

PEMBROKE ELEMENTARY SCHOOL

505 South Jones Street
Pembroke, North Carolina 28372
Phone: (910) 521-4204
Fax: (910) 521-3510



Parent/Student Handbook 2024 – 2025

"A learning community dedicated to building responsible, respectful, and problem solving champions committed to empowering all learners."

Joanna Hunt
Principal

Hattena Worriax-Scott
Assistant Principal

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Joanna Hunt
Principal

Hattena Scott
Assistant Principal



August 29, 2024

Dear Pembroke Elementary Families and Community Stakeholders,

On behalf of the staff at Pembroke Elementary School, I am happy to welcome you to the 24-25 school year! We are looking forward to a productive partnership with you to ensure our children can achieve their highest potential. We recognize that in order to be successful in school, our children need support from both the home and school. We know a strong partnership with you will make a great difference in your child's education.

We are very excited to continue our established curriculum that our district implemented for reading and math. This will ensure that every child has the opportunity to experience a high quality, rigorous curriculum. Your child will be challenged academically.

The purpose of this handbook is to help parents and students understand policies, practices, and procedures for Pembroke Elementary School. Please read the handbook with your child or children and keep it available for future reference. Many questions that you may have are addressed in the handbook. Should you have any additional questions, concerns, or suggestions please feel free to contact the school (521-4204) at any time during the office hours, 7:30 a.m. – 4:00 p.m.

As a school we would like to encourage you to get involved by joining the PTO and participating in various school activities. We look forward to working with your family to build a firm educational foundation for your child's future.

Please follow us on our social media at <https://www.facebook.com/PESbumblebees> or our school website at <https://www.roberson.k12.nc.us/o/pembroke-elementary>.

Sincerely,

Joanna Hunt

Joanna Hunt
Principal

Public Schools of Robeson County 2024 - 2025 School Calendar



M	T	W	T	F
August				
		1	2	
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

M	T	W	T	F
September				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

M	T	W	T	F
October				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

First and Last School Days for Students

August 26, 2024
June 6, 2025

First and Last School Days for Teachers

August 19, 2024
June 13, 2025

End of Nine Weeks Reporting Periods

October 24, 2024
January 17, 2025
March 27, 2025
June 6, 2025

Report cards will go home five working days after the end of each nine weeks.

Student Holidays

September 2, 2024
November 11, 2024
November 28—29, 2024
December 23, 2024—January 3, 2025
January 20, 2025
April 21—25, 2025
May 26, 2025

Calendar Key

- Required Teacher Workdays
- Half Day for Students/Half Day Required Teacher Workday
- Optional Teacher Workdays
- Holidays
- Annual Leave Days
- End of the Nine Weeks

November				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

January				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

April				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May				
		1	2	
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

June				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

PEMBROKE ELEMENTARY MISSION

A learning community dedicated to building responsible, respectful, and problem solving champions committed to empowering all learners.

Pembroke Elementary School Statements of Belief

- ▶ Learning is a life-long process.
- ▶ High standards for achievement and performance are essential for learning.
- ▶ Every student has a right to a safe, accepting, and caring environment that is conducive to the whole child.
- ▶ All students have the potential to learn and to succeed.
- ▶ All students must be active in the learning process.
- ▶ Success is an active partnership between school, home, and community.
- ▶ Healthy living supports the learning process.

The school mission statement and beliefs were developed through a series of committee meetings along with a consensus of the faculty and staff. Each faculty and staff member was asked to develop at least three mission statements and five beliefs. The committee reviewed the teachers' suggestions and with agreement submitted one mission statement and seven beliefs for the faculty and staff to vote on. The majority of faculty and staff agreed on the final mission statement and beliefs.

COMPUTER EDUCATION

All classes K-5 have access to portable labs. Instruction is aligned with North Carolina Essential Standards for technology.

GUIDANCE COUNSELOR

Two full-time guidance counselors are available to help individual students. The guidance program is provided for all Pre-K through 5th grade students. Students receive Social Emotional Lessons (SEL) daily.

MUSIC / ART / PHYSICAL EDUCATION

Music, Art, and Physical Education instruction is provided to all students once weekly by a certified instructor.

MEDIA SERVICES

The Media Center provides access to quality books and audio-visual materials for all students and teachers. All students receive instruction on use of materials; help with book selections and enrichment through literature experiences. A full-time media specialist coordinates services in the media center.

Morning Drop Off / Afternoon Pick Up Procedures for The School Day



Parents, we want our students to have a positive start to their school day. In order to ensure that we are utilizing every instructional minute and providing a safe environment we will enforce the **Kiss and Go policy**.

Morning Drop-Off Procedure

- Staff will begin dismissing students from cars at 7:25 a.m.
- Stay in the left hand lane advancing as far forward as possible before stopping to drop off your students.
- Staff members will be there to guide you and to help students out of the car.

Please refrain from cell phone use while in the car line.

- Stay in line behind the car in front of you. Do not pull around a car to fill in a gap.
- Students should exit the cars on the right hand side only towards the curb.

Parents should not exit the car to help children.

- After dropping off your students, you may pull forward to exit.
- Do not pull back into the lane against the sidewalk after you have been in the left hand lane. Go around and enter again if needed.
- Never use the staff parking lot to let children out. Dropping students off here creates an unsafe mixture of cars and kids.
- After 7:50, parents must pull to the front of the school and bring children inside. The kiss and go lane will be closed. The tardy bell rings at 7:50 and you must sign your child in at the front office.
- Please do not pull in handicap spaces to drop off children, even if you have a handicap placard.
 - **Only PreK parents** are allowed to walk students to class. According to state policy, Pre K students must be walked to the classroom. Please use the entrance located by the PreK playground.
 - Please follow the traffic pattern that has been established by the town of Pembroke and Pembroke Elementary.

Thank you for your patience in advance.

Afternoon Pick-Up Procedure

Students who are being picked up in a car that will be moving through the kiss and go lane will remain in the classroom. The school utilizes iDismiss to call our car riders up to the front once the parent arrives.

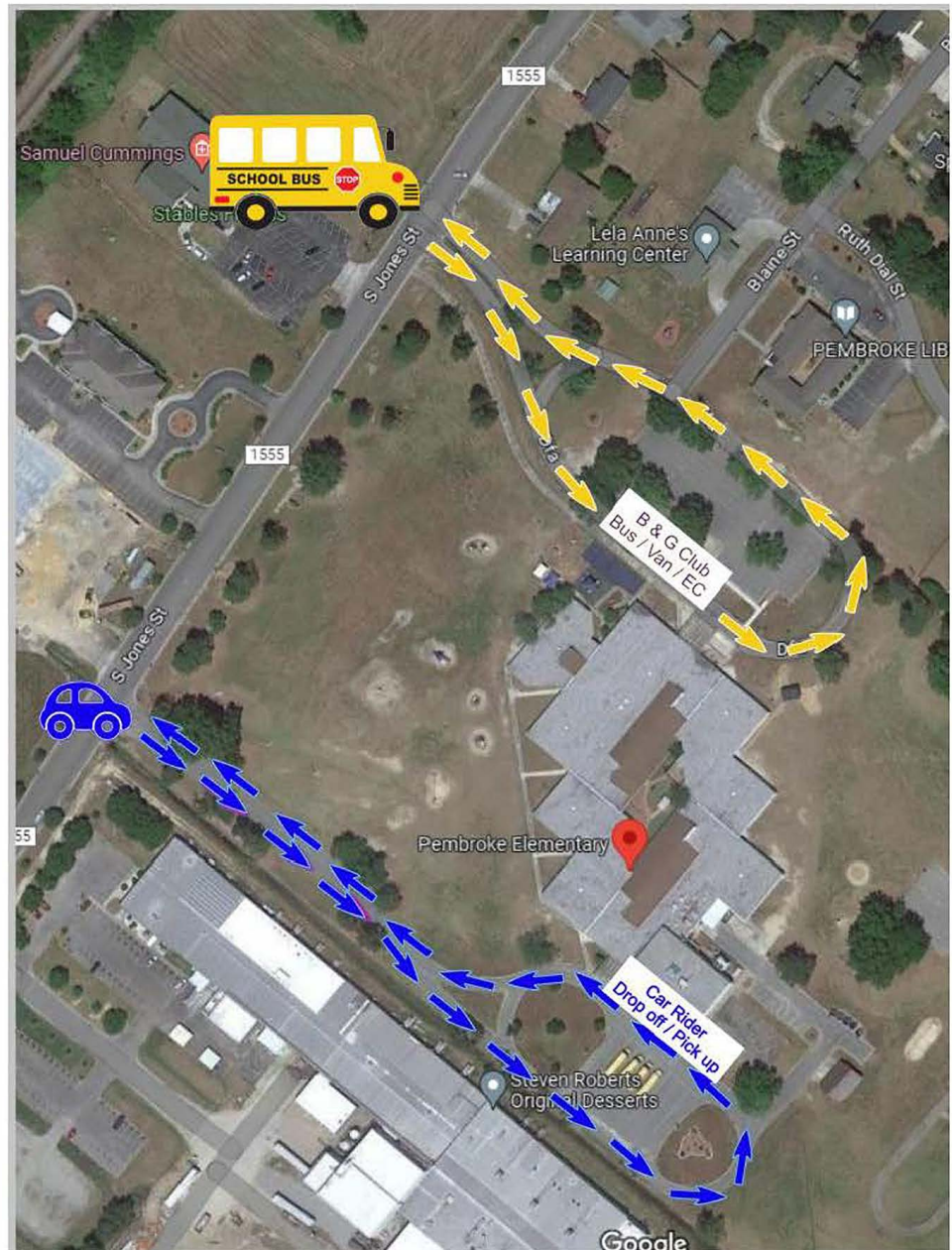
- Please remain in the vehicle. It creates a safety issue for students and staff when parents walk up to get their child.
- Parents please display your placard on the rearview mirror.
- Please politely tell the staff member entering the number your child's number if asked.
- **Only Prek parents are allowed to walk up to pick up their child per state policy.**
 - Stay in the left hand lane only moving as far forward as possible.
 - Do not pull around stopped cars to fill in a gap.
 - Staff will load a few cars at a time. All traffic will be stopped until they are loaded and have left the area.
 - Watch for guidance from the staff stationed at the elementary crosswalk.
 - After your students have been loaded in the car and buckled up you may exit. Exit by following directions from the staff.
 - Do not leave your car while in the Kiss and Go Lane. If you plan to leave your car, park in the teacher parking lot.
- Please refrain from cell phone use while in the car line.

We appreciate your patience and cooperation with these procedures!

Pembroke Elementary 2023-2024

The traffic pattern will change this 2023-2024 school year.

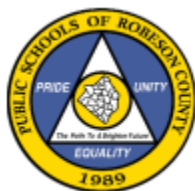
- Car riders will be dropped off / dismissed at the back of the school.
- Buses, EC students, Vans, Boys and Girls Club will be dropped off and dismissed at the front of the school.
- Pre-K will remain the same as last year.
- The gate at the back of the school will be closed at 7:50 - late students should report to the front office to be signed in.



NO WALK UPS ALLOWED

**Parents will be redirected to
their cars.**





PUBLIC SCHOOLS OF ROBESON COUNTY

Testing and Accountability 2022-2023 Testing Information

Parents/Guardians,

Welcome to the 2024 - 2025 PSRC School Year! The Public Schools of Robeson County Testing and Accountability Department is responsible for the training, materials distribution, scanning, and reporting of all North Carolina Department of Public Instruction and federally required assessments. These assessments include:

- **North Carolina End-of-Grade (EOG) English Language Arts (ELA) and Mathematics** assessments in grades 3-8 (May 23 - June 6, 2025).
- **North Carolina End-of-Grade (EOG) Science** assessment in grades 5 and 8 (May 23 - June 6, 2025).
- **NCDPI Career-Technical Education Tests** (Select CTE Courses)
 - (Fall Semester: January 13 – 17, 2025)
 - (Spring Semester: June 2 - 6, 2025).
- **North Carolina End-of-Course (EOC High School)** assessments in
- English II, NC Math I, NC Math III, and Biology
 - (Fall Semester: January 13 – 17, 2025)
 - (Spring Semester: June 2 - 6, 2025).
- **PSRC Early College EOC Assessments**
 - (Fall Semester: December 16-20, 2024)
 - (Spring Semester: May 15 - 21, 2025).
- **Amplify (mClass K-3 Literacy Assessment)**
(September 4 - 24, 2024) (January 8 - 31, 2025) (May 2 - 22, 2025)
- **Grade 3 BOG** (September 10, 2024).
- **RTA (Read to Achieve) Grade 3** (June 2, 2025).
- **RTA (Read to Achieve) Grade 4 Transition Student Test** (October 15, 2024).
- **ACT** for Grade 11 (March 11, 2025).
- **PreACT** for Grade 10 (October 14 – 18, 2024).
- **ACT Workkeys** for Grade 12
 - (Fall Semester: November 4 -8, 2024)
 - (Spring Semester: February 28 - March 14, 2025).
- **CCRAA (Career College Readiness Alternate Assessment)**
Select Grade 11 students (March 11 – 21, 2025).

