

TANGLEWOOD ELEMENTARY

Student/Parent Handbook

2025-2026



Dr. Jessica Floyd, Principal
Mrs. Kayla Hunt, Assistant Principal
400 W. 29th Street
Lumberton, NC 28358

School Phone: 910-671-6035
Fax Number: 910-671-6036

"Tanglewood Elementary is committed to molding life-long learners through collaboration, rigor, differentiation, and high expectations."



Dr. Jessica Floyd, Principal
Mrs. Kayla Hunt, Assistant Principal
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Dear Tanglewood Elementary Family,

Please allow the administration, faculty, and staff to welcome you to the 2025-2026 school year! We are very excited and eager to start our new school year with your child. We have worked hard all summer to ensure that your child has a safe and orderly environment that is conducive to learning.

We are excited to start the new school year with year two of implementing the EL English Language Arts and Eureka Math curriculum. We look forward to seeing the growth your child will make this school year with a unified curriculum. Academics are our top priority at Tanglewood Elementary and it is our responsibility to do the very best we can to educate every student. We need all students to attend school daily and be ready to listen and learn. You as a parent can help us attain this goal by stressing to your child the importance of working hard in school every day. Please assist your child with their homework each night and monitor their progress throughout the school year. Please make the effort to listen to your child read at least 20 minutes each night.

Based on Article 8 Chapter 115C of the NC General Statutes, students must read at or above grade level by the end of third grade. Therefore, all third grade students must demonstrate satisfactory progress by achieving a level 3 or higher on the End-of-Grade Assessment in order to be considered for promotion to the fourth grade. It is important that even in pre-kindergarten we begin to build a solid foundation of learning so that students can be successful by the time they reach third grade.

We encourage students to “**Be responsible, Encourage others, Always listen, Respect everyone, and Stay safe.**”

Please review the Student/Parent Handbook and return the acknowledgement sheet to your child’s teacher. Together we can accomplish the school’s mission of “***molding life-long learners through collaboration, rigor, differentiation, and high expectations.***”

Sincerely,
Dr. Jessica Floyd, Principal
Mrs. Kayla Hunt, Assistant Principal

Tanglewood Elementary School

2025-2026 Faculty & Staff

Dr. Jessica Floyd - Principal
Kayla Hunt - Assistant Principal
Kelli Campbell - Data Manager
Christy Pittman - Bookkeeper/Secretary

Special Areas:

Dominique Brooks - Guidance
Stephanie Collins - Nurse
Tonya Collins - YDS
Tamer Elsharkawy-ML
Sarah Baxley - Social Worker
April Maynor - AIG
Bonnie Parker - Interventionist
Melissa Cox - Academic Coach

EC:

Pam Day - EC
Jennifer Snipes - EC
Mrs. Williams-LTS - EC Resource

EC Instructional Assistants:

Tiara Strickland
Pamela Duran
Benjamin Castrejon Sanchez
Madison Reaves

First Grade Teachers:

Joanna Powell
Melissa Lange
Karleigh Page
Alisha Lawson
Mary Jane Letiado

Third Grade Teachers:

Vanessa Prewitt
Elijah Melvin
Crystal Wilkes
Emeline Eslanan
Kavel Williams

Custodial Services:

Ronnie Locklear
James Jones

Resource

Cynthia Hammonds - Media
Ryan McGirt - P.E.
Ralph Shoemaker III - Music
Chasity Priest - Art

Kindergarten Teachers:

Megan Ivey
Gloria Locklear Scott
Lorelaine Cortes
Ayessa Conducto
Erin Prevatte

Pre-K

Christy Leviner
Penny Miller - TA

Second Grade Teachers:

Karrye Chadwick
Raquel Pacheco
Ms. T-LTS
Amanda Lanier
Gracie Moore
Mr. Britt - LTS

Instructional Assistants:

Mary Barnes
Hydeia Washington
Jerri Lynn Martin
Sharon Lewis
Mary Walker
Michael Chavis
Courtney Purvis
Amanda Smith
Brittany Phillips
Velissa Locklear

Cafeteria Staff:

Lynetta Rogers
Stephanie Townsend
Felicia Hill
Kuneshia Inman
Ashley Powell

TANGLEWOOD MISSION STATEMENT

We are committed to molding life-long learners through collaboration, rigor, differentiation, and high expectations.

PUBLIC SCHOOLS OF ROBESON COUNTY MISSION STATEMENT

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

PUBLIC SCHOOLS OF ROBESON COUNTY STATEMENT OF BELIEFS

Realizing the trust placed in us by the people of Robeson County to educate all students, we set forth the following beliefs:

Learning is a life-long process.

High expectations yield higher results.

Students learn best in a safe and orderly environment.

Students can and will learn and experience success.

Students must be active in the learning process.

All students are unique.

All students are respected for their self-worth.

It takes the whole community to educate the student.

There is a high correlation between effort and achievement.

Healthful living supports the learning process.

ADMISSIONS

New kindergarten students must be five (5) years old on or before August 31st of the school year in which they are enrolling. New first grade students must be six (6) years old on or before August 31st. A health assessment is required when a student enters school for the first time.

Ages must be verified by a certified birth certificate (not the mother's copy) and immunization records must be complete.

Upper grade students who are transferring from other schools should arrange to provide copies of their academic records to ensure their admission to the proper classes. New students coming from other states must have a physical.

ADVISORY COUNCIL

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.

Legal References: G.S. 115C-36, -47, -55; 143-318.9 to -318.14

Cross References: Compliance with the Open Meetings Law (policy 2320), Closed Sessions (policy 2321)

Adopted: December 14, 2010

Tanglewood Elementary School

Bell Schedule

2024-2025

Morning

- 7:25am Teachers report to school
- 7:30am Start of Day-students enter building-students collect breakfast and report to class.
- 7:50am Breakfast Ends/Tardy bell rings

Afternoon

- 3:00pm All Buses
- 3:00pm Car Riders & Day Care Vans Dismissed
- 3:30pm End of Day-Teachers Leave

Teacher Workdays

- 8:00am – 3:00pm Teacher's schedule

Information to know

ASSEMBLIES

Assemblies are planned as special events on the school calendar. Students are expected to use good manners and listen attentively during all assemblies.

ATTENDANCE

All students are expected to be in attendance each day unless they are ill or a family emergency arises. Good attendance is essential to the academic success of students. Though assignments missed can often be made up, much insight is lost when a student misses class.

To be considered in attendance, a student must be present at school for at least one half of the instructional school day. Students will be counted present in school but absent from the individual class if they arrive before 11:30 am or leave after 11:30 am. Arriving after the tardy bell (7:50) will be counted as tardy, dismissals before 2:30 pm will also be documented. **Parents whose students have 5 or more tardies or 5 or more early dismissals will be required to have a parent conference with the principal.**

The principal or her designee shall notify the parent, guardian, or custodian of the child's excessive absences after the child has accumulated three unexcused absences in a school year. After not more than six (6) unexcused absences, the principal shall notify the parent, guardian, or custodian by mail that the child may be in violation of the Compulsory Attendance Law and the parent, guardian, or custodian may be prosecuted if the absences cannot be justified under the established attendance law. The counselor shall work with the child and the family to analyze the causes of the absences and determine steps, including adjustment of the school program or obtaining supplemental services, to eliminate the problem.

