



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
H. Martin Lancaster, President

May 22, 2006

TO: Select Presidents

Dr. William Aiken	Dr. Stephen Greiner	Dr. Scott Ralls
Dr. Joseph Barwick	Dr. Cecil Groves	Dr. Mary Rittling
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Dr. Jim Burnett	Dr. Kathleen Matlock	Dr. Bryan Wilson
Dr. Charles Chrestman	Dr. John McKay	
Dr. Matthew Garrett	Dr. Eric McKeithan	
Dr. Gary Green	Dr. Norman Oglesby	

FROM: Kenneth L. Whitehurst, Associate Vice President
Academic and Student Services

RE: Approval of Cooperative Innovative High School Programs and
Exemptions (Part II)

Congratulations! On May 19, 2006, the State Board of Community Colleges approved your applications 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.” (G.S. 115C-238.50) Your applications addressed the economic development needs in the economic development regions in which you are located and will strengthen the educational programs offered to North Carolina public school students.

As required by G.S. 115C-238.53 (attachment 2), you are now required to complete a written agreement with signatures of the local board of trustees of the community college, the local board of education, the State Board of Education and the State Board of Community Colleges that incorporates information in the application as modified by the tables of approved exemptions (attachment 1).

S06-019
E-mail

Selected Presidents

Page 2

May 22, 2006

To facilitate this requirement, **please complete attachment 3 and return it by June 15, 2006** to:

Elsie C. Leak, Ed. D.
Associate Superintendent
Curriculum and School Reform Services
MSC 6307
Raleigh, NC 27699-6307

Your agreement will operate for a term of no longer than five school years beginning July 1, 2006 and ending June 30, 2011. Your program may use state, federal and local funds allocated to the local administrative unit, to the State Board of Community Colleges, and to the community college for implementation.

We wish you much success in this collaborative endeavor and look forward to assisting you as needed. Should you have questions, please contact Dr. Elsie Leak at 919-807-3761 (public schools questions) or Ken Whitehurst at 919-807-7098 (community college questions).

Attachments:

1. NC Community Colleges Approved Exemptions
2. G. S. 115C-238.51
3. Agreement

KW/pck

c: Dr. Delores A. Parker, NCCCS
Dr. Janice O. Davis, NCDPI
Dr. Elsie C. Leak, NCDPI
Dr. Tony Habit, NSP
Ms. Carolyn White, NSP

S06-019
Email

State Board of Community College Approved Exemptions

1. Brunswick Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
A. To allow the Brunswick County Early College High School (BCECHS) students to enroll in community college courses regardless of their age and to generate FTE reimbursement for Brunswick Community College. 23NCAC2C, 0305 (b) & (8c).	The design principles of the Brunswick County Early College High School align the high school courses, community college courses and the blended courses in a manner that will allow students to graduate with both a high school diploma and an AA, AS, or AAS degree within four years. The developed curriculum design has students taking community college level courses starting in the ninth grade. The curriculum design has a spiral approach that builds and expands on previous courses, both high school and community college. Generating FTE's is critical to the Brunswick Community College in order to facilitate and support the expanded faculty support for the Early College High School's curriculum design.	Approved to enroll BCECHS students in grades 9-12/13 in courses numbered 100 and above and generate FTE reimbursement.
B. To allow BCECHS students to enroll in summer classes at Brunswick Community College. Operating Procedures Manual, Enrollment of High School Students in Community College courses and Programs.	Several of the Brunswick Community College AAS programs of study require summer school attendance or work based learning for credit. Additionally, students that may have coursework issues and need to make up work or courses to stay on their graduation track may need to take summer courses. Additionally, there will be students that will want to take an elective course during courses offered during the summer.	Approved

<p>C. To allow BCECHS students to enroll community college classes without regard to the displacement of traditional college students Operating Procedures Manual, enrollment of High School Students in Community College Courses and Programs.</p>	<p>Students, parents and BCECHS administrators need the assurance that community college courses will be available as students progress through their individualized courses of study (four year plans) and that they will not be denied access due to the traditional students course loads. Brunswick Community College must be able to address attendance/course enrollment issues by Early College High School students in the same manner as they do with traditional students.</p>	<p>Approved</p>
<p>D. To allow full-time BCECHS students who are enrolled in one high school course to enroll in more than one college course for which they are eligible. G.S. 115C.238.50</p>	<ul style="list-style-type: none"> • BCECHS students will participate in a variety of courses which will be taught in a collaborative partnership between the BCECHS and Brunswick Community College. • Flexible scheduling will be needed in order to design courses of study/four year plans that will enable students to complete high school graduation requirements as well as AA/AS/AAS degree requirements at the same time. • With a four year framework of study, redundancies in the secondary and post-secondary curricula must be eliminated. • The courses of study for the BCECHS have students enrolled primarily in community college courses in their third and fourth years. 	<p>Approved</p>

<p>E. To allow enrollment of high school students in developmental courses based on joint assessment of individual student need by a high school-community college faculty and staff team. 23 NCAC 2C.0305(c.); Operating Procedures Manual, enrollment of High School Students in Community College Courses and Programs.</p>	<p>Students selected to attend BCECHS, while in some respects will be advanced and ready to move at an accelerated rate, may have a need for additional skill development to enhance success. Students will be working closely with faculty members from both staffs. These faculty members will jointly discuss and share special needs that the students may face. Through this collaborative effort the joint groups can provide for the on-level academic needs of the students. At the same time, their joint efforts to provide for the developmental needs that help bring the students to the required level of skills while allowing the student to move forward in his/her areas where skills are in place to be successful.</p>	<p>Approved limited to not more than 10 percent of the prior year BCECHS unduplicated annual student enrollment and ASSET, COMPASS or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing and/or mathematics.</p>
<p>F. To allow Brunswick community college to develop courses needed by students at the BCECHS program (and open to other, non-high school students), even though such a course was available from at least one high school in Brunswick County. G.S. 115C-238.50</p>	<p>Students at BCECHS have been selected to attend this school based upon numerous academic and social skills. In some respects these students may be advanced in comparison to the traditional high school student. At the same time they may need special adaptations to keep their learning focused and peaked. Additionally, the courses of study to meet the requirements of an AA, AS, or AAS degree offer opportunities to develop courses, blended in nature, that meet the needs of students while reducing redundancy. The BCC staff in collaborative effort with the high school staff and using the Standard Course of Study guidelines can develop courses that meet the state expectations and at the same time meet the needs of the high school learner as well as the traditional learner.</p>	<p>Approved to offer courses in the NCCCS/CCL numbered 100 or above to ECHS students even though such a course is offered elsewhere in the LEA. (Such courses must be a part of an approved program of the College).</p>
<p>G. To allow BCECHS students to receive exemptions to enrollment policies that place adult enrollment as priority. Operating Manual, Enrollment of High School Students in Community College Courses and Programs.</p>	<p>In order to meet the expectations of Early College High School students graduating with a high school diploma and an AA degree or an AS degree within four years the Early College High School student will need to be afforded equal student status in the community college enrollment process.</p>	<p>Approved</p>

<p>H. To allow BCECHS students to enroll in alternative assessments that indicate readiness in lieu of required admissions placement testing. SBCC Placement Testing guidelines 10-15-99.</p>	<ul style="list-style-type: none"> • Alternative assessments may be more relevant in determining a student’s ability to apply knowledge. • Alternative assessments will be helpful when looking at and evaluating students from other cultural groups (i.e. Hispanic students). • Alternative assessments are useful when looking at a student as a “whole person” capable of reflection versus one’s ability to react. • Alternative assessments are better at determining a student’s ability to create meaning out of learning, making connections, ability to integrate curriculum with experiential learning. • Alternative assessments can be used to measure core standards and readiness, thus giving the student whose multiple intelligences vary from normal measurable intelligences a chance to compete. An example of this is a visual learner. 	<p>Not approved; request may be forwarded to the Placement Testing Committee per # 2 of Placement Testing Guidelines adopted by the SBCC on October 15, 1999.</p>
<p>I. To exempt BCECHS students from tuition while pursuing the community college associate degree. NCGS 115D-5(a); 23 NCAC 2D.021</p>	<p>The Early College High School design principles provide for non-negotiable expectations of completing a high school diploma and an associates’ degree in the four years of a normal high school career. Critical to this high school will be the student population. Many of the students will be first generation college ‘goers’’. May more will be from socioeconomic situations that can not provide the financial support to send these students to college. They will be receiving college credit even though technically still high school students. It is essential that tuition be waived in order to facilitate the success of this school.</p>	<p>No action; tuition waivers for all early college high school and middle college high school students were enacted by in Session Law 2005-193.</p>

2. Cape Fear Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
To allow Pender Early College High School students to enroll in Cape Fear Community College courses regardless of their age and to generate FTE reimbursement for Cape Fear Community College. 23NCAC 2C.0305 (b) & (c)	Since Pender Early College High School students may need to enroll in a college course as early as the freshmen year of high school, they will be only 14 years of age at that time. To achieve the high school diploma and two-year degree in a five year period, college coursework must begin prior to the typical junior of high school.	Approved for enrollment in grades 9 to 12 or 13 and receive FTE reimbursement consistent with that for adult students.
To allow enrollment of Pender Early College High School (PECHS) students in developmental courses based on joint assessment of individual student need by a high school-community college faculty/staff team (Cape Fear Community College). 23 NCAC 2C.0305 (c): Operating Procedures Manual, Enrollment of High School Students in Community College courses and Programs	Small numbers of diverse student population for Pender Early College High Schools need additional support necessary to complete these programs. Alternate measures of placement into college course work will facilitate retention to graduation. (Middle School students entering ninth grade at Pender Early College High School will not have had course work that the current Cape Fear Community College placement tests are designed to measure.)	Approved limited to not more than 10 percent of the prior year PECHS unduplicated annual student enrollment and ASSET, COMPASS or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing and/or mathematics.
To allow Pender Early College High School students to enroll in summer classes and generate FTE reimbursement for the community college (Cape Fear Community College.) Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	PECHS Students need additional time to complete the associate degree within the four or five year timeframe. Also, allowing students to take some courses in the summer will assist in the move from a traditional school to an early college high school.	Approved for enrollment; FTE reimbursement shall be consistent with that of adult student enrollments for summer classes.
To allow PECHS students to enroll in Cape Fear Community College classes without regard to displacement of traditional college students. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	PECHS students will need to enroll in courses according to their degree plan in order to complete the associate degree within four or five years.	Approved

To allow PECHS to receive exemptions to the enrollment policies that place adult enrollment as priority. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	PECHS students will need to enroll in courses according to their degree plan in order to complete the associate degree within four or five years.	Approved
To allow full-time PECHS students who are enrolled in one high school course to enroll in more than one college course for which they are eligible. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	Since Pender Early College High School students may need to enroll in a college course as early as the freshman year of high school, they will be only 14 years of age at that time. To achieve the high school diploma and two-year degree in a five year period, college coursework must begin prior to the typical junior year of high school.	Approved
To allow Cape Fear Community College to develop a course needed by students in PECHS (and open to other, non-high school students), even though such a course was available from at least one high school in the district. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	Small numbers of diverse student populations for Pender Early College High Schools will need additional support necessary to complete a high school diploma and an associate degree in four or five years.	Approved to offer courses in the NCCCS/CCL numbered 100 or above to ECHS students even though such a course is offered elsewhere in the LEA. (Such courses must be a part of an approved program of the College).
To allow PECHS students to enroll in Cape Fear Community College courses using alternative assessments that indicate readiness in lieu of required admissions placement testing. SBCC Placement Testing Guidelines 10-15-99	Entering PECHS students have not enrolled in nor completed the high school courses that provide the basis for college placement testing.	Not approved; request may be forwarded to the Placement Testing Committee per # 2 of Placement Testing Guidelines adopted by the SBCC on October 15, 1999.
To exempt PECHS students from paying tuition while pursuing a Cape Fear Community associate's or two-year degree. NCGS 115D-5 (a); 23 NCAC 2D.0201	PECHS students will attend an innovative high school that implements seamless curricula between the traditional high school and the community college.	No action; tuition waivers for all early college high school and middle college high school students were

		enacted by Session Law 2005-193.
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3. Carteret Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
To allow CECHS students to enroll in summer classes.	Will significantly increase students’ ability to complete college requirements within the 5 year graduation period. Summer high school students will also be able to take a lighter course load to focus on additional college rigor during the summer. (Local or grant funding will be used to offset the cost of summer course tuition.)	Approved
To allow CECHS students to enroll in community college courses regardless of their age and to generate FTE reimbursement for the community college. 23 NCAC 2c.0305 (b) & (c)	Necessary in order to fulfill goal of 4 to 5 year high school graduation with two years of college credit. Students cannot wait until age sixteen to start their college courses in order to meet this goal.	Approved to enroll CECHS students in grades 9-12/13 in courses numbered 100 and above and generate FTE reimbursement.
To allow CECHS students to enroll in Community College classes without regard to the displacement of traditional college students.	CECHS students will require full access to the college courses in order to complete their program within the specified 4 to 5 year graduation period.	Approved
To exempt CECHS students from tuition while pursuing the community college associate degree. NCGS 115D-5(a); 23 NCAC 2D.0201	To meet the goal of Learn and Earn Early College High School component of graduating high school in 4 or 5 years with either an associate degree or two years of university transferable credit.	No action; tuition waivers for all early college high school and middle college high school students were enacted by Session Law 2005-193.

