students must score at the 70 <sup>th</sup> percentile or higher on the EOC to obtain the exemption.	Testing
TST-2	Allow Early College High School students to test out of required non-EOC high school courses by scoring 85 or higher on requisite final exams.	Students must score at least an 85 on the course final exam.	Testing

Please use the space provided on the following pages to list any **additional** exemptions from laws and rules applicable to a local board of education, an LEA (local school administrative unit), a community college, a constituent institution of the UNC System, or a local board of trustees, that may be necessary for successful program operation. **Space is provided for each governing board; use only the space for the applicable board.** Add rows to the table as necessary.

**STATE BOARD OF EDUCATION**

Identify the state law, regulation, or SBE policy to be waived (Please provide a specific reference)	Specify the rationale for the exemption (Please include explicit examples)

**NC COMMUNITY COLLEGE BOARD**

Identify the state law, regulation, or NCCCS policy to be waived (Please provide a specific reference)	Specify the rationale for the exemption (Please include explicit examples)

**UNC BOARD OF GOVERNORS**

<b>Identify the state law, regulation, or UNC GA policy to be waived (Please provide a specific reference)</b>	<b>Specify the rationale for the exemption (Please include explicit examples)</b>

**NC INDEPENDENT COLLEGES AND UNIVERSITIES**

<b>Identify the state law, regulation, or SBE policy to be waived (Please provide a specific reference)</b>	<b>Specify the rationale for the exemption (Please include explicit examples)</b>

## **Legislative Reference**

The legislative language authorizing the Cooperative Innovative High School program is provided below as a reference for districts and their partners during development of the program application.

### **FLEXIBILITY FOR HIGH SCHOOL INNOVATION [SL2005-276, section 7.33(a)]**

**SECTION 7.33.(a)** Part 9 of Article 16 of Chapter 115C of the General Statutes reads as rewritten:

"Part 9. Cooperative Innovative High School Programs.

#### **"§ 115C-238.50. Purpose.**

- (a) The purpose of this Part is to authorize local boards of education to jointly establish with one or more boards of trustees cooperative innovative programs in high schools and colleges or universities that will expand students' opportunities for educational 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 school before attaining a high school diploma; or
  - (2) High school students who would benefit from accelerated academic instruction.
- (b) All the cooperative innovative high school programs established under this Part shall:
- (1) Prepare students adequately for future learning in the workforce or in an institution of higher education.
  - (2) Expand students' educational opportunities within the public school system.
  - (3) Be centered on the core academic standards represented by the college preparatory or tech prep program of study as defined by the State Board of Education.
  - (4) Encourage the cooperative or shared use of resources, personnel, and facilities between public schools and colleges or universities, or both.
  - (5) Integrate and emphasize both academic and technical skills necessary for students to be successful in a more demanding and changing workplace.
  - (6) Emphasize parental involvement and provide consistent counseling, advising, and parent conferencing so that parents and students can make responsible decisions regarding course taking and can track the students' academic progress and success.
  - (7) Be held accountable for meeting measurable student achievement results.
  - (8) Encourage the use of different and innovative teaching methods.
  - (9) Establish joint institutional responsibility and accountability for support of students and their success.
  - (10) Effectively utilize existing funding sources for high school, college, university, and vocational programs and actively pursue new funding from other sources.
  - (11) Develop methods for early identification of potential participating students in the middle grades and through high school.
  - (12) Reduce the percentage of students needing remedial courses upon their initial entry from high school into a college or university.
- (c) Programs developed under this Part that target students who are at risk of dropping out of high school before attaining a high school diploma shall:
- (1) Provide these students with the opportunity to graduate from high school possessing the core academic skills needed for postsecondary education and high-skilled employment.
  - (2) Enable students to complete a technical or academic program in a field that is in high demand and has high wages.
  - (3) Set and achieve goals that significantly reduce dropout rates and raise high school and college retention, certification, and degree completion rates.
  - (4) Enable students who complete these programs to pass employer exams, if applicable.
- (d) Cooperative innovative high school programs that offer accelerated learning programs shall:

- (1) Provide a flexible, customized program of instruction for students who would benefit from accelerated, higher level coursework or early graduation from high school.
  - (2) Enable students to obtain a high school diploma in less than four years, to begin or complete an associate degree program, to master a certificate or vocational program, or to earn up to two years of college credit.
  - (3) Offer a college preparatory academic core and in-depth studies in a career or technical field that will lead to advanced programs or employment opportunities in engineering, health sciences, or teaching.
- (e) Cooperative innovative high school 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.
- (f) Students are eligible to attend these programs as early as ninth grade.

**"§ 115C-238.50A. Definitions.**

The following definitions apply in this Part:

- (1) Constituent institution. – A constituent institution as defined in G.S. 116-2(4).
- (2) Education partner. – An education partner as provided in G.S. 115C-238.52.
- (3) Governing board. – The State Board of Community Colleges, the Board of Governors of The University of North Carolina, or the Board of the North Carolina Independent Colleges and Universities.
- (4) Local board of trustees. – The board of trustees of a community college, constituent institution of The University of North Carolina, or private college located in North Carolina.

