

CURRICULUM DEVELOPMENT

The Cleveland County Board of Education is committed to providing a curriculum that will enable its students to achieve the instructional goals set forth in the North Carolina Standard Course of Study, State Board of Education policy, local board policy, and applicable state law. The curriculum shall contain all courses required by state law and the State Board of Education and shall provide for the needs of all students. All formal course offerings in the instructional program shall be approved by the board and shall conform to the course requirements established by the State Board of Education and the State Department of Public Instruction. In addition, the board encourages and supports the professional staff in their efforts to investigate new curricular ideas, develop improved programs, and evaluate results.

The superintendent is responsible for providing leadership in curriculum planning, design, and implementation to achieve the instructional goals for Cleveland County Schools.

The superintendent shall encourage local school initiatives in identifying needs for curriculum development.

Curriculum development shall include the deletion of and changes to existing curriculum as well as the development of new curriculum.

Teachers shall receive training for curriculum development and implementation.

The board must approve all locally developed curricula not included in the Standard Course of Study.

The superintendent shall establish a program of ongoing evaluation of the curricular program. Evaluation may include periodic evaluation reports, testing, and employment of outside evaluators or consultants, as the superintendent deems appropriate.

ACCREDITATION

The Cleveland County Board of Education encourages its staff to work toward attaining and continuing accreditation of the school system by the North Carolina Department of Public Instruction and the Southern Association of Colleges and Schools.

LEGAL REF: G.S. 115C-12(9), -36, -47; N.C. State Board of Education Policy HSP-B-000

ADOPTED: June 13, 2005

EQUAL EDUCATIONAL OPPORTUNITIES

It is the policy of the Cleveland County Board of Education not to discriminate on the basis of race, national origin, sex, marital status, religion or handicapping conditions in its educational programs and activities.

Complaints or grievances regarding this policy may be addressed in accordance with the student grievance policy. Grievances regarding alleged sexual harassment may be raised according to the procedures outlined in the sexual harassment policy.

This policy shall be included in the school system's parent/student handbook and in staff handbooks prepared at each school.

LEGAL REF: Civil Rights Acts of 1866, 1964, 1970 and 1971; Age Discrimination in Employment Act of 1967; Equal Pay Act of 1963; Executive Order 11246; Title IX of the Education Amendments of 1972; Vocational Rehabilitation Act of 1973; 20 U.S.C. § 1703; 34 C.F.R. Part 106; G.S. 115C-367; G.S. 126-16

ADOPTED: May 22, 2006

PROTECTION AGAINST SEX DISCRIMINATION – TITLE IX

It is the policy of the Cleveland County Board of Education not to discriminate against anyone on the basis of sex in its educational programs or activities, in admission to its educational programs or activities, or in employment policies and practices, in accordance with Title IX of the Education Amendments of 1972. Inquiries regarding compliance with Title IX may be directed to the Title IX Coordinator or to OCR. The Title IX Coordinator is the assistant superintendent or his/her designee and may be reached at:

Dr. Linda Hopper, Assistant Superintendent
Title IX Coordinator
Cleveland County Schools
130 South Post Road
Shelby, N.C. 28152
Telephone: 704/476-8000
Fax: 704/476-8300

OCR may be reached at:

District of Columbia Office
Office for Civil Rights
United States Department of Education
1100 Pennsylvania Ave., N.W., Room 316
Post Office Box 14620
Washington, D.C. 20044-4620
Telephone: 202/208-2545
Fax: 202/208-7797; TDD: 202/208-7741
Email: OCR_DC@ed.gov

Grievances or complaints regarding this policy may be addressed in accordance with the employee grievance policy. Grievances regarding alleged sexual harassment may be raised according to the procedures outlined in the sexual harassment policy.

This policy shall be included in the school system's parent/student handbook and in staff handbooks prepared at each school.

LEGAL REF: Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. § 1681, et seq.; 34 C.F.R. Part 106.

ADOPTED: May 22, 2006

SCHOOL CALENDAR

The Cleveland County Board of Education annually will establish a school calendar in accordance with law that shall provide a minimum of 180 days and 1,000 hours of instruction covering at least nine calendar months. The board will consult with parents and school personnel in the development of the school calendar.

The number of hours in an instructional day does not have to be uniform among the schools in the district. The board may approve school improvement plans that include days with varying amounts of instructional time, so long as the minimum number of total instructional hours is met or exceeded.

Instructional time is defined as that time during which students are assigned to a teacher for the primary purpose of instruction. Instruction is any activity that leads toward the mastery of specific educational goals and objectives of the Cleveland County Schools' curriculum. Activities such as homeroom, pep rallies, lunch, recess, etc., may not be counted as a part of required minimum instructional time.

LEGAL REF: G.S. 115C-47(11), -84.2; N.C. State Board of Education Policy HSP-G-001

ADOPTED: June 13, 2005

SCHOOL IMPROVEMENT TEAMS

The principal of each school shall establish a school improvement team in accordance with state law, State Board of Education policy, and Department of Public Instruction guidelines.

The school improvement team shall be comprised of: the principal; representatives from the assistant principals, instructional personnel, instructional support personnel and teacher assistants assigned to the school; and parents of children enrolled in the school. Schools shall encourage parental participation so that parent representatives reflect the racial and socioeconomic composition of the students enrolled in the school. Likewise, schools should make every effort to ensure that the staff members elected to the school improvement team represents a variety of grade levels and/or subject areas.

The school improvement team in each school community shall develop a school improvement plan. This team takes responsibility for assessing the current program and needs at the school, designing strategies for improving student performance, planning necessary staff development, using available resources to implement changes, planning for safe schools and healthy students, communicating decisions to the community, and continually evaluating the results of its decisions and the effectiveness of the school improvement plan.

School improvement plans shall be submitted to the Cleveland County Board of Education for acceptance or rejection as provided by statute.

LEGAL REF: G.S. 115C-47(38), -105.27, -288(l)

ADOPTED: June 13, 2005

CLASS SIZE

The Cleveland County Board of Education adheres to statutory and regulatory class size requirements and teacher-pupil ratios. If class size will exceed these limits, the principal shall promptly notify the superintendent or designee.

Within budgetary limitations, class sizes shall be kept as small as possible. The board may request waivers of class size requirements as allowed by law.

LEGAL REF: G.S. 115C-47(10), -301

ADOPTED: June 13, 2005

PLANNING FOR INSTRUCTION

Teachers shall develop instructional plans that lead toward student achievement in accordance with the North Carolina Standard Course of Study, curriculum guides, the board's curricular goals, and other standards and guidelines of the North Carolina Department of Public Instruction and the State Board of Education. Planning shall include pacing guides containing annual and unit plans.

Each teacher will prepare daily lesson plans that are based on the North Carolina Standard Course of Study and applicable curriculum and instructional guides developed by the school district. The following criteria should be followed regarding lesson plans:

1. Daily lesson plans should be accessible to the principal.
2. Detailed daily lesson plans shall be provided for substitutes.
3. When planning lessons, teachers must consider:
 - a. specific outcomes and objectives which relate to the curriculum
 - b. planned activities, instructional strategies and special materials
 - c. activities to address individual student needs
 - d. assessment/evaluation criteria
 - e. evidence of curriculum alignment and continuity of the instructional program

Principals shall facilitate cooperative planning among teachers for integration of content and for continuity in students' educational experience and ensure that teachers plan effectively to meet the needs of each student.

Principals are responsible for ensuring that instructional plans are developed and prepared in accordance with this policy.

LEGAL REF: G.S. 115C-36, -288, -307

ADOPTED: June 13, 2005

TEACHING METHODS

Teaching methods utilized in the Cleveland County Schools shall reflect best practices in instruction as validated by research.

It shall be the responsibility of the instructional staff to stay abreast of the research concerning teaching methods that will be useful to the achievement of the goals and objectives in the curricular program of the North Carolina Standard Course of Study and the instructional goals stated in board policy.

It shall be the responsibility of teachers to participate in available professional development opportunities that will assist them in utilizing effective teaching practices.

It shall be the responsibility of each principal to ensure that teachers follow and teach to the North Carolina Standard Course of Study and other standards and guidelines of the North Carolina Department of Public Instruction and the State Board of Education.

LEGAL REF: G.S. 115C-36, -300, -307

ADOPTED: June 13, 2005

ACADEMIC FREEDOM

The Cleveland County Board of Education supports academic freedom for students and teachers, while recognizing that academic freedom in the public schools involves considerations which are not always equally present in a college or university setting. Students should have the opportunity to learn, to reach their own decisions and beliefs about conflicting points of view, and to develop the critical thinking skills necessary to arrive at these independent conclusions. Teachers should be able to pursue the search for knowledge in their field of expertise.

Teachers must take into account the relative maturity of their students and the need for guidance and help in studying the issues and arriving at balanced views. Care shall be taken not inhibit the dignity, the personality, or the intellectual expression of students. Statements made or materials used in the classroom must serve a valid educational purpose related to the curriculum. Teachers are expected to follow the required curriculum and use required curriculum and instructional guides.

Teachers should not attempt to use the classroom as a forum for the expression of personal views. The age, intelligence, and experience of students will be important considerations in determining the appropriateness of materials presented.

Teachers shall obtain prior approval from the principal before introducing controversial topics or unorthodox classroom activities which deviate from established curriculum.

Principals must approve all outside speakers in advance. Use of outside speakers shall comply with this policy.

The principal, as the instructional leader of the school, is responsible for encouraging academic freedom as a means for students and teachers to be actively engaged in the learning process. The principal also is responsible for ensuring that academic freedom is practiced in accordance with the guidelines in this policy. The administration should implement this policy with sensitivity to the values and needs of the school community.

LEGAL REF: G.S. 115C-36, -47

ADOPTED: June 13, 2005

RELIGION IN THE SCHOOLS

Teachers and other staff members shall incorporate the highest standards of honesty, integrity and morality in all of their teaching, counseling and other contacts with students. Because there may be students of many religious faiths, convictions and beliefs enrolled in the Cleveland County Schools, it is especially important that all school staff members be sensitive to the freedom of religion and other constitutional rights of all students.

The First and Fourteenth Amendments to the United States Constitution have been interpreted to require that public schools allow the free exercise of religion and avoid endorsing or supporting religion generally or any particular religious belief. As noted below, these guarantees allow students and staff freedom to exercise their religious beliefs, so long as they do not disrupt school or impose their beliefs upon others. The First Amendment also allows discussions in the classroom of religious thoughts and customs, so long as the discussions are presented as part of a religiously neutral program of education. School administrators and teachers must avoid promoting religion in school-sponsored activities.

The following procedures on religion and religious practices in the schools are provided in order to avoid infringement of individual rights and to set forth the board's position concerning certain religious issues:

1. Teachers may include religion's role in appropriate subjects in the curriculum, such as literature, history, the humanities, and the arts. Teachers shall use fairness and objectivity when teaching about religion and shall not promote or disparage a particular religion.
2. The board and school personnel will take into account the possible effects of religious holidays on school attendance when planning school calendars. When possible, examinations and other major events will not be scheduled on such holidays.
3. Students who miss school for reasons of sincerely held religious belief will be given an opportunity to make up school work without penalty.
4. School personnel will give careful consideration to written requests from parents that students be excused from activities that the parents deem objectionable on religious grounds. If such a request is approved by the principal, an alternative activity will be provided for the student.
5. The use of religious symbols and music as part of a religious holiday, such as Christmas or Hanukkah, is permitted as a teaching aid or resource. Symbols that are displayed as an example of the cultural and religious heritage of the holiday are to be used on a temporary basis.
6. Music, art, literature, and drama related to religious holidays may be studied and performed in programs if they are presented in an objective and neutral manner as a tradition of the cultural heritage of the particular holiday

7. The secular teaching about religions and about the history and practice of religion is permitted. The teaching of patriotic, historic, and literary documents having religious references embedded in them is permitted. Students shall be permitted to express religious themes through their natural artistic talents. Religion classes that are historical survey courses and offer an elective credit in social studies are permitted as part of the high school curriculum.

8. Religious books, including Bibles, or religious symbols may not be given to students as an award for achievement and may not be generally distributed by religious groups to students at school.

9. During the school day, students may read religious materials, discuss religious issues among themselves and engage in voluntary prayer among themselves, except when they are involved with their classroom work or other school activities, as long as such activity does not infringe on the rights of others or interfere in any way with the school program and as long as such activity is not organized or promoted by school staff.