4. Central Carolina Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
To allow the Lee County Early College High School (LCECHS) students to enroll in Central Carolina Community College courses regardless of their age and to generate FTE reimbursement for Central Carolina Community College.	The Lee County Early College High School has been designed to incorporate both high school and college courses for students. In order for students to graduate with both a high school diploma and an AA, AS, or AAS degree in four or five years, students will have to take college courses beginning in their 9 th grade year. It is essential that Central Carolina Community College generate FTE's to support the endeavors of the Lee County Early College High School.	Approved to enroll LCECHS students in grades 9-12/13 in courses numbered 100 and above and generate FTE reimbursement.
To allow LCECHS students to enroll in summer classes at Central Carolina Community College	A primary goal of the planning committee is to attract a diverse student body that replicates the demographics of the district/community. To that end, it may be necessary to provide additional support for some students. This may include, but is not limited to the summer prior to enrolling in the Early College High School. Summer courses may also be necessary for some students to remain on track for graduation. Additionally, students may want to take elective courses during the summer.	Approved
To allow LCECHS students to enroll in community college classes without regard to the displacement of traditional college students	In order to assure LCECHS students have access to classes needed within their course of study, flexibility will be needed regarding scheduling. Specifically, students, parents, and administrators must be assured of the availability of courses to ensure that students remain on schedule for graduation.	Approved
To allow LCECHS students to enroll in community college classes without regard to the displacement of traditional college students	By design, students will be enrolled primarily in high school courses during their first two years. During their junior and senior years the focus will be toward college courses. Therefore, students will need flexibility regarding the number of college courses for which they are enrolled.	Approved

<p>To allow enrollment of high school students in developmental courses based on joint assessment of individual student need by a high school-community college faculty and staff team.</p>	<p>Scheduling for students at the LCECHS will to a great degree be individualized. Students will work closely with both high school and college educators to determine areas of need. Based on these assessments (both formal and informal), students may enroll in developmental courses as needed.</p>	<p>Approved limited to not more than 10 percent of the prior year PECHS unduplicated annual student enrollment and ASSET, COMPASS or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing and/or mathematics.</p>
<p>To allow Central Carolina Community College to develop courses needed by students at the LCECHS program (and open to other, non-high school students) even though such a course was available from at least one high school in Lee County.</p>	<p>Using the guidelines set forth in the North Carolina Standard Course of Study, LCECHS staff will develop courses that will meet the needs of the high school students. While the LCECHS students will be selected on both academic and social criteria, there may be specific needs that can be addressed through specialized courses.</p>	<p>Approved to offer courses in the NCCCS/CCL numbered 100 or above to ECHS students even though such a course is offered elsewhere in the LEA. (Such courses must be a part of an approved program of the College).</p>
<p>To allow LCECHS students to receive exemptions to enrollment policies that place adult enrollment as priority.</p>	<p>Early College High School students will be expected to graduate with a high school diploma and an AA, AS or AAS degree within four or five years. The Early College High School students will therefore need to be afforded equal student status in the community college enrollment process to achieve this goal.</p>	<p>Approved</p>
<p>To allow LCECHS students to enroll in alternative assessments that indicate readiness in lieu of required admissions placement testing.</p>	<p>Alternative assessments will allow students from varied backgrounds an opportunity that may not be afforded with the traditional placement test. In addition, such assessments may provide a more relevant overview of a</p>	<p>Not approved; request may be forwarded to the Placement Testing Committee per # 2 of</p>

	student's ability and address multiple intelligences.	Placement Testing Guidelines adopted by the SBCC on October 15, 1999.
To exempt LCECHS students from tuition while pursuing the community college associate degree.	As part of the design principles, students will attend the LCECHS under the premise that their college tuition will be waived. This will allow students who may not have the financial resources available an opportunity to receive college credit. Therefore, it is essential that tuition be waived for the LCECHS students.	No action; tuition waivers for all early college high school and middle college high school students were enacted by Session Law 2005-193.
To allow Central Carolina Community College the opportunity to earn FTE reimbursements for high school students enrolled in summer courses	It is essential that Central Carolina Community College generate FTE's to support the endeavors of the Lee County Early College High School. A primary goal of the planning committee is to attract a diverse student body that replicates the demographics of the district/community. To that end, it may be necessary to provide additional support for some students. This may include, but is not limited to the summer prior to enrolling in the Early College High School. Summer courses may also be necessary for some students to remain on track for graduation. Additionally, students may want to take elective courses during the summer.	Approved; FTE reimbursement shall be consistent with that of adult student enrollments for summer

5. – 10 College of The Albemarle – Early College High School		
Exemption (s)	Rationale	Recommendation*
To allow Gateway to College students to enroll in summer classes. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	Gateway students may need the additional time to complete their degree or obtain adequate credit hours to meet graduation requirements. Also, allowing students to take summer courses will assist in the transition from the traditional school to Gateway. We also plan to begin a cohort during the summer.	Approved
To allow Gateway to College students to enroll in community college classes without regard to the displacement of traditional college students. Operating	All Gateway to College classes are college classes and all classes are offered on the college campus. After the cohort experience students are integrated into the	Approved

<p>Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.</p>	<p>general college population. Students must have access to standard college resources, and are offered a full schedule of classes during the day and the evening, in order to support their work schedules. These students do not have an alternate delivery system and, therefore, should not be considered as “displacing” college students.</p>	
<p>To allow Gateway to College students to enroll in more than one college course for which they are eligible. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.</p>	<p>All Gateway to College classes are college classes and all classes are offered on the college campus. Students must have access to standard college resources, and have access to a full schedule of classes during the day and the evening, In order to meet mandated requirements prior to “aging-out” of the program and to support their work schedules or life challenges.</p>	<p>Approved</p>
<p>To allow enrollment of high school students in developmental courses based on assessment of individual student needs by a high school and community college faculty/staff team. 23 NCAC 2C.0305(c.); Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.</p>	<p>The purpose of the first (cohort) semester of Gateway to College is to address additional support to successfully complete the program. Students may need to take developmental courses necessary for the transition to more challenging courses. Students must pass all cohort classes with a “C” or better to transition to the comprehensive campus. The college placement test will be administered near the end of the cohort term to determine academic placement. Gateway to College students must read on a grade 8 reading level to participate but many will need to enroll in the cohort transition courses to ensure retention and academic success.</p>	<p>Approved limited to not more than 10 percent of the prior year Gateway to College unduplicated annual student enrollment and ASSET, COMPASS or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing and/or mathematics.</p>
<p>To allow Community Colleges to develop a course needed by students in the Gateway to College program (and open to other, non-high school students) even though such a course was available from at least one high school in the district. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and</p>	<p>Gateway to College students will not be attending any classes at their high school. All of their classes will be on the community college campus, taught by community college instructors. After their first semester they will be similar to concurrently enrolled high school students. COA will be working with the</p>	<p>Approved to offer courses in the NCCCS/CCL numbered 100 or above to ECHS students even though such a course is offered</p>

Programs.	national Gateway to College office, community college instructors, and high school personnel to develop courses that will satisfy requirements for both the high school and college curricula.	elsewhere in the LEA. (Such courses must be a part of an approved program of the College).
To allow Gateway to College students to receive exemptions to the enrollment policies that place adult enrollment as priority. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	Gateway to College students will not be attending any classes at their high school. All of their classes will be on the community college campus, taught by community college instructors. After their first semester they will be similar to concurrently enrolled high school students.	Approved
To allow the Gateway to College students to enroll in community college courses and to generate FTE reimbursement for the community college. 23 NCAC 2C.0305(b) & (c)	After their first semester they will be similar to concurrently enrolled high school students. The funding of Gateway to College will be through FTE generated by the courses and pass-through funding from local LEAs.	Approved for curriculum enrollment courses numbered 100 or above; FTE reimbursement shall be consistent with that of adult student enrollments
To allow the Gateway to College students to be enrolled full-time in the community college.	Gateway to College students will not be attending any classes at their high school. All of their classes will be on the community college campus, taught by community college instructors. After their first semester, they will be similar to concurrently enrolled high school students.	Approved; student must meet the requirements necessary to remain classified as a public school student for ADM purposes.
To exempt Gateway to College students from tuition while pursuing the community college associate degree. NCGS 115D-5(a); 23 NCAC 2D.0201	This would continue the current state statute of exempting high school students from tuition in Huskins and concurrent enrollment courses.	No action; tuition waivers for all early college high school and middle college high school students were enacted by Session Law 2005-193.

11. Craven Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
1. To allow the ECHS students to enroll in community	1. ECHS students must be able to enroll in community	1. Approved to enroll

college courses regardless of their age.	college courses regardless of age in order to complete a five year course of study that leads to a high school diploma and a two year college degree. Enrollment for an ECHS student may be as early as year one and student may be 14 years old.	ECHS students in grades 9-12/13 in courses numbered 100 and above and generate FTE reimbursement.
2. To allow ECHS student to enroll in summer classes. Operating procedures Manual, Enrollment of High School Students in Community Colleges Courses and Programs.	2. Enrollment of ECHS students in summer classes will allow students to progress more efficiently through their chosen major enabling them to obtain their high school diploma and associates degree by the end of the 13 th year.	2. Approved
3. To allow ECHS students to enroll in community college classes without regard to the displacement of traditional college students. Operating Procedures Manual, Enrollment of High School Students in Community College courses and Programs.	3. ECHS students, receiving their education on a community college campus, must be guaranteed the same rights and privileges as traditional college students in order to accomplish the goal of completing a diploma and associates degree by the end of the 13 th year.	3. Approved
4. To allow ECHS students in developmental courses based on joint assessment of individual student need by a high school-community college faculty/staff team. 23NCAC 2C.0305(c): Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	4. This waiver will also allow a limited number of students in need of essential remediation to take a developmental course when needed for progress toward a degree.	4. Approved limited to not more than 10 percent of the prior year ECHS unduplicated annual student enrollment and ASSET, COMPASS or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing and/or mathematics.
5. To allow community college to develop a course needed by students in the ECHS (and open to other, non-high school students) even though such a course was available from at least one high school in the LEA. G.S 115C-235.50	5. One goal of the ECHS is to eliminate the physical transition between high school and college. ECHS student will benefit from a stable environment and the connection to one location. The power of the site makes all courses available at a single location.	5. Approved to offer courses in the NCCCS/CCL numbered 100 or above to ECHS students even though