After ten (10) accumulated unexcused absences in a school year, the principal shall review any report of investigation prepared under G.S. 115C-381 and shall confer with the student and his parent, guardian, or custodian that notification pursuant to this section has been received and they made a good faith effort to comply with the law. If the principal determines that the parent, guardian, or custodian has not, she shall notify the district attorney. She may also file a complaint with the juvenile intake counselor under G.S. 7-561 that the child is habitually absent from school without a valid excuse.

The following shall constitute valid excuses for the temporary non-attendance of a child at school provided satisfactory evidence of the excuse is provided to the appropriate school official:

1. illness or injury
2. quarantine
3. death in the immediate family
4. medical or dental appointments
5. court or administrative proceedings
6. religious observances

If a student is absent for any reason, a written statement from the parent, guardian, or other acceptable documentation of such absence must be submitted to the teacher upon return to school. The absence may be excused, and the student permitted to make up all graded work missed. The excuse **must be** brought in **within three school days**. Ten (10) parent written notes are acceptable within the school year along with doctor's notes, BUT doctor's notes will be required after 10 absences.

Educational Leave: One family trip for educational leave, per school year, will be excused. Advanced permission slip for request of educational leave must be approved by the principal, at least, one week prior to the student's absence. Please see the front office for the Education Leave Permission Slip.

Class work missed due to absence will be turned in within five (5) days of the student's return to class unless the teacher grants additional time. The student will receive a zero for any work not made up. Suspensions will count as absences from all classes missed during the period of suspension. The teacher is not required to give make-up work for the days missed. Parents/students must request work and submit when returning from suspension. **Absences in excess of the number of days as designated by the Board of Education constitutes a valid reason for retention.**

A copy of the Appeals Procedure to Excuse Absences can be obtained by making a request to the office. Regular attendance is essential to a student's success in school. Most subjects are taught in sequence, requiring the understanding of each concept in the order of its presentation. Persistent absenteeism creates a genuine hardship for a student and is regarded as a very serious problem.

Checking In and Out of School

ARRIVAL - Classes begin at 7:50 a.m. The tardy bell will ring at 7:50 a.m. Students arriving between 6:45 a.m. and 7:30 a.m. will report to the cafeteria, if they have an application, for Before School Care (see below for Before/After School Care).

Teachers will be on duty at 7:25 at their classroom door. Students arriving **after 7:30 & before 7:50 must be dropped off in the back driveway** and will go to the classrooms. **The back doors will be locked at 7:50 a.m. for everyone's safety.**

Students NOT in CLASS by 7:50 a.m. are considered LATE & are required to report to the OFFICE, WITH A PARENT to sign them in.

NOTE: 5 or more tardies will require a parent conference with the principal.

EARLY DISMISSAL - A request to have a student excused from class early should be sent with the student the morning of the dismissal. The time and reason for leaving should be included. There will be no sign outs after 2:30 pm as this is vital intervention time for students. Even if a student has an appointment at 3:00 and you need to pick them up early please do so before 2:30pm.

Parents are requested to schedule doctor and dental appointments after school hours. The parent or authorized person must report to the office and sign the child out. The student will remain in the classroom until the teacher is notified by the office to release the student.

NOTE: 5 or more early dismissals will require a parent conference with the principal.

BEFORE/AFTER-SCHOOL CARE – “Primetime”

Students arriving between 6:45 a.m. and 7:30 a.m. may wait in the cafeteria in **Before School Care** (weekly: \$15.00 per child, \$20.00 for two children, and \$23.00 for three children). **After-school Care** is available from 3:10 p.m. until 6:00 p.m. (weekly: \$35.00 one child, \$45.00 for two, and \$55.00 for three). If your child signs up for After School Care, **Before School Care is included**. The Primetime program is sponsored and directed by the Community Schools Division of the Public Schools of Robeson County and applications are available through them or our Primetime Director.

NOTE: Prices are subject to change.

AWARDS

Students receive special recognition at the school through a variety of awards programs. These awards are intended to promote and recognize academic skills, service, and various aspects of good citizenship. Teachers and parents are expected to promote these awards as an encouragement and an incentive towards special effort achievement by the students. Yearly recognition is given for academics, and attendance. State Perfect Attendance is given to a student that has not missed any days of school and has no tardies. Tanglewood Perfect Attendance are given to students who have not missed any days and have no more than 10 tardies.

BASIC CURRICULUM (K-3)

The Board of Education for the Public Schools of Robeson County has the responsibility to maintain the basic program of instruction mandated by the state statutes and initiate improvements beyond the minimum. The instructional program shall provide the organization and setting for learning experiences which assist each student in achieving the instructional goals set by the Board of Education for the Public Schools of Robeson County. The professional staff is responsible for the development of detailed instructional plans, which facilitate the achievement of these goals.

The North Carolina Standard Course of Study and the Competency-Based Curriculum for each subject area shall be the basis for the development of local curriculum. Curriculum guides are to serve as a framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction, which will serve the pupil’s particular needs. The guides will be used to map the logical sequence of instruction.

The primary role of the Public Schools of Robeson County is to provide a quality educational environment and curriculum for an ethnic and culturally diverse student population. Each teacher has access to curriculum guides developed by the State Department of Public Instruction and the local school which are used as resources to implement instructional programs so students will experience continuous success and progress. These guidelines indicate the objectives, basic skills, understandings, and knowledge that each student is expected to have learned after completing The Early Childhood (K-3) instructional program.

Enrichment programs include Art, Guidance, Media, Media, Technology, and Physical Education. The Exceptional Children's Program meets the needs of students with an Individualized Education Plan.

BUS TRANSPORTATION

Bus transportation is provided for in-district students who live at least one and one-half (1 1/2) miles from Tanglewood School. For a safe and enjoyable ride to and from school, children should be reminded frequently about the following rules for good behavior on the bus.

1. Stay off the roadway at all times while waiting for the bus.
2. Wait until the bus has come to a complete stop before trying to get on or getting up to get off.
3. Keep hands, head, and objects inside the bus window at all times.
4. Leave and enter the bus by the front door only, unless in the case of an emergency.
5. Students are to stay seated at all times and talk only to the person beside them in a soft voice.
6. Respect and obey the bus driver at all times.
7. Students must ride their assigned bus.
8. The following procedure will be followed when students are reported to the office for misbehavior on the bus:
 - a. Warning by bus driver and a conference with the student and the principal.
 - b. Contact with the parent by phone or a written notice which must be signed by the parent and returned to the bus driver before student is allowed to get back on the bus
 - c. Suspension from bus if the misbehavior persists.

***CHANGE OF ADDRESS/PHONE NUMBER**

It is imperative that we have accurate, up- to-date information regarding your 911 address and phone number at all times. Please notify your child's teacher and the school office if you change addresses or telephone numbers (work or home) during the school year. Also, please inform us if there are changes regarding information for people designated to be notified in an emergency if we cannot reach you.