- ***AP (Advanced Placement)** High School Assessments (May 1-10, 2025).
- **The ACCESS for ELL Students** is administered to all students in grades K-12 identified as English Learners (EL) (January 13 - March 14, 2025).
- ***NC Check-Ins 2.0 (District Required Assessment)** are formative assessments developed with the North Carolina Department of Public Instruction. The NC Check-Ins are administered three times per school year in Grades 3 - 8 in Math and Grades 3 - 8 in English Language Arts (ELA), Grades 5 and 8 in Science, NC Math I, NC Math 3, English II, and Biology.
 - Traditional High School Check-Ins 2.0: (Math 1, Math 3, English II, Biology)
 - (Fall Semester: Check-In #1: October 14 – 18, 2024)
 - (Fall Semester: Check-In #2: December 2 – 6, 2024)
 - (Spring Semester: Check-In #1: March 10 – 14, 2025)
 - (Spring Semester: Check-In #2: May 5 – 9, 2025)
 - Early College High School Check-Ins 2.0 (Math 1, Math 3, English II, Biology)
 - (Fall Semester: Check-Ins #1: September 17 – 20, 2024)
 - (Fall Semester: Check-Ins #2: November 18 – 22, 2024)
 - (Spring Semester: Check-Ins #1: February 18 – 21, 2025)
 - (Spring Semester: Check-Ins #2: April 14 – 17, 2025)
 - NC Check-Ins Grades 3-8: (3-8 Reading, 3-8 Math, 5 & 8 Science)
 - October 14 – 18, 2024
 - January 27 – 31, 2025
 - April 11 – 17, 2025

Based on their educational needs, alternate and accommodated assessments are also available for students with disabilities as identified through the Exceptional Children's (EC) program. These assessments have the same testing windows per test administration.

The Public Schools of Robeson County Testing and Accountability Department reports and collects state and federal data. This data allows Principals to evaluate and make critical decisions to adjust the instruction to the school's and student's specific needs.

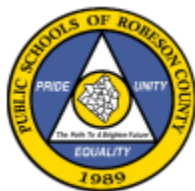
You can find more information by visiting the North Carolina Department of Public Instruction: <https://www.dpi.nc.gov/students-families/parents-corner/testing-information-parents>

We will continue to provide schools, parents, administrative leaders, and key stakeholders with information, research, and resources to facilitate data-driven decisions for improving student performance.

Wishing you all a great and safe school year!

Cindy Lewis

Public Schools of Robeson County Testing and Accountability Department



ESCUELAS PÚBLICAS DEL CONDADO ROBESON

Exámenes y responsabilidad

Información de los exámenes 2022-2023

Padres/tutores,

¡Bienvenido al año escolar PSRC 2024 - 2025! El Departamento de Pruebas y Responsabilidad de las Escuelas Públicas del Condado de Robeson es responsable de la capacitación, distribución de materiales, escaneo e informes de todas las evaluaciones del Departamento de Instrucción Pública de Carolina del Norte y las evaluaciones requeridas por el gobierno federal. Estas evaluaciones incluyen:

- Fin de grado de Carolina del Norte (EOG) Y Artes del Lenguaje Inglés (ELA) y Matemáticas evaluaciones en los grados 3-8 (23 de mayo - 6 de junio de 2025).
- Ciencias de fin de grado (EOG) de Carolina del Norte evaluación en los grados 5 y 8 (23 de mayo - 6 de junio de 2025).
- Pruebas de educación técnica y profesional del NCDPI (Seleccione cursos CTE)
 - (Semestre de otoño: 13 – 17 de enero de 2024)
 - (Semestre de primavera: 2 al 6 de junio de 2024).
- Fin de curso de Carolina del Norte (Escuela secundaria EOC) evaluaciones en Inglés II, NC Matemáticas I, NC Matemáticas III y Biología
 - (Semestre de otoño: del 13 al 17 de enero de 2025)
 - (Semestre de primavera: 2 al 6 de junio de 2025).
- Evaluaciones EOC del PSRC para la universidad temprana
 - (Semestre de otoño: 16 al 20 de diciembre de 2024)
 - (Semestre de primavera: mayo 15 - 21, 2025).
- Amplify (Evaluación de alfabetización mClass K-3)
(4 - 24 de septiembre de 2024) (8 - 31 de enero de 2025) (2 - 22 de mayo de 2025)
- BOG de grado 3 (10 de septiembre de 2024).
- RTA (Leer para lograr) Grado 3 (2 de junio de 2025).
- RTA (Read to Achieve) Prueba para estudiantes de transición de 4.º grado (15 de octubre de 2024).
- ACTO para el grado 11 (11 de marzo de 2025).
- PreACT para el grado 10 (del 14 al 18 de octubre de 2024).
- Teclas de trabajo ACT para el grado 12
 - (Semestre de otoño: del 4 al 8 de noviembre de 2024)
 - (Semestre de primavera: 28 de febrero - 14 de marzo de 2025).
- CCRAA (Evaluación alternativa de preparación para la carrera universitaria)
Estudiantes seleccionados del grado 11 (del 11 al 21 de marzo de 2025).
- *AP (Colocación Avanzada) Evaluaciones de secundaria (1 al 10 de mayo de 2025).
- El ACCESO para Estudiantes ELL se administra a todos los estudiantes en los grados

- K-12 identificados como estudiantes de inglés (EL) (del 13 de enero al 14 de marzo de 2025).
- *NC Check-Ins 2.0 (Evaluación requerida por el distrito) son evaluaciones formativas desarrolladas con el Departamento de Instrucción Pública de Carolina del Norte. Los NC Check-Ins se administran tres veces por año escolar en los grados 3 a 8 en Matemáticas y en los grados 3 a 8 en Artes del Lenguaje Inglés (ELA), grados 5 y 8. en Ciencias, NC Matemáticas I, NC Matemáticas 3, Inglés II y Biología.
 - Registros de escuela secundaria tradicional 2.0: (Matemáticas 1, Matemáticas 3, Inglés II, Biología)
 - (Semestre de otoño: Registro n.º 1: del 14 al 18 de octubre de 2024)
 - (Semestre de otoño: Registro n.º 2: del 2 al 6 de diciembre de 2024)
 - (Semestre de primavera: Registro n.º 1: del 10 al 14 de marzo de 2025)
 - (Semestre de primavera: Registro n.º 2: del 5 al 9 de mayo de 2025)
 - Registros de educación secundaria temprana 2.0 (Matemáticas 1, Matemáticas 3, Inglés II, Biología)
 - (Semestre de otoño: Registros n.º 1: del 17 al 20 de septiembre de 2024)
 - (Semestre de otoño: Registros n.º 2: del 18 al 22 de noviembre de 2024)
 - (Semestre de primavera: Registros n.º 1: 18 – 21 de febrero de 2025)
 - (Semestre de primavera: Registros n.º 2: 14 – 17 de abril de 2025)
 - Registros de Carolina del Norte Grados 3-8: (3-8 Lectura, 3-8 Matemáticas, 5 y 8 Ciencias)
 - 14 – 18 de octubre de 2024
 - 27 – 31 de enero de 2025
 - 11 al 17 de abril de 2025

Según sus necesidades educativas, también hay evaluaciones alternativas y acomodadas disponibles para los estudiantes con discapacidades identificadas a través del programa de Niños Excepcionales (EC). Estas evaluaciones tienen las mismas ventanas de prueba por administración de prueba.

El Departamento de Pruebas y Responsabilidad de las Escuelas Públicas del Condado de Robeson informa y recopila datos estatales y federales. Estos datos permiten a los directores evaluar y tomar decisiones críticas para ajustar la instrucción a las necesidades específicas de la escuela y del estudiante.

Puede encontrar más información visitando el Departamento Público de Carolina del Norte a través del enlace <https://www.dpi.nc.gov/students-families/parents-corner/testing-information-parents>.

Nosotros continuaremos proporcionando a las escuelas, padres, líderes administrativos y partes interesadas clave información, investigación y recursos para facilitar las decisiones basadas en datos para mejorar el rendimiento de los estudiantes.

¡Les deseo a todos un gran y seguro año escolar!

Cindy Lewis

Departamento de Pruebas y Responsabilidad de las Escuelas Públicas del Condado de Robeson

2024-2025 Board Approved Testing Calendar

Public Schools of Robeson County 2024 - 2025 Testing Calendar

Fall Semester

Test	Administration Date	Training Date	Required By
K Wida Screener/WIDA Screener - STC/EL STAFF	By 30 Days of Initial Enrollment	August 20, 2024	State
STC BOY TRAINING - EL/504/EC/PRINCIPALS		August 20, 2024	
<i>Amplify BOY</i>	Sept 4 - 24, 2024		State
<i>Classworks</i>	Sept 9 - 20, 2024		District
Grade 3 BOG (GR 3 STC)	Sept 10, 2024	August 20, 2024	State
NC High School Check-Ins #1 Math 1, Math 3, English II, Biology (Structure Functions of Living Things & Molecular Biology) CFA MATH 2	Oct 18 - 24, 2024	August 20, 2024	District
RTA Grade 4 Transition Students (GR 4 STC)	Oct 15, 2024	September 25, 2024	State
NC Check-Ins #1 (3-8 Read/ 3-8 Math/5 Sci-L/8 Sci-P)	Oct 21 - 25, 2024	August 20, 2024	District
Pre-ACT Grade 10 & With Practice ACT Grade 11)	Oct 15 - 17, 2024	September 25, 2024	State
CCRAA Grade 10 (H-STC)	Oct 14 - 18, 2024	September 25, 2024	State
ACT PRACTICE ASSESSMENT - Juniors Only	Oct. 14 - 18, 2024		District
WorkKeys (H-STC)	Nov 4 - Nov 8, 2024	August 20, 2024	State
<i>Classworks</i>	Dec 2 - 13, 2024		District
NC High School Check-Ins #2 (Grade 8 NC Math 1 #1) Math 1, Math 3, English II, Biology (Ecosystems/ Evolution and Genetics) CFA MATH 2	Dec 2 - 6, 2024	August 20, 2024	District
CGR TRAINING (H-STC/COUNS./TECHS/SOCIAL WORKERS)		Dec 6, 2024	
PSRC Early College EOC Assessments (ECH STC)	Dec 16 - 20, 2024	Nov 18, 2024	State
Traditional (Fall) NC EOC Assessments (H-STC)	Jan 13 - 17, 2025	Dec 11, 2024	State

All Assessments are Required Online unless otherwise noted.

Public Schools of Robeson County 2024 - 2025 Testing Calendar

Spring Semester

Test	Administration Date	Training Date	Required By
<i>Amplify MOY</i>	Jan 8 - 31, 2025	August	State
ACCESS for ELLs 2.0 (STC/EL)	Jan 13 - Mar 14, 2025	December 4, 2024	State
NC Check-Ins #2: (3-8 Read/ 3-8 Math/ 5 Sci-E & 8 Sci-E)	Jan 27 - 31, 2025	August 20, 2024	District
NAEP GRADES 4, 8, & 12		August 23, 2024	Federal/State
WorkKeys (H-STC)	Feb 28 - Mar 14, 2025	January 29, 2025	State
ACT – 11 th Grade Students (PAPER/PENCIL) (H-STC)	Mar 11, 2025	January 29, 2025	State
ACT ACCOMMODATED MAT'L (PAPER/PENCIL) (H-STC)	Mar 11-14, 17-21, 2025	January 29, 2025	State
NCEXTEND1 – Grade 11 (PAPER/PENCIL) (H-STC)	Mar 11-14, 17-21, 2025	January 29, 2025	State
CCRAA – Grade 11	Mar 11-14, 17-21, 2025	January 29, 2025	State
NC High School Check-Ins #1 Math 1, Math 3, English II, and Biology (Structure and Functions/Molecular Biology) CFA MATH 2	Mar 10 - 14, 2025	August 20, 2024	District
ACT – Makeup #1 (PAPER/PENCIL)	Mar 25, 2025	January 29, 2025	State
ACT - Makeup Accommodated Materials	Mar 25-28 & 31, Apr 1-4, 2025	January 29, 2025	State
EXTEND1 (11 GRADE) MAKEUP (PAPER/PENCIL)	Mar 25-28 & 31, Apr 1-4, 2025	January 29, 2025	State
CCRAA (11 GRADE) MAKEUP	Mar 25-28 & 31, Apr 1-4, 2025	January 29, 2025	State
ACT – Makeup #2 (PAPER/PENCIL)	April 8, 2025	January 29, 2025	State
ACT - Makeup Accommodated Materials	April 8 - 11, 14 - 18, 2025	January 29, 2025	State
EXTEND1 (11 GRADE) MAKEUP (PAPER/PENCIL)	April 8 - 11, 14 - 18, 2025	January 29, 2025	State
CCRAA (11 GRADE) MAKEUP	April 8 - 11, 14 - 18, 2025	January 29, 2025	State
ACT Practice Test (Grade 10 Only)	April 8 - 9, 2025		District
NC Check-Ins #3: (3-8 Read/ 3-8 Math/ 5 Sci-P & 8 Sci-L)	Apr 11 - 17, 2025	August 20, 2024	District
<i>Classworks</i>	Apr 7 - May 2, 2025	August	District
<i>Amplify</i>	May 2- 22, 2025	August	State
NC High School Check-Ins #2 (8th Grade Math 1 #2) Math 1, Math 3, English II, and Biology (Ecosystems and Evolution and Genetics) CFA MATH 2	May 5 - 9, 2025	August 20, 2024	District
AP Exams	May 1 - 14, 2025	TBD	District
PSRC Early College EOC Assessments (EC- STC)	May 15 -21, 2025	April 16, 2025	State
NCEXTEND1 – Grades 3-8 & Grade 10 (STC)	May 23 - June 6, 2025	April 16, 2025	State
NC EOG Math, Reading & Science K-8 (E-STC & M-STC)	May 23 - June 6, 2025	April 16, 2025	State
NC EOC Assessments (H-STC)	June 2 - 6, 2025	May 1, 2025	State
Grade 3 Read To Achieve Test (GR 3 STC)	June 3, 2025	April 16 & May 21, 2025	State

Amplify is the State Approved K-3 Literacy Assessment for the 2024 - 2025 school year.

ATTENDANCE

Attendance has a high correlation between performance and achievement in the student population. Parents, please make certain that your child is in attendance and on time every day.

Requirements for a student to be counted present:

1. Students must be present at least **one-half** of the school instructional day in order to be recorded present for that day. Therefore, students cannot leave school before 11:30 a.m. or arrive after 11:30 a.m. to be counted present.