10. School personnel may read religious materials, including the Bible, pray on their free time, engage in voluntary discussions with other staff members about religious issues, and carry or wear religious symbols when on duty at school, as long as it does not interfere with their work.

11. Principals and other administrative personnel should be sensitive to and show respect for religious beliefs held by other employees and students. In dealing with religious issues, they should do so in a manner that will not show or imply favor or disfavor with an employee's or student's religious beliefs.

12. Counseling of students or informal discussions with students by school personnel shall neither infringe on students' religious beliefs nor seek to indoctrinate students in the particular religious beliefs of the individual.

13. In scheduling speakers for classes and school assembly programs, schools may select motivational speakers; however, speakers should not proselytize or advocate a particular religious creed.

14. At school functions, such as graduation exercises, PTO/PTA meetings and other school programs, individuals should be sensitive to the beliefs of others. At no time shall any religious belief, or any system denying or objecting to religious beliefs, be advanced or disparaged. The school system and its employees shall not conduct, sponsor, or endorse any form of religious indoctrination or exercise, including prayer, at school functions.

15. The school system may not sponsor a baccalaureate service. The baccalaureate service is traditionally religious in nature and should be a voluntary service and not a required part of graduation exercises.

16. If any school permits access to outside groups at school, the school principal will allow participation and access of other groups to extent required by constitutional, federal, and state laws and regulations.

LEGAL REF: U.S. Constitution, Amendment I; G.S. 115C-36, -47; N.C.A.G. Reports, Vol. 41, No. 4, p. 802; 20 U.S.C. § 4071; P.L. 103-141

ADOPTED: June 13, 2005

MOMENT OF SILENCE

The Cleveland County Board of Education authorizes the observance of a moment of silence at the beginning of each day in all grades in the school system. The moment of silence may not exceed one minute in length, and must be completely unstructured and free of guidance or influence of any kind from any source. No other activity will be allowed during that time.

The principal or designee will communicate, using an appropriate medium, the beginning and end of the moment of silence.

No other remarks shall be made during the moment of silence.

LEGAL REF: G.S. 115C-47(29)

ADOPTED: June 13, 2005

PUBLIC DISPLAY OF FLAG

When available, the United States and North Carolina flags shall be displayed in each classroom.

Flags will be displayed in accordance with all applicable laws, regulations and executive orders.

Recitation of the Pledge of Allegiance shall be scheduled on a daily basis. Students shall receive age-appropriate instruction on the meaning and historic origins of the flag and the Pledge of Allegiance.

No one shall be compelled to stand, salute the flag, or recite the Pledge of Allegiance.

LEGAL REF: G.S. 115C-47(29a); 4 U.S.C. § 4 et seq.

ADOPTED: June 13, 2005

Revised: October 23, 2006

HOMEWORK

The Cleveland County Board of Education recognizes that out-of-school assignments and home study can be effective means of developing school-home relations and the acceptance of shared responsibility for the student's education.

Such assignments should be made with care, keeping in mind the maturity levels of students, their total growth and development needs, the demands on their time for non-school activities, and the availability of the materials and resources that may be needed to complete the homework assignment.

Homework shall be a part of the instructional experiences of each student. Homework is a purposeful continuation or extension of the instructional program to be accomplished by the student outside of the regular class. The teacher shall carefully plan and periodically evaluate homework regarding its purpose, appropriateness, and timeliness.

Homework assigned as a form of assessment shall be an extension of skills and objectives already taught or introduced to students.

Students should be encouraged to read for pleasure and to engage in other appropriate learning experiences outside school hours.

LEGAL REF: G.S. 115C-36

ADOPTED: June 13, 2005

INSTRUCTIONAL MEDIA AND EQUIPMENT

The Cleveland County Board of Education realizes that meeting the needs of its students depends upon the availability of a wide variety of instructional materials, supplies and equipment. Better motivation, higher student interest, and broader methods of presentation will result from the use of a variety of instructional media.

The board is committed to making adequate provisions for the purchase, storage and distribution of such materials.

The administration is responsible for developing and implementing the necessary rules and regulations to carry out an orderly system of selecting and discarding instructional materials, supplies and equipment.

In consultation with instructional staff, the superintendent shall develop and maintain a plan for the utilization of technology to support the achievement of the instructional goals of the Cleveland County Board of Education, including projections for the purchase of instructional equipment.

LEGAL REF: G.S. 115C-36, -47, -518, -522

ADOPTED: June 13, 2005

SELECTION AND RECONSIDERATION OF INSTRUCTIONAL MATERIAL

Instructional materials include library materials and any other type of print or non-print media used in the classroom and/or library to implement the instructional program. “Instructional material” means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials and materials in electronic or digital formats, including materials accessible through the Internet. “Instructional material” does not include academic tests or academic assessments.

A. Selection of Instructional Materials

1. Philosophy

Instructional materials shall be chosen according to the educational needs and interests of students. Materials shall not be excluded because of the race, nationality, or creed of the author, producer or composer, or because of the ideological, political or religious viewpoint expressed in the material.

Efforts will be made to provide materials that present varying points of view concerning the problems and issues of our time – international, national, and local. Materials of sound authority shall not be prescribed or removed from library shelves because of doctrinal approval or disapproval.

Censorship of material should be avoided in order to maintain the school’s responsibility to provide information and educational enlightenment.

2. Objectives of Selection

In order to assure that the school media program is an integral part of the education program of the school, the following selection objectives are adopted:

- a. To provide materials to enrich and support the curriculum, taking into consideration the individual needs and the varied interests, abilities, socioeconomic backgrounds, learning styles, and maturity levels of the pupils served.
- b. To provide materials to stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- c. To provide a background of information to enable students to make intelligent judgments and to sharpen their critical evaluation skills.
- d. To provide materials presenting opposing sides of issues so that students may develop the practice of critical thinking and of critical analysis of all media.
- e. To provide material representative of the diversity of our American heritage.

f. To select material of the highest quality to assure a comprehensive collection appropriate for the users.

g. To provide materials that develop a positive image of men and women free of gender bias.

3. Media Advisory Committees

Each school shall have in place at all times a building-level Media Advisory Committee whose responsibility it is to assist the media personnel in the selection process and the school-level challenge of materials. This committee shall be appointed by the principal in consultation with the media coordinator and chaired by the media coordinator. It shall consist of:

teachers representing all subjects and/or grade levels

at least 1 student (at middle and high school levels)

at least 1 parent

Under the leadership of professional media personnel, this group sets priorities for resources to be acquired based on school wide objectives and on strengths and weaknesses in the existing collection. The committee also will be informed of the budget allocated for purchasing media in order to make the wisest choices possible. This committee is also the first level of response to any challenge of resources within the school.

Final decisions for purchase of instructional materials for media centers rest with the professional media personnel with the approval of the school principal.

4. Criteria for the Selection of Instructional Materials

a. The Media Advisory Committee will analyze printed and non-printed materials and evaluate them critically using the objectives listed in Section 2 above.

b. The teacher individually selects materials for instructional use, the teacher shall also select them using the objectives listed in Section 2.

c. Materials utilized by visitors to classrooms for instructional presentations should be selected in terms of the objectives in Section 2. Challenges of materials will be judged in terms of these objectives as well.

d. Selection of library materials shall be based on the individual needs of each school based on the interest and abilities of students, taking into consideration the curriculum and the present media collection.

5. The Selection and Maintenance Process

In selecting instructional materials and maintaining the media collection, school media professionals, assisted by the Media Advisory Committee will:

a. evaluate the existing collection;

b. assess curricular needs;

- c. examine materials;
- d. consult reputable, unbiased, professionally prepared selection aids;
- e. make recommendations to the principal advising purchase of new instructional materials;
- f. provide a list upon request (subject to deletions and additions) of supplementary materials to be used in classrooms;
- g. judge gift items and classroom collection purchases by standard selection criteria;
- h. weed continuously those items that are outdated or no longer relevant to the curriculum; and
- i. purchase replacements for worn, damaged or missing resources basic to the collection.

B. Reconsideration of Instructional Materials

1. Statement of Principles on Reconsideration of Instructional Materials

Despite the quality of the selection process, the care taken in the process, and the qualifications of persons selecting the resources, occasional objections to instructional materials may be made. The Cleveland County Board of Education supports principles of intellectual freedom inherent in the First Amendment to the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association and the Students' Right to Read of the National Council of Teachers of English.

2. Procedure following a Complaint

If the complaint cannot be resolved informally between the complainant, the principal, the media coordinator, and the teacher, the following formal steps will be taken:

- a. The principal or designee will provide the complainant with a copy of this policy and a **REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIAL** form.

The form must be filled out and returned to the school principal by the complainant before any consideration is given.

- b. The principal shall keep challenged material in use during the review period and no material shall be withdrawn or made unavailable to students whose parents do not object as a result of any such request.

- c. If the complainant seeks to excuse only his/her child from use of the challenged material, the principal shall make a decision based on consideration of the basis of the parent's objection, the availability of curriculum alternatives, and the degree to which the requested change would significantly disrupt the educational program or place a substantial burden on instructional staff.

- d. If the complainant is not satisfied with the decision of the principal and/or seeks to remove the challenged material from school use, the complainant may submit an appeal to the school-level Media Advisory Committee. The school-level Media Advisory Committee will:

read, view or listen to the material in its entirety;

survey reviews of the material in professional reviewing sources;

determine the extent to which the material supports the curriculum and the selection criteria;

weigh the merits against the alleged weaknesses, considering the whole item instead of isolated passages or portions; and

provide a written report of the committee's decision to the principal and the media supervisor;

review the complainant's objections to the challenged materials;

use checklist for school media advisory committee; and

retain or withdraw the challenged item upon completion of this process.

e. The principal will notify the complainant in writing of the Media Advisory Committee's decision. A copy of the report will be filed in the principal's office.

f. If the complainant is not satisfied with the committee's decision, he/she may file a **REQUEST FOR REVIEW OF BUILDING-LEVEL RECOMMENDATION** with the school principal within fifteen (15) days of notification of the building-level decision.

3. Procedure Following a Challenge to a Building-Level Recommendation

a. Upon receiving a completed **REQUEST FOR REVIEW OF BUILDING-LEVEL RECOMMENDATION**, the principal shall inform the superintendent that a formal complaint has been received.

b. The board, upon notification from the superintendent that a review of a building-level decision has been requested, may create a system level Media Advisory Reconsideration Committee if one does not exist. The committee should consist of:

the superintendent or designee;

the media supervisor;

a media coordinator and/or teacher from each level of school within the system;

a principal from each level of school within the system;

a parent/community member from each level of school within the system;

a parent from the school from which the challenge originates; and

at least 1 high school student.

The chair of this committee should be appointed by the board.

c. The Media Advisory Reconsideration Committee will re-examine all documentation from the original reconsideration decision and prepare a written report of the findings and recommendation directed to the superintendent and the board. Specifically, the members of the committee will:

review the report of the building-level committee;

read, view, or listen to the material in its entirety;

check general acceptance of the material by reading reviews and consulting recommended lists from reputable agencies;

record and consider any statement or explanation requested of the complainant; and

review the objections of the complainant as stated in the Request for Review of the building-level recommendation form.

d. The board will decide whether to continue using the challenged material based upon the considerations outlined in this policy, the statement of findings by the Media Advisory Reconsideration Committee, and other legitimate educational factors.

e. The board shall, at all times, have sole authority and discretion to determine whether a challenge has merit and whether challenged materials should be retained or removed.

LEGAL REF: G.S. 115C-36, - 45, - 98

ADOPTED: June 13, 2005

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIAL

Please complete and return to the principal

Title:

Specify type of media by item: book, video, etc. (please explain):

Author: _____

Publisher/producer: _____

Request initiated by: _____ Phone: _____

Address: _____ Zip Code: _____

Complainant represents: _____ (self)

_____ (organization)

_____ (identify other group)

Relationship to school:

1. To what in the item do you object? (Please be specific; cite pages, frames, etc.)

2. What do you feel might be the result of a student's reading/viewing/listening to this item?

3. For what age group would you recommend this item?

4. Is there anything good about this item?

5. Did you read/view/listen to the entire item? _____

If not, what parts did you read/view/listen to?