CHILD NUTRITION PROGRAM

Through the Community Eligibility Provision program students will receive Grab-N-Go breakfast and lunch daily free of charge. Breakfast is served from 7:30 a.m. until 7:50 a.m. Lunch is served from 10:30 a.m. until 1:00 p.m. Those who wish to bring their lunch may purchase milk and/or ice cream. Other a la carte items may be offered. Students are expected to key in their lunch number so parents please assist your child with learning their lunch number. **There will be no food brought in from outside vendors for lunch.**

CLASSROOM PARTIES

Class Parents at Tanglewood graciously volunteer and provide refreshments for the students at certain holidays, such as; Halloween, Christmas, Valentine's Day, Easter and the end-of-the-year. **Parties will not take place until 1:00. There will be specific dates that class parties will be held and parents will be notified.**

DAILY SCHEDULE

Our first bell rings at 7:30 a.m. and the tardy bell rings at 7:50 a.m. **Breakfast begins at 7:30 a.m. and ends at 7:50 a.m.** Dismissal is 3:00 p.m. SEL instruction begins at 7:50 daily so breakfast will end at 7:50am.

TELEPHONE

The office telephone is a business phone. We discourage the use by students except in an emergency. Personal arrangements (such as requesting permission to go to another student's home after school) should be made prior to arriving at school.

TESTING PROGRAM

Beginning-of-Grade and End-of-Grade tests will be given to our third graders in September and May. K -2 assessments will be administered to students in kindergarten, first and second grade. Procedures for testing will be explained to parents and students throughout the year.

TEXTBOOKS

Textbooks are furnished free based on the number of students in a given grade. If a book is lost, misused, or damaged beyond reasonable wear, it will be the parent/student's responsibility to make arrangements to replace the book as soon as possible. Another book will not be issued until arrangements are made with the parent.

WITHDRAWALS

If you are moving and withdrawing your child from Tanglewood, an application for withdrawal should be completed at the office by the parents. Teachers and staff will summarize the student's progress and prepare the student's file for forwarding to their next school of enrollment. Only certain information will be given to the parent at the time of the withdrawal. Tanglewood will send complete and formal information to the designated school after the child has enrolled in his/her next school and has received a request from their new school.

DISCIPLINE

Our Discipline Policy is focused on improving students' academic and behavioral success through the implementation of researched based interventions and supports through a school-wide plan. The name of the program is Positive Behavior Interventions and Supports. For further information on PBIS you can go to the official website at PBIS.org. PSRC has implemented the Multi-tiered System of Support (MTSS) to address student academic and behavioral needs. All students are provided Tier 1 instruction (core instruction), students are moved to Tier 2 if they need more support and students who need intensive support are moved to Tier 3 and then given additional interventions.

Tanglewood Elementary School will follow the PSRC districtwide discipline matrix.

Tanglewood Elementary- PBIS Rules and Expectations

	Classrooms	Hallways	Cafeteria	Bathroom	Playground	Bus
Be Responsible	<ul style="list-style-type: none"> -Materials are ready. -Stay on task. -Complete all work. 	<ul style="list-style-type: none"> -Stay with your class in a straight line. -Walk directly to your destination. 	<ul style="list-style-type: none"> -Remain seated. -Get all items you need when going through the line. -Know your Number. -Leave the area clean. 	<ul style="list-style-type: none"> -Enter quietly. -Exit quietly. -Walk to the end of the line. -Return to class promptly. 	<ul style="list-style-type: none"> -Follow game rules. -Take turns and share. 	<ul style="list-style-type: none"> -Be on time. -Keep belongings in place. -Keep the bus clean.
Encourage Others	<ul style="list-style-type: none"> -Lead others by doing the right thing. -Use a positive tone. 	<ul style="list-style-type: none"> -Be a good line leader. 	<ul style="list-style-type: none"> -Use good manners. -Engage in positive conversation. 	<ul style="list-style-type: none"> -Model good behavior. 	<ul style="list-style-type: none"> -Show good sportsmanship. -Include everyone. -Ask others to join in. 	<ul style="list-style-type: none"> -Model good behavior. -Use positive words and tone.
Always Listen	<ul style="list-style-type: none"> -Follow all directions. -Participate in class. -Raise your hand and wait to be called on. 	<ul style="list-style-type: none"> -Walk in the second block on the blue tape. 	<ul style="list-style-type: none"> -Follow directions. 	<ul style="list-style-type: none"> -Wait your turn in line. -Only 4 at a time. -Walk directly to an empty stall. 	<ul style="list-style-type: none"> -Follow directions. -Line up quickly when called. 	<ul style="list-style-type: none"> -Follow driver's instructions.
Respect Everyone	<ul style="list-style-type: none"> -Use polite words. -Treat others as you want to be treated. -Listen to others' thoughts and ideas. 	<ul style="list-style-type: none"> -Walk quietly. -Respect personal space. 	<ul style="list-style-type: none"> -Talk quietly at your table. -Eat your food only. -Sit with both feet under the table. 	<ul style="list-style-type: none"> -Flush the toilet. -Respect privacy of others. 	<ul style="list-style-type: none"> -Use appropriate language. -Accept skill differences. 	<ul style="list-style-type: none"> -Walk to the bus quietly. -Obey safety rules. -Keep hands, feet and objects to self.
Stay Safe	<ul style="list-style-type: none"> -Keep hands and feet to yourself. -Keep all 4 chair legs on the floor. 	<ul style="list-style-type: none"> -Walk. -Face the front. -Keep hands and feet to yourself. 	<ul style="list-style-type: none"> -Walk at all times. -Place trash in the garbage can.. 	<ul style="list-style-type: none"> -Wash your hands. (soap-1; towel-3) -Dry your hands. -Place the paper towel in the trash can. 	<ul style="list-style-type: none"> -Use equipment properly. -Keep hands and feet to yourself. -Leave sand, rocks, and sticks on the ground. 	<ul style="list-style-type: none"> -Stay in your assigned seat. -Use quiet voices. -Pay attention when getting on and off.

EMERGENCY SCHOOL CLOSING

When school must be canceled or delayed as a result of weather conditions, an announcement will be made through the media. Unless an announcement is made, schools will be open. Most announcements are delivered to the media by 6:00AM. You should listen to your local television and/or radio station for an announcement.

The delay time will be made **in hours, not time**. (Example: if there is a two-hour delay, your bus will pick your child up two hours later than usual and, therefore, school will start two hours later than the usual time.) Please do not call the school for any more clarification during inclement weather. Parents are to make prior arrangements with their children just in case school closes earlier during the day after it

is in session. Usually, the following radio and television stations announce school delays and closing for inclement weather:

TV:	WRAL	Channel 5	WBTW	Channel 13
	WTVD	Channel 11	WPDE	Channel 15

WECT Channel 6

WWAY Channel 3

RADIO: **WGQU** – 105.7 FM **WSTS** – 100.9 FM
 WFMO – 860 AM **WKML** – 95.7 FM
 WLNC – 1300 AM **WZFX** – 99.1 FM
 WIOZ – 106.9 FM **WQSM** – 98.1 FM
 WFNC – 640 AM **WFLB** – 96.5 FM
 WEWO – 1460 AM

EQUAL EDUCATIONAL OPPORTUNITY

It is the policy of the Board of Education for the Public Schools of Robeson County that no otherwise qualified student shall be excluded from, be denied the benefits of, or be subjected to discrimination in any educational program or activity on the basis of age, sex, race, religion, color, national origin, handicapping condition, creed or political affiliation.