		such a course is offered elsewhere in the LEA. (Such courses must be a part of an approved program of the College).
6. To allow ECHS to receive exemptions to the enrollment policies that place adult enrollment as a priority. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	6. ECHS students must be afforded all of the rights and privileges of a traditional college student and high school student. With the community college serving two distinct populations, integration is essential and age limitations must not hinder their progress toward graduation. The relationships gained from having classes with the adult population should make their transition and their connections to the college valuable and relevant.	6. Approved
7. To allow ECHS students to enroll in community college courses using alternative assessments that indicate readiness in lieu of required admissions placement testing. SBCC Placement Testing Guidelines 10-15-99.	7. ECHS students will be accurately placed through collaboration of high school and community college faculty who will assess student needs, design capstone and integrated courses, evaluate student portfolios, and develop alternative assessment methods if needed.	Not approved; request may be forwarded to the Placement Testing Committee per #2 of Placement Testing Guidelines adopted by the SBCC on October 15, 1999.
8. To exempt ECHS students from tuition while pursuing the community college associates degree. NCGS 115D-5(a); 23 NCAC 2D.0201	8. Once on the early college high school path, student should be rewarded and encouraged to complete their associate's degree. Financial support is a reward that will facilitate retention and ultimate success.	No action; tuition waivers for all early college high school and middle college high school students were enacted by Session Law 2005-193.
9. To allow full-time ECHS students who are enrolled in one high school course to enroll in more than one college course for which they are eligible. G.S. 115C-238.50	9. With a focus on blended courses the ECHS student schedule will have more time to take multiple college courses. The curriculum framework focuses on taking college courses grades 9-12. When the basic high school curriculum is complete the curriculum will	Approved

	focus on college courses in each pathway.	
10. To allow blending of secondary and postsecondary courses. *SBE policy HSP-M-001 Senate Bill 656	10. Blended courses will be a focus for the entire curriculum. Similar objectives in high school and college courses will be blended to generate courses designed to streamline the accelerated curriculum that is the nature of the ECHS experience. For example, the implementation team is developing blended curriculum for English III (high school) and college course Eng 111 (Expository Writing). Students will receive both high school and community college credit upon satisfactory completion of course (see attachment).	Not Approved; recommend further study by the Program Services staff of the System Office, the Curriculum Division of the NC Dept. of Public Instruction, the staff of the New Schools Project, and representatives of the community colleges chief academic officers. Results of the study may be submitted to the State by Dec. 2006.

12. Davidson County Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
An exemption is requested to allow Davidson Early College students to take continuing education courses without paying tuition and the College be allowed to receive FTE reimbursement. Operating Procedures Manual – Enrollment of High School and Intellectually Gifted and Mature Students in Community College Courses and Programs II. B	It is felt that from time to time there will be courses taught through continuing education that will be beneficial to the academic and intellectual growth of high school students supporting their efforts to expand their skills as well as provide support for completion of a career pathway necessary in the College Tech Prep Course of Study. This is especially true for students initially enrolled as “middle college” students prior to the school’s focus changing to “early college.”	Not approved; requires fiscal action of the legislature.
The Community College should be exempted from policies that might prevent it from taking the needs of the Early College high school students into consideration when developing schedules and course offerings. NC Administrative Code – Title 23, Chapter 2D.0327 (a)	In order to integrate the Early College into the fabric of the College and to promote the entire notion of a cooperative environment, the College should be able to include the college course needs of the Early College students in the development of schedules and resource allocation for course offerings.	Approved

13. Forsyth Technical Community College – Middle College High School		
Exemption (s)	Rationale	Recommendation*
Variation of Pathway Course substitutions may be granted when necessary for graduation. Or as a necessary accommodation to complete requirements for graduation.	1. Must have permission from principal and Director of Educational Partnerships to take a dual enrollment class in place of a high school course such as: Art Appreciation, ART 111, at the college level in place of high school art to complete the pathway of courses necessary for high school graduation.	Referred to State Board of Education
2. Allow Middle College students to enroll in summer classes.	2. Enables student to complete electives required for graduation in a timelier manner. 2.1. Will make available more choices for dual enrollment students. 2.2. Will better prepare students prior to taking dual enrollment courses in the fall semester and catch some students up in the sequence of courses.	Approved
3. Allow full time Middle College students who are enrolled in one high school course, the opportunity to enroll in several courses.	3. Enables Middle College to meet the needs of some students who may not otherwise qualify.	Approved
4. Allow enrollment of high school students in developmental courses based on assessment of individual needs by a high school and college staff team.	4. Upon completion of the high school sequence of courses, if the student takes the placement test and places into developmental coursework, they may be allowed to dually enroll in these developmental courses required before entering curriculum college coursework. This would eliminate time for these students they would have to wait a whole year often to enroll. It allows students the opportunity to progress in remedial coursework otherwise not available to them in our present system while meeting their high school graduation requirements.	Approved; limited to not more than 10 percent of the prior year Forsyth MCHS unduplicated annual student enrollment and ASSET, COMPASS, or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing, and/or mathematics.

5. Allow the community college to offer a course needed by Middle College students even though such a course was available from at least one high school in the district.	5. Enables Middle College students' equal access to all college courses.	Approved;
6. Allow Middle College to receive exemptions to the enrollment policies that place adult enrollment as priority.	6. Enables FMC students to register with continuing students to obtain a schedule that will mesh with their high school courses in the afternoon.	Approved

14. Haywood Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
Haywood Community College seeks an exemption to allow the Early College High School students to enroll in community college courses regardless of their age and to generate FTE reimbursement for the community college. 23 NCAC 2C.0305(b) & (c.)	Since Early College High School students may need to enroll in a college course as early as the freshman year of high school, they will be only 14 years of age at that time. To achieve the high school diploma and two-year degree in a five-year period, college coursework must begin prior to the typical junior year of high school.	Approved to enroll Haywood ECHS students in grades 9-12/13 in courses numbered 100 and above and generate FTE reimbursement.
To allow ECH School students to enroll in summer classes. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	ECHS Students need the additional time to complete an associate degree within the four or five year time frame. Also, allowing students to take some courses in the summer will assist in the transition from traditional school to ECHS.	Approved
To allow ECHS students to enroll in community college classes without regard to the displacement of traditional college students. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	ECHS students will need to enroll in courses according to their degree plan in order to complete an associate degree within four or five years.	Approved
To allow full-time ECHS students who are enrolled in one high school course to enroll in more than one college course for which they are eligible.	Early College High School students need to enroll in two or more college courses as early as the freshman year of high school.	Approved
To allow enrollment of high school students in developmental courses based on joint assessment of individual student need by a high school-community college	Small numbers of the diverse student population for Early College High Schools need additional support to successfully complete these programs. Alternative	Approved; limited to not more than 10 percent of the prior year Haywood

<p>faculty/staff team. 23 NCAC 2C.0305(c); Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.</p>	<p>measures of placement into college course work will facilitate retention to graduation. (Middle School students entering ninth grade at an Early College High School program will not have had the coursework that the current community college placement tests are designed to measure.)</p>	<p>ECHS unduplicated annual student enrollment and ASSET, COMPASS, or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing, and/or mathematics.</p>
<p>To allow Community College to develop a course needed by students in the Early College program (and open to other, non-high school students) even though such a course was available from at least one high school in the district. G.S. 115C-238.50</p>	<p>Attending classes at the ECHS and also taking one or more courses at one of the other LEA high schools is not feasible as the school calendar for the ECHS is independent of the traditional high school calendar. The rigorous accelerated schedule of the ECHS involving both college and high school courses is incompatible with the traditional high schools' class schedules. The time required for travel between the ECHS and the other high schools would conflict with the ECHS schedule.</p>	<p>Approved to offer courses in the NCCCS/CCL numbered 100 or above to ECHS students even though such a course is offered elsewhere in the LEA. (Such courses must be a part of an approved program of the College).</p>
<p>To allow ECHS to receive exemptions to the enrollment policies that place adult enrollment as priority. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.</p>	<p>For ECHS students to fulfill both high school graduation requirements and associate degree requirements within four or five years the rigorous schedule of their degree plans necessitate their enrolling in college transfer courses before other community college students.</p>	<p>Approved</p>
<p>To allow ECHS students to enroll in community college courses using alternative assessments which indicate readiness in lieu of required admissions placement testing. SBCC Placement Testing Guidelines 10-15-99.</p>	<p>Entering ECHS students have not enrolled in nor completed the high school courses that provide the basis for college placement testing.</p>	<p>Not approved; request may be forwarded to the Placement Testing Committee per # 2 of Placement Testing Guidelines adopted by the SBCC on October 15, 1999.</p>
<p>To exempt Early College High School students from tuition while pursuing the community college associate degree.</p>	<p>Since Early College High School students may need to enroll in a college course as early as the freshman year</p>	<p>No action; tuition waivers for all early college high school and middle college</p>

<p>NCGS 115D-5(a); 23 NCAC 2D.0201</p>	<p>of high school, they will be only 14 years of age at that time. To achieve the high school diploma and two-year degree in a five-year period, college coursework must begin prior to the typical junior year of high school.</p>	<p>high school students were enacted by Session Law 2005-193.</p>
<p>To allow the Community College, in some college courses, to schedule more class time than the traditional 16 hours of “class work” required for earning one semester credit hour.</p>	<p>Additional class time is at times needed by Early College High School students (for directed study, assessment, review, and evaluation primarily due to state testing requirements) in courses required for high school graduation, but by waiver duly executed by the LEA superintendent, allowed to be taken at the Community College.</p>	<p>Not approved; referred to NCCCS Program Services and Program Audits for further study.</p>
<p>To receive a waiver from the Operating Procedures Manual, Section I.E.2: “All Huskins Cooperative Agreements between a community college and an LEA must certify that courses offered by the college do not duplicate or substitute for high school courses that are currently being offered by any high school in the LEA.”</p>	<p>Huskins-Duplication and Substitution. The Early College High School accelerated curriculum will include Huskins courses that meet both high school graduation and college degree requirements. The Huskins courses that are included in the Early College curriculum will duplicate high school courses currently being offered in the Haywood County Schools LEA, such as health and P.O., foreign language, and AP courses. Currently, the Operating Procedures for Huskins classes specify that the college may not provide Huskins classes that duplicate or supplant courses that are currently offered in the LEA.</p>	<p>Approved to offer courses in the NCCCS/CCL numbered 100 or above to ECHS students even though such a course is offered elsewhere in the LEA. (Such courses must be a part of an approved program of the College).</p>

<p>15. Isothermal Community College – Early College High School</p>		
<p>Exemption (s)</p>	<p>Rationale</p>	<p>Recommendation*</p>
<p>Isothermal Community College seeks a waiver from NCAC 2C.0305(c)(3): “The student [must be taking] the equivalent of one-half of a full time schedule.” In addition, Isothermal seeks a waiver from Operating Procedures Manual II.A.3: “In the case of courses offered in the summer, [the high school] must certify that the student took the equivalent of one-half of a full-time schedule during the preceding year and is making progress toward graduation.”</p>	<p>Concurrent Enrollment—High School Enrollment Requirement. One of the design principles for the Learn and Earn Early College High School is an accelerated high school curriculum that enables students to meet both high school graduation and college degree requirements. The Rutherford Early College High School is designed so that students will complete both high school graduation and college degree requirements in five years. The innovative</p>	<p>Approved</p>