6. Are you aware of the evaluation of this item by authoritative sources?

7. What do you believe is the theme or purpose of this item? _____

8. What would you like the school to do about this item?

_____ Do not assign this item to my child.

Withdraw this item from use at this school.

Other (specify) _____

9. Are there other school library materials of the same format and subject that you would like to recommend? _____

Signature of Complainant Date

REQUEST FOR REVIEW OF BUILDING-LEVEL RECOMMENDATION

[Click here to download this form as a Word Document](#)

Name of person making request _____
Telephone _____

Address _____

Complainant represents: _____ himself/herself or _____ organization

(Name of organization: _____)

Are you a parent or guardian of a student in this school system? _____ Child's grade level _____

Name of school owning the item to be reconsidered _____

Title of item _____ Format _____

(Please complete separate form for each individual title to be reconsidered) (book, video, etc.)

Author/artist/composer, etc. _____

Publisher/producer _____

Copyright date _____

Are you aware of the reasons for the building-level decision regarding this resource?

Yes _____ No _____

What aspects of the decision are you requesting be reviewed? _____

Do you have additional comments or information about the resource that you did not include on the building level Request for Reconsideration form? Yes _____ No _____

If yes, please include:

Signature of Complainant

Date

PROVISION AND SELECTION OF TEXTBOOKS

Provision of Textbooks

When a textbook is used as a primary instructional resource for a course or subject, budgetary priorities and administrative procedures should assure that each student is provided the textbooks for a subject or course at the beginning of the school year or semester, subject to the immediate availability of textbooks from publishers.

Selection of Textbooks

As the need for textbook selection arises, the superintendent or designee will direct principals to organize a school-level committee for this purpose. The committee members should represent the grade level and subject area of the textbooks being considered and should base their decisions on the following:

1. Alignment of content with the North Carolina Standard Course of Study
2. Readability level of the content
3. Content's integration with other subject areas

From the school-level committee, one person per grade level for the core academic subjects and/or one person per other subject area shall be chosen to represent the school at a system-wide committee meeting for textbook selection.

There shall be one system-wide committee for the selection of elementary school (K-5) textbooks. The system-wide committee shall choose a consistent adoption for the core academic subjects at each grade level and for other subject areas, based on the above criteria. If the system-wide committee does not reach a consensus for selection, the superintendent or designee will make the final decision from among the committee's narrowed choices.

For middle and high school (6-12) textbooks, there shall be one system-wide committee for each academic subject area. The system-wide committees are encouraged to recommend a consistent adoption based on the above criteria. However, if the system-wide committee does not reach a consensus for a single selection, the school-level committee for each school may choose from among the committee's narrowed choices.

Textbooks may be selected from the adoptions made by the State Textbook Commission, or the board may approve the selection of textbooks that have not been adopted by the State Board of Education, as permitted by law.

Supplementary Books and Materials

The North Carolina Standard Course of Study is the basis of the core curriculum implemented in the Cleveland County Schools and is used to prepare students for the state's end-of-course and end-of-grade tests. Since textbooks do not always include all necessary curricular areas, the board

recognizes the need and encourages teachers to supplement the prescribed text when beneficial to student learning.

PARENTAL REVIEW OF INSTRUCTIONAL MATERIALS

A parent or legal guardian of a student or an eligible student (any student 18 years of age or older or an emancipated minor) shall be allowed to inspect and review any instructional material used as part of the educational curriculum for the student. Requests to review instructional materials should be made to the teacher or school principal. Parents, guardians, and eligible students will be provided with reasonable access to the materials within a reasonable period of time after the request is received by the teacher or principal.

“Instructional material” means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials and materials in electronic or digital formats, including materials accessible through the Internet. “Instructional material” does not include academic tests or academic assessments.

Notification of the rights of parents, guardians and eligible students under this policy shall be placed in the student/parent handbook and distributed at the beginning of each school year. Notice will be provided to parents, guardians, and eligible students regarding any revision made to this policy during the school year.

The superintendent may develop administrative regulations to implement this policy.

LEGAL REF: 20 U.S.C.§ 1232h

ADOPTED: June 13, 2005

COPYRIGHTED MATERIALS

The Cleveland County Board of Education expects all employees and students to comply with all copyright laws and regulations and copyright guidelines established by the superintendent. Federal copyright law makes it illegal for anyone to duplicate copyrighted materials whether in audio, visual, printed or electronic format. Severe penalties are provided for unauthorized duplication of copyrighted materials outside the boundaries of "Fair Use" as defined by federal copyright law. In addition, employees and students who knowingly violate copyright law or board policy are subject to disciplinary action.

The superintendent or designee shall develop and distribute guidelines for duplication of copyrighted materials which are congruent with provisions of federal law.

LEGAL REF: G.S. 115C-36, -47, -308; Federal Copyright Laws; U.S. Copyright Office Circular 21; Copyright in an Electronic Environment, Department of Public Instruction

ADOPTED: June 13, 2005

DUPLICATION OF COPYRIGHTED MATERIALS

I. Fair Use

A. The copyright law makes it illegal for anyone to duplicate copyrighted materials whether in audio, visual, or printed form. Severe penalties are provided for unauthorized copying outside the bounds of "fair use." Fair use applies to reproduction for such purposes as criticism, comment, news reporting, teaching, scholarship, or research. The following four standards of fair use must be satisfied:

1. The purpose and character of the use. The use must be for such purpose as face to face teaching or scholarship and must be nonprofit. "Fair use" might allow teachers acting on their own to copy small portions of a work for the classroom, but will not allow a school system or institution to do so.

2. The nature of the copyrighted work. Copying from a consumable workbook designed for a course of study would not be considered fair use.

3. The amount and substantiality of the portion used in relation to the whole. Copying the whole of a work would not be considered fair use; copying a small portion may be considered fair use. However, a quantitative test is not enough. For example, extracting a short sequence from a videocassette may be different than using a short excerpt from a textbook, because two minutes out of a 20-minute film may be the very essence of that production.

4. The effect of the use upon the potential market for or value of the copyrighted work. If resulting economic loss to the copyright holder can be shown, making a single copy of certain materials would result in penalties. Making multiple copies would result in greater penalties.

B. Changing the form of copyrighted materials from one format to another is a violation of the copyright act. (i.e. film to videotape, videotape to DVD, cassette to CD-ROM)

C. Anytime that materials are copied, permission should be requested from the copyright holder, even if materials copied fall under the fair use standard.

Whenever the criteria for reproducing materials through fair use cannot be met, then it is necessary to obtain written permission from the copyright owner. Permission to copy must include:

1. Title, author and/or editor, and edition of material to be duplicated

2. Exact material to be used, giving amount, page numbers, chapters and if possible, a photocopy of the materials

3. Number of copies to be made

4. Use to be made of duplicated materials

5. Form of distribution (classroom, newsletter, etc.)

6. Whether or not the material is to be sold
7. Type of reproduction (photocopy, scanning to .pdf, etc.)

II. Copying Guidelines for Printed Matter

Certain kinds of documents may be copied without restriction. Published works that were never copyrighted, works whose copyrights have expired, works in the public domain, and US Government publications may be copied at the discretion of the user.

Under certain guidelines, reproduction of copyrighted material for educational and scholarly use is permitted for purposes of criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, and is not an infringement of copyright.

A. A single copy of the following may be made by a teacher for scholarly research, use in teaching, or in preparing to teach:

1. A chapter from a book
2. An article from a newspaper or periodical
3. A short story, short essay, or poem
4. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical or newspaper

B. Multiple copies (not to exceed one copy per student in a course) may be made by a teacher for classroom use or discussion, provided the copying meets the following standards:

1. Brevity:

- a. Poetry: A complete poem if less than 250 words and if printed on not more than two pages, or from a longer poem, an excerpt of not more than 250 words.
- b. Prose: A completed article, story or essay of less than 2,500 words, or an excerpt of not more than 1,000 words or 10% of the work.
- c. Illustration: one chart, graph, diagram, drawing, carton or picture per book or periodical issue.

2. Spontaneity:

- a. The copying is at the instance and inspiration of the teacher.
- b. The time between the decision to use the work and the use of the material for maximum teaching effectiveness is so close that it would be unreasonable to expect a timely reply to a permission request.

3. Cumulative effect:

- a. The copying of the materials is for only one course in the school in which the copies are made.
- b. Not more than one short item or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical issue during one class term.

c. There shall not be more than nine instances of multiple copying for one course during one class term.

4. Each copy includes a notice of copyright.

C. Prohibitions:

1. Copying to create, replace or substitute for anthologies, compilations or collective works.

2. Copying of or from works intended to be "consumable" in the course of study or teaching, such as workbooks, exercises, standardized tests, answer sheets and like material.

3. Copying to substitute for the purchase of copyrighted materials.

4. Copying at the direction of higher authority.

5. Copying of the same item by the same teacher from term to term.

6. Charging students beyond the actual cost of photocopying.

III. Copyright Guidelines for Educational Use of Music Materials

A. Permissible uses:

1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.

2. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10 percent of the whole work. The number of copies shall not exceed one copy per pupil.

3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.

4. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

5. A single copy of a sound recording (such as a tape, compact disc, or cassette of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercise or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

B. Prohibitions:

1. Copying to create, replace or substitute for anthologies, compilations, or collective works.

2. Copying of or from works intended to be "consumable" in the course of study or teaching such as workbooks, exercises, standardized tests, answer sheets, and like material.

3. Copying for the purpose of performance, except as mentioned above.
4. Copying for the purpose of substituting for the purchase of music, except as above.
5. Copying without inclusion of the copyright notice which appears on the printed copy.

IV. Guidelines for Videocassette Use

A. School Television Programs

All series airing on the School Television schedule have copyright clearance for the public schools in North Carolina. The Copyright status appears on series fact sheet in the catalogue, SCHOOL TELEVISION TODAY. The series fall into one of two copyright categories:

Unlimited Use designates a series that is owned by the Department of Public Instruction; programs in the series may be taped off-air and retained indefinitely.

Designated Time Period Use designates a series that may be taped off-air and retained on tape for as long as that series airs on the School Television schedule. School personnel are notified when the tapes are to be erased.

B. Commercial Television Broadcasts

The North Carolina Department of Public Instruction has no copyright jurisdiction over programs not airing on the School Television schedule.

Off-air television broadcasts (not cable programs) may be recorded for educational purposes under the following guidelines:

1. A broadcast may be recorded simultaneously with the broadcast transmission and retained for a period of 45 calendar days after the date of recording. Upon conclusion of the retention period, all off-air recordings must be erased or destroyed.
2. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and it may be repeated only once when instructional reinforcement is necessary in the classrooms and similar places during the first 10 school days after the recording.
3. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No program may be recorded more than one time regardless of the number of times it is broadcast.
4. A limited number of copies may be reproduced from each recording to meet the legitimate needs of teachers under these guidelines. Each such copy shall be subject to all provisions governing the original off-air recording.
5. After the first ten consecutive school days, the only use that can be made of the recording is teacher evaluation. This evaluation is to be used to determine the likelihood of using programs in the series or in purchasing a copy of the program.

6. Off-air recordings need not be used in their entirety. The sequence of use must follow the order of the program and the recording may not be altered.

7. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

8. Each school shall maintain a record of teacher requests for recording of broadcast programs, the dates and programs recorded, the dates shown, and the dates of destruction of the recordings.

C. Privately Purchased or Rented Video Tapes

1. Privately purchased videos are sold with a home use only agreement, not with audience rights.

2. Videotapes rented to individuals are rented under an agreement that they be used for home use only and may not be shown at school.

D. Public Broadcasting System

Many programs and series presently distributed by PBS through its member stations include 7-Day School Rerecord Rights whose criterion are slightly different than those for the 10-Day Fair Use.

The 7-Day School Rerecord rights allow the following:

1. Programs may be recorded without a prior request from a teacher and may be recorded and exhibited each time a program is broadcast.

2. Only a single copy of the program can be recorded by an educational institution and that copy cannot be duplicated.

3. The program can be retained for a total of 7 consecutive days following its broadcast, each time it is broadcast, but must be erased at the end of the 7-day period.

4. Teachers may exhibit the program as often as needed during the 7-day period.

Teachers should check to see which guidelines apply to a particular program before recording.