FIELD TRIPS

Field trips within our town and nearby points of interest are scheduled by classroom teachers throughout the school year to enhance the instructional program. These trips are designed to supplement different aspects of the classroom curriculum and introduce students to the resources of the community. Parents will receive notices of field trips well in advance regarding the scheduled trip date and will be required to sign the field trip permission form. Only students with parental consent may participate in the field trip. No phone calls or other written statements will be taken. Sometimes a small amount of money may be requested from each student to help defray transportation or facility use costs. Parents interested in chaperoning trips should notify the teacher in advance. In the event that special transportation arrangements are needed for your child, a form, “Transportation To and From School Sponsored or Supervised Events Consent Form” will need to be submitted **24 hours** prior to a scheduled school field trip. This form is available from your child’s teacher or from the office. Students must have school/personal Insurance to be able to attend field trips. **There will be no refunds on Field Trips since transportation and tickets are paid for in advance.**

FLOWER DELIVERY TO SCHOOL

Students will **not** be permitted to receive flowers, balloons, etc. at school. The delivery of flowers and/or balloons causes a disruption of school and a safety problem on buses. ***Parents are not allowed to bring balloons to school for students at any time.***

FUND-RAISING

The PTA will sponsor several fund-raising projects. Teachers and students may not be involved in any direct sales with the exception of school pictures.

GRADING POLICY

The grading policy for 2025-2026 will be sent home at the beginning of the school year.

REPORT CARDS/PROGRESS REPORTS

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

End of Nine Weeks Reporting Periods

October 23, 2025

January 16, 2026

March 19, 2026

June 9, 2026

SCHOOL COLORS AND SCHOOL MASCOT

Tanglewood Elementary School's colors are Blue and White. Our school mascot is the Bear.

***SCHOOL CROSSING GUARD**

Tanglewood Elementary School is assigned one school crossing guard and he/she works from 7:45 a.m. until 8:00 a.m. and 2:45 p.m. until 3:15 p.m.

Our Guard is employed by Lumberton Police Department.

SCHOOL IMPROVEMENT TEAM

Tanglewood's School Improvement Team meets monthly or as needed. It is composed of teachers, parents, an assistant and the principal. An ongoing plan for school improvement has been written by the team and continuously monitored. We welcome suggestions from parents as we work for ongoing improvement for Tanglewood Elementary School.

SPRING FLING- March 2026

The Physical Education teacher plans and organizes a special day of games and athletic contests for all students. It is a "fun time" for everyone. The students look forward to this time when they can all play outside and enjoy lunch out on the grounds.

STUDENT ARRIVAL and Dismissal PROCEDURE

The front driveway is for emergency use only.

All students who ride the bus, van or car must arrive at the back of the building. Staff members will monitor their arrival, entrance into the building and through the hallways.

All students (bus, car) will be dismissed at the back of the school (van at front of school). **If you are signing your student out before 2:30 please park in the side parking lot and walk to the front office to request your student be dismissed.**

STUDENT DROP-OFF, INSIDE LANE (right side when coming in driveway)

Drivers need to pull as far forward in the driveway as possible and should stay in the vehicle.

Students need to exit the vehicle from the right side (please place the student on the right side for safety reasons). Staff members will be on the breezeway to help keep students safe. Please make sure students exit from the right side of the vehicle for the safety of students and staff.

Lanes will be blocked off at 7:50 and parents will need to park and sign students in tardy.

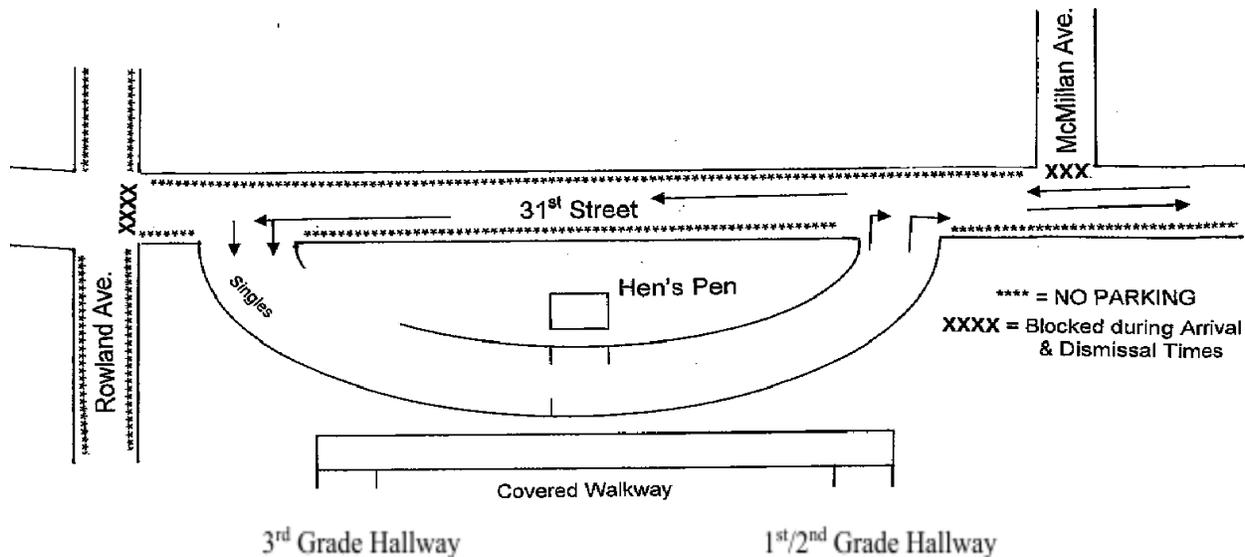
BUS RIDERS

We highly recommend students ride the bus. This helps lessen our traffic at arrival and dismissal times.

Students should follow bus boarding, riding, and departing rules at all times.

STUDENT PICK-UP – INSIDE LANE (right side when coming in driveway)

Drivers need to pull as far forward in the driveway as possible and should stay in the vehicle. Students need to exit the vehicle from the right side. Staff members will be there to help open car doors and with the safety of students. Please make sure students exit from the right side of the vehicle for the safety of students and staff.



After picking up your child(ren), you **MUST** exit **RIGHT** on 31st Street – you are **NOT ALLOWED** to turn left during dismissal times. You are also **not allowed** to turn left onto McMillan during arrival and dismissal times OR to access 31st St from McMillan.

Due to safety concerns, there will be NO walk ups with arrival or dismissal. All students must be dropped off/picked up by a car/van or bus. If you are picking your child up early or dropping them off late, please park in the side parking lot so that we are able to keep the front drive open for emergency personnel and law enforcement.

RAINY DAY SCHEDULE / INCLEMENT WEATHER

In the event of inclement weather, the students will be kept under the breezeway and pick up will only be from the right lane. You need to use extra caution during inclement weather and be sure to bring extra patience!!

SAFETY POINTS TO REMEMBER:

1. There is **NO** passing in the traffic circle. Once you enter the traffic circle, you must stay in your lane and follow it until you exit the traffic circle.