Steps to follow when absent:

- Official note from Doctor on day returning to school, and or
- Note from parent/guardian on the day returning to school. Note should include the following information: child's name, date (s) of absences, and reason for absences, parent/guardians signature and phone number.
- Present note to classroom teacher.
- If absence is due to work, travel, or some other reason, parents or guardians should notify the school **prior to the absences**. Parent must complete educational leave form and submit 10 days in advance. Administration will determine if excused.

Absences:

When a student is absent, a valid written excuse must be presented to the teacher or designee within three school days of the student's return or the absence(s) will be coded "unexcused." In the case of elementary or middle school students, excuse notes prepared and signed by parents will be accepted for 5 absences during the school year. Written documentation from doctor, dentist, or court official must be submitted in order for absences beyond the limit of 5 parent approved absences per year to be officially coded as "excused." For high school students, excuse notes prepared and signed by parents will be accepted for 3 absences during each semester. Written documentation from a doctor, dentist, or court official must be submitted in order for absences beyond the limit of 3 parent approved absences per semester to be officially coded as "excused." Forged parental signatures shall result in further disciplinary action against the student. An absence may be excused for the following reasons:

1. Personal illness or injury that makes the student physically unable to attend school;
2. Isolation ordered by the State Board of Health;
3. Death in the immediate family;
4. Medical or dental appointment;
5. Participation under subpoena as a witness in a court proceeding;
6. Observance of an event required or suggested by the religion of the student or the students parent(s) not exceed five days;
7. Participation in a valid educational opportunity;
8. Visitation with the student's parent or legal guardian, at the discretion of the superintendent or designee, if the parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050. Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

After three consecutive or five accumulated absences in a semester, the principal may require a written doctor's excuse for any additional absences due to illness or injury.

In the case of excused absences and short-term out-of-school suspensions, the student will be permitted to make up his or her work (see also policy 4351, Short-Term Suspension}. Students normally must turn in work within five days of the student's return to class unless the teacher grants additional time. The student is responsible for finding out what assignments are due and completing them within 10 days.

Tardiness and early dismissals:

1. K-8 Schools

All parents requesting early release of a student prior to the normal dismissal time must sign for the student in the school's main office at which time the principal or designee shall summon the student to the office. Parents may not pick up a student at the classroom.

Schools communication to the parent includes:

1. Letters sent to the parent after the child has missed 3, 6, and 10 days.
2. Calls and conferences will be scheduled when necessary.
 - Students must be in attendance a minimum of 150 days in a grade in order to pass, unless absences are due to reason specified by state:
 - A. Illness or injury to student
 - B. Quarantine
 - C. Death in immediate family
 - D. Medical/dental appointments (during school hours}
 - E. Court/administrative proceedings
 - F. Religious observances
 - G. Education leave (prior approval is necessary} 2 weeks in-advance
 - Upon returning to school after an absence all students must bring a note explaining the reason for absence. If not, the absence will be considered unexcused. After 5 handwritten notes per semester, a doctor's note is required.
 - In kindergarten through grade eight, absences in excess of 10 days constitute a valid reason for retention.
 - If any questions, please see data manager or administration.

Breakfast is served each school day (7:30 a.m. - 7:55 a.m.} Upon arrival at school, all students should go directly to the Grab & Go Breakfast line and then proceed to the classroom to eat.

(Students arriving after 7:55 a.m. may not be provided breakfast and are counted tardy for the day. Parents/Guardians or another adult are required to sign student in at the main office).

Attendance in school and participation in class are an integral part of academic achievement and the teaching learning process. Regular attendance develops patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory. The State of North Carolina requires that every child in the State between the ages of 7 (or younger if enrolled) and 16 attend school. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily.

COVID-19 protocols prevent parent/visitor from accessing the school buildings at this time. As such, if a student is tardy to school, parents must walk students to the front main entrance of the school building and ring the bell for assistance.

STUDENT ENROLLMENT

Students entering school are required to have a health assessment, a shot record, a birth certificate (**certified copy**) and proof of residence. A tribal enrollment card/number may be provided, if applicable.

*****New Policy*****

Effective Monday, August 27, 2018 it will cost \$3.00 for a transcript copy, as well as copies of birth certificates, shot records and proof of residence. Please allow 48 hours for your request.

PROOF OF RESIDENCE

Proof of residence is current bill (utility) with a 911 address. Parent/Guardians name must appear on the bill.

STUDENT WITHDRAWALS

Parents/Guardians withdrawing students from school need to complete transfer forms as soon as knowledge of withdrawal becomes known. This information is necessary for accuracy in attendance, withdrawals, and the transferring of student records. Failure to inform the school will result in an unexcused absence for each day not present. Students should be withdrawn between the hours of 8:00 a.m. and 3:30 p.m.

PROGRESS REPORTS

Progress reports are sent home half way through a grading period to let parents know how their child is progressing. All students in grades K-5 will receive a new progress report at the middle of each nine weeks. The dates are as follows:

During the week of:

September 18, 2024

December 4, 2024

February 18, 2025

May 7, 2025

End of nine weeks:

October 24, 2024

January 17, 2025

March 27, 2025

June 6, 2025

REPORT CARDS

Report cards will be sent home to parents one week after the end of each nine-week grading period. Parents are to examine, sign and return the report card the next day, if possible. If you have any questions or concerns about your child's work, please contact the teacher for a conference. The dates are follows:

Report Cards Home:

November 1, 2024

January 28, 2025

April 4, 2025

June 6, 2025

ANNOUNCEMENTS

Announcements will be made daily. Morning announcements will be made at approximately 8:15 a.m. and afternoon announcements will be made at approximately 2:55 p.m. Announcements will be made during the day only when necessary. All community announcements should be given in written form to the school secretary.

ASSEMBLIES

During assemblies, student behavior should be refined and courteous. Parents will receive notice of special programs. **{Please check yearly informational calendars}.**

Also, telephone call-outs will be made by the school principal or school designee as needed throughout the year.

AWARDS DAY

Students will be honored for achievement, attendance, etc. during programs at the end of each nine weeks and at the end of the year.

BEFORE/AFTER SCHOOL SCHEDULE

- Before School Care: 6:30 a.m. - 7:30 a.m.
- After School Care: 3:10 p.m. - 6:00 p.m.

Fees are follows:

- Morning Care:
 - (1) Child – \$15.00
 - (2) Child – \$20.00
 - (3) Child – \$23.00
- After-School Care:
 - (1) Child – \$35.00
 - (2) Child – \$45.00
 - (3) Child – \$55.00

* Children enrolled in the Afterschool Program will not be charged for Morning Care Services.

* Children attending the Primetime Program (1) or more days, the weekly fee will remain the same.

These fees are due before care is provided. Pre-K children cannot be enrolled in this program. Ages are Kindergarten (5 years old) through 5th grade. No transportation is provided.

- Note: Before School Care is located at the side entrance of the Pre-K class for safety precautions. **Please use the front entrance to drop off your child.**

CAFETERIA

The teachers and /or assistants will supervise all students during breakfast and lunch. Students must be on campus no later than 7:50 a.m. in order to be served breakfast unless there is a late bus.

Students will:

- Clean up around the table before leaving.
- Dispose of all trash when putting up trays.
- Use good table manners.
- Speak quietly when conversing.
- Students do not have access to microwaves.

Cafeteria Rules and Information

- Quiet Zone in the serving line, "no talking"
- Soft voices are to be used while in cafeteria.

TEACHERS WILL NOT WARM FOOD FOR STUDENTS. THIS IS A SAFETY LIABILITY.

All students eat free. A La Carte purchases will be available for students, staff, and faculty. Volunteers will need to report to the cafeteria manager or office personnel for information regarding meals.

CHANGE OF ADDRESS

It is necessary that the school office has your current 911 address, house telephone numbers, and cell phone number at all times. This information is especially important in the case of an emergency. Please notify the school secretaries immediately upon changing your address or telephone number.

CHECKS

1. Make all checks payable to Pembroke Elementary School for lunches, workbooks, trips, etc.
2. A \$20.00 service charge will be charged for checks returned for insufficient funds, in addition to the amount of check, and **must be paid immediately.**

CUSTODY

If you and your spouse are separated, the custodial parent must provide a copy of custodial papers on file. If at any time you feel a problem of abduction may occur, we need to have knowledge of this in the school office. This is the only way we can help protect your child. If you are not the biological parent and have legal custody of a child, the school needs a copy of the custodial orders on file. These files will need to be updated yearly.

DAILY SCHEDULE

School day begins at the following times:	
Staff:	7:20 a.m.
Students:	7:25 a.m.
Tardy Bell rings:	7:50 a.m.
Dismissal:	3:10 p.m.
Bus riders:	3:10 p.m.
Walkers / car riders:	3:10 p.m.

Students will be dismissed by grade level.

DELIVERY OF FLOWERS, BALLONS AND ANY GIFT ITEMS TO STUDENTS AT SCHOOL

Students will not be permitted to receive flowers at school. The delivery of flowers causes a disruption of school and safety problems on buses.

DRESS CODE

Good judgment in selecting his or her attire is expected of all students. Students are expected to dress in a manner that is neat, clean, and appropriate for a learning environment.

Clothing styles are constantly changing; therefore, it is impossible to list all dress and grooming trends that are inappropriate for school-wear. **This list is not intended to be all-inclusive.** Schools may formulate additional rules, as they deem necessary. The interpretation of inappropriate clothing rests with the local school administration.

Students shall not wear clothing or hairstyles that distract other students, interfere with classroom participation of other students, or present a health or safety hazard.

- ▶ Shoes or sandals are to be worn at all times during the school day.
Heely's are not permissible. Flip flops are not encouraged due to safety issues.
- ▶ **Sunglasses, hats, caps, head scarves, or head covers** of any description worn inside a school building are not permitted unless authorized by school for a special reason or school activity.
- ▶ Clothing with vulgar language, inserts, signs, or clothing advertising drugs or alcoholic beverages is not permissible. **All clothing must be worn appropriately!**

- ▶ Distractive, scanty clothing, tank tops, halters, low-cut tops, mini-shirts, midriff blouses, sagging pants, or noticeably tight or transparent clothing is not permissible.
- ▶ Belts, if worn must be kept on, tied, or buckled at all times to be permissible.
- ▶ Students will be permitted to wear shorts to school. Shorts should be modest and of sufficient length. A guideline for students to use in determining whether or not the shorts are long enough is as follows:
Have the shorts at the waistline; stand with arm and fingers fully extended by your side. The hem of the shorts should be approximately even with the extended fingers.

FIELD TRIPS

Field trips motivated by the Common Core and Essential Standards are beneficial to student learning. A reasonable fee may be charged to cover any field trip costs. Parents must adhere to the deadlines for permission slips/fees set by the classroom teacher. Parents/Guardians are **not** permitted to ride on school buses for field trips unless they are employed by the Public Schools of Robeson County.

Parents/Guardians will be expected to attend field trips with their child if behavioral problems have been documented. Parents will be notified if they are required to attend.

HEALTH & SAFETY

Accidents, Emergencies, and Administering Medication

In case of illness or accidents during the school day, parents will be notified. Minor injuries will be treated by school personnel. Should the illness or injury be serious, the directions on the student's emergency form will be followed. Parents need to keep the school informed with current phone numbers and contacts in case of emergency. If it is necessary for your child to take medicine during the school day, please follow the "Public Schools of Robeson County Medication Administration Policy". Medication **will not** be administered without proper documentation. An adult **must** sign in medication at office. Students are **not** allowed to bring medication to school. See school nurse for proper forms or for any questions. Also, refer to policy in back of handbook.

LOST AND FOUND

Clothing articles should be turned in to the gym. Smaller items such as eyeglasses, jewelry, cell phones, etc. are turned in to the main office. The owner may claim his/her property by being able to identify the item.

PICTURES

Individual pictures are made in the fall and spring. Every child has an opportunity to have his/her picture taken. Parents are under no obligation to purchase pictures. Parents will be sent a small proof of the picture and a price list for the complete and/or partial package. Parents may then decide what, if anything, they wish to purchase. Also, group pictures will be taken in the spring of the school year.

SCHOOL CLOSING

DUE TO WEATHER OR EMERGENCY

The closing of school due to extreme weather conditions or other emergencies will be announced on the radio and television stations listed below. In case of emergency situations during the school day, parents are asked **NOT** to call the school for information. The school has plans for evacuation and safety of all students. In an emergency, it is vital that the phone lines are available for use by those who are directing emergency procedures. Please follow school delay schedules. Students can not arrive at school prior to the announced delay time. Phone messages will also occur when feasible.

RADIO STATIONS

WGOR-105.7 (FM)

WFMO-860 (AM)

WLNC-1300 (AM)

W10Z-106.9 (FM)

WFNC-640 (FM)

WEWO-1460 (AM)

WSTS-100.9(FM)

WKML-95.7(FM)

WZFX-99.1(FM)

WQSM-98.1(FM)

WFLB-96.S(FM)

TELEVISION STATIONS

WRAL-Channel 5

WTVD-Channel 11

WECT-Channel 6

WBTW-Channel 13

WPDE-Channel 15

WWAY-Channel 3

SCHOOL FEES

Students are not required to pay any regular instructional fees. Students may be asked to pay for optional workbook fees and field trips.

LEAVING SCHOOL

If it is necessary for a student to leave school early, **the student must be signed out in the office by a parent/guardian or other responsible adult with parental signature. Persons not listed on the student's emergency form card WILL NOT be allowed to sign the child(ren) out.** In order to protect our instructional day, **no** student will be allowed to check out between 2:45 p.m.-3:10 p.m., **without** a doctor's note or an appointment card. **Children traveling by private automobile must be picked up at the front of the school no later than 3:20 p.m. in the afternoon.** Parents who are consistently late will be referred to the school social worker. Students who come to school on the bus **will return** on the bus. **Phone calls will not be accepted if there are changes.** Notes are for emergency situations only and must be approved by administration. The note must include your **telephone number**; as further information may be needed.