V. Guidelines for Computer Programs

The owner of a copy of a computer program may make another copy of the program provided:

A. That such a copy is created as an essential step in the utilization of the computer program in conjunction with a machine and is used in no other manner; or

B. That such a copy is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful.

VI. Guidelines for Multimedia

Copyrighted works may be used in multimedia productions under the fair use exemption under these guidelines:

A. The opening screen of the program and any printed materials must include a notice that the presentation has been prepared under the fair use exemption of U.S. copyright law and is restricted from further use. Fair use ends when the multi-media creator loses control of his or her product's use which results in broader dissemination, such as when it is accessed by others over the Internet.

B. Teachers may claim fair use for their own productions, provided the productions are:

1. For face-to-face instruction
2. Demonstrations of how to create multimedia productions
3. Presented at conferences, but copies may not be shared
4. For remote instruction as long as the distribution signal is limited
5. Kept for only 2 years.

C. Students may retain multimedia productions using properly credited copyrighted works in their portfolios as examples of their academic work.

D. No more than two (2) copies of an original production may be made. Only one copy may be placed on reserve for others to use for instructional purposes, and an additional copy may be made for preservation purposes. Permission is required for duplication or distribution exceeding these guidelines.

E. Multimedia creators must credit sources and must display copyright notice and ownership information if shown in the original source.

F. Portion guidelines:

1. Text: same guidelines as for printed materials
2. Illustrations
 - a. A photograph or illustration may be used in its entirety
 - b. No more than 5 images of an artist's or photographer's work
 - c. No more than 15 images from or 10% of a collection, whichever is less
3. Music
 - a. Up to 10% of a copyrighted musical composition or sound recording, but no more than 30 seconds
 - b. Any alterations cannot change the basic melody or fundamental character of the work
4. Motion Media
 - a. Up to 10% of a copyrighted work or 3 minutes, whichever is less.
 - b. The clip cannot be altered in any way.

G. Internet resources may contain both copyrighted and public domain works. Permission should be obtained for use of internet resources. Students and teachers should be aware that copyright concerns may arise from including links to other Internet sites within a website they develop.

STUDENT ACCEPTABLE USE

It is the objective of the Cleveland County Board of Education to make appropriate electronic information resources available to students to assist in furthering educational goals and to provide for efficient school-related communication. This policy will govern the use of Cleveland County Schools electronic information resources and defines students' proper conduct and responsibilities while using any Cleveland County Schools electronic information resources. Electronic information resources are defined as all computer equipment, including any desktop or laptop computers or other hardware, that is owned or leased by the school system; e-mail accounts; the Cleveland County Schools computer network; and any computer software licensed to the Cleveland County Schools.

The Cleveland County Schools provides Internet access to students as an educational resource. Families are warned that some sites or pages accessible via the Internet contain material that is offensive, illegal, sexually explicit or discriminatory. In accordance with federal law, the school system uses appropriate measures, including the use of advanced software for Internet content filtering and has procedures in place where necessary to further block accessibility to language and visual depictions that are obscene, lewd, pornographic, or harmful to minors. Although it is the intent of the board that school system electronic information resources be used only to pursue educational goals and objectives, filters may not block all offensive material and/or students may find ways to access inappropriate materials.

The board believes that the benefits to students from access to the Internet, in the form of information resources and opportunities for communication and collaboration, exceed any disadvantages; but ultimately, parents and legal guardians of minors are responsible for setting and conveying the behaviors that their child should follow when using media and information resources. To that end, the board supports and respects each family's right to decide whether or not to deny their child's Internet access. Students are granted access to the Internet automatically. However, Internet access is considered a privilege and may be revoked at any time by school administration. Parents or legal guardians may deny access to their child at any time through completion of a Parental Request to Deny Access Form.

School administrators and staff are responsible for enforcing this policy for all students in the school which they supervise. District level technology services personnel are responsible for the use, implementation, and monitoring of Internet content filtering software.

Administrators and staff must supervise student use of electronic information resources in a manner that is appropriate to the students' age and the circumstances of use.

Appropriate Use

All students are expected to exercise good judgment, use the computer resources in an appropriate manner and adhere to this policy and all applicable laws and regulations. Individual users of the Internet are expected to abide by the generally accepted rules of network etiquette.

Student use of electronic information resources is expected to be related to educational goals and objectives. The board recognizes, however, that some personal use is inevitable. Incidental and occasional personal use that is infrequent or brief in duration is permitted so long as it occurs on personal time, does not interfere with any school function or activity, and is not otherwise prohibited by board policy or procedures.

Software

Software is licensed to the Cleveland County Schools by a large number of vendors and may have specific license restrictions regarding copying or using a particular program. Users must obtain permission from the Chief Technology Officer or designee prior to copying or loading school system software onto any computer, whether the computer is privately owned or is a Cleveland County Schools computer.

The use of non-Cleveland County Schools software on any school system computers (including laptops, desktops, and the network) is discouraged. Prior to loading any software, a student user must receive express permission from the Chief Technology Officer or designee. The use of such software will be subject to any restrictions imposed by the Chief Technology Officer or designee. All software must be legally licensed by the user or the Cleveland County Schools prior to loading onto school system equipment. The unauthorized use of and/or copying of software is illegal.

The Cleveland County Schools network may not be used for downloading entertainment software or other files not related to the mission and objectives of the board. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the Cleveland County Schools.

Prohibited Uses

- a. Commercial Use: Using school system computers for personal or private gain, personal business, or commercial advantage is prohibited.
- b. Political Use: Using school system computers to advocate, directly or indirectly, for or against legislation, a ballot proposition and/or the election of any person to any office is prohibited.
- c. Illegal or Inappropriate Use: Using school system computers for illegal, harassing, vandalizing, or inappropriate purposes, or in support of such activities, is prohibited.

Illegal activities are any violations of federal, state, or local laws and include, but are not limited to, copyright infringement and/or illegal file sharing; committing fraud; threatening another person; or intentionally engaging in communications for the purpose of abusing, annoying, threatening, terrifying, harassing, or embarrassing another person.

Harassment includes, but is not limited to, slurs, comments, jokes, innuendoes, unwelcome compliments, cartoons, visual depictions, pranks, or verbal conduct relating to an individual that (1) have the purpose or effect of creating an intimidating, hostile or offensive environment; (2) have the purpose or effect of unreasonably interfering with an individual's work or school performance, or (3) interfere with school operations.

Vandalism is any attempt to harm or destroy the operating system, hardware, application software, or data.

Inappropriate use is any violation of other provisions of this policy and includes, but is not limited to, using another person's ID or password; plagiarizing; accessing, producing, storing, posting, sending, displaying, or viewing inappropriate or offensive material, including pornographic, obscene, discriminatory, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually suggestive language or images, or images of exposed private body parts; and accessing material advocating illegal acts or violence, including hate literature.

d. Unauthorized Use: School system computers may only be used by staff and students, and others expressly authorized by the Chief Technology Officer or designee to use the equipment.

e. Disruptive Use: School system computers may not be used to interfere with or disrupt other users, services, or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising ("spam"), propagation of computer viruses, distribution of large quantities of information that may overwhelm the system (chain letters, network games, or broadcasting messages), and any unauthorized access to or destruction of school system computers or other resources accessible through the network ("cracking" or "hacking"). Disruptive use may also be considered inappropriate and/or illegal.

The following are considered disruptions and are also prohibited: posting personal or private information about the user or other people on the Internet; arranging or agreeing to meet with someone the user has met on-line for purposes other than an authorized educational purpose; attempting to gain unauthorized access to the Cleveland County Schools network; posting information that could be disrupting, cause damage, or endanger students or staff; and accessing chat-rooms or instant messaging software, unless for a valid educational purpose.

This policy is applicable to all student users of Cleveland County Schools computers and refers to all electronic information resources whether individually controlled, shared, stand alone, or networked. Disciplinary action, if any, for students and other users shall be consistent with board policies and practices, including the Code of Student Conduct. Violations may constitute cause for revocation of access privileges, suspension of access to school system computers, other disciplinary action, and/or appropriate legal action. Specific disciplinary measures will be determined on a case-by-case basis.

Cleveland County Schools electronic information resources, the Internet, and use of e-mail are not inherently secure or private. Students shall have no expectation of privacy while using school system electronic information resources. The board reserves the right to search data or e-mail stored on all school-owned or -leased computers or other electronic information resources at any time for any reason. The board reserves the right to monitor students' use of school system electronic information resources and to take appropriate disciplinary action based on the student's inappropriate or illegal use or use that is in violation of this policy. The board reserves the right to disclose any electronic message or data to law enforcement officials, and under some circumstances, may be required to disclose information to law enforcement officials or other third parties, for example, in response to a subpoena or court order.

Security on any computer system is a high priority, especially when the system involves many users. Students are responsible for reporting information security violations to appropriate personnel. Students should not demonstrate the suspected security violation to other users. Unauthorized attempts to log onto any school system computer or the Cleveland County Schools network as a system administrator may result in cancellation of user privileges and/or additional disciplinary action. Any user identified as a security risk or having a history of problems with other computer systems may be denied access.

Users of Cleveland County Schools computers are expected to respect school system property and be responsible in using the equipment. Users are to follow all instructions regarding maintenance or care of the equipment. Users may be held responsible for any damage caused by intentional or negligent acts in caring for computers while under their control.

The Cleveland County Schools makes no warranties of any kind, whether express or implied, for the electronic information resources it is providing. The board will not be responsible for any damages suffered by users, including loss of data resulting from delays, non-delivery, service interruptions, or any other cause. The board will not be responsible for any claims, losses, damages, costs, or other obligations arising from the unauthorized use of school system electronic information resources. Use of any information obtained via the Internet is at the user's risk. The board specifically denies any responsibility for the accuracy or quality of information obtained through its service. Users are responsible for any losses sustained by the Cleveland County Schools resulting from the user's intentional misuse of the school system's electronic information resources.

Compliance with this Student Acceptable Use policy is required of all students.

LEGAL REF: 15 U.S.C. § 6501 et seq.; 16 C.F.R. Part 312; 47 U.S.C. § 254; 18 U.S.C. § 2510 et seq.; 20 U.S.C. § 1681 et seq.; 20 U.S.C. § 6777; 20 U.S.C. § 1232g; G.S. 14-196.3; G.S. 15A-286 to -287; G.S. 115C-47(33); G.S. 115C-391; G.S. 115C-398; G.S. 115C-401.1; G.S. 115C-402; G.S. 115C-523

ADOPTED: July 12, 2004

Cleveland County Schools

Parental Request to Deny Access

You have the option of denying your child's access to the Internet. To deny access to this service, please complete this form as appropriate, sign, date and return to your child's school. Parents will be notified when the school receives the signed form.

Student Name _____ Grade _____

School _____

I have read the Cleveland County Schools Student Acceptable Use Policy and hereby request to deny Internet access for my child.

I DO NOT give permission to issue access to the Internet for my child, and DO certify that the information contained in this form is correct.

Parent Signature _____ Date _____

Parent Name _____

Home Address _____

Phone Number _____

ELECTRONIC INFORMATION SECURITY

The objective of electronic information security is to ensure business continuity and minimize business damage by preventing, controlling and minimizing the impact of security breaches. The purpose of this policy is to protect the Cleveland County Board of Education's electronic information resources from threats, whether internal or external, deliberate or accidental. Electronic information resources are defined as all Cleveland County Board of Education computer equipment, including any desktop or laptop computers and all hardware owned or leased by the Board of Education; the Cleveland County Board of Education computer network, and any computer software licensed to the Cleveland County Board of Education; and stored data. This policy shall apply to all users, whether or not affiliated with the Cleveland County Board of Education, of school system electronic information resources as well as to all uses of those resources, wherever located.

1. The Cleveland County Board of Education will maintain access management processes to ensure that appropriate access will be afforded to electronic information resources.
2. Availability of the electronic information infrastructure is crucial to the continued effectiveness of the Cleveland County Board of Education. The Cleveland County Board of Education will develop and implement procedures in accordance with prevailing industry standards and applicable federal and state law to manage environmental, developmental and disaster recovery requirements.
3. The Cleveland County Board of Education will educate all users regarding acceptable use and proper security procedures for electronic information resources.
4. The Cleveland County Board of Education will manage electronic information resources in accordance with applicable federal and state law and regulations, including laws regarding the confidentiality of student and personnel information and access to public records.