2. Please do not pull over and park on either side of the traffic circle at any time after 2:00PM. The traffic circle area is for moving traffic only.
 3. **Do not leave your car on the circle** to come into the building to talk with the teacher during the afternoon pick-up time. Please call the office to schedule an appropriate time for a conference.
 4. Parents do not need to arrive at school before 2:30 to pick up children up in the car rider line. Students will be dismissed at 3:00 p.m.
 5. Always watch very carefully for students as you are moving through the traffic circle.
- **There is NO PARKING in the front driveway.** If you come late or you need to pick your child/children early, use the Parent/Visitor parking lot located at the corner of Rowland Avenue and 29th Street.
 - **Change of dismissal-DO NOT CALL the OFFICE.** You need to send a note to the teacher on the day of the change. We have over 400 students and do not know every person's voice and this is a real security concern.
 - **No cell phone use while in the drop off /pick up line please! We need you to see/hear all the students around you.**

TRAFFIC REGULATION ON CAMPUS

The administration has adopted several parking and driving policies due to the limited parking space and street access around campus. Staff parking is located at the back of the school, outside the Media Center on 29th Street, and the paved lot located west of the school outside of the cafeteria off Rowland Avenue. Please DO ***NOT*** park in staff lots as we only have a limited number of parking spaces and there is not enough room for any visitor/parent parking in these lots. The circular drive at the main entrance is reserved for buses and vans. Parent/Visitor parking is available in the unpaved lot to the west of the school at the corner of 29th Street and Rowland. The administration seeks the cooperation of all parents and students in observing this access and parking policies. Driveways must remain open to ensure a smooth traffic flow. There is **no parking** in the hospital parking lots. ***There is no turning off of Rowland or McMillan onto 31st St. during arrival/dismissal times.***

DRESS CODE

Policy Code: 4316 Student Dress Code

The board believes that the dress and personal appearance of students greatly affect their academic performance and their interaction with other students. The board requests that parents outfit their children in clothing that will be conducive to learning. Generally, dress and grooming standards as determined by the student and his or her parents will be deemed acceptable. However, the board prohibits appearance or clothing that does any of the following: (1) violates the standards established in this policy and/or a reasonable, nondiscriminatory dress code adopted and publicized by the school; (2) is substantially disruptive; (3) is provocative or obscene; (4) endangers the health or safety of the student or others; or (5) violates policy 4328, Gang-Related Activity.

In addition, all students must adhere to the following standards.

1. Shoes or sandals must be worn at all times during the school day. Flip-flop style shoes are not permitted.
2. Sunglasses, hats, caps, head scarves, or head covers of any description worn inside a school building are not permissible unless authorized by the school principal or his or her designee.
3. Students may not wear attire with messages or illustrations that are lewd, indecent, obscene, or vulgar or that advertise any product or service not permitted by law to minors.
4. Students may not wear sleeveless shirts, tops, or dresses that do not cover the top of the shoulder (i.e., tank tops, spaghetti straps, halter tops, tube tops, strapless tops, etc.). Shirts and tops may not be low-cut and must be long enough to meet the waistband of pants, shorts, or skirts at all times. No midriffs, cleavage, or undergarments shall be visible at any time. Clothing that is transparent or noticeably tight or that has excessive holes is prohibited.
5. Belts, if worn, must be kept on and tied or buckled at all times.
6. All pants, shorts, and skirts must be worn fastened above the hips around the waist. In particular, the dress style known as “sagging” is prohibited.
7. Shorts, skirts, and dresses must be of sufficient length. When the student stands up straight with arms and fingers fully extended by his or her sides, the bottom of shorts, skirt, or dress should extend at least as far as the extended fingers and no skin should be visible above the extended fingertips (e.g., ripped/torn pants or holes).
8. Adornments or accessories, such as chains or spikes, that could reasonably be perceived as or used as a weapon are prohibited.
9. Clothing or accessories worn inappropriately or not as they were made to be worn, such as items worn inside out, backwards, unfastened, or untied, is not permitted.
10. Face paint is prohibited.

Principals shall display the student dress code in at least one visible location at the school. Copies of the dress code shall be made available to parents and students at the beginning of the school year and shall be included in all school handbooks. Principals shall maintain guidelines to assist students in determining appropriate dress and appearance for school.

Before receiving disciplinary consequences, a student who is not in compliance with this policy or a school dress code will be given a reasonable period of time to make adjustments so that he or she will be in compliance. Disciplinary consequences for a student who fails to comply after being offered this opportunity shall be consistent with Section D of policy 4300, Student

Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violation of the dress code.

The principal or designee shall make reasonable accommodations on the basis of students' religious beliefs or medical conditions. The principal or designee may also make reasonable accommodations for students involved in school-approved special duties, activities, or projects, such as athletics and vocational classes, as necessary.

Legal References: [G.S. 115C-47](#), [-390.2](#)

Cross References: Student Behavior Policies (policy 4300), School Plan for Management of Student Behavior (policy 4302), Disruptive Behavior (policy 4315), Gang-Related Activity (policy 4328)

Adopted: March 8, 2011

Revised: August 9, 2011; November 20, 2018; February 8, 2022

BOOK BAGS

BOOK BAGS AND
GYM BAGS DO NOT HAVE TO BE
CLEAR OR NYLON MESH.

VISITORS

ALL VISITORS MUST SIGN IN AT THE OFFICE AND OBTAIN A
VISITOR PASS FROM THE SCHOOL OFFICE. VISITOR PASSES MUST BE VISIBLE TO
STAFF.

ANY PERSON ON SCHOOL PROPERTY IS SUBJECT TO:
METAL DETECTION DEVICES
AUDIO SURVEILLANCE DEVICES
VIDEO SURVEILLANCE DEVICES

ELECTRONIC DEVICES

MP3 players, IPODS, telephones, games, and other electronic devices will not be permitted on the school campus. These items will be taken and will require parents to pick up the devices. Subsequent violations will result in items being held until the end of the school year. Tanglewood Elementary School will not be responsible for confiscated items.

Parent Visitations

******Parents will be allowed to walk their child to class at the beginning of school until***

September 5, 2025. After this date students are expected to be dropped off in the car rider line, bus or daycare vans. Kindergarten students will not stagger this school year and will start on August 25, 2025 with all other students.

- Parents will need to schedule conferences with teachers before or after school or during the teacher's planning period. We need to protect the instructional day.
- Parents will need to stop by the office before going to a teacher's classroom to sign in and obtain a visitor pass. Please do not bypass the office. Teachers have been instructed to send parents back to the office if they do not have a pass and have not been announced by the front office. This is for the safety of all students.
- Please do not enter the building at any entrance other than the front of the school. Teachers have been instructed to alert the office of any such incidence. The safety of the students at Tanglewood Elementary School is our primary concern.
- The building will be locked at all times to protect students and staff. Parents will be allowed to come in for parent conferences and other scheduled events. We ask that you work with our staff to ensure the safety of everyone and protect the instructional day.
- In order to preserve instructional time, students will not be checked out through the office after 2:30 pm.
- The teachers will be available at 3:20 for after school conferences.

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 Drugs and Alcohol; 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. Additional Requirements of Probation Officers

To minimize disruption to student learning and school operations, the board establishes the following additional requirements for visits by probation officers during the school day:

1. Probation officers may not visit students on school property during school hours unless the visit is conducted through the Section of Community Corrections' School Partnership Program.

2. Visits by probation officers must be authorized in advance by the school principal or designee or be the result of a request for assistance by a school counselor or school resource officer. The principal at each school shall coordinate with probation officers to plan and schedule visits to occur at times least disruptive to the student's academic schedule and to school operations.

3. To protect the privacy of students, the principal shall designate a private area for probation officers to meet with students away from contact with the general student population. Initial contact with the student will be made by a designated school employee, who shall direct the student to the private area to meet with the probation officer.