SCHOOL BEHAVIOR

We, at Pembroke Elementary School, feel it is our responsibility to provide an atmosphere conducive to learning. Students are expected to follow school and classroom rules. **We will not tolerate behavior that stops teachers from teaching and students from learning.**

SCHOOL BEHAVIOR FOR STUDENT

1. The possession, sale, or distribution of illegal drugs, alcohol, or other controlled substances at school or any school function is illegal and will be treated as such. Parents will be notified and an immediate conference will be required. North Carolina statutes require the principal to report any violation of North Carolina law to proper authorities.
2. It is a **crime** to possess any weapon on school grounds or in the school building in Robeson County.
3. Destruction or defacing of school property will result in parents paying for repairing what was destroyed or defaced.
4. The following behaviors will not be tolerated: use of profanity, stealing, harassment, disrespect, class disruption, fighting, and hitting.
5. Students shall not bring any electronic device (to include but not limited to IPOD's, MP3 players, cellphones, DVD, handheld games, toys, spray bottles, or other personal enjoyment items to school). Considerations may be given for special school activities. In each case, written permission must be obtained from teacher or administration. School personnel **will not be held liable for items** brought to the school.
6. The school-wide quiet signal will be utilized by all staff members. (Also review PBIS matrix and information located in the back of the handbook).

DISCIPLINE

The Students Code of Conduct Handbook outlines disciplinary actions in accordance to the Public Schools of Robeson County/Pembroke Elementary. The purpose of the guidelines in this booklet is to help establish and maintain a safe and orderly environment, which must prevail, if learning is to take place. If you have any questions, please refer to the Student Code of Conduct handbook.

BUS CHANGES

Your child has been assigned a bus by the Transportation Information Management System (TIMS). **Your child must ride his/her assigned bus.** Insurance regulations will not allow children to ride a bus other than their assigned one. **Bus assignment changes, in most cases, result in an overload.**

If you move during the school year, please come by the office with your new address to ensure that your child is placed on the right bus. **All changes must be approved by the principal/assistant principal.**

SCHOOL BUS STOP

Bus stop will be no closer than 0.2 miles apart unless mandated by safety factors.

Students should be gathered at designated bus stop in order to load in a timely and mannerly fashion once the bus has stopped and the door has been opened. **Bus will not be required to wait for students to arrive at a bus stop.** If it is obvious to the bus driver that no students are waiting at the bus stop, buses will not be required to stop at all designated bus stops.

Bus drivers will be directed to record habitual violators of this policy, and upon documentation by the school principal, habitual violators will lose the privilege of riding the bus.

BUS SAFETY & RULES

SCHOOL BUS

In order to ensure a safe ride to and from school, discipline on the bus is essential. Any student who rides a bus is under the direct authority of school personnel. Any student who repeatedly refuses to ride the bus as a gentleman or lady or refuses to follow the directions of the bus driver will be asked to furnish his/her own transportation. Misbehaving on the school bus endangers the safety of all the people on the bus. Each person is expected to do his/her part to make each trip safe and pleasant. Please review the following rules with your child immediately and periodically throughout the year.

SCHOOL BUS PASSENGER RULES

1. Bus students will be assigned to ride a particular bus. Students may not board buses other than the one to which they are assigned without a written note. The note must be approved by the office.
2. Be at your stop on time. Wait for the bus in a safe spot off the road. Wait for the bus to come to a complete stop and for the driver to signal for you to cross the road and board the bus.
3. Always walk to the bus and use the handrail when entering and exiting.
4. Occupy your assigned seat at all times. Do not change seats unless told to do so by the bus driver.
5. Permission to open windows should be obtained from the bus driver. Hands and heads should be inside the bus at all times. Feet should be in front of them, not in the aisles.
6. Keeping the bus clean and safe and refraining from damaging or abusing seats or other equipment is mandatory for all students. Eating is not permitted on the bus.
7. Students are not permitted to leave the school bus until their final destination is reached, unless authorized to do so by the principal or assistant principal.
8. Remain seated until the bus has stopped, then use the handrail to exit.
9. Fighting, smoking, or using profanity is not permitted.
10. Students shall not bring, on the bus, glass items or other objects that could be detrimental to one's safety.
11. Parents of Pre-K students must accompany their child to and from the bus stop. Any violation may result in the child being dismissed from the program.
12. Due to COVID-19, all students are required to wear face masks at all times on the school bus. The bus driver and any bus monitors riding the school bus must also wear a face mask at all times.

BUS REGULATIONS

14-132.2 Willfully trespassing upon, damaging, or impeding the process of a public school bus.

- a. Any person who shall unlawfully and willfully demolish, destroy, deface, injure, burn or damage any public activity bus shall be guilty of a Class 1 misdemeanor.
- b. Any person who shall enter a public school bus or public school activity bus after being forbidden to do so by the authorized school bus driver in charge thereof, or the school principal to whom the public or public activity bus is assigned to shall be guilty of a Class 1 misdemeanor.
- c. Any person who shall unlawfully and willfully stop, impede, delay, or detain any public school or public school activity bus operated for public school purposes shall be guilty of a Class 1 misdemeanor.
- d. Subsection (b) and (c) of this section shall not apply to a child less than 12 years {539.s73; 1994, Ex. Sess., c24s, 14 (c); 2001-26, s.1.)

PARENTAL INVOLVEMENT

(PARENTAL SUPPORT)

In order for us to establish and maintain the proper conditions for learning, we need the help and support of parents and the cooperation of all students. By taking an interest in your child's education and by supporting and encouraging the development of positive school-related behaviors, parents can contribute to the total learning environment in their child's school by:

1. Providing guidance and support as volunteers throughout the school year.
2. Providing phone numbers of the home and place of employment so they can be contacted.
3. Securing copies of the school calendar and being aware of the beginning and ending dates of the quarters and of the days on which report cards are distributed.
4. Requiring their children to attend school regularly and encouraging punctuality to school.
5. Discouraging their children from leaving school because of minor health problems.
6. Talking with their children regarding, and, if there are problems or questions, have them communicate with the classroom teacher, resource teacher, or school administrators.
7. Reviewing the handbook with your child so you both are familiar with procedures and policies of the school. (Available on-line.)

PARENTS / VISITORS AND VOLUNTEERS

Parents, visitors, and volunteers are encouraged to come to our school. A background check form must be completed before volunteering occurs. These can be obtained in the office. They are required to sign in at the office and obtain an appropriate pass. The visiting or volunteering should not take away from instructional time. Volunteers are needed in the following departments:

- ▶ Office
- ▶ Media center
- ▶ Cafeteria
- ▶ Custodial
- ▶ Copier/teacher workroom

PARENT TUTORS

As a parent, you need to assist your child(ren) at home. Help set up a study time each day where your child can work uninterrupted. Encourage independent work, but give help if your child is frustrated. Discuss problem areas, and guide your child in the right direction. If your child is having a difficult time with home practice assignments, contact the teacher.

Yours child's teacher will notify you of the home practice policy at the beginning of school. Check your child's folder after school and discuss work to be completed. Get involved with your child's school work, and encourage quality work.

PICTURES AND/OR VIDEOS OF STUDENTS OF THE PUBLIC SCHOOLS OF ROBESON COUNTY

In the event that you do not want a photo of your child and/or a video of your child taken on a school bus, on school grounds, in school buildings, at school activities, or school sporting events, released without your prior consent, you must so notify your school's principal, in writing, no later than the end of the 10th school day after the beginning of school, not counting intermediate weekends or holidays. If you do not object to the release of your child's photo and/or a video of your child that is taken on a school bus, on school grounds, in school buildings, at school activities, or at school sporting events by the school, no action is necessary.



MULTI-TIERED SYSTEM OF SUPPORT

NC Department of Public Instruction

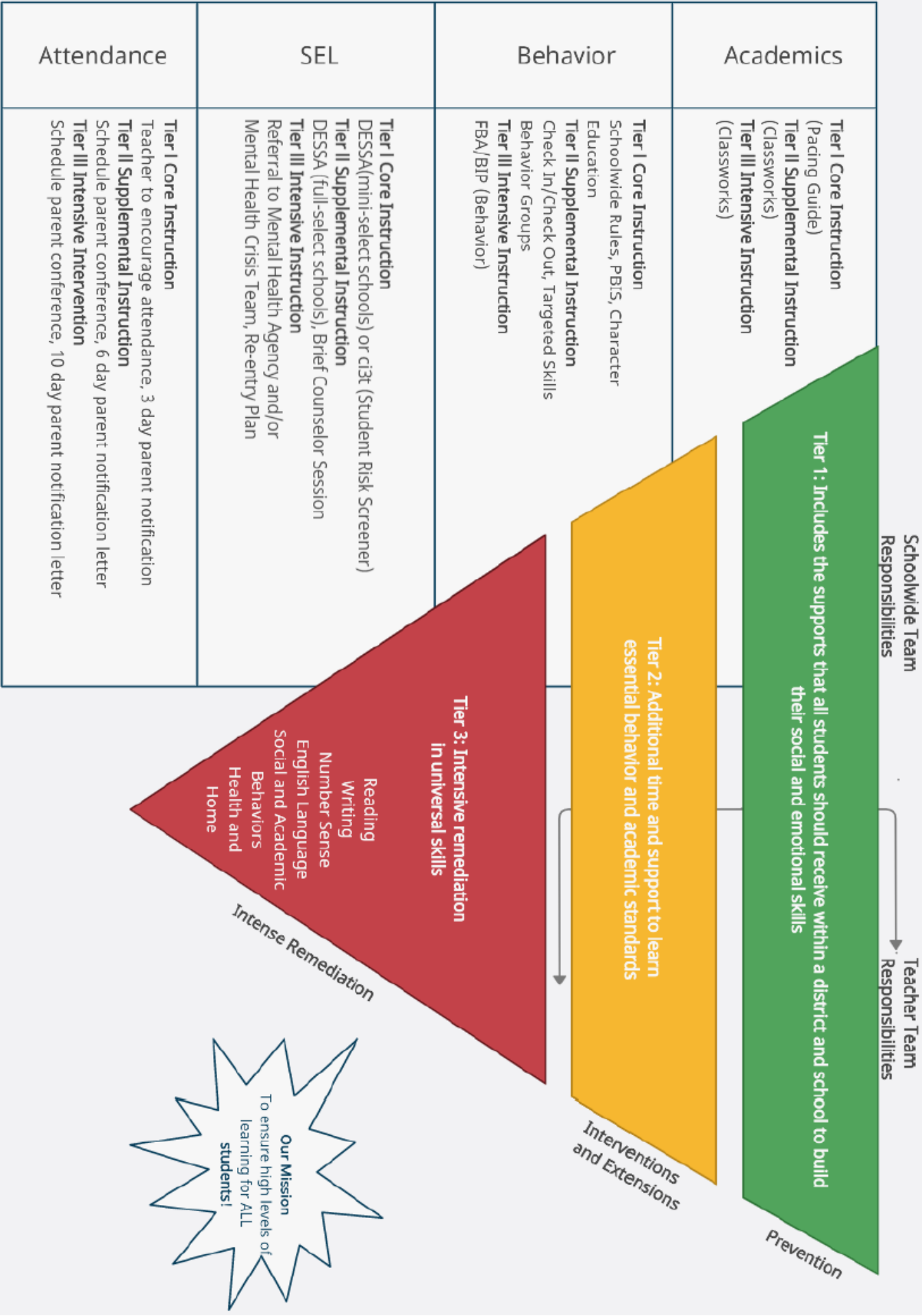
Multi-Tiered System of Support (MTSS) is a process in which students are tiered in Levels I – III, according to the level of services they may require due to concerns with either academics, behavior, social emotional needs or attendance.

Grade level teams, along with the MTSS team members, meet monthly to discuss our student's needs.

The following charts show Tiers I – III services and needs:

PSRC	Tier I Instruction	Tier II Supplemental	Tier III Intensive Instruction
Who	All Students	Students needing supplemental supports in addition to core instruction (approximately 20% of students)	Students needing intensive supports in addition to supplemental and core instruction (approximately 5% of students)
What	Evidence-based practices and programs demonstrated to produce good academic and behavior outcomes for the majority of students	Evidence-based practices and programs demonstrated to improve academic and behavior performance in core (Tier I)	Evidence-based practices and programs demonstrated to improve academic and behavior performance in identified skill areas
Effectiveness	If at least 80% of all students, in all subgroups, are meeting academic and behavior benchmarks with core supports alone	If at least 70-80% of students improve academic and behavior performance toward core (Tier I) benchmarks	If students improve academic and behavior progress in identified skill areas

Public Schools of Robeson County Multi-Tiered System of Support



**Public Schools of Robeson County
Military Connected Students
Data Collection Form**

This data collection is being conducted in compliance with NC General Statute 115C-288(m).

Student Name: _____ School Name: _____

Is the student considered military-connected as defined in the note below? ☐ Yes ☐ No

(Note: A military-connected student enrolled in a local school administrative unit who has a parent, step-parent, sibling, or any other person who resides in the same household serving in the active or reserve components of the Army, Navy, Air Force, Marine Corps, Coast Guards, or National-NC G.S. 115C-12 (18)(f).

If you answered "NO" to the above question, please submit this form to your student's school. If you answered "YES" to the question, please provide information below and submit this form to your student's school.