	<p>curriculum includes a restructured high school curriculum, learning communities that link high school and college courses and competencies, and blended courses that combine both high school and college course competencies.</p> <p>This accelerated curriculum cannot be achieved under the existing concurrent enrollment policies that require high school students to be enrolled in the equivalent of one-half of a full time high school schedule. Early College High School students in their fourth and fifth years will be enrolled in less than one-half of a full time high school schedule. In addition, they may be required to concurrently enroll in summer classes to complete their degree requirements within the five-year timeframe.</p>	
<p>Isothermal Community College seeks a waiver from the Operating Procedures Manual, Section I.E.2: “All Huskins Cooperative Agreements between a community college and an LEA must certify that courses offered by the college do not duplicate or substitute for high school courses that are currently being offered by any high school in the LEA.”</p>	<p>Huskins—Duplication and Substitution. The Early College High School accelerated curriculum will include Huskins courses that meet both high school graduation and college degree requirements. The Huskins courses that are included in the Early College curriculum will duplicate high school courses currently being offered in the Rutherford County Schools LEA, such as health and P.E., foreign language, and AP courses. Currently, the Operating Procedures for Huskins classes specify that the college may not provide Huskins classes that duplicate or supplant courses that are currently offered in the LEA.</p>	<p>Approved to offer courses in the NCCCS/CCL numbered 100 or above to ECHS students even though such a course is offered elsewhere in the LEA. (Such courses must be a part of an approved program of the College).</p>
<p>Isothermal requests that Early College High School Students between the ages of 14 and 16 who concurrently enroll in college courses be given tuition-exempt status.</p>	<p>Tuition Exemption for Students Younger Than 16. The North Carolina Administrative Code requires that high school students be 16 years or older to concurrently enroll in college courses (NCAC 2C.0305.c). Special language included in Session Law 2004-199 (Senate Bill 1225) enables the community college and the LEA “to agree upon the minimum age of the students who participate in the pilot [Early College] projects.” This</p>	<p>No action; tuition waivers for all early college high school and middle college high school students were enacted by Session Law 2005-193.</p>

	<p>special legislation does not, however, address the tuition status of students under age 16 who concurrently enroll in community college courses.</p> <p>Isothermal and Rutherford County Schools intend to sign an agreement that allows the Early College High School to enroll high school freshmen who are at least 14 years of age. To accomplish the Learn and Earn Early College High School accelerated curriculum design principles, 14 and 15 year old students will concurrently enroll in college courses.</p>	
<p>Isothermal requests a waiver from Operating Procedures Manual Section II.A.5: “[High school] students may be admitted for any semester on a space available basis.”</p>	<p>Concurrent Enrollment—Enrollment on Space Available Basis. An important design principle for Learn and Earn Early College High Schools is “Power of Site.” Locating the high school on the college campus encourages shared resources and coordinated calendars, fully integrates high school faculty and students into the college community, motivates students to succeed, and establishes ongoing collaboration between the college and the high school.</p> <p>Isothermal has identified an existing classroom that may be renovated and will be allocated to Early College in the fall. This classroom will be used primarily for high school freshmen. It is the intent of Isothermal to allocate space as needed for the Early College as it expands over the next five years. In order to support the “Power of the Site” design principle, Isothermal must have the ability to allocate space for the Rutherford Early College High School.</p>	<p>Approved</p>
<p>Isothermal requests a waiver from Operating Procedures Manual Section II.A.4: “Enrollment of high school students cannot displace adult college students.”</p>	<p>Concurrent Enrollment—Displacing Adult Students. The Early College High School accelerated curriculum must be designed so that students will meet both high school graduation and college degree requirements within five years. The faculty team that is designing the</p>	<p>Approved</p>

	<p>curricula strands for the RCS/Isothermal Early College has developed six programs that include a range of 64 to 75 hours of college-credit courses. The students must be able to concurrently enroll in college classes in order to meet the degree requirements.</p>	
<p>Isothermal requests approval to exceed the total number of credits required within the curricula programs designed for the Early College to allow for student to fulfill learning objectives of the high school curriculum.</p> <p>In addition, Isothermal requests approval to exceed the total number of credits required within the curricula standards for the programs designed for the Early College.</p>	<p>Additional hours of college credit beyond the Associates degree. Design principles for the early college include the alignment of learning competencies for a seamless transition in the experience. To achieve this goal, Rutherford Early College High School students will take college courses to satisfy high school learning objectives.</p> <p>Although in some of the curricula strands these courses will also apply towards the degree being sought, in other instances credits received for the courses will cause the total number of credits to exceed the requirements for the program. The number of credits may also exceed the curricula standards for each program.</p>	<p>Not Approved; referred to NCCCS Program Services and Program Audits for further study.</p>
<p>Isothermal requests approval to “blend” high school and community college courses for the Early College.</p>	<p>Approval for Blended Courses. Another important design principle for Learn and Earn Early College High Schools is “Teaching and Learning.” A core concept associated with this principle is curriculum alignment for a seamless transition in the 9-14 experience. The faculty team that is developing the curriculum intends to include “blended courses,” which combine high school standard course of study competencies and college course competencies into an integrated learning experience. Students will receive both high school and college credit at the end of the semester. Isothermal will document that the courses meet the contact hours and learning outcomes requirements for the courses, but the course syllabi may not “match” the syllabi for regular sections of the same course.</p> <p>In order to support the Teaching and Learning</p>	<p>Not Approved; recommend further study by the Program Services staff of the System Office, the Curriculum Division of the NC Dept. of Public Instruction, the staff of the New Schools Project, and representatives of the community colleges chief academic officers. Results of the study may be submitted to the State by May 2006.</p>

	design principle, Isothermal needs flexibility in restructuring the delivery of courses while maintaining contact hour and college-level learning outcomes requirements.	
<p>Isothermal requests a waiver from Operating Procedures Manual Section II.C.1.: “Courses numbered 100 and above ... that are listed on the college’s approved, electronic program of study.”</p> <ul style="list-style-type: none"> Isothermal requests a waiver from Operating Procedures Manual Section II.D.6.: “Developmental courses <u>shall not</u> be offered to concurrently enrolled students. 	<p>Approval for developmental courses. The intent of the new high school does not include providing developmental courses for all students. However, the intent is to provide any needed support for academic success. If upon completion of the required high school level math and English courses any student does not successfully achieve the necessary scores on college placement tests in reading, math and English, the student will need to enroll in the appropriate developmental course(s) before attempting to complete college level courses.</p>	<p>Approved developmental courses; limited to not more than 10 percent of the prior year Isothermal ECHS unduplicated annual student enrollment and ASSET, COMPASS, or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing, and/or mathematics.</p>
<ul style="list-style-type: none"> Isothermal requests a waiver from Operating Procedures Manual Section III.C.3.: “Any student under the age of 15 years shall be accompanied at all times by a parent or another adult consented to and designated by the parent in writing.” Isothermal requests a waiver from Operating Procedures Manual Section II.A.1.: “...the student must be at least 16 years of age.” 	<p>Approval for waiver of age requirement. Students entering the new high school will be the typical age of high school freshman and normally younger than the age of 16. In addition, these students will be under the immediate direction and supervision of the high school personnel.</p>	<p>Rule does not apply to Early College High Schools students.</p>

16. Randolph Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
<p>A. To allow early college high school students to enroll in community college courses regardless of their age.</p>	<p>A. The early college high school is a school for grades 9-12. Students in the 9th and 10th grades will likely be under the age of 16. Students will be taking college courses during their first semester on the community college campus and they should generate FTE</p>	<p>Approved to enroll Isothermal ECHS students in grades 9-12/13 in courses numbered 100 and</p>

	allotment for the community college.	above.
B. To allow early college high school students to enroll in summer classes.	B. The early college high school students will take community college classes as appropriate for the associate degree they have chosen. Most of the degree programs include summer classes that must be taken in order to complete the degree within the two-year period. Early college high school students must be able to enroll for summer classes so that they can stay on track and complete their chosen degree programs by their 12 th or 13 th year.	Approved
C. To allow early college high school students to enroll in community college classes without regard to the displacement of traditional college students.	C. Normally high school students enrolling in community college classes cannot displace traditional college students. Early college high school students must be allowed to enroll in community college classes without regard to traditional college student displacement so that these early college students can complete their chosen degree program in a timely fashion. Early college high school students should be considered equally with traditional college students.	Approved
D. To allow full-time early college high school students who are enrolled in one high school course to enroll in more than one college courses for which they are eligible.	D. By the junior or senior year in the Early College High School, a student may not be taking “the equivalent of one-half of a full-time schedule” of high school courses because of the blending and compression of high school classes. Early college high school students should be eligible to take as many community college courses as needed to complete their chosen degree program in a timely fashion.	Approved
E. To allow enrollment of high school students in developmental courses based on assessment of individual needs by a high school and community college faculty/staff team.	E. The student population of the early college high school must reflect the demographics of the LEA. Student abilities will be as varied as that population allows. It is very probable that some students will need the refinement of skills offered by the development courses at the community college.	Approved developmental courses; limited to not more than 10 percent of the prior year Randolph ECHS unduplicated annual student enrollment and ASSET, COMPASS, or

		Accuplacer scores indicating student placement in the highest level developmental course in reading, writing, and/or mathematics.
F. To allow community colleges to develop a course needed by students in the early college program (and open to other, non-high school students), even though such a course was available from at least one high school in the district.	F. As courses offerings and four or five year plans are developed, it is possible that community college courses will need to be developed that will allow dual credit from both the community college and the high school. It is possible that such courses may appear to duplicate high school courses already being offered in a high school in the LEA. Because the early college high school is a part of the Randolph Community College campus, it is more appropriate that early college students are allowed to take courses that would otherwise be considered supplanting.	Approved to offer courses in the NCCCS/CCL numbered 100 or above to ECHS students even though such a course is offered elsewhere in the LEA. (Such courses must be a part of an approved program of the College).
G. To allow the early college high school an exemption to the enrollment policy that place adult enrollment as priority.	G. Normally high school students enrolling in community college classes cannot displace adult college students. Early college high school students must be allowed to enroll in community college classes without regard to adult college student displacement so that these early college students can complete their chosen degree program in a timely fashion. Early college high school students should be considered equally with adult college students.	G. Approved
H. To allow early college high school students to enroll in community college courses using alternative assessments that indicates readiness in lieu of required admissions placement testing.	H. Admission to community college courses should be determined by a number of criteria. Because early college students will be of many varied abilities and backgrounds, alternative assessments (EOC, competency tests, Asset, Accuplacer etc.) may be sources of information that would be used in allowing early college students access to community college	H. Not approved; request may be forwarded to the Placement Testing Committee per # 2 of Placement Testing Guidelines adopted by

	courses.	the SBCC on October 15, 1999.
I. To exempt Early College High School students from tuition requirements while pursuing the community college Associate Degree.	I. Students in the Early College High School will represent all demographics. Exemption from tuition will enable all students to complete their chosen course of study without economic barriers and encourage students to participate in the Early College experience. Exemption from tuition also serves as a major incentive to parents to support their student in the rigor of completing both a high school diploma and an associate degree.	No action; tuition waivers for all early college high school and middle college high school students were enacted by Session Law 2005-193.

17. Robeson Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
To allow the Early College High School students to enroll in a community college course regardless of their age and generate FTE reimbursement for the community college. 23 NCAC 2C.0305(b) & (c.)	Since Early College High School students may need to enroll in a college course as early as the freshman year of high school, they will be only 14 years of age at that time. To achieve the high school diploma and two-year degree in a five-year period, college coursework must begin prior to their typical junior year of high school.	Approved to enroll Robeson ECHS students in grades 9-12/13 in courses numbered 100 and above and generate FTE reimbursement.
To allow enrollment of high school students in developmental courses based on joint assessment of individual student need by a high school-community college faculty/staff team. 23 NCAC 2C/0305(c.); Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	Small numbers of the diverse student population for Early College High Schools need additional support to successfully complete these programs. Alternative measures of placement into college course work will facilitate retention to graduation. (Middle School students entering the ninth grade at an Early College High School program will not have had the coursework that the current community college placement tests are designed to measure.	Approved developmental courses; limited to not more than 10 percent of the prior year Robeson ECHS unduplicated annual student enrollment and ASSET, COMPASS, or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing, and/or mathematics.