4. Probation officers may not initiate direct contact with any student while the student is in class or between classes.

5. All visits must be conducted in accordance with this policy and any additional guidelines developed by the superintendent or designee.

D. 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-46.2](#), [-523](#), [-524](#), [- 526](#)

Cross References: Registered Sex Offenders (policy 5022), Prohibition of Drugs and Alcohol (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

Revised: September 14, 2021; February 8, 2022

STUDENT AND PARENT GRIEVANCE PROCEDURE *Policy Code: 1740/4010*

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.

4. Grievant

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

5. Parent

All references to parent include a student’s parent, legal guardian, legal custodian, or another caregiver adult authorized to enroll a student under policy 4120, Domicile or Residence Requirements.

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 a school system 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 appropriate school system 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. At any meeting or hearing during the grievance process, a student grievant may be accompanied by a parent as well as a representative.

E. PROCESS FOR GRIEVANCE

1. Filing a Grievance

- a. Whenever a student or parent believes that he or she has been adversely affected by a decision of a school employee, the student or parent 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 and parents 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 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 student believes has been misapplied, misinterpreted, or violated; and (4) 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 or parent 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 or parent may submit the grievance directly to the superintendent or designee.
- e. If a student or parent wants to initiate a formal grievance regarding a decision by the superintendent that directly and specifically affects the student or parent, 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 grievant within five school days after the grievance has been filed with the principal.
- 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 grievance within five days of meeting with the grievant. 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.
- 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 whether to (1) deny the appeal; (2) review the superintendent's decision on the written record only; or (3) grant a hearing. 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 an appeal, 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.

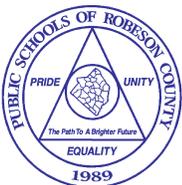
G. RECORDS

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: Responding to Complaints (policy 1742/5060), Hearings Before the Board (policy 2500), Domicile or Residence Requirements (policy 4120), Student Behavior Policies (4300 series)

Adopted: November 9, 2010. Revised: August 9, 2011; October 13, 2020; January 12, 2021



Public Schools of Robeson County

**Post Office Drawer 2909
Lumberton, North Carolina 28359
(910) 671-6000**

Garrett's Law

NCGS §115C-375.4 mandates that at the beginning of every school year, local boards of education shall ensure that schools provide parents and guardians with information about meningococcal meningitis, influenza, Human Papilloma Virus (HPV) and their vaccines.

This important information is available online for parents/guardians at <http://www.robeson.k12.nc.us/Garrett>. A paper copy of this information may be obtained by contacting the school nurse or the school office.

Health Screening Programs

The Public Schools of Robeson County Health Services Program provides vision and hearing screening programs to help with early identification and correction of vision and hearing problems so that student learning potential is maximized. Distance visual acuity screening is conducted annually by school nurses for students in grades 1, 3 and 5. In addition, screening is completed on students who demonstrate possible vision problems, are being evaluated for the Exceptional Children's Program (near and distance acuity), or are referred by teachers. Hearing screening is conducted annually by school nurses for students in grades 1, 3 and 5. Additional screenings are conducted on students who demonstrate possible hearing problems, those who are being evaluated for the Exceptional Children's Program or are referred by teachers. Parents/guardians are notified by the school nurse if the screening results are outside the normal range.

Dental screenings are conducted annually for students in qualified grade levels by a Public Health Dental Hygienist with the North Carolina Dental Health Section.

Parent Notification of North Carolina Immunization Law

This is to inform parents/guardians of the requirements of NCGS §130A-155 (NC Immunization Law). This statute states that no child shall be allowed to attend a school (pre K-12) unless a certificate of immunization, indicating that the child has received the immunizations required by NCGS §130A-152, is presented to the school. If a certificate is not presented on the first day of attendance, the parent/guardian shall have 30 calendar days from the first day of attendance to obtain the required immunization for the child. At the termination of those 30 calendar days, the principal shall not permit the child to attend school unless the required certificate of immunization has been obtained or the child is exempt from the required immunizations.

North Carolina Health Assessment Transmittal Form

Effective as of school year 2016-2017, all children entering North Carolina Public Schools must present a Health Assessment Transmittal Form within 30 calendar days of the child's first day of attendance. The only form acceptable is the Health Assessment Transmittal Form created by the Division of Public Health and the Department of Public Instruction pursuant to House Bill 13.

Source: Health Services (for inclusion in Student Handbooks annually)
Revised July 2020

Ley de Garrett

NCGS §115C-375.4 ordena que al comienzo de cada año escolar, los consejos de educación locales velarán por que las escuelas suministren información a los padres y tutores de los estudiantes acerca de la meningitis meningococo, la influenza, el virus del Papiloma Humano (HPV) y sus vacunas.

Esta importante información está disponible para los padres y tutores en el siguiente sitio en internet <http://www.robesson.k12.nc.us/Garrett>. Usted también puede solicitar una copia de esta información a la enfermera de la escuela o en la oficina de la recepción.

Programas de Evaluación Médica

El Programa de Servicios de Salud de las Escuelas Públicas del Condado Robeson ofrece programas de evaluación de la de visión y audición para ayudar en la detección temprana y en la corrección de problemas de la visión y audición para que así se maximice el potencial de aprendizaje de los estudiantes. La evaluación de la agudeza visual a distancia es conducida anualmente por las enfermeras de las escuelas en los grados 1,3 y 5. Además, esta evaluación también se realiza a los estudiantes que demuestran posibles problemas de visión o a aquellos que han sido remitidos por los maestros-as, los cuales son evaluados por el Programa de Niños Excepcionales(agudeza visual cercana y a distancia). Cada año las enfermeras de las escuelas realizan un examen auditivo para los estudiantes en los grados 1,3 y 5. Las evaluaciones adicionales se llevan a cabo en aquellos estudiantes que demuestran posibles problemas de escucha, aquellos que han sido evaluados por el Programa de Niños Excepcionales o quienes hayan sido remitidos por los maestros-as. La enfermera de la escuela les notifica a los padres o tutores de los estudiantes si los resultados de las evaluaciones están fuera del rango normal.

Las Evaluaciones dentales son llevadas a cabo anualmente por un higienista dental en salud pública en los grados escolares reglamentarios de acuerdo con la sección de salud dental del estado de Carolina del Norte.

Notificación a los Padres de familia sobre la ley de vacunación en Carolina del Norte

Les informamos a los padres y tutores de los estudiantes acerca de los requisitos de la ley NCGS §130A-155 (ley de vacunación de Carolina del Norte). Este estatuto ordena que ningún niño-a deberá asistir a la escuela (prek-12) a menos de que un certificado de vacunas en el que se indique que el niño ha recibido las vacunas requeridas por la ley NCGS §130A-152 sea presentado en la escuela. Si no se presenta este certificado el primer de asistencia, el padre o

tutor tendrá treinta días calendario a partir del primer día de asistencia para obtener las vacunas requeridas para el niño-a. Al terminar los treinta días, el director de la escuela no le permitirá al niño asistir a la escuela a menos de que el certificado de vacunas requerido sea presentado o en caso de que el niño-a haya sido exento de la vacunas requeridas.