Military-Connected Relative #1

Relationship to Student _____ Branch of Service _____

Status (i.e. Active Duty, National Guard, Reserves, Retired Military, Disabled Veteran, Federal Civil Service Employee, Veteran, Foreign Military, Active Reserve/Guard, Deceased, Deceased-Killed in Action)

Grade (i.e. E 1-9, O 1-10, W 1-5, Federal Civil Service) _____

Installation (last installation assigned to or most recent one) _____

Unit/Squadron Assignment _____

Military-Connected Relative #2

Relationship to Student _____ Branch of Service _____

Status (i.e. Active Duty, National Guard, Reserves, Retired Military, Disabled Veteran, Federal Civil Service Employee, Veteran, Foreign Military, Active Reserve/Guard, Deceased, Deceased-Killed in Action)

Grade (i.e. E 1-9, O 1-10, W 1-5, Federal Civil Service) _____

Installation (last installation assigned to or most recent one) _____

Unit/Squadron Assignment _____

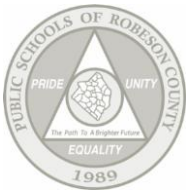
- Please contact your students' school if another form is needed.
- If you have concerns over what is being collected, please direct them to Doug Taggart at doug.taggart@dpi.nc.gov, 919-807-3346.

Thank you!

ADVISORY COUNCIL

The Superintendent and Board of Education have a sincere commitment to the concept of citizen involvement in the Public Schools of Robeson County. We believe that the people want good schools, that they have reasonable ideas about the things the schools should do, and that they are willing to help the schools attain established goals. A purpose of the advisory structure is to provide informed advice to the school authorities.

Advisory Councils serve schools in an advisory capacity and act as a liaison between the Board of Education and the citizenry. Advice to the Board can be given in the form of minutes maintained at the meetings; by direct communication to Board members; individually or collectively, by correspondence or telephone; or by a written report presented at a regularly scheduled Board meeting.



"To educate all students by building a foundation for learning in an ever-changing global society"

Highlights from Advisory Council Board Policies

1. In **May** of each year, the principal shall call a public meeting to establish the school's advisory council for the next school year.
2. Advisory councils shall have membership based upon the following criteria: 1) schools with **enrollment** of 599 pupils or less on the last day of April shall have **five members** the following school year; and 2) schools with an **enrollment** of 600 pupils or more on the last day of April shall have seven members the following school year.
3. At the May meeting individuals who live within the school attendance zone shall **elect** a simple majority (three or four) of the members of the advisory council. The principal, board member representing the district of that school and at-large board members will jointly conduct the election. The remaining advisory council members will be **appointed** by the district and at-large board members who are in attendance at the meeting. If fewer than 25 people attend the meeting, the principal and board members in attendance will prepare a nomination list to present to the full board for final selection of all members of the advisory council. Vacancies on the advisory council shall be filled by the same process as the initial method of selection.
 - All advisory council members must reside within school attendance lines of the council on which they serve, except that non-resident parents may serve.
 - If a member moves out of said attendance zone, the member is immediately and automatically declared ineligible for further service on that council.
 - School employees shall not serve on the advisory council of the school for which they are employed. However, school employees residing in the school attendance zone of the council may vote and make nominations for individuals to serve on the advisory council.

4. The majority of members on an advisory council shall have a **child or children** enrolled in that school.
5. **Terms of office** shall be for one year, and individuals may serve a maximum of three consecutive terms. No individual shall be elected or appointed to serve on more than one advisory council during a school year.
6. Once seated, the members of the advisory council shall select a chairman and vice-chairman.
7. Each advisory council shall **meet at least on a quarterly basis**. Other meetings may be called by the chairperson or the principal as necessary. **A yearly calendar of meetings shall be published in September** and set at such times and dates as deemed convenient to the council members.
8. The principal or designee shall be responsible for compliance with the open meetings law by school improvement teams or any other public bodies at the school level. For all official meetings, whether held in open or closed session, minutes will be recorded and maintained in accordance with all legal requirements.

Policy Code: 2235 Advisory Councils

The board considers input critical to the effective operation of the individual schools and the school system. The board welcomes the opportunity to receive from the public suggestions and concerns which will assist the board in achieving its desired objectives.

Standing citizen advisory councils, organized on the basis of one per school, are designed to provide the board continuing input on school operations and procedures. These advisory councils shall be general in purpose and shall be in addition to any other specific advisory councils or committees whether created under mandate or by voluntary means.

A. DUTIES

Each advisory council shall have the following duties:

1. to act as a support group for the school and the community in matters pertaining to the development of excellence in the schools;
2. to assist the principal and school personnel by helping interpret school matters to the community and bringing community concerns to the attention of the principal;
3. to submit draft copies of the minutes of each meeting to the superintendent within 10 days following the meeting;
4. to make an annual written summary report of its activities to the board, emphasizing efforts, ideas and concerns related to program and facility improvement;
5. to receive periodic reports from the principal concerning school programs, activities and the financial status of fund raising activities and expenditures;
6. comply with the open meetings law, including notice of meetings;
7. to provide such documentation as may be necessary to the superintendent and board to support any charges, findings or allegations of misconduct, oversight or abuses of laws and policies by school personnel; and
8. to fulfill such specific short-term assignments as may be authorized by the superintendent or the board.

An advisory council shall not assume any responsibilities beyond those delegated to it by the board as set forth above.

B. RESTRICTIONS

An advisory council shall not involve itself in activities that may reflect adversely on the school system. Specifically, it shall not: 1) involve itself in personnel matters or individual student problems; 2) assume, in any way, legal authority for direct action or decision making concerning the school system; 3) involve itself officially in political campaigns; or 4) involve itself in fundraising or related activities.

C. MEMBERSHIP AND SELECTION

Advisory councils shall have membership based upon the following criteria: 1) schools with enrollment of 599 pupils or less on the last day of April shall have five members the following school year; and 2) schools with an enrollment of 600 pupils or more on the last day of April shall have seven members the following school year. Terms of office shall be for one year, and individuals may serve a maximum of three consecutive terms. No individual shall be elected or appointed to serve on more than one advisory council during a school year.

The school principal shall serve as an ex-officio member and the secretary of the advisory council. In May of each year, the principal shall call a public meeting at which individuals who live within the school attendance zone shall elect a simple majority (three or four) of the members of the advisory council. The principal, board member representing the district of that school and at-large board members will jointly conduct the election. The remaining advisory council members will be appointed by the district and at-large board members who are in attendance at the meeting. If fewer than 25 people attend the meeting, the principal and board members in attendance will prepare a nomination list to present to the full board for final selection of all members of the advisory council. Vacancies on the advisory council shall be filled by the same process as the initial method of selection.

All advisory council members must reside within school attendance lines of the council on which they serve, except that non-resident parents may serve. If a member moves out of said attendance zone, the member is immediately and automatically declared ineligible for further service on that council. The majority of members on an advisory council shall have a child or children enrolled in that school. School employees shall not serve on the advisory council of the school for which they are employed. However, school employees residing in the school attendance zone of the council may vote and make nominations for individuals to serve on the advisory council.

Once seated, the members of the advisory council shall select a chairman and vice-chairman.

D. MEETINGS

Each advisory council shall meet at least on a quarterly basis. Other meetings may be called by the chairperson or the principal as necessary. A yearly calendar of meetings shall be published in September and set at such times and dates as deemed convenient to the council members. An advisory council shall not meet without the principal.

Policy Code: 2320 Compliance with the Open Meetings Law

The board affirms the public policy of this State that hearings, deliberations and actions of public Bodies be conducted openly.

A. APPLICABILITY

All “public bodies” holding official meetings must comply with requirements of the open meetings law in Article 33C of Chapter 143 of the General Statutes. The term “public bodies” includes the board, any committees of board, school improvement teams and, as defined by law, any other committee of two or more members that exercises or is authorized to exercise a legislative, policy-making, quasi-judicial, administrative or advisory function, unless the committee or group is solely comprised of professional staff.

B. COMPLIANCE

As secretary to the board, the superintendent shall provide required notice and record and maintain minutes of all official meetings of the board, board committees or committees appointed by the board. The principal or designee shall be responsible for compliance with the open meetings law by school improvement teams or any other public bodies at the school level. The superintendent or designee shall make copies of the open meetings law available to any public bodies associated with the school system. The board and other public bodies of school system are encouraged to consult the school board attorney in accordance with policy 2610, Board Attorney, to obtain advice on complying with the legal requirements of the open meetings law.

1. Notice

Notice will be given in accordance with law for all regularly scheduled meetings, emergency meetings and any other meetings, such as public hearings, work sessions, electronic meetings or retreats.

2. Minutes

For all official meetings, whether held in open or closed session, minutes will be recorded and maintained in accordance with all legal requirements. The minutes of the board shall contain in abstract of relevant discussions and the decisions of the board during all official meetings. A record of all motions made and seconded shall be recorded in the minutes and the disposition of each motions shall be noted. The names of the members making and seconding the motions shall be recorded. In the case of a split vote, the minutes shall record the voted of each member voting and the abstention of any member present by not voting.

The minutes of board meetings shall be presented for approval as soon as possible at a succeeding regular board meeting before becoming official. Each board member shall be sent a copy of the minutes at least four days prior to the meeting at which they are to be approved. The approved minutes shall be signed by the superintendent and the board chairperson and filed in the superintendent’s office as a permanent record of official board proceeding. Minutes of board meetings are public documents and thus are open to inspection by the public.

3. Closed Sessions

Closed sessions will be held only when required to permit the board to act in the public interest and as permitted by law. A motion to go into closed session must be made and adopted in open session in accordance with the requirements of G.S. 143-318.11(c) and policy 2321, Closed Sessions.

4. Acting by Reference

The board may not deliberate, vote or otherwise take action upon any matter by reference to a letter, number or other designation, or other secret device or method, with the intention of making it impossible for people attending the board meeting to understand what is being deliberated, voted or acted upon. Action by reference to an agenda, however, is permitted if copies of the agenda, sufficiently worded to enable the public to understand what is being acted upon, are available for public inspection at the meeting.

Family Educational Rights and Privacy Act A Guide for First Responders and Law Enforcement

What is FERPA?

The Family Educational Rights and Privacy Act (*FERPA*) is a Federal law that protects the privacy of student education records. The law applies to all educational institutions and agencies (termed "schools" below) that receive funds under any U.S. Department of Education program. *FERPA* gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a postsecondary institution. Students to whom the rights have transferred are "eligible students."

FERPA protects the rights of parents or eligible students to:

- *inspect and review education records;*
- *seek to amend education records;*
- *consent to the disclosure of information from education records, except as specified by law.*

What information can schools provide to law enforcement?

Generally, schools may disclose personally identifiable information (PII) from students' education records to outside parties, including local law enforcement, only if the parent or the eligible student has provided prior written consent. "Education records" are defined as those records that are directly related to a student and maintained by a school or a party acting for the school, and include student records such as transcripts, disciplinary records, immunization records, and other similar records.

However, there are exceptions to the definition of "education records." One of these exceptions is for school "law enforcement unit (LEU) records." These records are defined as records that are (1) created by a LEU; (2) created for a law enforcement purpose; and (3) maintained by the LEU. These records are not protected under *FERPA* and can be disclosed according to school policy or as required by law. Education records that are in the possession of the LEU do not lose their status as education records and must continue to be protected under *FERPA*.



FERPA permits the non-consensual disclosure of PII from “education records” for health and safety emergencies and judicial orders.

Discussed below are some relevant exceptions to *FERPA*’s general consent rule that permit the non-consensual disclosure of PII from education records to law enforcement agencies:

Schools may non-consensually disclose designated “directory information” to law enforcement agencies.

This is permitted if the school has provided notice to parents and eligible students of PII from student education records that the school has designated as directory information and if the parents and eligible students have not opted out of directory information disclosures. Directory information is information from an education record that would not generally be considered harmful or an invasion of privacy if disclosed and may include items such as name, address, telephone listing, and participation in sports.



Schools may non-consensually disclose PII from education records in connection with a health or safety emergency. When an articulable and significant threat exists – anything from an active shooter to a hazardous weather event to a chemical spill – school officials are permitted to disclose PII from education records to appropriate parties, such as law enforcement, in order to protect the health and safety of students or other individuals. Schools are allowed to share this information only during the period of the emergency, and they have to meet certain recordkeeping requirements.

Schools may non-consensually disclose PII from education records in order to comply with a judicial order or a lawfully issued subpoena. Prior notification to parents and students is generally required, though there are some exceptions for law enforcement subpoenas where the court or issuing agency has ordered that the existence or contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

Questions about *FERPA*?

Email the U.S. Department of Education’s Family Policy Compliance Office with questions about *FERPA* at FERPA.Customer@ed.gov. You may also contact your legal counsel for advice.



Notices of Nondiscrimination

In compliance with Federal Law, the Public Schools of Robeson County does not discriminate on the basis of race, color, national or ethnic origin, religion, sex, disability, age, or military service in its programs, activities, admissions, or employment processes, except where exemption is appropriate and allowed by law. The District provides equal access to the Boy Scouts and other designated youth groups.

Sexual Harassment

The Public Schools of Robeson County does not tolerate acts of sexual harassment. Anyone who believes they have been subjected to sexual harassment is encouraged to report the harassment to the District. When reports are made, the Public Schools of Robeson County is committed to conducting prompt investigations. Counseling and educational resources will be made available to both students who are harassed and students found to have engaged in acts of sexual harassment. Harassers may be disciplined including, if circumstances warrant, suspension or expulsion. The Public Schools of Robeson County encourages students, parents, and District staff to work together to prevent sexual harassment.

Equal Employment Opportunity

Public Schools of Robeson County programs are staffed and offered without regard to race, sex, age, color, religion, national origin, citizenship status, political affiliation, or disability.