<p>To allow Early College High School students to enroll in summer classes. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.</p>	<p>Early College High School students need the additional time to complete the associate degree within the four or five year time frame. Also, allowing students to take some course work in the summer will assist in the transition from traditional school to ECHS.</p>	<p>Approved</p>
<p>To allow ECHS students to enroll in community college classes without regard to the displacement of traditional college students. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.</p>	<p>ECHS students will need to enroll in courses according to their degree plan in order to complete the associate degree within four or five years.</p>	<p>Approved</p>
<p>To allow ECHS students to enroll in community college courses using alternative assessments that indicate readiness in lieu of required admissions placement testing. SBCC Placement Testing Guidelines 10-15-99</p>	<p>Entering ECHS students have not enrolled in nor completed the high school courses that provide the basis for college placement testing.</p>	<p>Not approved; request may be forwarded to the Placement Testing Committee per # 2 of Placement Testing Guidelines adopted by the SBCC on October 15, 1999.</p>
<p>To exempt Early College High School students from tuition while pursuing the community college associate degree or transfer program. NCGS 115D-5(a); 23 NCAC 2D.0201</p>	<p>Since Early College High School students may need to enroll in a college course as early as the freshman year of high school, they will be only 14 years of age at that time. To achieve the high school diploma and a two-year degree in a five-year period, college coursework must begin prior to the typical junior year of high school.</p>	<p>No action; tuition waivers for all early college high school and middle college high school students were enacted by Session Law 2005-193.</p>
<p>To allow Community Colleges to develop a course needed by students in the Early College High program (and open to other , non-high school students) even though such a course was available from at least one high school in the district. G.S. 115C-238.50</p>	<p>To allow Early College High School students to earn a high school diploma and a two-year degree at the community college site.</p>	<p>Approved to offer courses in the NCCCS/CCL numbered 100 or above to ECHS students even though such a course is offered elsewhere in the LEA. (Such courses must be a part of an approved program of the College).</p>

18. Sampson Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
Community College should be eligible for FTE credit for courses taken by early college high school students during the summer.	Allowing high school students to take college courses during the summer will help struggling students reduce fall/spring course loads.	Approved for FTE reimbursement consistent with reimbursement of adult students during summer term.
Allow the early college to enroll a small number of students in developmental courses or tutoring services offered by the college	Students need additional academic support. Current policy does not allow high school students to take advantage of this college resource.	Approved developmental courses; limited to not more than 10 percent of the prior year Sampson ECHS unduplicated annual student enrollment and ASSET, COMPASS, or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing, and/or mathematics.
Exempt our postsecondary partner from policies preventing it from providing priority enrollment to a small group of high school students in college courses not to exceed 20 percent of the enrollment cap of a class.	High school students currently will be under the same restrictions to be accepted into the nursing program as all college students desiring to participate in the program. High school students will compete with college students using the same formula.	Approved
Allow the college to report only a final grade through NCWISE for college courses taken.	College professors should be given autonomy to assign percentages as they see fit for their subject area. Currently high school courses are set up with each six week period counting as a required 25% each with the exam as 25% of the grade. A status report of the college grade will be sent to the early college for each	Not approved; State Board of Education and LEA decision

	six weeks period and information shared with the parents/students in a progress report format.	
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19. South Piedmont Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
To allow the Early College High School (ECHS) students to enroll in community college courses regardless of their age and to generate FTE reimbursement for the community college. 23 NCAC 2C.0305(b) & (c.)	In order for the ECHS students to complete the required high school and college coursework in five years, the students will need to enroll in introductory college courses as early as the second part of their freshman year.	Approved to enroll Robeson ECHS students in grades 9-12/13 in courses numbered 100 and above and generate FTE reimbursement.
To allow ECHS students to enroll in summer classes. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	The time frame for completion of both high school and college requirements will be demanding. Allowing some students to enroll in summer classes will enable students to work at their own pace and still complete the five-year program of study.	Approved
To allow ECHS students to enroll in community college classes without regard to the displacement of traditional college students. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	ECHS students will need to enroll in courses according to their degree requirements in order to finish in the five-year window.	Approved
To allow enrollment of high school students in developmental courses based on joint assessment of individual student need by a high school-community college faculty/staff team. 23 NCAC 2C.0305(c.); Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	In order to meet the grant requirements, membership at ECHS should reflect the population of UCPS. This means that students of all ability levels will be represented. To promote success for all students, certain students should be allowed to take advantage of developmental courses to provide extra support.	Approved developmental courses; limited to not more than 10 percent of the prior year South Piedmont ECHS unduplicated annual student enrollment and ASSET, COMPASS, or Accuplacer scores indicating student placement in the highest level developmental course in reading,

		writing, and/or mathematics.
To allow ECHS to receive exemptions to the enrollment policies that place adult enrollment as a priority. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	ECHS students will need to enroll in courses according to their degree requirements in order to finish in the five-year window.	Approved
To allow ECHS students to enroll in community college courses using alternative assessments that indicate readiness in lieu of required admissions placement testing. SBCC Placement Testing Guidelines 10-15-99	Ninth grade students have not completed enough high school courses to provide an accurate basis for college placement testing.	Not approved; request may be forwarded to the Placement Testing Committee per # 2 of Placement Testing Guidelines adopted by the SBCC on October 15, 1999.
To exempt Early College High School students from tuition while pursuing the community college associate degree. NCGS 115D-5(a); 23 NCAC 2D.0201	All costs (books, lab fees, etc.) will be covered by UCPS or SPCC.	No action; tuition waivers for all early college high school and middle college high school students were enacted by Session Law 2005-193.

20. Southeastern Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
<p>Southeastern Community College seeks a waiver from NCAC 2C.0305(c)(3): “The student [must be taking] the equivalent of one-half of a full time schedule.”</p> <p>In addition, A Southeastern seeks a waiver from Operating Procedures Manual II.A.3: “In the case of courses offered in the summer, [the high school] must certify that the student took the equivalent of one-half of a full-time schedule during the preceding year and is making progress toward graduation.”</p>	<p><u>Concurrent Enrollment—High School Enrollment Requirement.</u> One of the design principles for the Learn and Earn Early College High School is an accelerated high school curriculum that enables students to meet both high school graduation and college degree requirements. The Southeastern Early College is designed so that students will complete both high school graduation and college degree requirements in five years. The innovative curriculum includes a restructured high school</p>	Approved

	<p>curriculum, learning communities that link high school and college courses and competencies, and blended courses that combine both high school and college course competencies.</p> <p>This accelerated curriculum cannot be achieved under the existing concurrent enrollment policies that require high school students to be enrolled in the equivalent of one-half of a full time high school schedule. Early College High School students in their fourth and fifth years will be enrolled in less than one-half of a full time high school schedule. In addition, they may be required to concurrently enroll in summer classes to complete their degree requirements within the five-year timeframe.</p>	
<p>2) Southeastern Community College seeks a waiver from the Operating Procedures Manual, Section I.E.2: “All Huskins Cooperative Agreements between a community college and an LEA must certify that courses offered by the college do not duplicate or substitute for high school courses that are currently being offered by any high school in the LEA.”</p>	<p><u>Huskins—Duplication and Substitution.</u> The Early College High School accelerated curriculum will include Huskins courses that meet both high school graduation and college degree requirements. The Huskins courses that are included in the Early College curriculum will duplicate high school courses currently being offered in the Columbus County Schools LEA, such as health and P.E., foreign language, and AP courses. Currently, the Operating Procedures for Huskins classes specify that the college may not provide Huskins classes that duplicate or supplant courses that are currently offered in the LEA.</p>	<p>Approved to offer courses in the NCCCS/CCL numbered 100 or above to ECHS students even though such a course is offered elsewhere in the LEA. (Such courses must be a part of an approved program of the College).</p>
<p>Southeastern requests that Early College High School Students between the ages of 14 and 16 who concurrently enroll in college courses be given tuition-exempt status and generate FTE reimbursement for the community college.</p> <ul style="list-style-type: none"> In addition, Southeastern seeks to exempt Early College High School students from tuition while 	<p><u>Tuition Exemption for Students Younger Than 16.</u> The North Carolina Administrative Code requires that high school students be 16 years or older to concurrently enroll in college courses (NCAC 2C.0305.c). Special language included in Session Law 2004-199 (Senate Bill 1225) enables the</p>	<p>No action; tuition waivers for all early college high school and middle college high school students were enacted by Session Law</p>

<p>pursuing the community college associate degree</p>	<p>2005-193.</p> <p>community college and the LEA “to agree upon the minimum age of the students who participate in the pilot [Early College] projects.” This special legislation does not, however, address the tuition status of students under age 16 who concurrently enroll in community college courses Southeastern Community College and Columbus County Schools intend to sign an agreement that allows the Early College High School to enroll high school freshmen who are at least 14 years of age. To accomplish the Learn and Earn Early College High School accelerated curriculum design principles, 14 and 15 year old students will concurrently enroll in college courses.</p> <p>To meet the design features of the curriculum in the 5th year, students will not have high school classes one- half time. Thus, Southeastern is requesting that ECHS student tuition be waived.</p>
<p>Southeastern requests a waiver from Operating Procedures Manual Section II.A.5: “[High school] students may be admitted for any semester on a space available basis.”</p>	<p>Approved</p> <p><u>Concurrent Enrollment—Enrollment on Space Available Basis.</u> An important design principle for Learn and Earn Early College High Schools is “Power of Site.” Locating the high school on the college campus encourages shared resources and coordinated calendars, fully integrates high school faculty and students into the college community, motivates students to succeed, and establishes ongoing collaboration between the college and the high school.</p> <p>Southeastern has identified existing classrooms that may be allocated to Early College in the fall. These classrooms will be used primarily for high school freshmen. It is the intent of Southeastern to allocate space as needed for the Early College as it expands over the next five years.</p> <p>In order to support the “Power of the Site” design principle, Southeastern must have the ability to allocate</p>

<p>Southeastern requests a waiver from Operating Procedures Manual Section II.A.4: “Enrollment of high school students cannot displace adult college students.”</p> <ul style="list-style-type: none"> In addition, Southeastern seeks to allow ECHS students to enroll in community college classes without regard to the displacement of traditional college students. 	<p>space for the Southeastern Early College.</p> <p><u>Concurrent Enrollment—Displacing Adult Students.</u> The Early College High School accelerated curriculum must be designed so that students will meet both high school graduation and college degree requirements within five years. The faculty team that is designing the curricula strands for Southeastern Early College is developing programs that include a range of 64 to 75 hours of college-credit courses. The students must be able to concurrently enroll in college classes in order to meet the degree requirements.</p>	<p>Approved</p>
<p>Southeastern requests approval to exceed the total number of credits required within the curricula programs designed for the Early College to allow for student to fulfill learning objectives of the high school curriculum.</p> <ul style="list-style-type: none"> In addition, Southeastern requests approval to exceed the total number of credits required within the curricula standards for the programs designed for the Early College. 	<p><u>Additional hours of college credit beyond the Associates degree.</u> Design principles for the early college include the alignment of learning competencies for a seamless transition in the experience. To achieve this goal, Southeastern Early College students will take college courses to satisfy high school learning objectives.</p> <p>Although in some of the curricula strands these courses will also apply towards the degree being sought, in other instances credits received for the courses will cause the total number of credits to exceed the requirements for the program. The number of credits may also exceed the curricula standards for each program.</p>	<p>Not approved; referred to NCCCS Program Services and Program Audits for further study.</p>
<p>Southeastern requests approval to “blend” high school and community college courses for the Early College.</p>	<p><u>Approval for Blended Courses.</u> Another important design principle for Learn and Earn Early College High Schools is “Teaching and Learning.” A core concept associated with this principle is curriculum alignment for a seamless transition in the 9-14 experience. The faculty team that is developing the curriculum intends to include “blended courses,” which combine high school standard course of study competencies and college course competencies into an integrated learning experience. Students will receive both high school and</p>	<p>Not approved; referred to NCCCS Program Services for study and recommendations consistent with SACS requirements and NCCCS program auditing.</p>