Formulario de Evaluación de Salud y Transmisión de Carolina del Norte

A partir del año escolar 2016-2017, todos los niños-as registrados en las escuelas Públicas de Carolina del Norte deben presentar un formulario de Evaluación de Salud y Trasmisión dentro de los treinta días calendario después del primer día de asistencia. El único formulario aceptable es el creado por la División de Salud Pública y por el Departamento de Instrucción de Pública en conformidad con la ley 13 de la Cámara de Representantes.

Fuente: servicios de salud (para ser incluida en el Manual del Estudiante anualmente)
Revisada en Julio de 2020

HOMEWORK POLICY

The Board of Education for the Public Schools of Robeson County and Tanglewood Elementary School believe that homework is an important part of a student's academic progression. Homework can promote good attitudes and good study habits. It reinforces the idea that school is not the only place where learning occurs. Homework gives parents the opportunity to become involved in their child's educational growth.

Homework assignments may be given for different reasons. Some assignments are given to focus on skills that require practice. Other assignments are given to generate an interest in a topic. This type of more challenging assignment requires research and the use of higher-order thinking skills.

The teachers expect their students to spend approximately one hour each day on homework assignments. When projects or research or other creative-type assignments are given, students are given a date on which the project is due. They are encouraged to begin the project early to ensure its completion by the due date.

Homework is included in the grading system. Parents are encouraged to check to see that their child has done his/her homework assignments and to assist if the child needs help. They are encouraged to provide a quiet, well-lighted area and to designate a daily time for doing homework.

DRILLS

Because of the events that have taken place in the United States in the last year, it is necessary that in order to try to ensure the safety of your child, Tanglewood Elementary School will conduct the following drills during the school year.

1. Fire Drill (red)
2. Tornado Drill (green)
3. Emergency Evacuation Drill (red)
4. Shelter in Place (orange)
5. Bomb Threat (yellow)
6. Lock Down – Threat to Safety near or on campus (blue)

Please understand, if you are on campus when one of the above drills is being practiced, you will have to leave or participate. If you come to deliver or pick-up your child during one of the above drills, the child will not be allowed to enter or leave until the drill is over. You might not be allowed into the building until the drill is over.

ILLNESS OR INJURY

If your child becomes ill or is injured at school, we will contact you. If we cannot reach you and the illness or injury seems serious, we will use the emergency information that you have provided to us.

We usually operate under a “better safe than sorry” philosophy regarding children’s complaints. We will always try to contact you if your child has a fever. Keep in mind that we cannot keep seriously ill children or children with contagious conditions at school.

REMEMBER - An emergency telephone number where parents can be reached, and the name and telephone number of the student’s family doctor **MUST** be on file at the school.

This emergency number is important because some hospitals will not treat children unless the parent is present.

In the event of an accident that results in physical injury. An accident report will be completed on the incident and filed as a record for the school. These reports are for the school record only due to the confidentiality of the student(s) who may be involved in the accident report.

IMMUNIZATIONS

This is to inform you of the requirements of NCGS §130A-155 (NC Immunization Law). This statute states that no child shall be allowed to attend a school (pre K-12) unless a certificate of immunization, indicating that the child has received the immunizations required by NCGS §130A-152, is presented to the school. If a certificate is not presented on the first day of attendance, the parent/guardian shall have 30 calendar days from the first day of attendance to obtain the required immunization for the child. At the termination of those 30 calendar days, the principal shall not permit the child to attend school unless the required certificate of immunization has been obtained or the child is exempt from the required immunizations.

Source: Health Services (for inclusion in Student Handbooks annually)
Revised 6-13

INSURANCE

Student accident insurance for incidents that occur at school or on the way to and from school is available at a reasonable cost during the first weeks of school. All safety precautions and procedures are in place at Tanglewood; but accidents can happen.

INTERNET USE

At the first of the school year, every child will be given a copy of the “Public Schools of Robeson County - Internet & Media Acceptable Use Policy”. Along with the Policy, you will be given a copy of the “Internet & Media Acceptable Use Policy Agreement”. Please fill this out and return to your child’s teacher in order for your child to use the Internet. It will be kept on file.

LOST AND FOUND

Items found at school are turned into the office and then placed in the “Lost and Found” area on the auditorium stage. ***We strongly encourage you to have your child’s name on lunch boxes, jackets, hats, gloves, notebooks and other items. We collect hundreds of very nice coats each year that are not labeled with their owners’ names, we display them twice a year in the cafeteria to be claimed.*** “Lost and Found” items that are not claimed in a reasonable length of time are donated to local charities. Please mark your child’s possessions so that they can be returned if lost!

MAKE-UP WORK

Teachers will provide make-up work for excused absences. Students or their parents are responsible for requesting make-up work immediately upon the student’s return to school. If date(s) of a student’s absence(s) is (are) known in advance, the teacher should be notified and

planned assignments may be given. A student may not do make-up work for credit for an unexcused absence.

MEDIA CENTER

The Jennie Carter Media Center is open on a regularly scheduled basis and supervised by the librarian and library assistant. Library classes are arranged for grades K-3 and special classes in the school. They are held for the purpose of library instruction as well as the enjoyment of the materials and books.

Students should use the library to read, check books out, return books, utilize audio-visual materials, and research for special projects. Each student may check out one or two books for a period up to two (2) weeks. There is a fine for overdue books, but lost or damaged books must be paid for before a new one can be checked out.

The library collection is constantly updated and expanded. Books are chosen for either their educational or recreational value. A variety of audio-visual material is available through the library for teacher use in the classroom.

PICTURES and/or VIDEOS OF STUDENTS of PSRC

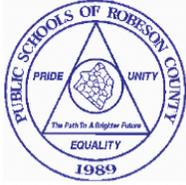
In the event that you **do not want a photo of your child** and/or a video of your child taken on a school bus, on school grounds, in school buildings, at school activities, or school sporting events, released without your prior consent, **you must so notify your school's principal, in writing, no later 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

MEDICATIONS

If a student needs medication during school hours, the following requirements must be met:

1. The medication must be in the original container and must be clearly identified as to the student's name and type of medication.
2. Parents **MUST** bring in medication. A student is not allowed to do this for safety reasons. A parent must 'sign in' the medication.
3. If it is a prescription, the container must carry a prescription label with the child's name, drug identity, dosage instructions, doctor's name and prescription date. Also, medication must be current.
4. School personnel will assist a student in administering medication.
5. A form dated and signed by the doctor must accompany the medication giving the child's name, dosage amounts, specific dosage times, and other instructions, if necessary. See following pages for the "Safe Administration of Medication" letter and the "Request for Medication Administration in School" form. You may get one of these forms from the school office or your child's teacher.

These forms and doctor permission must be done yearly.