Child Nutrition

This explains what to do if you believe you have been treated unfairly. In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

The following person(s) have been designated to handle inquiries regarding the non-discrimination policies:

1. Director of Exceptional Children's Program (Exceptional Children, Section 504, and Title IX)
Primary Contact
2. Director of Student Services (Title IX/Affirmative Action Issues)
3. Assistant Superintendent of Administration, Technology, and Plant Operations (General Concerns/Grievances & Board Policies)
4. Assistant Superintendent of Human Resources and Transportation (Employment)
5. Assistant Superintendent of Federal Programs (Student Support Services/Federal Programs)

Title IX District Contact:

**Director for Exceptional Children/504
Program Services Building
4320 Kahn Drive, Lumberton, NC 28358
PO Drawer 2909, Lumberton, NC 28359-2909
(910) 671-6000
webmaster@robeson.k12.nc.us**

Title IX School Contact:

Name
Title
Address / Office
Phone
Email

**For further information on notice of non-discrimination, visit
<http://wdcrobcolpOled.gov/CEAPPS/OCR/contactns.cfm> for the address and phone
number of the office that serves your area, or call 1-800-421-3481.**

Policy Code: 1710/4020/7230 Discrimination and Harassment Prohibited by Federal Law

The board acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning and achievement. The board prohibits discrimination on the basis of race, sex, color, national origin, religion, disability, or age (40 or older) in its education program, which includes all operations, services, and activities of the school system, and will provide equal access to the Boy Scouts and other designated youth groups as required by law. In the context of employment, the board prohibits discrimination based on race, sex, color, national origin, religion, disability, age (40 or older), military affiliation, genetic information, or other unlawful grounds.

All forms of prohibited discrimination and harassment are subject to this policy except for discrimination and harassment on the basis of sex in violation of Title IX of the Education Amendments Act of 1972. Such discrimination and harassment is addressed separately in policies 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, and 1725/4035/7236, Title IX Sex Discrimination – Prohibited Conduct and Grievance Procedures. Allegations of discrimination or harassment in violation of Title IX will be addressed using the processes established in policy 1725/4035/7236.

Though claims of discrimination or harassment on the basis of disability, as specified in policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, are subject to this policy, allegations regarding or related to the identification, evaluation, educational placement, or free appropriate public education of a student under Section 504 or the IDEA may be raised through the system of procedural safeguards established under policy 1730/4022/7231 (for Section 504 complaints) or in accordance with the procedures described in *Parents Rights & Responsibilities in Special Education*, published by the NC Department of Public Instruction (for IDEA complaints).

The board encourages all individuals who believe that they have been discriminated against or harassed in violation of this policy or who have reliable information that another person has been discriminated against or harassed in violation of this policy to report such conduct as soon as possible through the process provided in Section B below. The board takes seriously all reports of unlawful discrimination and harassment and directs school officials to take prompt action to investigate and remedy violations of this policy. The superintendent is responsible for providing effective notice of this policy to students, parents, and employees.

A. Prohibited Behavior

Students, school system employees, volunteers, and visitors are expected to behave in a civil and respectful manner. The board expressly prohibits unlawful discrimination and harassment as defined below by students, employees, board members, volunteers, or visitors. “Visitors” includes parents and other family members and individuals from the community, as well as vendors, contractors, and other persons doing business with or performing services for the school system.

1. Discrimination

Discrimination is any act or failure to act, whether intentional or unintentional, by an employee or agent of the school system that unreasonably and unfavorably differentiates treatment of others based solely on one or more of the legally-protected characteristics listed in the first paragraph of this policy so as to interfere with or limit their ability to participate in or benefit from the services, activities, or privileges offered by the school system’s education program.

2. Harassment

Harassment is deliberate unwelcome conduct directed at another person or group of persons based on one or more of the legally protected characteristics listed in the first paragraph of this policy that creates a hostile environment or adversely affects a school system employee's employment. Harassment does not have to include intent to harm, be motivated by animus, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when (1) the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a person's ability to participate in or benefit from the services, activities, or opportunities offered by the school system or (2) the conduct is so severe or pervasive that an employee finds his or her working conditions to be abusive and a reasonable person in the employee's position would conclude that the working conditions were abusive.

Examples of behavior that may constitute harassment include, but are not limited to, acts of disrespect, intimidation, or threats, such as verbal taunts, name-calling and put-downs, derogatory epithets, comments, or slurs, imitating a person's disability-based limitations, mocking a person's accent, making fun of a person's religious garments, jewelry, or displays, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement, and visual insults, such as hate symbols or derogatory posters or cartoons. Harassment may occur through electronic means, such as through the Internet, email, text message, or video calls.

Petty slights, annoyances, simple teasing, offhand comments, or isolated incidents (unless extremely serious) are not harassment under this policy. Legitimate age-appropriate pedagogical techniques are not considered harassment, nor are reasonable performance management actions taken to direct and control how work is performed or to monitor and give feedback on work performance. The exercise of legitimate authority administered in a professional and constructive manner is not harassment under this policy.

3. Application of the Policy

This policy applies to behavior that takes place: (1) in any school building or on any school premises before, during, or after school hours; (2) on any bus or other vehicle as part of any school activity; (3) at any bus stop; (4) during any school-sponsored activity or extracurricular activity; (5) through the use of school system technological resources; (6) at any time or place when the individual is subject to the authority of school personnel; or (7) at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools or has consequences in the workplace contributing to a hostile work environment.

This policy will not be construed to allow school officials to punish student expression or speech based on undifferentiated fear or apprehension of a disturbance or out of a desire to avoid the discomfort and unpleasantness that may accompany an unpopular viewpoint.

B. Reporting Discrimination or Harassment

1. Reporting Suspected Discrimination or Harassment

Any person who believes that he or she has been discriminated against or harassed constitute discrimination or harassment in violation of this policy should inform a school official designated in Section C below. Reports also may be made

including through the anonymous tip line.

2. Mandatory Reporting by School Employees

Any employee who witnessed or who has reliable information or reason to believe that another person may have been discriminated against or harassed in violation of this policy must report the offense immediately to an appropriate individual designated in Section C below. Any doubt about whether particular conduct is possible discrimination or harassment under this policy or any other policy of the board must be resolved in favor of reporting the conduct.

Employees who observe an incident of harassment are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination or harassment and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action, up to and including dismissal.

3. Preliminary Inquiry

School officials may make a preliminary inquiry when a report is received to understand what occurred and to determine whether further action under this policy or otherwise is necessary.

C. Complaints of Discrimination and Harassment

1. Making a Complaint of Discrimination or Harassment

Any person who believes he or she is the victim of discrimination or harassment in violation of this policy, or any person who has witnessed or who has reliable information that another person has been subject to discrimination or harassment in violation of this policy, may request that school officials investigate and redress any such unlawful conduct by making a formal written complaint to any of the following persons:

- a. the principal or assistant principal of the school either the alleged victim or alleged perpetrator attends;
- b. the principal, assistant principal, or site supervisor at the location where either the alleged victim or alleged perpetrator is employed;
- c. the senior human resources official (or if the senior human resources official is the alleged perpetrator, the superintendent) if the alleged victim or alleged perpetrator is an employee or applicant for employment;
- d. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability; or
- e. for claims of other forms of prohibited discrimination, the applicable civil rights coordinator as established in Section I of this policy.

If a written complaint alleges that the perpetrator is an employee, the school official receiving the complaint shall notify the senior human resources official without delay.

2. Addressing Complaints

A written complaint alleging that a student, employee, or applicant for employment has been discriminated against or harassed will be addressed in accordance with this policy.

A written complaint alleging that a person who is not a student, employee, or applicant for employment has been discriminated against or harassed will be addressed in accordance with the general process for resolving complaints provided in policy 1742/5060, Responding to Complaints, not this policy.

3. Time Period for Making a Complaint

Alleged discrimination or harassment should be reported as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

D. School Officials' Response to Reports and Complaints of Discrimination or Harassment

1. Investigation

School officials shall investigate all formal written complaints received. Reports of discrimination or harassment that are not followed by a formal written complaint may be investigated when necessary to remedy violations of this policy and may be investigated even if the alleged victim does not seek action by school officials.

a. The principal or designee or site supervisor will be the investigator when the alleged perpetrator is a student or third party. The senior human resources official or designee will be the investigator when the alleged perpetrator is an employee. The superintendent may determine that individual circumstances warrant the assignment of a different investigator.

Notwithstanding the above designations, (1) if the alleged perpetrator is the senior human resources official, the superintendent will be the investigator, and (2) if the alleged perpetrator is the superintendent or a member of the board, the board chair shall direct the board attorney to investigate, unless the board chair determines that outside counsel should be engaged to investigate.

b. As applicable, the investigator shall immediately notify the Section 504, ADA, or other relevant coordinator of the complaint and, as appropriate, may request assistance from the coordinator in conducting the investigation.

c. If the investigator, after interviewing the complaining party and/or the alleged victim and consulting with the board attorney, determines that the allegations submitted, even if factual, do not constitute discrimination or harassment as defined in this policy or policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, school officials shall address the matter outside the scope of this policy. Information regarding the investigator's determination and any further avenues for addressing the complaint will be provided to the complaining party.

d. Any investigation conducted must be impartial, prompt, and thorough. The investigator shall investigate the facts and circumstances related to the allegation(s) of discrimination or harassment and give the alleged perpetrator an opportunity to respond to the allegations.

The investigator shall consider all the evidence collected, the context in which the alleged incidents occurred, the age and maturity of the parties, and any other relevant circumstances and, in consultation with the board attorney as appropriate, shall determine whether the alleged act(s) constitutes a violation of this policy, policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, and/or any other board policy or expected standard of student or employee behavior.

e. The complaint and investigation will be kept confidential to the extent possible and consistent with law. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately and those with a legal right to access the information.

2. Investigator's Findings

a. If the investigator finds that discrimination occurred, the investigator shall take or recommend steps to address the discrimination.

b. If the investigator finds that harassment occurred, the investigator shall assign or recommend appropriate disciplinary consequences for the perpetrator and/or take or recommend other reasonable measures to eliminate any hostile environment or rectify any wrongful change in employment and prevent the recurrence of harassment.

c. If the investigator finds that the conduct did not violate this policy but violated policy 4329/7311, Bullying and Harassing Behavior Prohibited, or another board policy or expected standard of conduct, the investigator shall assign or recommend discipline or other action appropriate to the violation.

d. The investigator shall make a record of the evidence and findings of the investigation and the assigned or recommended discipline and/or other remedial action and provide a copy to the appropriate civil rights coordinator. If the investigator recommends a disciplinary consequence or remedial action that is beyond his or her authority, the investigator shall provide a copy of the record to the superintendent for further action.

e. The investigator shall inform the alleged victim and alleged perpetrator of the outcome of the investigation.

3. Steps to Reasonably End Discrimination or Harassment

a. The superintendent is responsible for taking or causing appropriate action to be taken in response to discrimination and harassment in violation of this policy. Appropriate action must include:

i. reasonable, timely, age-appropriate corrective action intended to end the discrimination or harassment and prevent it from recurring;

ii. as needed, reasonable steps to address the effects of the discrimination or harassment on the victim; and

iii. as needed, reasonable steps to protect the victim from retaliation as a result of the complaint.

b. Appropriate steps to end discrimination and harassment may include, but are not

limited to, separating the parties, providing counseling for the parties, and/or taking disciplinary action against a perpetrator determined to have violated this policy. The superintendent may take non-punitive measures to end or prevent instances of discrimination or harassment regardless of whether any individual has been found responsible for the discrimination or harassment. The superintendent also may implement or direct the implementation of classroom-wide, school-wide, or school system-wide responses such as additional staff training, harassment prevention programs, and other measures reasonably calculated to end the behavior, eliminate a hostile environment and its effects if one has been created, and prevent recurrence of the behavior.

c. The applicable civil rights coordinator shall encourage victims of discrimination and harassment to report any subsequent problems and may conduct follow-up inquiries as warranted to determine if there have been any new incidents of discrimination or harassment or any instances of retaliation.

E. Appeals

1. Appeals to the Superintendent

The alleged victim may appeal the investigator's decision to the superintendent (unless the alleged perpetrator is the superintendent, in which case the alleged victim may appeal directly to the board in accordance with the next subsection). The appeal must be submitted in writing within three business days of receiving the notice of the outcome of the investigation. The superintendent may review the documents, conduct any further investigation necessary, or take any other steps the superintendent determines to be appropriate in order to respond to the complaint. The superintendent shall provide a written response within 10 business days after receiving the appeal, unless further investigation is needed.

2. Appeals to the Board

Student victims or their parents may appeal the superintendent's decision to the board in accordance with subsection E.5.a of policy 1740/4010, Student and Parent Grievance Procedure. Victims who are employees or applicants for employment may appeal the superintendent's decision to the board in accordance with subsection E.4.a of policy 1750/7220, Grievance Procedure for Employees.

3. Discipline Rights Provided by Law

Any student or employee subject to discipline for violating this policy will be accorded all rights provided by law.

F. Retaliation Prohibited

The board prohibits retaliation against any person for making a report or complaint of a violation of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of a reported violation of this policy. No reprisals will be taken by the board against a complaining party or other individual who makes a good faith report of discrimination or harassment. Any person who is found to have engaged in retaliation will be subject to discipline, up to and including dismissal. Acts of retaliation may also be subject to policy 1760/7280, Prohibition Against Retaliation.

G. Training and Programs

The board directs the superintendent to establish training and other programs that are designed to prevent discrimination and harassment and to foster an environment of understanding and respect for all members of the school community. Information about the prohibited conduct and complaint procedure in this policy must be included in the training plan.

As funds are available, the board will provide students, employees, and volunteers who have significant contact with students with additional training regarding the board's efforts to address discrimination and harassment and will create programs to address these issues. The training or programs should (1) provide examples of behavior that constitute discrimination or harassment; (2) teach employees to identify groups that may be the target of discrimination or harassment; and (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones, and on the Internet.

See policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, for information regarding additional training requirements specific to sex discrimination prohibited under Title IX of the Education Amendments Act of 1972.

H. Records

The superintendent or designee shall maintain confidential records of complaints or reports of discrimination or harassment. The records must identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The superintendent also shall maintain records of training conducted and corrective action(s) or other steps taken by the school system to provide an environment free of discrimination and harassment.