	<p>college credit at the end of the semester. Southeastern will document that the courses meet the contact hours and learning outcome requirements for the courses, but the course syllabi may not “match” the syllabi for regular sections of the same course.</p> <p>In order to support the Teaching and Learning design principle, Southeastern needs flexibility in restructuring the delivery of courses while maintaining contact hour and college-level learning outcomes requirements.</p>	
<p>Southeastern requests a waiver from Operating Procedures Manual Section II.C.1.: “Courses numbered 100 and above ... that are listed on the college’s approved, electronic program of study.”</p> <p>Southeastern requests a waiver from Operating Procedures Manual Section II.D.6.: “Developmental courses shall not be offered to concurrently enrolled students.</p>	<p><u>Approval for developmental courses.</u> The intent of the new high school does not include providing developmental courses for all students. However, the intent is to provide any needed support for academic success. If upon completion of the required high school level math and English courses any student does not successfully achieve the necessary scores on college placement tests in reading, math and English, the student will need to enroll in the appropriate developmental course(s) before attempting to complete college level courses.</p>	<p>Approved developmental courses; limited to not more than 10 percent of the prior year Southeastern ECHS unduplicated annual student enrollment and ASSET, COMPASS, or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing, and/or mathematics.</p>
<p>Southeastern requests a waiver from Operating Procedures Manual Section III.C.3.: “Any student under the age of 15 years shall be accompanied at all times by a parent or another adult consented to and designated by the parent in writing.”</p> <p>Southeastern requests a waiver from Operating Procedures Manual Section II.A.1.: “...the student must be at least 16 years of age.”</p>	<p><u>Approval for waiver of age requirement.</u> Students entering the new high school will be the typical age of high school freshman and normally younger than the age of 16. In addition, these students will be under the immediate direction and supervision of the high school personnel.</p>	<p>Rule does not apply to Early College High Schools students.</p>
<p>Southeastern requests a waiver to allow SEC students under 16 years old to operate equipment considered hazardous under supervision during instructional periods and internship/</p>	<p><u>Approval for waiver to operate equipment.</u> SEC faculty/staff and local businesses who provide internship/cooperative education sites must be</p>	<p>Not approved; requires further consultation with Dept. of Labor.</p>

cooperative training.	protected from liability in order to give students the opportunity to gain work-based learning experience and complete their programs in the appropriate time.	
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21. Stanly Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
<p>(1) To allow the ECHS students to enroll in community college courses regardless of their age and to generate FTE reimbursements for the community college. 23 NCAC 2C.0305(b) & (c)</p>	<p>(1) In order to meet high school graduation requirements and degree requirements within five-year timeframe students under the age of 16 may be enrolled in college level courses during their Freshman year. The College will earn FTE on the students below the age of 16, who take classes with the traditional college students.</p>	<p>Approved</p>
<p>(2) To allow ECHS students to enroll in community college classes without regard to the displacement of traditional college students. Operation Procedures Manual, Enrollment of HS Students in Community College Courses and Programs. Section II.A.5</p>	<p>(2) Stanly Early College will offer students the opportunity to enroll in college courses associated with their path of study through the community college. The Earn and Learn design principal “power of the site” encourages shared resources and coordinated calendars, fully integrates high school faculty and students into the college community, motivates students to succeed, and establishes ongoing collaboration between the college and high school.</p>	<p>Approved</p>
<p>(3) To allow the enrollment of high school students in developmental courses (under 100 level) based on joint assessment of individual student need by high school/community college faculty/staff team. 23NCAC2C.0305(c); Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.</p>	<p>(3) In order to satisfy the design principals of Earn and Learn ECHS, the student body of Stanly Early College will reflect the demographics and achievement levels of the district. Therefore, a limited number of high school students enrolled in Stanly Early College may benefit from enrollment in developmental courses.</p>	<p>Approved developmental courses; limited to not more than 10 percent of the prior year Stanly ECHS unduplicated annual student enrollment and ASSET, COMPASS, or Accuplacer scores indicating student placement in the highest level developmental</p>

		course in reading, writing, and/or mathematics.
(4)To allow Community College to teach courses that will supplant some high school graduation requirements for ECHS students and open to other, non-high school students even though such a course was available from at least one high school in the district 23NCAC2C.0305(c); Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs. GS115C-238.50	(4)To eliminate the need to transport students to another site during the school day in order to meet both high school graduation and degree requirements	Approved
(5)To allow ECHS students to enroll in community college courses using alternative assessments that indicate readiness SBCC Placement Testing Guidelines 10-15-99	(5)Multiple Assessments will be utilized for the screening process including, but not limited to, NC EOG and EOC Assessments, Orleans Hanna, Test of Cognitive Skills, In-View, Student Portfolios, Readiness Rubrics, Compass, ASSET, ACT, SAT. This supports the design principal of innovative student assessment: Allows for development of portfolios and other alternative assessments to be used to place students into college courses	Not approved; request may be forwarded to the Placement Testing Committee per # 2 of Placement Testing Guidelines adopted by the SBCC on October 15, 1999.
(6)To provide ECHS students tuition exempt status at the community college while pursuing the community college associate degree regardless of their high school load. NCGS115D-5(a); 23NCAC2D.0201	(6) This waiver supports the design principal of High Academic Standards. <ul style="list-style-type: none"> All students will be afforded a free education regardless of socio-economic status and high school enrollment status. 	No action; tuition waivers for all early college high school and middle college high school students were enacted by Session Law 2005-193.
(7)Create a set of courses that blend the academic experiences of high school (SCS) and community college courses that satisfy high school and associate degree requirements (Dual Credit for high School graduation requirements)	(7)The design principal “power of the site,” “encourages the development of an academic plan that eliminates curricular redundancy between secondary and postsecondary courses and provides students gradual transition to increasingly challenging college work.”	Not approved

	Course content is similar, failure to blend courses will result in an extended period of time to finish both sets of exit requirements. In order to support the Teaching and Learning design principal, SCC needs flexibility in restructuring the delivery of courses while maintaining contact hour and college-level learning requirements.	
(8) Allow ECHS students to enroll in summer courses under tuition free status. State Board of Community Colleges Operating Procedures Manual , Enrollment of High School Students in Community College Courses and Programs.	(8) This supports the design principal of rigor by allowing students to accelerate themselves according to their level of readiness.	No action. ECHS/MCHS students are exempt from tuition by statute.
(9) To exceed the total number of credits required within the curricula programs designed for the Early College to allow for student to fulfill learning objectives of the high school curriculum.	(9) Design principles for the early college include the alignment of learning competencies for a seamless transition in the experience. To achieve this goal, SEC students will take college courses to satisfy high school learning objectives. Although in some curricula strands these courses will also apply to the degree being sought, in other instances credits received for the courses will cause the total number of credits to exceed the requirements for the program. The number of credits may also exceed the curricula standards for each program.	Not approved; referred to NCCCS Program Services staff for further study.
(10) A waiver from Operating Procedures manual Section III.C.3.: “Any student under the age of 15 years shall be accompanied at all times by a parent or another adult consented to and designated by the parent in writing.	(10) Students entering the new high school will be the typical age of high school freshmen and normally younger than the age of 16. In addition, these students will be under the immediate direction and supervision of the high school personnel.	Rule does not apply to Early College High Schools students.
(11) Override prerequisites for college courses.	(11) To better eliminate the duplication of high school courses. SEC requests permission to override college prerequisites on college courses in which the students have demonstrated proficiencies. For example CIS 110	11. Not approved

	is a prerequisite for many of the computer courses. The College will determine override criteria to ensure students are capable to succeed in the higher level courses. If students do not meet the criteria then they will be required to take the prerequisite course.	
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22. Surry Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
Blend secondary and postsecondary courses so that students may receive high school credit for dually enrolled courses specified in SBE policy HSP-M-001 .	Using an interdisciplinary format, students will be exposed to more rigorous instruction and will be exempt from the 135 or 150 instructional hour requirement.	Not Approved
To allow high school students to enroll in community college courses regardless of their age and to generate FTE reimbursements for the community college during the regular school year and in the summer. 23 NCAC 2C.0305 (b & c); G.S. 115 D-204(4) .	To foster student completion of both high school and college courses to meet individual learning plans, students will need to enroll in college courses during their freshman year. The community college needs to be able to receive FTE reimbursement for these.	Approved to enroll Surry ECHS students in grades 9-12/13 in courses numbered 100 and above and generate FTE reimbursement.
To allow full-time high school students to enroll in community college courses without regard to the displacement of traditional college students. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs .	In order to meet the requirements of a carefully designed program of study, students will need to take specific courses on a tightly defined schedule.	Approved
To allow full-time high school students who are enrolled in one high school course to enroll in more than one college course for which they are eligible. G.S. 115C-238.50	Students during their junior and senior high school years may be dually enrolled in more than one college course in order to complete their specific learning plan.	Approved
To allow high school students to enroll in community college courses using alternative assessments that indicate readiness in lieu of required admissions placement testing. SBCC Placement Testing Guidelines 10-15-99	Assessment teams composed of high school faculty and community college faculty will evaluate the accomplishments and performance based portfolios of students to determine their eligibility to be enrolled in college courses.	Not approved; request may be forwarded to the Placement Testing Committee per # 2 of Placement Testing Guidelines adopted by the SBCC on October 15, 1999.

<p>To allow SCC to develop courses needed by high school students (and open to other, non-high school students) even though such a course was available from at least one high school in the districts. G.S. 115C-238.50</p>	<p>With the small size of the high school, limited staff, and impracticality of transportation to existing high schools, it may be necessary for SCC to offer courses needed by high school students to meet graduation requirements.</p>	<p>Approved to offer courses in the NCCCS/CCL numbered 100 or above to ECHS students even though such a course is offered elsewhere in the LEA. (Such courses must be a part of an approved program of the College).</p>
<p>To exempt high school students from tuition while pursuing community college credit. G.S. 115D--5(a); 23 NCAC 2D.0201</p>	<p>All students enrolled in the high school may participate in SCC courses and must be viewed as dually enrolled.</p>	<p>No action; tuition waivers for all early college high school and middle college high school students were enacted by Session Law 2005-193.</p>
<p>To allow enrollment of high school students in developmental courses based on joint assessment of individual student need by a high school-community college faculty/staff team. 23 NCAC 2C.0305(c.); Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.</p>	<p>To facilitate student success in college, it may be necessary to enroll him/her in a SCC developmental course in order to provide additional support and ensure success.</p>	<p>Approved developmental courses; limited to not more than 10 percent of the prior year Surry ECHS unduplicated annual student enrollment and ASSET, COMPASS, or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing, and/or mathematics.</p>
<p>To allow high school students to count a college health class and a college physical education class for the health and physical education graduation requirement. G.S. 115C-</p>	<p>With the location of the school on the college campus, multiple opportunities will be available to share resources, personnel, and facilities while enabling</p>	<p>Approved subject to approval by the SBE.</p>

238.50 (4)	students to pursue personal interests.	
To allow high school students to count a college class for core graduation requirements provided they meet the course standards and portfolio assessment.	In order to maximize the opportunity for students in completing college credit, dual enrollment for core courses is needed. Portfolio and course requirements would be more rigorous than standard EOC tests.	Approved only upon action of SBE.