LEGAL REF: Family Education Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; 34 C.F.R. Part 99; 10 U.S.C. § 503; 32 C.F.R. Part 83; G.S. 115C-47 (26); G.S. 115C-114; G.S. 115C-402; G.S. 115C-403; G.S. 174.13; G.S., Chapter 132; G.S. 115C-319 to -321; G.S. 147-33.111; Records Retention and Disposition Schedule: Local Education Agencies, N.C. Dep't of Cultural Resources

ADOPTED: May 22, 2006

INSTRUCTION OF ENGLISH LANGUAGE LEARNERS

The Cleveland County Board of Education shall identify English language learners and provide suitable research-based language instruction programs for all identified English language learners in grades kindergarten through 12 in accordance with state and federal law. Parents of English language learners shall receive notification and information regarding language instruction programs in accordance with applicable state and federal law.

LEGAL REF: G.S. 115C-36; 20 U.S.C. § 6312; 20 U.S.C. § 6913; 16 N.C.A.C. 6D.0106

ADOPTED: June 13, 2005

EDUCATION OF STUDENTS WITH DISABILITIES

The educational programs of the Cleveland County Schools reflect sensitivity to the individual needs of each student. Instructional decisions relating to students with disabilities will be made in accordance with Procedures Governing Programs and Services for Children with Disabilities adopted by the State Board of Education and state and federal laws and regulations.

The superintendent or designee shall develop and implement procedures for screening, evaluation, identification, and placement of exceptional children in compliance with state and federal laws for children with disabilities. Children with disabilities will be educated in the least restrictive, appropriate environment and will be provided with a free appropriate public education.

LEGAL REF: G.S. ch. 115C, art. 9; Procedures Governing Programs and Services for Children with Disabilities

ADOPTED: June 13, 2005

SECTION 504/ADA POLICY

No child will be excluded from any educational program or be subject to discrimination because he or she is an “individual with a disability,” as the term is defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Protected individuals include any person who has a physical or mental impairment that substantially limits one or more of such person’s major life activities, has a record of such impairment, or is regarded as having such impairment.

The Director of Student Services is charged with the responsibility of serving as the Cleveland County Schools’ Section 504/ADA Coordinator and is a contact person for questions related to Section 504/ADA. A Section 504/ADA contact for each school has been trained to serve as a resource for parents, guardians, and staff.

Under Section 504, the school district has the responsibility to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

Any student, or the student’s parent or guardian, may file a grievance in accordance with the administrative regulations and procedure adopted pursuant to this policy if he/she believes his/her rights under this policy or Section 504/ADA have been violated.

The superintendent shall establish regulations and procedures for implementation of this policy. These procedures shall be available through the Section 504/ADA coordinator and the Section 504/ADA contact at each school.

LEGAL REF: Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq.; Americans with Disabilities Act, 42 U.S.C. § 12131 et seq.

ADOPTED: June 13, 2005

EDUCATION FOR ACADEMICALLY OR INTELLECTUALLY GIFTED STUDENTS

In accordance with state law and State Board of Education guidelines, the superintendent shall develop for board approval a plan to identify and establish a procedure for providing appropriate educational services to each academically or intellectually gifted student. The superintendent shall consult parents, the school community and representatives of the community before recommending a plan.

LEGAL REF: G.S. 115C-150.7

ADOPTED: June 13, 2005

SUMMER SCHOOL

All summer school programs conducted by the Cleveland County Schools shall be approved by the board in compliance with the standards developed by the State Board of Education and applicable law.

LEGAL REF: G.S. 115C-233; 16 N.C.A.C. 6D .0503, 6D .0505, and 6D. 0301

ADOPTED: June 13, 2005

HOMELESS STUDENTS

It is the intent of the Cleveland County Board of Education to remove barriers to the enrollment and retention of homeless students in school in accordance with state and federal law. In accordance with applicable law, each homeless student shall be provided access to education and other services that he or she needs to ensure that the student has an opportunity to meet the same student performance standards to which all students are held. Each homeless student shall be provided education and services for which the student is eligible, comparable to services provided to other students in the school system, regardless of residency, including, but not limited to, transportation services, special education services, career and technical education, gifted and talented programs, and extracurricular activities.

A liaison for students in homeless situations will be designated by the superintendent to carry out duties required by federal and state law.

The district will ensure that homeless students are not stigmatized or segregated on the basis of their status as homeless. Notwithstanding any other policy, a homeless student will be admitted to the school in the attendance area in which the student is actually living or to the student's school of origin as requested by the student's parent or guardian and in accordance with the student's best interest. Transportation will be provided to and from the student's school of origin at the request of the parent, or in the case of an unaccompanied student, the Cleveland County Schools' liaison for homeless students.

The superintendent may develop administrative procedures to implement this policy.

LEGAL REF: 42 U.S.C. § 11431 et seq.; G.S. 115C-366; N.C. State Board of Education Policy EEO-I-000

ADOPTED: June 13, 2005

HOME SCHOOL AND NON-PUBLIC SCHOOL STUDENTS

The Cleveland County Board of Education recognizes that parents/legal guardians may choose to educate their children at home, in private schools or in proprietary schools. When parents/legal guardians choose to educate their children at home, in private schools, or in proprietary schools, the children are withdrawn from the public schools and enrolled in the home school, private school, or proprietary school. Such children, who are not enrolled full-time in the public schools, are not eligible to participate in extracurricular activities and will not be assigned to classes in the Cleveland County Schools, except for students with disabilities as required by state or federal law.

LEGAL REF: G.S. 115C-36, -47; G.S. ch. 115C, art. 39

ADOPTED: June 13, 2005

CAREER DEVELOPMENT EDUCATION

The Cleveland County Schools shall provide free appropriate vocational and technical education instruction, activities, and services, in accordance with federal and state law and State Board of Education policies.

LEGAL REF: G.S. 115C-36; ch. 115C art. 10; 20 U.S.C. 2301 et seq., as amended by P.L. 105-332

ADOPTED: June 13, 2005

HEALTHFUL LIVING EDUCATION

The Cleveland County Board of Education shall provide a comprehensive school health education program that meets the requirements of state law and the regulations and objectives of the State Board of Education.

The Cleveland County Schools Healthful Living Education program will clearly articulate, through qualified teachers and other appropriate personnel, using directive teaching methods, a curriculum that is abstinence-based, family-centered, and age-appropriate. The curriculum will encourage parental involvement, include factual and accurate information, will develop critical thinking skills, will motivate students to make healthy and responsible choices.

Parents and legal guardians of all students scheduled to participate in Healthful Living Education shall be given an opportunity (1) to review the objectives and materials of the program before students may participate and (2) to withhold consent to the students' participation in this program.

LEGAL REF: G.S. 115C-81(e1); Safe and Drug-Free Schools and Communities Act of 1994, 20 U.S.C. § 7101 et seq.; 20 U.S.C. § 7906

ADOPTED: June 13, 2005

SCHOOL WELLNESS POLICY

Cleveland County Schools is committed to providing an environment that enhances the development of lifelong wellness practices.

Each school shall provide a minimum of thirty minutes of moderate to vigorous physical activity for all K-8 students daily and include identified strategies within the school improvement plan. Opportunities to participate in physical activity shall not be taken away as a means of punishment, nor shall severe and/or inappropriate exercise be used as a form of punishment.

Students will receive nutrition education consistent with the Healthful Living Standard Course of Study, and nutrition education shall be integrated into health education or other subjects in order to teach students the skills necessary to adopt healthy eating behaviors. The School Health Advisory Council shall recommend other school-based activities designed to promote student wellness.

Foods, beverages, and vending machines, available on each school campus shall meet all applicable federal and state nutritional and operational guidelines during the school day. The guidelines for reimbursable school meals shall not be less restrictive than that established by federal law. The School Health Advisory Council shall recommend separate nutritional standards for those foods and beverages for which there are no mandatory state or federal guidelines.

The Superintendent or designee will ensure district-wide compliance with this policy. In each school, the principal or designee will ensure compliance with this policy and will report on the school's compliance to the Superintendent or designee. The Superintendent or designee, in collaboration with the School Health Advisory Council, shall annually prepare all required reports.

The School Health Advisory Council shall be appointed by the Board and shall contain, at the minimum, a school board member, a school administrator, a school food authority representative, a parent or guardian, a student, a local health department representative, a member of the public, and a representative from each of the following school health areas: safe environment, physical education, health education, staff wellness, and mental and social health.

LEGAL REF: Public Law-108-265, s. 204; N.C. Gen. Stat. § 115C-263 et seq.;

N.C. Gen. Stat. § 115C-81(e1); 42 U.S.C. § 1751 et seq.; NCSBE Policy Manual HSP-S-000, EEO-S-000.

ADOPTED: May 22, 2006

DRUG AND ALCOHOL EDUCATION

The Cleveland County Board of Education endorses drug and alcohol education and early intervention in the area of substance abuse for the students in Cleveland County Schools.

Students in grades K-12 will be offered an educational program which focuses on the consequences of alcohol and drug abuse, the skills to reject alcohol and drugs, violence prevention, and conflict resolution. Drug and alcohol education may be included as part of the comprehensive school health program.

LEGAL REF: G.S. 115C-81(a3); Safe and Drug-Free Schools and Communities Act of 1994, 20 U.S.C. § 7101 et seq.

ADOPTED: June 13, 2005

DRIVER EDUCATION

Driver education shall be offered to students in the Cleveland County Schools in accordance with the requirements of state law and the State Board of Education. The superintendent may provide for this program by utilization of private businesses subject to approval by the board.

LEGAL REF: G.S. 115C-216; 16 N.C.A.C. 6E.0301 and 6E.0303; State Board of Education Policy HSP-R-001 and -002

ADOPTED: June 13, 2005

ADVANCED PLACEMENT COURSES

The Cleveland County Board of Education encourages the inclusion of appropriate Advanced Placement courses in the high school curriculum.

Students who take Advanced Placement courses are required to take the corresponding Advanced Placement examinations. The board will assume the cost of Advancement Placement examinations.

LEGAL REF: G.S. 115C-36; State Board of Education Policy HSP-A-008

ADOPTED: June 13, 2005

DUAL ENROLLMENT IN COMMUNITY COLLEGES/TECHNICAL INSTITUTES

The Cleveland County Board of Education shall allow carefully selected high school juniors and seniors to enroll concurrently in community colleges/technical institutes in accordance with state law and regulations, State Board of Education policy, guidelines developed by the superintendent, and the rules and regulations of the cooperating community college/technical institute. The primary purpose of concurrent enrollment under this policy is to make available to students, on an individual basis, courses that are not available to them in the high school.

Students shall not receive credit on the high school transcript for courses taken at a community college or technical institute, with the exception of Huskins Program courses. A student may receive up to 4 credits for Huskins courses.

LEGAL REF: G.S. 115C-36, -47, -81; G.S. 115D-1, -5, -20; 23 N.C.A.C. 2C .0305

ADOPTED: June 13, 2005

CORRESPONDENCE COURSES

The Cleveland County Board of Education may grant academic credit for virtual learning and/or correspondence courses that conform to the requirements established by the Southern Association of Colleges and Schools, the State Board of Education, and/or the Cleveland County Board of Education. Decisions on the acceptance of credit from a correspondence course will be made by the superintendent or designee, in consultation with the principal at the student's school.

LEGAL REF: G.S. 115C-36, -81; State Board of Education Policy HSP-M-001

ADOPTED: May 22, 2006

FIELD TRIPS

The Cleveland County Board of Education recognizes that a properly planned and chaperoned field trip can be a valuable learning experience. School-sponsored field trips should be an appropriate extension of the instructional program or the activities of co-curricular student organizations. Trips should provide significant educational value and be as productive to learning as an equal amount of time spent in the classroom.

All school-sponsored field trips must be approved in advance by the principal. All out-of-county trips must be approved in advance by the superintendent or designee.

Field trips will be planned and approved according to the following guidelines:

1. The disruption of other instructional programs and the loss of instructional time shall be kept to a minimum.
2. No fee shall be charged for any field trip that is required for class credit.
3. Fund raising for school-sponsored field trips must comply with board policy.
4. The field trip experience should be appropriate for the general maturity level of the students and must be aligned with the goals and objectives of the school curriculum or the activities of a co-curricular group.
5. Nearby community sites should be utilized whenever possible in order to keep distances traveled to a minimum.
6. Student safety and supervision shall be a primary consideration. Field trip requests must address plans for adequate supervision and any issues of student safety.
7. Students shall be subject to the Code of Student Conduct and all board policies while on a school-sponsored field trip. All disciplinary consequences shall be available, including removal from the field trip.
8. Each trip should be evaluated in terms of its value to the learning process.