I. Contacts for Inquiries

The superintendent has appointed individuals to coordinate the school system's efforts to comply with and carry out its responsibilities under federal nondiscrimination laws, including investigating any complaints communicated to school officials alleging noncompliance with those laws. Inquiries about the application of the nondiscrimination laws addressed in this policy may be referred to the designated civil rights coordinator and/or the Office for Civil Rights at the U.S. Department of Education or the Equal Employment Opportunities Commission.

The contact information for the designated civil rights coordinators is as follows.

- a. The Section 504 Coordinator is: Jadell Hawks
Office Address: 100 Hargrave St., Lumberton, NC 28358
Email Address: Jadell.Hawks@robeson.k12.nc.us
Phone Number: 910-671-6000 ext. 3542
- b. The ADA Coordinator is: Dr. Windy Dorsey-Carr
Office Address: 100 Hargrave St., Lumberton, NC 28358
Email Address: windy.dorsey-carr@robeson.k12.nc.us
Phone Number: 910-671-6000 ext. 3502
- c. The Age Discrimination Coordinator is: Jamal Campbell
Office Address: 100 Hargrave St., Lumberton, NC 28358
Email Address: jamal.campbell@robeson.k12.nc.us
Phone Number: 910-671-6000 ext. 3202
- d. The Coordinator for Other Non-discrimination Laws is: Bobby A. Locklear
Office Address: 100 Hargrave St., Lumberton, NC 28358

Email Address: bobby.locklear@robeson.k12.nc.us
Phone Number: 910-671-6000 ext. 3108

Legal References: Age Discrimination in Employment Act of 1967, [29 U.S.C. 621 et seq.](#), [34 C.F.R. pt. 110](#); Americans with Disabilities Act, [42 U.S.C. 12101 et seq.](#), [28 C.F.R. pt. 35](#); Boy Scouts of America Equal Access Act, [20 U.S.C. 7905](#), [34 C.F.R. pt. 108](#); Individuals with Disabilities Education Act, [20 U.S.C. 1400 et seq.](#); Rehabilitation Act of 1973, [29 U.S.C. 705\(20\)](#), [794](#), [34 C.F.R. pt. 104](#); Title II of the Genetic Information Nondiscrimination Act of 2008; Title VI of the Civil Rights Act of 1964, [42 U.S.C. 2000d et seq.](#), [34 C.F.R. pt. 100](#); Title VII of the Civil Rights Act of 1964, [42 U.S.C. 2000e et seq.](#), [29 C.F.R. pt. 1604](#); Uniformed Services Employment and Reemployment Rights Act of 1994, [38 U.S.C. 4301 et seq.](#); *Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance*, U.S. Department of Education, Office for Civil Rights (1994), available at <https://www2.ed.gov/about/offices/list/ocr/docs/race394.html>; *Dear Colleague Letter* (Harassment and Bullying), U.S. Department of Education, Office for Civil Rights (2010), available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>; *Enforcement Guidance on Harassment in the Workplace*, U.S. Equal Employment Opportunity Commission (April 2024), available at https://www.eeoc.gov/laws/guidance/enforcement-guidance-harassment-workplace?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=; [G.S. 115C-407.15 through -407.18](#); [126-16](#); [16 N.C.A.C. 6E .0107](#); *Parent Rights & Responsibilities in Special Education*, (N.C. Dept. of Public Instruction, Exceptional Children Division), available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/parent-resources#dispute-resolution>

Cross References: Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Title IX Sex Discrimination – Prohibited Conduct and Grievance Procedures (policy 1725/4035/7236), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Responding to Complaints (policy 1742/5060), Grievance Procedure for Employees (policy 1750/7220), Prohibition Against Retaliation (policy 1760/7280), Hearings Before the Board (policy 2500), Staff-Student Relations (policy 4040/7310), School Plan for Management of Student Behavior (policy 4302), Bullying and Harassing Behavior Prohibited (policy 4329/7311), Visitors to the Schools (policy 5020), Community Use of Facilities (policy 5030)

Adopted: September 8, 2020

Revised: January 12, 2021; November 9, 2021; September 10, 2024; September 17, 2024

Robeson County



School Parent and Family Engagement Policy PEMBROKE ELEMENTARY SCHOOL 2024-2025

In support of strengthening student academic achievement, **Pembroke Elementary School** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means of carrying out the requirements of The Every Students Succeeds Act (ESSA) Section 1116. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school. The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parental and family engagement activities.

Pembroke Elementary School understands that parent and family engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- Parents and families play an integral role in assisting their child's learning
- Parents and families are encouraged to be actively involved in their child's education at school
- Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Pembroke Elementary School agrees to implement the following requirements as outlined by ESSA Section 1116:

A. ANNUAL TITLE I MEETING

Pembroke Elementary School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parental involvement policy, the school-wide plan, and the school-parent compact.

*On Thursday, September 24, 2024, **Pembroke Elementary School** will hold its Annual Title I meeting to inform parents of the requirements of Title I and the school's participation as well as the parents' rights to be involved.*



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B. FLEXIBLE NUMBER OF MEETINGS

Pembroke Elementary School will offer a flexible number of engagement meetings at convenient times for families, such as meetings in the morning or evening (for which the school may use Title I funds to provide transportation, child care or home visits, as such services relate to parental involvement).

C. JOINTLY DEVELOPED

Pembroke Elementary School will take the following actions to involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan.

At the beginning of the school year, we will meet with parents and other stakeholders.

During this meeting, parents will receive information about the school's Parent and Family Engagement Plan and will be informed of their parental right to be involved in the planning and development of the plan through meetings, surveys and questionnaires. If the program plan is not satisfactory to parents, they may submit comments on the plan to the school administrator. The plan will be sent home with students at the beginning of each school year and posted to the school's website.

D. COMMUNICATION

Pembroke Elementary School will provide parents of participating children timely information about programs under Title I, including:

- a. a description and explanation of the curriculum in use,
- b. forms of academic assessment used to measure student progress,
- c. achievement levels of the challenging State academic standards, and
- d. if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicable possible.

Information related to the school and parent programs, meetings, and other activities, will be sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.



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The **Pembroke Elementary School** Parent and Family Engagement Policy will be sent home at the beginning of the school year and made available on the school website. It will also be discussed with parents during parent-teacher conferences at the beginning of the school year. The policy will be assessed each year based on the number of participants, the number of volunteers, and the responses to the parent questionnaires and /or surveys.

Parents will be involved in planning, reviewing and improving the policy through a yearly review. All parents will have the opportunity to participate in this review.

E. DISSENSION PROCESS

Pembroke Elementary School will submit any comments/concerns to the Public Schools of Robeson County Superintendent's office if the school wide plan and/or parent and family engagement policy is not satisfactory to parents.

Any comments/concerns can be emailed to the Director of Federal Programs, Jennifer Freeman, at jennifer.freeman@robeson.k12.nc.us

F. SCHOOL-PARENT COMPACT

Pembroke Elementary School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how families, school, staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help children achieve the state's high standard and how the plan is used, reviewed, and updated.

Pembroke Elementary School *will hold an annual parent meeting to review and discuss any needed changes to the jointly developed school compact. This compact will outline how the entire school staff, parents, and students will share the responsibility for improved student academic achievement. The compact will describe not only the school's responsibility in providing high quality instruction and curriculum, but the student and parent responsibilities for meeting and supporting the learning processes. The compact will address how parents have reasonable access to staff, receive frequent reports on their progress, and have the opportunity to volunteer and observe in the classroom.*



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G. BUILD CAPACITY OF PARENTS

Pembroke Elementary School will build the parents' capacity for strong parental involvement to ensure effective involvement of parents and families and to support a partnership among the school and the community to improve student academic achievement through the following:

- Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- Provide assistance to parents of participating children, as appropriate, in understanding topics such as the following:
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Title I, Part A,
 - how to monitor their child's progress, and
 - how to work with educators to improve the achievement of their children.
- Educate school personnel, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of the contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to fully participate in the education of their children.

***Pembroke Elementary School** will offer parent workshops on an as needed basis. We will also continue to encourage parents to use online resources such as Khan Academy, Lexia, and Renaissance. We have also purchased brochures and other reading material to assist parents in supporting their child's academic success.*

H. ACCESSIBILITY

Pembroke Elementary School in carrying out the parent and family engagement requirements of this part, to the extent practicable, shall provide full opportunities for the participation of parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format, and to the extent practicable, in a language such parents understand.



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Parent Volunteers will be asked to work within the community to garner support for events such as Field Day, Family Nights, PTA Meetings, parent conferences, and various other parent events. Surveys will be sent out to parents to gather input from parents regarding topics of need and to identify barriers to parent participation. Parent workshops will be held as needed (interpreters will be available to assist with non-English speaking parents and/or parents with disabilities) to encourage parental involvement in academia. Family and community persons will be made aware of the training sessions through resources such as newsletters, use of the school sign, media, and the school website. Parents as Partners in Education meetings will also be held.



Annual Asbestos Notification

Dear Parent, Guardian, or Staff Member:

This notice is provided to you with information regarding the Asbestos Hazard Emergency Response Act (AHERA) Management Plan for the Public Schools of Robeson County. AHERA is a provision of the Toxic Substance Control Act and was passed by Congress in 1986. It requires schools to "ensure that workers and building occupants, or their legal guardians, are informed at least once each school year about inspections, response actions, and post-response action activities, including periodic re-inspection and surveillance activities that are planned or in progress as well as the availability of the AHERA Management Plan for public review." (§763.84(c))

Under AHERA (Asbestos Hazard Emergency Response Act), all primary and secondary schools are required to develop and implement a plan for managing all building materials that contain asbestos. Included in the AHERA is the requirement to annually notify all workers and building occupants (or their guardians) of asbestos-related activities. Beginning in 1988, all buildings owned, leased, or "under the control of" the School District were inspected by EPA accredited inspectors, with building material samples analyzed by an independent laboratory. Based on the inspection, the School District prepared and the state approved a comprehensive management plan for managing the asbestos. Where the asbestos-containing materials are found, the District has in place an Operations and Maintenance program.

The District has accomplished the following compliance mandates regarding the administration of asbestos in school buildings:

- The District contacts, consults, and can contract with a consultant for asbestos management.
- The District is continuing with the Operations and Maintenance Program as designed for the School District. This ensures that all asbestos materials are kept in good condition.
- Periodic "surveillance" in each area containing asbestos has been completed as required. Also, the buildings are re-inspected by an accredited inspector as required.
- In the past year the District conducted the following asbestos removal activities: None
- Contractors shall contact the director of maintenance or environmental management supervisor before commencing work.

Our goal at the District is to be in full compliance with asbestos regulations. A copy of the Asbestos Management Plan is available for review by contacting the District office. The AHERA Management Plan contains documents of the initial AHERA inspection, periodic Surveillances, re-inspections, employee training and Operations and Maintenance procedures. It also contains each PSRC school that includes the location, condition and type of asbestos containing materials, re-inspection data and recommendations for response actions and programmatic information. Questions related to this plan or any other asbestos concerns should be directed to the District's designated person, Mr. Kenneth Campbell.

WHAT IS ASBESTOS?

"Asbestos" is the name given to a naturally occurring group of minerals composed of tiny, easily inhaled fibers. Because of its many useful characteristics, including fire and heat resistance, asbestos has been used since the mid 1800's in the manufacture of some 3,000 different products. Common products include floor tile, linoleum, cement siding, roofing, pipe insulation, sprayed-on fireproofing, and decorative ceiling treatments.

In many products, such as vinyl floor tile and siding, asbestos is combined with a binding material so that it is not readily released into the air. However, if the materials are sanded or crushed, asbestos-containing dusts may become airborne and have the potential to be inhaled. The asbestos fibers may then enter the lungs where they tend to stay because of their shape. Asbestos fibers can cause lung cancer and other lung disease that may not appear until many years after exposure.



Annual Notification of Pest Management Program

Dear Parent, Guardian, or Staff Member:

The Public Schools of Robeson County (PSRC) has adopted an Integrated Pest Management (IPM) Policy for managing insect and animal intruders at our schools. IPM is a holistic, preventive approach to managing such pests. IPM minimizes pesticide use in our schools and on school grounds. For the past few years the Public Schools of Robeson County has concentrated on removing pest habitats from schools rather than using pesticides for pest control inside schools. **Today NO "Non Exempt" pesticides as discussed below are used by the 1PM Staff inside PSRC schools. Instead, we use "green" products and procedures and traps for pest control. The 1PM Coordinator for our school district is:**

Name: Mr. Kenneth Campbell

Title: Environmental Supervisor and Plumber II

Phone number (910) 827-0114

Email Address: Kenneth.cambpell@robeson.ki2.nc.us

Physical Address: Environmental Management and Plumbing Department; 4320 Kahn Drive; Lumberton, NC 28358

Mailing Address: Environmental Management and Plumbing Department; PO Drawer 2909; Lumberton, NC 28359-2909

The **School System 1PM Coordinator** maintains a file of product labels (Labels) and Safety Data Sheets (SDS's) of each insect and animal control product that the IPM Staff stocks for its use in or on a school property. The **Labels** and the **SDS's** are available for review upon request by a parent, guardian, staff member, or student attending the school. The IPM Coordinator welcomes your inquiries and is available to help answer any questions you might have about the school system's IPM Program and that Program's **pesticide use decisions**.

Notification of Pesticide Use: On occasion our IPM staff may find it necessary to use "Non Exempt" pesticides to control outdoor insect pests at your school or at another school system site such as a maintenance shop. North Carolina state law gives you the right to be notified: **(1)** annually of our IPM Program's pesticide application schedule or system for scheduling applications of "Non Exempt" pesticides, and **(2)** 72 hours in advance, provide you notice of 1PM pesticide applications made outside any schedule, but this latter only if you request notification ahead of time using the "Request for Notification" form that accompanies this letter. Please remember that if you request any advance notice be made to you via US Postal Service, it is possible the Postal Service may not deliver your notice within 72 hours of our timely mailing such notice. Notice requests asking for delivery via email require correct and/or current email addresses in order for any emailed notice to be timely delivered.