23. Tri-County Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
To allow the Early College High School (ECHS) students to enroll in community college courses regardless of their age and to generate FTE reimbursement for the community college. 23 NCAC 2C.0305 (b) & (c).	This waiver is critical for our ECHS plan that will allow 9 th graders to enroll in community college classes, and for the community college to generate FTEs. Refusing 9 th graders entry into college classes would inhibit their choices and be contrary to the ECHS design principles that foster inclusion for all students.	Approved to enroll Tri-County ECHS students in grades 9-12/13 in courses numbered 100 and above and generate FTE reimbursement.
To allow ECHS students to enroll in summer classes. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	Some ECHS students will need extra help and support to succeed. In order to stay on track with their individual education plans, these students will need the flexibility to take summer classes.	Approved
To allow full-time ECHS students who are enrolled in one high school course to enroll in more than one college course for which they are eligible. G.S. 115C-238.50	Students in the ECHS will be encouraged to pace themselves, scaffolding into an ever-increasing rigorous course of study. Students will participate in a variety of courses that are taught in a collaborative partnership between the high school and the community college. Flexible scheduling is needed in order to develop curriculum paths which are designed to the needs of each student. Student curiosity and desire to learn needs to be considered in choosing courses. Necessary to help eliminate curricular redundancy between secondary and post-secondary courses.	Approved
To allow enrollment of high school students in developmental courses based on joint assessment of	Students who need remediation or extra help with certain subjects should have access to all college	Approved developmental courses;

<p>individual student need by a high school-community college faculty/staff team. 23NCAC 2C.0305(c); Operating Procedures manual, Enrollment of High School Students in Community College Courses and Programs.</p>	<p>resources available to them.</p>	<p>limited to not more than 10 percent of the prior year Tri-County ECHS unduplicated annual student enrollment and ASSET, COMPASS, or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing, and/or mathematics.</p>
<p>To allow Community colleges to develop a course needed by students in the Early College program (and open to other, non-high school students) even though such a course was available from at least one high school in the district. G.S.115C-238.50</p>	<p>In order to take full advantage of the power of the site, students will need the flexibility to take any and all required high school courses at the Early College, and not be required to travel back to their home high school.</p>	<p>Approved to offer courses in the NCCCS/CCL numbered 100 or above to ECHS students even though such a course is offered elsewhere in the LEA. (Such courses must be a part of an approved program of the College).</p>
<p>To allow ECHS to receive exemptions to the enrollment policies that place adult enrollment as priority. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.</p>	<p>ECHS students will need to be afforded equal status in relation to other college students.</p>	<p>Approved</p>
<p>To exempt Early College High School students from tuition while pursuing the community college associate degree. NCGS 115D-5(a); 23 NCAC 2D.0201</p>	<p>The Learn and Earn ECHS Program design principles provide non-negotiable expectations. Since we are educating adolescents in an enriched environment, students will receive college credit but will still technically be high school students. All students are entitled to a free public education through high school. Therefore, these students</p>	<p>No action; tuition waivers for all early college high school and middle college high school students were enacted by Session Law 2005-193.</p>

	must be able to take tuition free classes at the college level.	
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24. Western Piedmont Community College – Middle College High School		
Exemption (s)	Rationale	Recommendation*
1. To allow Burke Middle College students to enroll in summer classes.	1. To meet our accelerated academic goals, students need the opportunity to enroll in courses year round	Approved
2. To allow Burke Middle College students to enroll in community college classes without regard to the displacement of traditional college students.	2. We need to be able to meet program goals.	Approved
3. To allow Burke Middle College to receive exemptions to the enrollment policies that place adult enrollment as priority.	3. Our students may pursue pathways that are currently restricted to 18 years and older.	Approved

25. Wake Technical Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
Allow Early College High School (ECHS) students to enroll in community college courses regardless of their age and to generate FTE reimbursement for the community college. 23NCAC 2C.0305(c); Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	<ul style="list-style-type: none"> • Fulfills Learn and Earn project mission for a seamless, integrated high school. • Fulfills site-based intent of SB 1225, 2004 Technical Corrections Act, Section 53 – Amends HB 1414 to allow local school administrative unit and colleges to agree upon the minimum age of students participating in Learn and Earn projects. • Allows ECHS to serve all students 9-12 or 9-13 on the same campus throughout their entire high school career. 	Approved to enroll ECHS students in grades 9-12/13 in courses numbered 100 and above and to generate FTE reimbursement.
Allow ECHS students to enroll in summer classes. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	<ul style="list-style-type: none"> • Aligns with ECHS design principle for Power of the Site and Teaching and Learning. • Allows for summer orientation and academic acceleration to prepare students for entrance in the ECHS or to further their academic progress 	Approved

	toward achieving both high school graduation and certification or associate degrees or the accumulation of college transfer credits.	
Allow ECHS students to enroll in community college classes without regard to displacement of traditional college students. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	<ul style="list-style-type: none"> • Demonstrates fundamental premises of Learn and Earn Early College to allow students to receive high school diploma and earn college credit at no cost to students. • Provides community college with flexibility to develop schedules and courses in accordance with needs of both adult learners and ECHS students. • Raises level of rigor for ECHS students. • Increases opportunity for ECHS students to access upper level courses when sections are limited. 	Approved
Allow full-time ECHS students who are enrolled in high school to enroll in more than one college course for which they are eligible. G.S. 115C-238.50	<ul style="list-style-type: none"> • Fulfills fundamental purpose of Learn and Earn Early College to accelerate students' ability to complete certification, earn an associates degree or college transfer credits. • Supports blending of high school and community college courses throughout the 9-12 enrollment period. 	Approved
Allow enrollment of high school students in developmental or community college courses based on assessment using alternative assessments that indicate readiness in lieu of required admissions placement testing of individual student need by a joint high school-community college faculty/staff team. 23NCAC 2C.0305(c.); Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	<ul style="list-style-type: none"> • Supports design principles of Power of the Site, Teaching and Learning, Assessment, and Student Support. • Validates the use of a Declaration of Intent and Interview as an enrollment procedure. • Increases collaboration and understanding by high school and community college faculty regarding the curriculum and essential knowledge and skills required for success. • Directs ECHS faculty to interact frequently with students in course selection process and throughout the academic experience. 	Approved developmental courses; limited to not more than 10 percent of the prior year Wake Technical ECHS unduplicated annual student enrollment and ASSET, COMPASS, or Accuplacer scores indicating student placement in the highest

		level developmental course in reading, writing, and/or mathematics.
<p>Allow Community Colleges to develop a course needed by students in the Early College program (and open to other, non-high school students) even though such a course was available from at least one high school in the district.</p> <p>G.S. 115C-238.50</p>	<ul style="list-style-type: none"> • Aligns with design principles of Teaching and Learning, Assessment and Student Support. • Increases the seamless transition within the 9-12 or 9-13 environment by offering courses aligned with student interests and needs within the ECHS setting. • Allows for curricular innovation that is the centerpiece of the ECHS by integrating the resources of the community college and workplace setting into the teaching, learning, and assessment process. 	<p>Approved to offer courses in the NCCCS/CCL numbered 100 or above to ECHS students even though such a course is offered elsewhere in the LEA. (Such courses must be a part of an approved program of the College).</p>
<p>Allow ECHS to receive exemptions to the enrollment policy that places adult enrollment as a priority. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.</p>	<ul style="list-style-type: none"> • Fulfills Learn and Earn project mission for a seamless, integrated high school. • Fulfills site-based intent of SB 1225, 2004 Technical Corrections Act, Section 53-Amends HB 1414 to allow local school administrative units and colleges to agree upon the minimum age of students participating in Learn and Earn projects. • Allows ECHS to serve all students 9-12 or 9-13 on the same campus throughout their entire high school career. 	<p>Approved</p>
<p>Exempt ECHS students from tuition while pursuing the community college associate degree. NCGS 115D-5(a); 23 NCAC 2D.0201</p>	<ul style="list-style-type: none"> • Fulfills primary mission of Learn and Earn programs to increase rates of students completing certification or earning associate degrees or college transfer credits. • Increases the rate at which graduates enter the workforce with the skills necessary to earn a living or complete a college degree. 	<p>No action; tuition waivers for all early college high school and middle college high school students were enacted by Session Law 2005-193.</p>

26. Caldwell Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
1. To allow Caldwell County Career Center (Tech-Prep Senior High) students to enroll in community college courses regardless of age and allow the college to earn FTE credit. 23NCAC 2C.0305(b)(c)	Some of our senior high students may not be sixteen (16) years of age upon entry but be capable of taking a college course for credit.	Approved
2. To allow Career Center students to enroll without regard to displacement of traditional college students. Grant exemption to enrollment policies that place that place adult enrollment as priority.	Provides access to students to community college courses so that they can accelerate and complete dual credentials, according to the basic premise of the CIHSP initiative.	Approved
3. To allow enrollment of high school students in developmental courses based on assessment of individual student needs by a high school and community college faculty/staff team. (State Board of Community Colleges) 23 NCAC 2C.0305(c); Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs	Some students will enter the Career Center program with academic deficiencies. Since the school will have no public school staff to provide remediation, the college remedial programs will offer students the opportunity to fill deficits in learning and progress more rapidly into college coursework, enabling traditionally under-represented and under-prepared students to catch up and eventually accelerate.	Approved limited to not more than 10 percent of the prior year Caldwell County Career Center unduplicated annual student enrollment and ASSET, COMPASS, or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing, and/or mathematics.
4. To allow CIHSP/Career Center students to be classified as Huskins students during Years 3 and 4 of the 4-year, dual-credentials, tech-prep demonstration program, even though they may have technically completed all required units in their high school program.	Our national tech-prep demo senior high school is set up as a hybrid, an intentional combination of high school and community college in ways that provide strong support and transition services throughout the four-years and into the career marketplace. Our students may technically “graduate” high school, but they will continue to be served by both high school and college staff. The intent is to increase persistence and college-going and graduating rates. Many of our students will be classified as disadvantaged and first-generation college and will choose this program as an economically viable route to a postsecondary credential.	Not Approved; Requires fiscal approval by the NC General Assembly.

<p>5. To allow CCC&TI to develop/offer a course for the Career Center (open to other, non-high school students), even though such a course is available at another high school in the district.</p>	<p>The Career Center will be THE high school for these students with a hybrid curriculum that does not fit the traditional high school model. College faculty can provide needed curriculum that exactly fits the purpose of school, and another school in the district may offer that course. The CCC&TI campus is THE HOME SCHOOL for these students.</p>	<p>Approved; Only courses that are a part of approved programs for CCC&TI from CCC may be offered.</p>
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27 . Lenoir Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
<p>To allow enrollment of high school students in developmental courses based on joint assessment of individual student need by a high school-community college faculty and staff team. 23 NCAC 2C.0305(c.); Operating Procedures Manual, enrollment of High School Students in Community College Courses and Programs.</p>	<p>To provide additional academic support to students who need it in order to succeed in the ECHS program.</p>	<p>Approved limited to not more than 10 percent of the prior year Lenoir CC ECHS unduplicated annual student enrollment and ASSET, COMPASS, or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing, and/or mathematics.</p>
<p>To allow Lenoir Community College to develop a course needed by students Early College program (and open to other, non-high school students), even though such a course is available from at least one high school in Greene County. G.S. 115C-238.50</p>	<p>To ensure course offerings for ECHS students while allowing them to remain on their campus at the community college, rather than having to be transported to another school for one class period.</p>	<p>Approved.</p>
<p>To allow LECHS students to receive exemptions to enrollment policies that place adult enrollment as priority. Operating Manual, Enrollment of High School Students in Community College Courses and Programs.</p>	<p>This is necessary to the success of the ECHS program. We must ensure course availability for our high school students.</p>	<p>Approved</p>

To allow ECHS students to enroll in community college courses using alternative assessments that indicated readiness in lieu of required admissions placement testing. SBCC Placement Testing guidelines 10-15-99.	To offer flexibility for enrollment of ECHS students; to maintain the ECHS priority of authentic assessment procedures used in conjunction with standardized testing; to assure an ECHS enrollment representative of the county's population.	Not approved; request may be forwarded to the Placement Testing Committee per # 2 of Placement Testing Guidelines adopted by the SBCC on October 15, 1999.
To exempt LECHS students from tuition while pursuing the community college associate degree. NCGS 115D-5(a); 23 NCAC 2D.021	To enable students to complete their high school and college degrees within the five-year time frame without causing financial hardship.	No action; tuition waivers for all early college high school and middle college high school students were enacted in Session Law 2005-193.
To exempt community college courses enrolling ECHS students from the class size cap.	To ensure availability of community college PE courses to ECHS students.	No Action; Does not address SBCC policy or Administrative Code.