The superintendent shall develop administrative regulations to implement this policy.

LEGAL REF: G.S. 115C-36, -47(4) and (6), -276(a)

ADOPTED: June 13, 2005

SCHOOL-SPONSORED FIELD TRIP REGULATIONS

I. General Rules and Regulations

A. Definitions

A school-sponsored field trip is a student or group of students leaving a school campus under the sponsorship of the school and under supervision of school employees to extend educational experiences consistent with the general goals and objectives of the total school program. A school-sponsored trip must be related to the curriculum of the school or to the goals and purpose of a co-curricular activity (e.g., clubs, student council).

Overnight field trips, including summer and weekend trips, are school-sponsored trips involving students which, due to the distance or nature of the activity, require students to have overnight lodging away from home (e.g., school competitions, marine science trips to the beach, co-curricular convention, etc.).

Extended distance field trips are those school-sponsored trips that are taken within a 24 hour period and do not require overnight accommodations, but exceed 100 miles in distance one way.

B. Fees and Fundraising

The cost of field trips shall be reasonable and approved in advance by the school principal. In no case shall a student who would ordinarily be eligible to go on a required school-sponsored field trip be deprived of the opportunity because of transportation, admission fees, or any other trip expenses.

The sponsor of the trip must certify to the school principal that provisions have been made for the attendance of all group members on required trips. Fundraisers for field trips must comply with all Cleveland County Board of Education policies. Sufficient funds should be available in the school=s budget to cover the cost of all required school field trips.

C. Meals

Elementary, intermediate, and middle school students participating in field trips that occur during the lunch hour shall either receive a bag lunch from the cafeteria or bring one from home, unless stopping for a prepared meal is part of the approved trip. Staff members may also purchase bag lunches.

The sponsor of a school field trip that will require students to consume one or more meals outside of the cafeteria shall coordinate with the Child Nutrition Director.

D. Student Roster

The sponsor of the field trip shall make a student roster available to each teacher whose students are involved in the trip. An updated roster shall be left with the principal prior to departure. The supervisor of the field trip must account for all students before embarkment on the trip and before leaving any site visited.

E. Privately Sponsored Trips

Any school employee who organizes a non-school sponsored trip involving students must inform parents that the trip is not sponsored by the school and that the school system does not assume liability or responsibility for the trip. Faculty members should not solicit students for such trips during instructional time.

F. Chaperones

A minimum of two (2) adult chaperones is required for every field trip or school-sponsored activity with eight (8) or more student participants.

Except as otherwise determined by the principal or superintendent, the following minimum ratios of chaperones to students will apply:

Pre-K through Grade 2

Number of Chaperones	1	2	3	one additional chaperone for each additional 1-5 students
Number of Students	1-5	6-10	11-15	16+

Grades 3 - 8

Number of Chaperones	1	2	3	one additional chaperone for each additional 1-10 students
Number of Students	1-10	11-20	21-30	31+

Grades 9 - 12

Number of Chaperones	1	2	3	one additional chaperone for each additional 1-15 students
Number of Students	1-15	16-30	31-45	46+

School band, orchestra and/or chorus groups may travel with fewer chaperones than the above ratios.

Male and female chaperones are required for student groups that include both male and female students on overnight field trips.

G. Itinerary

All field trips shall originate from and return to a specified location. No student shall be allowed to deviate from the scheduled itinerary except in extraordinary circumstances, with written consent from the parent or guardian and advance approval from the school principal.

H. Cancellation

The principal, superintendent or board may cancel school-sponsored field trips if necessary. In such circumstances, reimbursement cannot be guaranteed by the school system.

II. Procedures for Approval

A. Field trips of one day in length and within the county need only the approval of the school principal. It is the principal's duty to see that the proposed field trip is planned and approved consistent with these regulations and Cleveland County Board of Education policy.

B. The sponsor of a trip should present a plan for the proposed field trip to the principal at least ten (10) days prior to the date of the trip. If extenuating circumstances prevent the sponsor from submitting the plan ten (10) days in advance, the principal may consider the proposed trip at his/her discretion.

C. Written permission of a parent or guardian must be obtained before a student may participate in a school-sponsored trip. The sponsor must use the school system's Parental Permission Form.

D. Parents, the principal and other appropriate school personnel are to be notified of any significant changes in the plan for the field trip.

E. Overnight and extended distance field trips will follow all general rules and regulations for field trips except:

1. Requests for school-sponsored overnight and extended distance field trips must be submitted to the principal on the authorized forms at least thirty (30) days prior to the departure date for approval by the superintendent or designee. The superintendent is authorized to approve school-sponsored overnight and extended distance field trips in unusual circumstances when the thirty (30) days prior notification cannot be met.

2. In addition to the Parental Permission Form which is to be filed with the principal, a Medical Emergency Form signed by a parent/guardian for each student is required. These forms are to be kept for the duration of the trip by the chaperones.

3. All student participants in overnight and extended distance field trips shall have health/accident insurance coverage.

III. Transportation

A. Use of School Buses

Regular public school buses shall not be used to transport students outside the county for school-sponsored field trips or extracurricular activities. Regular school buses can be used inside the county only for activities that are directly related to the curriculum. Permission for this use must be obtained from Director of Transportation.

B. Commercial Transportation

The use of commercial transportation is acceptable provided that the principal assures compliance with state and federal law and regulations and board policies when contracting for these services. Principals shall select only carriers approved by the Director of Transportation.

C. Use of Private Vehicles

The use of private vehicles to transport students to/from school-sponsored activities is discouraged.

However, if the need for additional transportation arises, the principal may authorize the use of private vehicles under the following circumstances:

1. Any student being transported in a private vehicle must obtain the prior written consent of his/her parent or legal guardian; and
2. All private vehicles are to be driven by properly licensed, non-student drivers who possess appropriate insurance coverage. The trip sponsor must notify the parent or legal guardian of any student being transported in a private vehicle that the school system does not provide insurance for the vehicle.

COST OF SCHOOL ACTIVITIES TO STUDENTS

No student shall be deprived of participation in any required school-related activity because of inability to pay. If any question arises as to the definition of these activities, the superintendent or designee shall be consulted and shall make the final decision.

LEGAL REF: G.S. 115C-36, -47(6)

ADOPTED: June 13, 2005

STUDENT PROMOTION AND ACCOUNTABILITY

The Cleveland County Board of Education supports an educational program that provides for continuous progress of students from grade to grade. However, the board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level.

In accordance with applicable law, State Board of Education policy, and local board policy, the superintendent shall establish standards and a process for determining a student's readiness to progress to the next level of study. The standard must provide multiple criteria for assessing the student's readiness, such as standardized tests, grades, a portfolio of the student's work and, when appropriate, consideration of accepted standards for assessing developmental growth. Principals shall ensure that the standards are used by teachers and other school administrators in assessing each student's readiness to progress to the next level of study.

Promotion and accountability standards for students in the Cleveland County Schools consist of the following:

- North Carolina State Student Accountability Standards in grades 3, 5, and 8.
- North Carolina high school graduation requirements, including competency tests and completion of a Course of Study.
- Local promotion standards and course requirements adopted by the board.
- Attendance requirements as set forth in board policy.

Principals have the authority to promote and to retain students in accordance with state law and based upon the standards set by the board and the State Board of Education. At the elementary school level (grades K-5), the principal shall consult with the classroom teacher and support personnel in deciding whether to promote or retain a student. At the middle school level (grades 6-8), the principal shall consult with the academic team of teachers and support personnel in deciding whether to promote or retain a student. Promotion to the next grade in high school (grades 9-12) is determined by the number of credits earned and the courses passed.

State Accountability Standards - Grades 3, 5, and 8

Students must comply with the Cleveland County Schools Attendance Policy and meet all local promotion standards. In addition, students in grades 3, 5 and 8 must meet the following state Gateways:

Gateway 1

Grade 3

To be promoted to the next grade level, students in grade 3 must score Level III or above on the End-of-Grade tests in both reading and mathematics. Students who do not meet the promotion

standards will be given remediation and retesting as provided in the subsection entitled “Opportunities for Retesting to Meet State Accountability Standards.” Students who do not score at least Level III on both reading and mathematics after receiving remediation and retesting will not be promoted, unless otherwise determined by the school principal in accordance with the subsection of this policy entitled “Waiver of State Accountability Standards.”

Gateway 2

Grade 5

To be promoted to the next grade level, students in Grade 5 must:

- a. score Level III or above on state End-of-Grade tests in both reading and mathematics; and
- b. demonstrate adequate progress in writing.

Writing assessment tools shall be developed for use in Grade 5. The purpose of the assessment shall be to determine whether students have made adequate progress in writing in order to be promoted to the next grade level. In assessing whether a student demonstrates adequate progress in writing, the student’s teacher(s) will review the student’s score on the Grade 4 writing assessment. If the student did not score at or above proficiency level on the Grade 4 writing assessment, the student’s teacher(s) must provide the student with intervention and assistance to develop writing skills.

Students who do not meet the promotion standards will be provided remediation and be retested as provided in the subsection entitled “Opportunities for Retesting to Meet State Accountability Standards.” Students who do not meet the standards after receiving remediation and retesting will not be promoted, unless otherwise determined by the school principal in accordance with the subsection of this policy entitled “Waiver of State Accountability Standards.”

Gateway 3

Grade 8

To be promoted to the next grade level, students in Grade 8 must:

- a. score Level III or above on state End-of-Grade tests in both reading and mathematics;
- b. demonstrate adequate progress in writing.

Writing assessment tools shall be developed for use in Grade 8. The purpose of the assessment shall be to determine whether students have made adequate progress in writing in order

to be promoted to the next grade level. In assessing whether a student demonstrates adequate progress in writing, the student’s teacher(s) will review the student’s score on the Grade 7 writing

assessment. If the student did not score at or above proficiency level on the Grade 7 writing assessment, the student's teacher(s) must provide the student with intervention and assistance to develop writing skills.

Students who do not meet the promotion standards will be provided remediation and be retested as provided in the subsection entitled "Opportunities for Retesting to Meet State Accountability Standards." Students who do not meet the standards after receiving remediation and retesting will not be promoted, unless otherwise determined by the school principal in accordance with the subsection of this policy entitled "Waiver of Student Accountability Standards."

Opportunities for Retesting to Meet State Accountability Standards

Except as provided below, students in grades 3, 5, and 8 who score below Level III on the state End-of-Grade reading and mathematics tests shall be provided intervention in the area(s) of deficiency. Students shall be given a second test within a reasonable time from the receipt of test results, but no later than three weeks after the parents receive the test results.

Parents may request that their child be excused from the second administration of the test, provided that they accept required focused intervention for the child prior to the third administration of the test. If the student achieves Level III or above in both reading and mathematics, and attendance requirements and local promotion standards are also met, the student shall be promoted.

If the student does not score at Level III or better on the second test in the area(s) of deficiency, the student will be provided intervention in the area(s) of deficiency and given a third test. Students who do not score at Level III or better after the third administration of the test will be retained and provided intervention, unless the student is provided a waiver as provided for in the subsection entitled "Waiver of Student Accountability Standards."

Intervention For Students Not Meeting Promotion Standards

The goal of the school district is to use early identification of students unlikely to meet the standards for progression and provide them appropriate intervention. A student's lack of academic progress shall trigger appropriate action by school personnel, such as parent conferences, referrals, personal education plans, etc.

Schools should include in their school improvement plan the types of intervention strategies that will be offered.

Intervention Strategies

Intervention involves identifying strategies specifically designed to increase grade level proficiency. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, special grouping, tutorial sessions, extended school day, Saturday

school, modified instructional programs, small or large group counseling program, summer school instruction, individualized instruction, remedial instruction or retention.

Every student in grades 3, 5, and 8 who is not promoted shall be given personalized education plans, constructed by the student's teacher(s). Each plan shall include diagnostic evaluation, intervention strategies and monitoring strategies.

Extended instructional opportunities should be different from and supplemental to regular classroom instruction. When feasible, the school should seek to involve parents and the students in discussing intervention strategies. Students may be required to participate in the intervention strategies and demonstrate acceptable growth and achievement before being promoted to the next grade level.