**"§ 115C-238.51. Application process.**

- (a) A local board of education and at least one local board of trustees shall jointly apply to establish a cooperative innovative high school program under this Part.
- (b) The application shall contain at least the following information:
  - (1) A description of a program that implements the purposes in G.S. 115C-238.50.
  - (2) A statement of how the program relates to the Economic Vision Plan adopted for the economic development region in which the program is to be located.
  - (3) The facilities to be used by the program and the manner in which administrative services of the program are to be provided.
  - (4) A description of student academic and vocational achievement goals and the method of demonstrating that students have attained the skills and knowledge specified for those goals.
  - (5) A description of how the program will be operated, including budgeting, curriculum, transportation, and operating procedures.
  - (6) The process to be followed by the program to ensure parental involvement.
  - (7) The process by which students will be selected for and admitted to the program.
  - (8) A description of the funds that will be used and a proposed budget for the program. This description shall identify how the average daily membership (ADM) and full-time equivalent (FTE) students are counted.
  - (9) The qualifications required for individuals employed in the program.
  - (10) The number of students to be served.
  - (11) A description of how the program's effectiveness in meeting the purposes in G.S. 115C-238.50 will be measured.
- (c) The application shall be submitted to the State Board of Education and the applicable governing Boards. The Boards shall appoint a joint advisory committee to review the applications and to recommend to the Boards those programs that meet the requirements of this Part and that achieve the purposes set out in G.S. 115C-238.50.
- (d) The Boards may approve programs recommended by the joint advisory committee or may approve other programs that were not recommended. The Boards shall approve all applications by June

30 of each year. No application shall be approved unless the State Board of Education and the applicable governing Board find that the application meets the requirements set out in this Part and that granting the application would achieve the purposes set out in G.S. 115C-238.50. Priority shall be given to applications that are most likely to further State education policies, to address the economic development needs of the economic development regions in which they are located, and to strengthen the educational programs offered in the local school administrative units in which they are located.

**"§ 115C-238.52. Participation by other education partners.**

(a) Any or all of the following education partners may participate in the development of a cooperative innovative program under this Part that is targeted to high school students who would benefit from accelerated academic instruction:

- (1) Repealed effective July 1, 2005.
- (2) Repealed effective July 1, 2005.
- (3) A private business or organization.
- (4) The county board of commissioners in the county in which the program is located.

(b) Any or all of the education partners listed in subsection (a) of this section that participate shall:

- (1) Jointly apply with the local board of education and the local board of trustees to establish a cooperative innovative program under this Part.
- (2) Be identified in the application.
- (3) Sign the written agreement under G.S. 115C-238.53(b).

**"§ 115C-238.53. Program operation.**

(a) A program approved by the State is accountable to the local board of education.

(b) A program approved under this Part shall operate under the terms of a written agreement signed by the local board of education, local board of trustees, State Board of Education, and applicable governing Board. The agreement shall incorporate the information provided in the application, as modified during the approval process, and any terms and conditions imposed on the program by the State Board of Education and the applicable governing Board. The agreement may be for a term of no longer than five school years.

(c) A program may be operated in a facility owned or leased by the local board of education, the local board of trustees, or the education partner, if any.

(d) A program approved under this Part shall provide instruction each school year for at least 180 days during nine calendar months, shall comply with laws and policies relating to the education of students with disabilities, and shall comply with Article 27 of this Chapter.

(e) A program approved under this Part may use State, federal, and local funds allocated to the local school administrative unit, to the applicable governing Board, and to the college or university to implement the program. If there is an education partner and if it is a public body, the program may use State, federal, and local funds allocated to that body.

(f) Except 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.

**"§ 115C-238.54. Funds for programs.**

(a) The Department of Public Instruction shall assign a school code for each program that is approved under this Part. All positions and other State and federal allotments that are generated for this program shall be assigned to that school code. Notwithstanding G.S. 115C-105.25, once funds are assigned to that school code, the local board of education may use these funds for the program and may transfer these funds between funding allotment categories.

(b) The local board of trustees may allocate State and federal funds for a program that is approved under this Part.

(c) An education partner under G.S. 115C-238.52 that is a public body may allocate State, federal, and local funds for a program that is approved under this Part.

(d) If not an education partner under G.S. 115C-238.52, a county board of commissioners in a county where a program is located may nevertheless appropriate funds to a program approved under this Part.

(e) The local board of education and the local board of trustees are strongly encouraged to seek funds from sources other than State, federal, and local appropriations. They are strongly encouraged to seek funds the Education Cabinet identifies or obtains under G.S. 116C-4.

**"§ 115C-238.55. Evaluation of programs.**

The State Board of Education and the governing Boards shall evaluate the success of students in programs approved under this Part. Success shall be measured by high school retention rates, high school completion rates, high school dropout rates, certification and associate degree completion, admission to four-year institutions, postgraduation employment in career or study-related fields, and employer satisfaction of employees who participated in and graduated from the programs. Beginning October 15, 2005, and annually thereafter, the Boards shall jointly report to the Joint Legislative Education Oversight Committee on the evaluation of these programs. If, by October 15, 2006, the Boards determine any or all of these programs have been successful, they shall jointly develop a prototype plan for similar programs that could be expanded across the State. This plan shall be included in their report to the Joint Legislative Education Oversight Committee that is due by October 15, 2007.