28. McDowell Technical Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
To allow McDowell Technical Community College to receive FTE reimbursements for all McDowell Early College students regardless of age.	In order to provide the best possible instruction, MTCC must receive reimbursement for every student enrolled in classes.	Approved to enroll MTCC ECHS students in grades 9-12/13 in courses numbered 100 and above and generate FTE reimbursement consistent with that for adult students.
To allow MEC Students to enroll in MTCC summer semester classes.	In order to complete the requirements for some of our degree programs and/or have 64 transfer hours, many students may need to take summer semester classes.	Approved
To allow MEC students to enroll in MTCC classes regardless of their age provided they are academically prepared.	In order to meet the goal of each student obtaining 64 transfer hours or an AAS, or AS degree, students must start their college courses at an early age.	Approved to enroll MEC students in grades 9-12/13.

To enable MTCC to earn summer FTE for those MEC students enrolled in college courses during the summer semester.	In order to provide the necessary summer school classes, MTCC must earn FTE for those students.	Approved for enrollment: FTE reimbursement shall be consistent with that of adult student enrollments for summer classes.
To exempt MEC students from paying tuition while pursuing th MTCC degree.	A number of MCET students will begin pursuing their college degrees prior to the junior year of high school. These students could be as young as 14-years of age. These students must be viewed as dually enrolled students.	No action; tuition waivers for all early college high school and middle college high school students were enacted in Session Law 2005-193
To allow MTCC and the McDowell County Board of Education to develop curriculum that permits students to meet graduation requirements using college level courses taught by college faculty.	Creating a seamless curriculum between highs school and college is essential to the success of the McDowell Early College. Policies that prevent postsecondary courses from meeting core high school requirements will significantly delay students progress toward degree completion.	Action Deffered to State Board of Education regarding use of college courses to meet high school graduation requirements.
To exempt MTCC and MEC from strict seat hour requirements in order to restructure courses to provide for increased opportunities for experiential and project based learning as well as differentiated independent learning.	The current policy of instructional clock hours will prevent the ability to blend course curriculum, restructure courses to increase opportunities for experiential and project-based learning, and allow for differentiated independent learning.	Not Approved; Referred to State Board of Education.
To allow MTCC/McDowell Early College students under 16 to operate equipment considered hazardous under supervision during instructional periods and internship/cooperative training.	MTCC staff and local businesses who provide internship/coop sites must be protected from liability in order to give students the opportunity to complete programs in the appropriate time.	Not approved; requires further consultation with Dept. of Labor.
To allow the MEC students to count a college health class and a college physical education class for the health physical education graduation requirement.	Staffing for the MTCC MEC requires a very special allotment of teachers. Given the size of the student body and the fact that there is only one physical education requirement, having to hire a physical education teacher creates a large barrier for the college.	Approved subject to approval by the SBE.
To allow MEC students to use, with evaluation of MTCC MEC faculty team, alternative assessments in lieu of required placement testing.	MTCC requires that all students meet minimum placement test scores to enroll in MTCC classes. Should it be educationally necessary for a student who places below those minimum levels on the placement test in a college class, a team of MTCC MEC faculty should be allowed to make this decision.	Not approved; request may be forwarded to the Placement Testing Committee per # 2 of Placement Testing Guidelines adopted by the SBCC on October 15, 1999.

To allow MEC students to register as any other MTCC student is allowed to register without regard to the displacement of traditional college students.	In order to be enrolled in the courses necessary to complete the required work in the required time, MEC students must have the same opportunity that all of the MTCC students have to register.	Approved.
To allow MEC students to count a college class for core graduation requirements provided they pass the EOC for the course.	It would facilitate the graduation of students from high school to allow college courses that meet high school standard course of study and in which the students pass the EOC, to be credited for graduation requirements.	Approved only on action by SBE.
To allow MEC students to enroll in developmental courses based on joint assessment by a MTCC/MEC faculty team.	Special circumstances may exist where enrolling a student in a MTCC developmental course may be the only viable option to completing the student's preparation for college.	Approved limited to not more than 10 percent of the prior year MTCC MEC unduplicated annual student enrollment and ASSET, COMPASS or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing and/or mathematics.
To allow the MEC students to receive exemptions to the enrollment policies that place adult enrollment as priority.	For a student to complete the required course work in the time specified, the students must have access to the needed college courses on a prescribed schedule. This means that the students must be allowed to register in a timely manner and be assured that their seat will be protected.	Approved.
To allow MTCC to develop courses open to all MTCC students that are necessary for the MEC students even though that class may be available in at least one high school in the district.	With the cost of transportaion, the small size of the MEC staff, and the need for tight student scheduling, it may become necessary to have MTCC provide courses to the MEC students so they can complete their high school diploma and college work.	Approved.
To allow MEC students to enroll in the necessary college classes regardless of how many high school classes they are enrolled in as long as they are classified as MEC students.	During much of the junior and senior year, the MEC students are required to take more college than high school classes. In some cases, students will need only college classes in a particular semester.	Approved subject to enrollment of students by LEA as MEC students.

29. Southwestern Community College – Early College High School		
Exemption (s)	Rationale	Recommendation*
Blending of secondary and postsecondary courses. *SBE policy HSP-M-001, Senate Bill 656	The blending of secondary and post secondary courses will support the ideas of making curriculum both rigorous and relevant to ECHS students. This model supports research which shows that students learn best in environments that allow for integration across disciplines and immerses students in the subject area. Blended courses will provide more thorough coverage of the Standard Course of Study concepts as well as scaffolding of concepts covered at the college level without redundancy.	Not Approved; recommend further study by the Program Services staff of the System Office, the Curriculum Division of the NC Dept. of Public Instruction, the staff of the New Schools Project, and representatives of the community colleges chief academic officers. Results of the study may be submitted to the State by Dec. 2006.
To allow the Early College High School (ECHS) students to enroll in community college courses regardless of their age and to generate FTE reimbursement for the community college. 23 NCAC 2C.0305 (b) & (c.)	In order to fully implement the ideals of ECHS, students must be allowed to enroll in community college classes, and for the community college to generate FTE for students as early as ninth grade. Refusing ninth graders entry into college classes would inhibit their choices and be contrary to the ECHS design principles that foster inclusion of all students. Careful consideration of which community college courses students are ready for, and providing appropriate supports to assure success in those courses will be the responsibility of the administration and staff of both MCECHS and SCC.	Approved to enroll MCECHS students in grades 9-12/3 in courses numbered 100 and above and generate FTE reimbursement consistent with that for adult students.
To allow ECHS students to enroll in summer classes at Southwestern Community College. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	No Action at this time.	Approved
To allow ECHS students to enroll in community college classes without regard to the displacement of traditional college students. Operating Procedures Manual, Enrollment of High School Students in Community College Courses and Programs.	In order to stay on track with their individual educational plans, ECHS students will need assurances that they will have access to classes needed each semester to fulfill the courses needed in a four-five year plan to meet requirements for high school graduation and earning two years of college transfer credit or associate's degree.	Approved

<p>To allow full-time ECHS students who are enrolled in one high school course to enroll in more than one college course for which they are eligible. G.S. 115C.238.50</p>	<ul style="list-style-type: none"> • Students in the ECHS will be encouraged to pace themselves scaffolding into an ever increasing rigorous course of study, with appropriate supports in place. • Students will participate in a variety of courses which are taught in a collaborative partnership between the high school and the community college . • Flexible scheduling is needed in order to develop curriculum paths which are designed to the needs of each student. • Student interest, as well as building relevance for students through course selection is essential to student success. • It is impossible to eliminate curricular redundancy between secondary and postsecondary courses. 	<p>Approved</p>
<p>E. To allow enrollment of high school students in developmental courses based on joint assessment of individual student need by a high school-community college faculty and staff team. 23 NCAC 2C.0305(c); Operating Procedures Manual, enrollment of High School Students in Community College Courses and Programs.</p>	<p>Due to the diversity of students who will attend MCECHS we have a continuum of students, ranging from those working at an accelerated rate with need for minimal support, to those who may need additional skill development to promote student success. Because these students will be working closely with members of both staffs, they can jointly discuss and share the special needs the students face. Through this collaborative effort the joint groups can provide the on-level academic needs of the student. At the same time, their joint efforts to promote the developmental effort can help bring the student to the expected level while allowing the student to move forward in his/her acceptable skill areas.</p>	<p>Approved limited to not more than 10 percent of the prior year Southwestern CC MCECHS unduplicated annual student enrollment and ASSET, COMPASS or Accuplacer scores indicating student placement in the highest level developmental course in reading, writing and/or mathematics.</p>

<p>To allow Southwestern community college to develop courses needed by students at the SECHS program (and open to other, non-high school students), even though such a course was available from at least one high school in Macon County. G.S. 115C-238.50</p>	<p>Macon County Early College High School will be a high school within its own right. Development of an individualized school culture and the sense of community that will be built among faculty and students is essential to success for the students. These students will be housed in the community college environment and will need to take all courses within the confines of MCECHS and SCC rather than being made to return to the campus of a district high school that they are not a part of. The staff of the college, following the SCS guidelines, can meet the state expectations, and at the same time allow special adaptations to meet the needs of high school learner and non-high school learner.</p>	<p>Approved</p>
<p>To allow ECHS students to receive exemptions to enrollment policies that place adult enrollment as priority. Operating Manual, Enrollment of High School Students in Community College Courses and Programs.</p>	<p>ECHS students will need to be afforded equal status in relation to other college students. This will be necessary in order to allow ECHS students to progress through their 4-5 year academic plan.</p>	<p>Approved</p>
<p>To allow ECHS students to enroll in community college courses using alternative assessments that indicate readiness in lieu of required admissions placement testing. SBCC Placement Testing Guidelines 10-15-99</p>	<ul style="list-style-type: none"> • Alternative assessments can be used which will measure core standards giving the student whose multiple intelligences vary from normally measurable intelligence a chance to compete. Ex: the visual learner • Alternative assessments will be extremely useful when looking at and evaluating students from other cultural groups. Ex: the Hispanic Community • Alternative assessments will be more relevant in determining a student's ability to apply knowledge. • Alternative assessments are useful to use when looking at a student as a "whole person" capable of reflection, as opposed to looking at a student's ability to react. • Alternative assessments are appropriate for determining a student's ability to "create meaning out of learning," "making connections," and "ability to integrate the core curriculum with experiential learning." 	<p>Not approved; request may be forwarded to the Placement Testing Committee per # 2 of Placement Testing Guidelines adopted by the SBCC on October 15, 1999.</p>

<p>To exempt Early College High School students from tuition while pursuing the community college associate degree. NCGS 115D-5(a); 23 NCAC 2D.0201</p>	<p>The Learn and Earn ECHS Program design principles provide non-negotiable expectations. Since we are educating adolescents in an enriched environment, students will receive college credit but will still technically be high school students. All students are entitled to a free public education through high school. Therefore, these students must be able to take tuition free classes at the college level.</p>	<p>No action; tuition waivers for all early college high school and middle college high school students were enacted by in Session Law 2005-193</p>
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*The State Board of Community Colleges may modify or rescind any exemptions prior to the expiration of the five-year approval period.

Part 9. Cooperative Innovative High School Programs

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. (2003-277, s. 2; 2005-276, s. 7.33(a).)

Cooperative Innovative High School Program Agreement

Directions for Completion:

- A. The agreement is to be completed jointly by the local board(s) of education and the local board of trustees of the community college.
- B. The agreement must be returned to:

Elsie C. Leak, Ed. D.
Associate Superintendent
Curriculum and School Reform Services
MSC 6307
Raleigh, NC 27699-6307

- C. Send 3 copies with original signatures (1 copy will be returned to the partnership with State Boards signatures).

Program operation agreement:

This agreement among the Board of Trustees of :

(1) _____ and
(Name of Community College)

the Board of Education of:

(2) _____ and
(Name of Public School System)

(3) _____ and
(Name of Public School System)

the State Board of Community Colleges and the State Board of Education is to establish a cooperative innovative high school program pursuant to G. S. 115C-238.51 through G. S. 115C-238.55. The community college and the local education agencies agree that the application submitted for the November 2004 Request For Proposal with approved amendments are incorporated in this agreement with only the approved exemptions contained in attachments 1 and 2 of this document.