Waiver of State Accountability Standards – Grades 3, 5, and 8

Teachers or parents may request promotion for students scoring below Level III on an End-of-Grade test after the second or third administration.

A review committee shall be appointed from another school by that school's principal to review student waiver requests. Schools will be paired elementary to elementary and middle to middle. Voting members of the review committee shall consist of the principal, a regular classroom teacher, a central office designee, and an exceptional children's teacher (required if a student with a disability is being considered for waiver). The review committee shall make every effort to meet within ten (10) school days of the receipt of the written request of the parents or teacher.

The parents shall be invited to attend the review process as nonvoting members and shall be allowed to speak and present information on behalf of their child.

The review committee shall consider information presented by the student's teacher and school principal and any information provided by the parents.

The committee should consider and provide written findings regarding whether the student is performing at grade level in spite of the EOC, EOG, or other required test results. For students with disabilities, the committee should consider and provide written findings regarding whether the student's work is within two grade levels and whether the student has made substantial progress toward the next grade level.

Upon completion of the review, the committee chair will immediately notify in writing the principal of the student's home school of the committee's recommendation.

The principal will notify the parents in writing of his/her decision to promote or retain the student.

Final Authority on Promotion Decisions

The principal of the student's home school shall maintain the final authority regarding promotion, taking into account local promotion requirements, scores on Statewide Student Accountability Standards, End-of-Grade tests, any prior retentions, the age of the student, recommendations from any review committee, and any documentation provided by such review committee. The principal's

decision to retain or promote a student may be appealed as provided in the board's Student Grievance Policy.

Standards for Students with Disabilities

1. To the extent possible, all students with disabilities shall participate in the Student Accountability Standards. All intervention and other opportunities, benefits and resources will be made available to all students. Such opportunities will be in addition to any special education services provided to the student.
2. Students with disabilities may be exempted from the promotion standards by the Individualized Education Program (IEP) Team, if it is determined by the IEP team that the students do not have the ability to participate in the State Standard Course of Study. However, exempted students shall be enrolled in a functional curriculum and demonstrate acceptable outcomes on alternate assessments.
3. The graduation certificate and the certificate of achievement are available to recognize students unable to meet diploma requirements. Students with disabilities who meet specific criteria may obtain a high school diploma by completing the Occupational Course of Study.

Students with Limited English Proficiency

1. Students with limited English proficiency shall meet the same standards as all students.

However, limited English proficiency students may be assessed using an alternate assessment in accordance with applicable law and State Board of Education policy. English language proficiency cannot be the factor that determines that a student has not met performance standards.

2. Limited English proficient students in high school shall meet the same standards as all students for high school graduation.
3. Focused interventions shall be provided for students until they have met promotion standards and high school graduation requirements (up to age 21). This intervention shall involve extended, supplemental instructional opportunities that include assistance in the development of English language proficiency.
4. Limited English proficient students shall have personalized education plans.

Reporting Requirements

The superintendent shall provide the Department of Public Instruction with information required by law and State Board of Education Policy.

Notification to Parents

Parents shall be notified annually of Student Promotion and Accountability Standards. A copy of this policy shall be included in each student/parent handbook at the beginning of each school year. The parent's signature shall be obtained documenting that this information has been received.

At the elementary and middle school levels, parents of students in danger of retention shall be notified in writing by the teacher as early as possible, but no later than February 15. At the high

school level, parents of students in danger of failing shall be notified in writing by the teacher no later than midway through the course. Notification shall include a request for a parent/teacher conference. Following notification, the teacher or appropriate academic team shall ensure that careful attention and remediation is provided to any student at risk of retention.

In addition, the teacher(s) of a student who does not meet the accountability standards must notify the student's parents that the student has failed to meet the test standards and must provide the parents with information concerning retesting and intervention opportunities.

LEGAL REF: G.S. 115C-45, -288; Statewide Student Accountability Standards; 16 N.C.A.C. 6D .0501 through .0507

ADOPTED: June 13, 2005

LOCAL PROMOTION STANDARDS GRADES K - 8

In addition to the following local promotion standards, all students must comply with the Cleveland County Schools Attendance Policy and meet state Gateway requirements in grades 3, 5 and 8.

Kindergarten**Reading, Writing and Readiness**

- Recognizes upper and lower case letters out of sequence
- Associates sounds to letters (phonemic awareness)
- Knows the basic concepts of print: left to right, top to bottom, front of book, back of book, where to begin reading, etc.
- Comments on and reads some environmental print
- Recognizes high frequency words
- Reads or attempts to read using letter knowledge and pictures to construct meaning
- Tells and retells stories with a rubric score of 3 or higher (events, details and ideas)
- Writes name and recognizes own name in print
- Expresses ideas in writing using consonant letters and/or word
- Scores on writing sample at least 5/6 using analytic rubric or demonstrates adequate progress in writing skills

Mathematics

- Reads, writes and counts numbers through 30
- Recognizes equivalence in sets and numbers 1-10
- Compares and orders sets and numbers
- Recognizes concepts of calendar time (names days of the week and months of the year)
- Identifies and names basic shapes: triangles, rectangles, circles, spheres and cubes
- Compares geometric shapes (identify likenesses and differences)
- Collects and organizes data as a group activity
- Sorts and classifies objects by one attribute
- Creates and extends patterns

Grade 1

Reading and Writing

- Applies phonetic clues to decode unknown words
- Recognizes high frequency words
- Reads a variety of narrative and expository texts at Level 17-18 or higher at the end of first grade
- Tells and retells stories with a rubric score of 3 or higher
- Composes a variety of written products: stories, journals, letters
- Uses word families and word parts to spell and write
- Scores on writing sample at least 16/20 using analytic rubric or demonstrates adequate progress in writing skills

Mathematics

- Reads, writes and uses numbers through 99
- Compares and orders sets and numbers
- Understands place value
- Groups and counts by 2's, 5's and 10's
- Adds and subtracts single digit numbers using multiple strategies
- Creates, models and solves problems that use addition, subtraction, and fair shares (between two or three)
- Measures length, capacity and mass with non-standard measurement
- Applies calendar knowledge
- Tells time to the hour and half-hour
- Identifies and names most geometric shapes: square, hexagon, trapezoid, parallelogram, cylinders, cones and rectangular prisms
- Collects, organizes, describes and displays data using line plots and tallies
- Understands simple probability concepts
- Uses Venn diagrams to illustrate similarities and differences in two sets
- Creates and extends patterns

Grade 2

Reading and Writing

- Reads a variety of narrative and expository texts at Level 27-28 or higher at the end of second grade
- Tells and retells stories with a rubric score of 3 or higher
- Uses a variety of self-correcting strategies
- Recognizes high frequency words
- Uses conventional spelling most of the time
- Scores on writing sample at least 16/20 using analytic rubric or demonstrates adequate progress on writing skills

Mathematics

- Reads, writes and models numbers through 999
- Uses a variety of models to build understanding of place value (ones, tens, hundreds)
- Uses counting strategies such as skip counting by 2's, 5's and 10's
- Represents, compares and combines fractions (halves, thirds and fourths) concretely and symbolically
- Solves problems with fractions (halves, thirds and fourths) using addition, subtraction and division
- Adds and subtracts multi-digit numbers through 999 using multiple strategies
- Creates and solves problems using multiple strategies
- Defines and recognizes odd and even numbers
- Estimates and measures using appropriate units (meters, centimeters, feet, inches, yards, Fahrenheit)
- Tells time at five-minute intervals
- Combines simple figures to create a given shape
- Identifies symmetric and congruent figures
- Collects, organizes, describes and displays information using Venn diagrams (three sets) and pictographs (symbols representing 2's, 5's and 10's)
- Understands simple probability concepts
- Identifies, describes, translates and extends repeating and growing patterns

- Writes addition and subtraction number sentences to represent a problem

Grade 3

- Must attain a passing grade in reading, writing, mathematics, science and social studies
- Demonstrates grade-level proficiency by scoring at Level III or above on North Carolina's End-of-Grade Tests in reading and mathematics
- Scores on writing sample at least 16/20 using analytic rubric or demonstrates adequate progress in writing skills

Grade 4

- Must attain a passing grade in reading, writing, mathematics, science and social studies
- Demonstrates grade-level proficiency by scoring at Level III or above on North Carolina's End-of-Grade Tests in reading and mathematics
- Demonstrates grade level proficiency by scoring at Level III or above on North Carolina's Fourth Grade Writing Assessment or demonstrates adequate progress in writing skills

Grade 5

- Must attain a passing grade in reading, writing, mathematics, science and social studies
- Demonstrates grade level proficiency by scoring by scoring at Level III or above on North Carolina's End-of-Grade Tests in reading and mathematics
- Demonstrates adequate progress in writing skills

Grade 6

- Must attain a passing grade in English/Language Arts, mathematics, science and social studies
- Passes 50% of elective classes
- Demonstrates grade level proficiency by scoring by scoring at Level III or above on North Carolina's End-of-Grade Tests in reading and mathematics
- Demonstrates adequate progress in writing skills

Grade 7

- Must attain a passing grade in English/Language Arts, mathematics, science and social studies
- Passes 50% of elective classes
- Demonstrates grade level proficiency by scoring by scoring at Level III or above on North Carolina's End-of-Grade Tests in reading and mathematics

- Scores at or above proficiency level 3 on the North Carolina Grade 7 Writing Assessment or demonstrates adequate progress in writing skills

Grade 8

- Must attain a passing grade in English/Language Arts, mathematics, science and social studies
- Passes 50% of elective classes
- Demonstrates grade level proficiency by scoring by scoring at Level III or above on North Carolina's End-of-Grade Tests in reading and mathematics
- Demonstrates adequate progress in writing skills

GRADUATION REQUIREMENTS

The Cleveland County Board of Education recognizes the importance of setting rigorous graduation requirements in order to prepare students for higher education and to be productive members of society.

Diploma Standards

To be awarded a high school diploma, students must successfully complete the requirements of one of the North Carolina Courses of Study, achieve a passing score on state-mandated computer skills and competency tests, and earn any additional credits as set forth in board policy. Special education students who are following the Occupational Course of Study are not required to pass state competency tests or exit exams in order to receive a diploma.

State Competency Test Requirements

All students must demonstrate proficiency in reading, mathematics and computer skills as defined by the State Board of Education as a prerequisite to graduation. Students must attain a passing score on any competency test or high school exit exam adopted by the State Board of Education.

High school students who do not receive a passing score on the competency tests and/or computer skills test will be given the opportunity to retest within a reasonable time from the receipt of test results.

Exit Documents other than Diploma

Certificate of Achievement

Students who satisfy all state and local graduation requirements but who do not pass the computer skills or competency tests will receive a certificate of achievement and shall be allowed to participate in graduation exercises. Special education students who are following the Occupational Course of Study who have completed all graduation requirements except their competitive paid employment may receive a certificate of achievement.

Graduation Certificate

Students with disabilities who do not meet the requirements for a high school diploma will receive a graduation certificate and shall be allowed to participate in graduation exercises if they meet the following criteria:

1. Successful completion of 20 course units by general subject area (four English, three mathematics, three science, three social studies, one health and physical education, and six local electives). These students are not required to pass specifically designated courses such as Algebra I, Biology, or United States History.
2. Completion of all IEP requirements.

North Carolina Scholars Program

The board encourages participation in the North Carolina Scholars Program. Students who

successfully complete the requirements of the Scholars Program will receive special recognition of that achievement.

Summer School Credit

High school students may earn only one unit of course credit in a full term of summer school.

Transfer of Credit from Other Institutions

Any full or partial credit earned in a high school having state or regional accreditation shall be accepted toward graduation by the Cleveland County Schools. The superintendent or designee shall evaluate units transferred from non-accredited institutions prior to awarding credit.

Courses earned from a non-accredited, non-public school or home school will be recorded as “Pass” (P) or “Fail” (F) and grades and credits will not be included in the calculation of the student’s GPA or class rank.

Transcript

A transcript shall be issued to students at the end of each year.

LEGAL REF: G.S. 115C-47, -81, -288(a); State Board of Education policies HSP-L-001, HSP-000, HSP-N-003, HSP-M-001; 16 NCAC 6D .0501 through .0507

ADOPTED: June 13, 2005

PROMOTION AND GRADUATION REQUIREMENTS GRADES 9 - 12

In addition to the following local promotion and graduation requirements, all students must comply with the Cleveland County Schools Attendance Policy, pass all state mandated competency tests, and complete one of the four North Carolina Courses of Study.