Exemptions: The same law that mandates notification also exempts certain relatively low-risk pesticide usages from its notification requirements. The relatively low risk "**Exempt From Notice**" pesticides include antimicrobial cleansers, disinfectants, self-contained baits, crack-and-crevice treatments, and any pesticide products classified by the US Environmental Protection Agency (EPA) as belonging to the US EPA's Toxicity Class IV ("relatively nontoxic"). Your right to be notified extends to Non-Exempt 1PM pesticide applications at your school or other non-school site (office building, garage, workshop, etc.). Your right includes both indoor and outdoor pesticide applications and includes applications that take place over summer recess, holidays, weekends, or after school hours. Because the relatively low risk "**Exempt From Notice**" pesticides are all that the 1PM staff uses inside PSRC school buildings, any Non-Exempt pesticides used by the IPM Program are only used outside. This means notices you may receive under your request will relate to outdoor insect control. Such insects include wasps, hornets, and fire ants.

Emergency Pesticide Use: In the event that a Non-Exempt pesticide must be used for a pest control emergency at your school or other site and there is not adequate time to notify you more than 72 hours in advance, and you have requested advance notice, you will receive a notice of emergency pesticide application less than 72 hours before, or as soon as possible after the pesticide application.

To request advance notification of non-exempt pesticide applications at your school or other site, please sign, date, and return the enclosed form to the PSRC 1PM Coordinator at the above-listed address. Persons wishing to receive pesticide use notification for multiple school sites can list up to 5 sites on each form. If you want to request notifications as described in this letter, you will need to submit a new copy of the accompanying form each year. You will also need to submit a form again every time you wish to update or change your preferred contact information. Such update requests are made to the same addressee as above (1PM Coordinator).

Policy Code: 5020 Visitors to the Schools

The board encourages the community and parents to be involved in and support the schools and the educational program of the schools.

A. OPPORTUNITIES TO VISIT THE SCHOOLS

To encourage involvement, the following opportunities are provided to visit the schools:

1. Visitors are welcome to observe and learn about the educational program at each school subject to reasonable rules developed by school administrators. Social visitations generally are not permitted.
2. Visitors are encouraged to use school facilities made available to the public, such as media centers or meeting spaces, as provided in policy 5030, Community Use of Facilities.
3. Visitors are invited to attend school events that are open to the public, such as athletic events, musical programs, and dramatic productions.

B. REQUIREMENTS OF VISITORS TO THE SCHOOLS

While the school board welcomes visitors to the schools, the paramount concern of the board is to provide a safe and orderly learning environment in which disruptions to instructional time are kept to a minimum. The superintendent and each principal shall establish and enforce reasonable rules to address this concern.

1. All school visitors during the school day must report immediately to the administrative office at the school to request and receive permission to be in the school. Each principal shall ensure that signs are posted in the school to notify visitors of this requirement.
2. School visitors are expected to comply with all school rules and school board policies, including policy 5025, Prohibition of Alcoholic Beverages; policy 5026/7250, Smoking and Tobacco Products; and policy 5027/7275, Weapons and Explosives Prohibited.
3. Persons who are subject to policy 5022, Registered Sex Offenders, must comply with the provisions of that policy.

C. UNAUTHORIZED, DISRUPTIVE OR DANGEROUS VISITORS

If a school employee becomes aware that an individual is on a school property without having received permission or that an individual is exhibiting unusual, threatening or dangerous behavior, the employee must either direct the individual to the administrative office or notify the principal, designee or school resource officer, depending on the circumstances.

If a school employee suspects that an individual is on school property in violation of policy 5022, Registered Sex Offenders, the employee must immediately notify the principal, designee or school resource officer.

Students will be instructed to notify a school employee of any unusual or suspicious behavior by visitors. School employees shall inform the principal or designee immediately of a student's report of suspicious behavior on the part of a school visitor.

When an individual disrupts the educational environment, acts in a disorderly manner, damages school property, or violates board policy or the law, the principal or designee has authority to:

1. order the individual to leave school property;
2. notify law enforcement; or
3. take any other action deemed appropriate under the circumstances.

Failure to comply with a request to leave school grounds may result in the filing of trespass charges or other charges as appropriate against the offending individual.

The superintendent, upon recommendation from the principal, may deny an individual permission to come onto school grounds or enter a school facility for up to one school year if the individual is guilty of disruptive or dangerous behavior on school grounds.

Legal References: G.S. 14-132, -132.2, -159.11, -159.12, -159.13; -208.18; 115C-523, -524,; 526

Cross References: Registered Sex Offenders (policy 5022), Prohibition of Alcoholic Beverages (policy 5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (policy 5027/7275), Community Use of Facilities (policy 5030)

Adopted: July 12, 2011

Policy Code: 5022 Registered Sex Offenders

The board is committed to the safety of students and other persons on school property. In order to maintain a safe school environment, the superintendent and all school personnel shall enforce the provisions of this policy at all times.

A. REGISTERED SEX OFFENDERS BANNED FROM ALL SCHOOL PROPERTY

In accordance with G.S. 14-208.18, all persons who (1) are required to register under the Sex Offender and Public Protection Program AND (2) have been convicted of any sexually violent offense or any offense in which the victim was under the age of 16 years at the time of the offense are expressly forbidden to knowingly be present on any property owned or operated by the school system, including school buildings, athletic fields, playgrounds, parking lots, school buses, activity buses or other property of any kind for any reason, including attendance at sporting events or other school-related functions, whether before, during or after school hours. In addition, sex offenders subject to G.S. 14-208.18 may not attend or be present at any student function or field trip on or off school property that is (1) school-sponsored or (2) otherwise under the official supervision or control of school personnel. This policy applies to all covered sex offenders regardless of their relationship to or affiliation with a student in the school system.

B. PERSONS PROHIBITED FROM SCHOOL PROPERTY

The superintendent or designee shall consult with the board attorney and create and maintain a list of the criminal offenses that subject a person to the requirements of section A above.

C. ENFORCEMENT

All school personnel must immediately report to a school administrator the presence or suspected presence of a known or suspected registered sex offender on school property. School administrators and other supervisory personnel shall report to the superintendent and law enforcement when they reasonably believe that a registered sex offender is or has been on school property or at a school event.

School administrators also shall notify the superintendent or designee of any known student or parent or guardian of a student at their school who is suspected to be a registered sex offender.

D. EXCEPTIONS

A person who is banned from school property under G.S. 14-208.18 may be on school property only under the following circumstances.

1. Students

Students who are subject to G.S. 14-208.18 may be on school property only in accordance with policy 4260, Student Sex Offenders.

2. Voters

Voters who are subject to G.S. 14-208.18 and are eligible to vote may be present on school property for the sole purpose of voting if the school property is being used as a voting place. The voter must notify the principal of the school that he or she is registered under the Registry Program and the voter must remain at all times in the portion of the school being used as the polling place. The voter must leave school grounds immediately after voting.

3. Parents or Guardians

- a. An individual who is subject to this policy and is the parent or guardian of a student enrolled in school may be on school property only for the following reasons:
 - 1) to attend a scheduled conference with school personnel to discuss the child's academic or social progress; or
 - 2) at the request of the principal or designee, for any reason relating to the welfare or transportation of his or her child.
- b. For each visit authorized by the principal in accordance with subsection (a) above, the parent or guardian must provide the principal with prior written notice of his or her registration on the Sex Offender Registry and notice of his or her presence at school. Notice of his or her presence at school includes the nature and specific times of the visit.
- c. For each visit authorized by subsection (a) above, the parent or guardian must arrange to meet a staff member at the edge of school property, check in at the principal's office upon arrival and departure, and remain under the direct supervision of school personnel at all times. If school personnel are not available to supervise the parent or guardian during any visit, then the parent or guardian will not be permitted to enter or remain on school property.
- d. For each visit authorized by subsection (a) above, the parent or guardian must comply with all reasonable rules and restrictions placed upon him or her by the principal, including restrictions on the date, time, location and length of meeting.

E. CONTRACTUAL PERSONNEL

In order to ensure compliance with this policy, each contract executed by the board must include a provision that requires the other party to the contract to conduct an annual check of the State Sex Offender and Public Protection Program and the State Sexually Violent Predator Registration Program on all employees who may be sent to perform tasks on or deliver products to school property. Persons who are subject to section A of this policy may not be sent onto school property for any reason.

In addition, each time the board enters into any contract or agreement for contracted services that involve direct interaction with children, the contract must include a provision that requires the other party to the contract to conduct an annual check of the National Sex Offender Registry on all contracted employees who may have direct contact with children.

No contractor or employee of a contractor registered with the State Sex Offender and Public Protection Program, the State Sexually Violent Predator Program or the National Sex Offender Registry may have direct interaction with children. This provision applies to contracts with a single individual.

Legal References: G.S. 14-208.18, -208.19; 115C-332, -332.1

Cross References: School Safety (policy 1510/4200/7270), Student Sex Offenders (policy 4260), Visitors to Schools (policy 5020), Recruitment and Selection of Personnel (policy 7100)

Adopted: July 12, 2011

Policy Code: 1740/4010 Student and Parent Grievance Procedure

A. OPTIONS FOR RESOLVING COMPLAINTS

The board strives to resolve concerns and complaints of students and parents whenever possible. To this end, the board has provided opportunities for students and parents to express their concerns through processes established in board policies. Policy 1742/5060, Responding to Complaints, identifies these different processes, including a mechanism for resolving complaints in an informal manner.

While the board encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used as described below.

Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the principal or superintendent for further information and copies of all applicable board policies.

B. DEFINITIONS

1. Days

Days are working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following the receipt of the grievance. After May 1, time limits will consist of all weekdays (Monday - Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

2. Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

3. Grievance

A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted or violated. The term "grievance" does not include any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board is without authority to act. Claims of discrimination, harassment or bullying must be processed under policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure.

4. Grievant

The grievant is the parent, student or group of parents or students submitting the grievance.

5. Official

The official is the school system employee hearing and responding to the grievant.

C. TIMELINESS OF PROCESS

The number of days indicated at each step of the grievance process should be considered a maximum, and every effort should be made to expedite the process.

Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant's legal rights are not permitted.

Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at the current step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

D. GENERAL REQUIREMENTS

1. No reprisals of any kind will be taken by the board or by an employee of the school system against any grievant or other student or employee because of his or her participation in a grievance filed and decided pursuant to this policy.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school system officials will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to hear and respond to grievants individually.
4. The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.

DI. PROCESS FOR GRIEVANCE

1. Filing a Grievance
 - a. Whenever a student or parent or guardian believes that he or she has been adversely affected by a decision of a school employee, the student or parent or guardian may file a grievance as provided in this policy.
 - b. A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30 day period that claims a violation, misapplication or misinterpretation of state or federal law, the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students, parents and guardians should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.

- c. A student or parent or guardian who has a grievance must provide the following information in writing to the principal: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; (4) and the specific resolution desired. If there is not a specific decision or action at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, then the procedure established in policy 1742/5060 is appropriate, and the principal shall address the concern following that policy.
- d. Even if the principal is the employee whose decision or action is at issue, the student must submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the student may submit the grievance directly to the superintendent or designee.
- e. If a student wants to initiate a formal grievance regarding a decision by the superintendent that directly and specifically affects the student, the general process described in this policy will be used, except that the grievance will be submitted to the assistant superintendent of human resources, who shall forward the grievance to the board chairperson.

2. Investigation

- a. The principal shall schedule and hold a meeting with the student and/or parent or guardian within five school days after the grievance has been filed with the principal. The student may be accompanied by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.
- b. The principal shall conduct any investigation of the facts necessary before rendering a decision.

3. Response by Principal

- a. The principal shall provide a written response to the written grievance within five days of the meeting. The response will include the principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law.
- b. A copy of the grievance and the principal's response will be filed with the superintendent.

4. Response by Superintendent

- a. If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the superintendent. The appeal must be made in writing within five days of receiving the principal's decision.
- b. The superintendent may review the written documents and respond or the superintendent may schedule and hold a conference with the grievant, principal and any other individuals the superintendent determines to be appropriate within five school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.

- c. The superintendent shall provide a written response within 10 days after receiving the appeal. In responding, the superintendent may not disclose information about other students or employees that is considered confidential by law.

5. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant will have the right to appeal a final administrative decision to the board of education (see subsection E.5.a, Mandatory Appeals, below). If a grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion (see subsection E.5.b, Discretionary Appeals, below).

a. Mandatory Appeals

- 1) If the grievant is dissatisfied with the superintendent's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant may appeal the decision to the board within five days of receiving the superintendent's response.
- 2) A hearing will be conducted pursuant to policy 2500, Hearings Before the Board.
- 3) The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

- 1) If the grievant is dissatisfied with the superintendent's response to his or her grievance but has *not* alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, then within five days of receiving the superintendent's response, the grievant may submit to the superintendent a written request for a hearing before the board of education.
- 2) If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the board chairperson will appoint a three-person panel to review the request and determine if a hearing should be granted. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.
- 3) If the board denies the appeal, the decision of the superintendent will be final and the grievant will be notified within five days of the board's decision.
- 4) If the board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500.
- 5) The board will provide a final written decision within 30 days of the decision to grant a hearing, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

F. NOTICE

The superintendent or designee is responsible for providing effective notice to students, parents and school system employees of the procedures for reporting and investigating grievances.

G. RECORDS

Appropriate records shall be maintained in accordance with state and federal law. Legal

References: G.S. 115C-45(c); 126-16; 150B-43 et seq.

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Responding to Complaints (policy 1742/5060), Hearings Before the Board (policy 2500), Student Behavior Policies (4300 series)

Adopted: November 9, 2010

Revised: August 9, 2011

Robeson County