Courses of Study

The four courses of study available to high school students are: Career Preparation, College Technical Preparation, College/University Preparation, and for certain students with disabilities, Occupational.

End-of-Course Tests

The end-of-course (EOC) test results shall count as twenty-five percent (25%) of a student's final grade in each high school course for which an EOC test is available.

Academic Placement

Placement in high school courses shall be determined using a variety of information, including test scores, grades, teacher recommendations, attendance, student motivation or other diagnostic information. The school principal shall be responsible for final placement decisions.

Local Graduation Requirements

These requirements apply to the graduating Class of 2005 and beyond at all high schools, unless otherwise indicated.

Traditional Year-Long Schedule

The traditional schedule consists of seven year-long classes per day. Students must earn 24 units of credit in grades 9 - 12 to graduate.*

1. College / University Preparation Course of Study

4 units English

4 units Math

•Algebra I, Geometry, Algebra II, and

one additional higher math

3 units Social Studies

•Civics and Economics, United States history, and world history

3 units Science

•Biology, a physical science, and earth/ environmental science

2 units Foreign Language (in the same language)

1 unit Health and Physical Education

7 units Electives

24 units

2. College Technical Preparation Course of Study

4 units English

3 units Math

•Algebra I and

Geometry and Algebra II or

Technical Math I and Technical Math II

3 units Social Studies

•Civics and Economics, United States history, and a world history

3 units Science

•Biology, a physical science, and earth/ environmental science

1 unit Health and Physical Education

4 units Career/Technical Education (one must be a second level course)

7 units Electives

24 units

3. Career Preparation Course of Study

4 units English

3 units Math

•Algebra I and two additional math courses

3 units Social Studies

•Civics and Economics, United States history, and world history

3 units Science

•Biology, a physical science, and earth/ environmental science

1 unit Health and Physical Education

4 units Career/Technical Education (one must be a second level course) or Arts Education (in one discipline)

6 units Electives

24 units

**Students in the Class of 2005 are required to earn a total of 23 units of credit to graduate.*

4x4 Block Schedule

The block schedule consists of four semester-long classes per day. Students shall earn 28 units of credit in grades 9 - 12 to graduate.

1. College / University Preparation Course of Study

4 units English

4 units Math

•Algebra I, Geometry, Algebra II, and

one additional higher math

3 units Social Studies

•Civics and Economics, United States history, and world history

3 units Science

•Biology, a physical science, and earth/ environmental science

2 units Foreign Language (in the same language)

1 unit Health and Physical Education

11 units Electives

28 units

2. College Technical Preparation Course of Study

4 units English

3 units Math

•Algebra I and

Geometry and Algebra II or

Technical Math I and Technical Math II

3 units Social Studies

•Civics and Economics, United States history, and world history

3 units Science

•Biology, a physical science, and earth/ environmental science

1 unit Health and Physical Education

4 units Career/Technical Education (one must be a second level course)

10 units Electives

28 units

3. Career Preparation Course of Study

4 units English

3 units Math

•Algebra I and two additional math courses

3 units Social Studies

•Civics and Economics, United States history, and world history

3 units Science

•Biology, a physical science, and earth/ environmental science

1 unit Health and Physical Education

4 units Career/Technical Education (one must be a second level course) or Arts Education (in one discipline)

10 units Electives

28 units

Modified Block Schedule

The modified block schedule consists of three semester-long classes and two year-long classes per day. Students shall earn 27 units of credit in grades 9 - 12 to graduate.

1. College / University Preparation Course of Study

4 units English

4 units Math

- Algebra I, Geometry, Algebra II, and

one additional higher math

3 units Social Studies

- Civics and Economics, United States history, and world history

3 units Science

- Biology, a physical science, and earth/ environmental science

2 units Foreign Language (in the same language)

1 unit Health and Physical Education

10 units Electives

27 units

2. College Technical Preparation Course of Study

4 units English

3 units Math

- Algebra I and

Geometry and Algebra II or

Technical Math I and Technical Math II

3 units Social Studies

- Civics and Economics, United States history, and world history

3 units Science

- Biology, a physical science, and earth/ environmental science

1 unit Health and Physical Education

4 units Career/Technical Education (one must be a second level course)

9 units Electives

27 units

3. Career Preparation Course of Study

4 units English

3 units Math

•Algebra I and two additional math courses

3 units Social Studies

•Civics and Economics, United States history, and world history

3 units Science

•Biology, a physical science, and earth/ environmental science

1 unit Health and Physical Education

4 units Career/Technical Education (one must be a second level course) or Arts Education (in one discipline)

9 units Electives

27 units

High schools that change organization between traditional, block and modified shall implement graduated credit requirements as approved by the Cleveland County Board of Education.

Promotion

The number of credits and course requirements for promotion in high school are as follows:

Traditional Year-Long Schedule

For students entering ninth grade prior to 2004-05:

To be promoted to: Credits required: Credits possible: Courses that must be passed:

Sophomore 5 of 7 math

Junior 10 of 14 math and English; one Career/Technical (CT) credit for Career/ Technical Prep (CTP)

Senior 16 of 21 English

For students entering ninth grade in 2004-05 and after:

To be promoted to: Credits required: Credits possible: Courses that must be passed:

Sophomore 5 of 7 math and English

Junior 11 of 14 math and English; one CT for CTP

Senior 17 of 21 English

4 x 4 Block Schedule

To be promoted to: Credits required: Credits possible: Courses that must be passed:

Sophomore 6 of 8 math and English

Junior 13 of 16 math and English; one CT for CTP

Senior 20 of 24 English; one additional CT for CTP*

Modified Block Schedule

For students entering ninth grade prior to 2005-06:

To be promoted to: Credits required: Credits possible: Courses that must be passed:

Sophomore 5 of 8 math and English

Junior 11 of 16 math and English; one CT for CTP

Senior 19 of 24 English; one additional CT for CTP*

For students entering ninth grade in 2005-06 and after:

To be promoted to: Credits required: Credits possible: Courses that must be passed:

Sophomore 6 of 8 math and English

Junior 13 of 16 math and English; one CT for CTP

Senior 20 of 24 English; one additional CT for CTP*

* Students in the Career / Technical Preparation Course of Study on 4 x 4 and modified block schedules must have passed a total of two Career / Technical courses by the end of their junior year.

Maximum Potential Credit

Students transferring from a school with a traditional year-long schedule to a school with a modified or 4 x 4 block schedule must complete 85% of their maximum potential credit to be promoted.

GRADING / PROGRESS REPORTS

The Cleveland County Board of Education requires that all parents shall be informed at regular intervals on the progress of their children.

Schools will use nine week grading periods. Report cards will be issued at the end of each grading period as designated on the school calendar. Schools shall provide interim progress reports to parents and students every three weeks. The administration will develop report card and progress report forms to report academic progress of students in grades K - 12.

In addition, schools should provide additional instructional feedback to parents and students as needed, and parents should be notified as soon as possible when a student's performance or conduct becomes unsatisfactory or exhibits a marked or sudden decline.

The administration and staff shall work together to improve methods for evaluating students' progress and develop meaningful ways to report achievement to parents.

Grades should not be lowered because of poor conduct. Behavior should be reflected on the student's conduct report.

LEGAL REF: G.S. 115C-36, -47, -288, -307

ADOPTED: June 13, 2005

GRADUATION EXERCISES

Formal graduation exercises for high school seniors are to be planned and conducted under the direction of the high school principal and in cooperation with the superintendent.

Only students who have completed all requirements for a diploma or certificate shall be permitted to take part in graduation exercises.

LEGAL REF: G.S. 115C-36

ADOPTED: June 13, 2005

EARLY GRADUATION

Seniors who have earned the required units of credit for graduation by the end of first semester may exit with an official transcript. During the second semester, if authorized by the principal, such students may participate in extracurricular activities with the exception of interscholastic athletics and may participate in graduation exercises at the end of the school year.

Seniors who have met all graduation requirements and do not wish to attend second semester should submit an application for early graduation to the principal at or before the time of registration for second semester courses.

LEGAL REF: G.S. 115C-36

ADOPTED: June 13, 2005

EARLY GRADUATION APPLICATION

I wish to graduate early from High School with the Class of under the Early Graduation Option. In order to be considered for early graduation, I agree to the following conditions:

- I will have completed all the units required for graduation by the end of first semester of my senior year.
- I have passed or been exempted from all mandatory North Carolina Competency Tests.
- I understand that I will not be eligible to participate in any interscholastic athletics or extracurricular activities.
- I understand that I will not be eligible to be considered for any senior honors, awards or scholarships that will become available during the spring term.
- I understand that my final class rank and grade point average will be calculated at the end of first semester and that a new calculation will not be done at the end of the school year.
- I understand that the special permission of the principal will be necessary in order for me to participate in any school events or activities during the spring semester.
- I understand that I may participate in graduation exercises if all fines and fees have been paid prior to graduation.
- I understand it will be my responsibility to maintain contact with the school so I may acquire updated information about graduation activities.

Student name _____

Address: _____

Phone No.: _____

I understand that the principal will make the final decision as to whether or not I am approved for early graduation.

Student's signature Parent's signature

Date Date

CLASS RANKING AND WEIGHTED COURSES

There shall be periodic compilations of class rankings in the Cleveland County high schools for the purpose of making individual student's class rank available to the student, parents, and colleges or other institutions at the request of the student or parents.

The primary purpose of the weighted course program is to encourage and reward students who take more academically demanding and rigorous courses.

Class rank shall be based on the weighted grade point average (GPA) for all courses taken in high school. Numerical grades for each course will be converted to quality points for the purpose of calculating the GPA and establishing class rank. Students are awarded quality points upon successful completion of a course for which they receive credit.

The table below shall be used to convert numerical grades to quality points:

		Non-weighted Courses	Honors-weighted Courses	Advanced Placement Weighted Courses
Numerical Grade	Letter Grade	Grade Points (Quality Points)	Grade Points (Quality Points)	Grade Points (Quality Points)
99-100	A+	4.0	5.0	6.0
95-98	A	4.0	5.0	6.0
93-94	A-	3.68	4.68	5.68
91-92	B+	3.38	4.38	5.38
87-90	B	3.0	4.0	5.0
85-86	B-	2.68	3.68	4.68
83-84	C+	2.38	3.38	4.38
79-82	C	2.0	3.0	4.0

77-78	C-	1.68	2.68	3.68
75-76	D+	1.38	2.38	3.38
72-74	D	1.0	2.0	3.0
70-71	D-	1.0	1.0	2.0
Below 70	F	0.0	0.0	0.0

Honors

Honor graduates may be designated by the principal on the basis of criteria established by the school. Honor graduates may be recognized during the graduation process.

LEGAL REF: G.S. 115C-47, -81, -276; G.S. 116-11(10a)d

ADOPTED: June 13, 2005

TESTING

Standardized tests shall be administered and the results used in compliance with the North Carolina State Board of Education's Testing Code of Ethics, applicable law and regulation, and procedures established by the test publisher.

The board limits the administration and scoring of any standardized test or test required by the State of North Carolina for public school students in grades K - 12 to those students who are in membership in the Cleveland County Schools at the time of testing.

Superintendent's Responsibilities

The superintendent will ensure that all Cleveland County Schools personnel adhere to all procedures for the administration of standardized tests established by the North Carolina Department of Public Instruction and shall appoint an ethical testing practices committee to review the Cleveland County Schools testing program. The superintendent shall notify the board of any testing irregularities.

The superintendent will ensure that all appropriate personnel have the knowledge and skills necessary to: adequately prepare students for standardized tests; administer and score the standardized tests; and interpret and use the results from standardized tests.

School Personnel Responsibilities

School employees responsible for testing shall review and understand ethical requirements related to standardized testing, including the Testing Code of Ethics. The failure of any employee to adhere to these standards is grounds for disciplinary action including dismissal. All school personnel shall be responsible for immediately reporting any questionable testing practice. Failure to report a questionable practice is unethical behavior and may result in disciplinary action.

No individual who has access to secure assessment materials may use that access for personal gain.

LEGAL REF: G.S. 115C-36, -47; ch. 115C, art. 10A

ADOPTED: June 13, 2005