Public Schools of Robeson County

Post Office Drawer 2909
Lumberton, North Carolina 28359
(910) 671-6000

Office of the Superintendent

Date _____

Dear Parent:

Our school has a written policy to assure the safe administration of medication to students during the school day. If your child must have medication of any type given during school hours, including over-the-counter drugs, you have the following options:

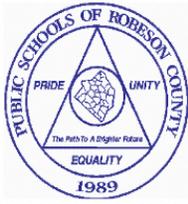
- (1) You may come to school and give the medication to your child at the appropriate time(s)
- (2) You may obtain a copy of a medication form from the school nurse or school secretary. Take the form to your child's doctor and have him/her complete the form by listing the medication(s) needed, dosage, and number of times per day the medication is to be administered. The physician for both prescription and over-the-counter drugs must complete this form. The form must be signed by the doctor and by you, the parent or guardian. Medication(s) must be brought to school by the parent/guardian in a pharmacy-labeled bottle, which contains instructions on how and when the medication is to be given. The medication must be "signed in" at school by the parent/guardian.
- (3) Over-the-counter drugs must be received in the original container and will be administered according to the doctor's written instructions.
- (4) You may discuss with your doctor an alternative schedule for administering medication (i.e., outside of school hours.)
- (5) Self-medication: In accordance with *NCGS §115C-375.2 and G.S. 115C-375.3*, students requiring medication for asthma, anaphylactic reactions, or both, and diabetes, may self-medicate with physician authorization, parent permission, and a student agreement for self-carried medication.

School personnel will not administer any medication to students unless they have received a medication form properly completed and signed by both doctor and parent/guardian, and the medication has been received in an appropriately labeled container. In fairness to those giving the medication and to protect the safety of your child, there will be no exceptions to this policy.

If you have questions about the policy, or other issues related to the administration of medication in the schools, please contact the school nurse.

Thank you for your cooperation.

(Revised 7-20)



Public Schools of Robeson County

Post Office Drawer 2909
Lumberton, North Carolina 28359
(910) 671-6000

School Name: _____
School Fax: _____

Office of the Superintendent

Request for Medication Administration in School

To Be Completed by Physician (One medication per form)

Student _____ DOB _____ School _____
Medication _____ Dosage _____
Purpose of Medication _____
Time(s) Medication is to be given _____
Administration Dates: Begin _____ Stop _____
Significant information (include side effects, toxic reactions, omission reactions, contraindications):

If an emergency occurs during the school day or if the student becomes ill, school officials are to:

- a. ___ Contact me at my office _____ Telephone _____
- b. ___ Take child immediately to the emergency room at _____
- c. ___ Other _____

Please check one of the following: ___ Bus Rider ___ Car Rider ___ Before/After-School Care

FOR SELF-ADMINISTRATION – Please complete this section:

YES ___ NO ___ Student has demonstrated understanding of and ability to self-administer asthma medication, diabetes medication, or medicine for anaphylactic reactions and may carry and self-administer as prescribed.

___ MDI (*Metered Dose Inhaler) ___ *MDI with spacer ___ Epi-pen ___ Insulin

***Parent/guardian must provide an extra inhaler to be kept at school in case of emergency.**

A written statement, treatment plan and written emergency protocol developed by the student's health care provider must accompany this authorization form in accordance with requirements stated in G.S. 115C-375.2

Student must have a self-medication treatment contract (to be completed at school).

All medication for use at school will be furnished by parent or guardian in a container properly labeled by a pharmacist with identifying information, (e.g., name of child, medication dispensed, dosage prescribed, and the time it is to be given or taken).

Physician's Signature

Date

Telephone

Physician's Address

PARENT'S PERMISSION

I hereby give my permission for my child (named above) to receive medication during school hours. A licensed physician has prescribed this medication. I hereby release the School Board and their agents and employees from all liability that may result from my child taking the prescribed medication. This consent is good for the school year, unless revoked.

Parent/Guardian Signature

Phone Number(s)

Date

Approved by: _____

Principal's Signature

Date

Reviewed by: _____

School Nurse's Signature

Date

Health Status Update

Updated: [Required Annual Health Status Update Collection](#)

MONEY AND CHECKS RECEIVED FROM PARENTS

Teachers must turn in all monies to the office on the day it is received. You should request a receipt for all money turned into the school.

Any checks returned by the bank for insufficient funds will be handled by CheckTrack which charges a handling fee. If you have a returned check, you may have to pay with cash for all other school items, including lunch, Primetime care, field trips, etc. Please contact the school office if you have questions.

NEWSLETTER

A school newsletter and/or calendar containing items of interest to students and parents will be distributed during the year. The newsletter will feature news concerning our school programs and timely information. Classroom and individual notices and reminders will be sent home periodically.

NUTRITION and WELLNESS (* Important Information *)

Tanglewood recognizes that children must be healthy in order to learn. Optimal learning takes place in an environment that promotes overall wellness. Our job is to train young minds; but we also need to teach ways to take care of the whole body – mentally, physically, emotionally, as well as nutritionally. We encourage and support healthy food choices and healthy lifestyles. The habits and behaviors that are developed during their elementary years are critical to adolescence and adult life. Tanglewood will assist students in developing a way of life that can lead to lifelong health. Students are allowed to bring a lunch box with their lunch prepared at home. **There will be no outside food (Burger King, McDonald's, etc.) brought to students for lunch and students are not allowed to have soft drinks in the cafeteria.**

The CATCH Program: Making the Healthy Choice the Easy Choice.

In the spring of 2019, Tanglewood began The Coordinated Approach to Child Health (CATCH) Program, which we will continue to use to teach children to make healthy choices and to encourage healthy eating and physical activity at school. Tanglewood Elementary wants to be a CATCH MVP; Move and stay active, Value healthy eating, and Practice healthy habits, so as a whole school TEAM we will promote these choices. For more information visit, www.CATCH.org or talk to your child's teacher.

PICTURES

Fall Pictures-October 2025

Picture make-up-November 2025

Class Pictures-February 2026

Spring Pictures-March 2026

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. Definitions

For purposes of this policy, the following definitions apply.

1. Registered Sex Offender

A registered sex offender is a person who (1) is required to register under the Sex Offender and Public Protection Registration Program and (2) has committed any of the following: an offense in [G.S. 14, art. 7B](#); a federal offense or offense committed in another state, which if committed in this state, is substantially similar to an offense in [G.S. 14, art. 7B](#); an offense in which the victim was under the age of 18 years at the time of the offense; or an offense in violation of [G.S. 14-190.16](#), [14-190.17](#), or [14-190.17A](#) or any federal offense or offense committed in another state, which if committed in this state, is substantially similar to an offense in violation of [G.S. 14-190.16](#), [14-190.17](#), or [14-190.17A](#).

2. School Property

School property is defined as any school grounds or any property owned or operated by the school system where minors frequently congregate.

B. Registered Sex Offenders Banned from All School Property

In accordance with [G.S. 14-208.18](#), registered sex offenders are expressly forbidden to knowingly be present on any school property, whether before, during, or after school hours. In addition, registered sex offenders 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 registered sex offenders regardless of their relationship to or affiliation with a student in the school system.

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 5022

Students who are registered sex offenders may be on school property only in accordance with policy 4260, Student Sex Offenders.

2. Voters

Registered sex offenders who 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 not be outside the voting enclosure other than for the purpose of entering and exiting the voting place. If the voting place is a school, the voter must notify the principal of the school that he or she is registered under the Sex Offender and Public Protection Registration Program. The voter must leave school property immediately after voting.

3. Parents or Guardians

a. A registered sex offender who 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 student'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 the student.

b. In order to visit school property for one of the reasons authorized by subsection (a) above, the parent or guardian must notify the principal of his or her registration under the Sex Offender and Public Protection Registration Program and 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

Each contract executed by the board must include a provision requiring the other party to the contract to conduct an annual check of the State Sex Offender and Public Protection Registration Program, the State Sexually Violent Predator Registration Program, and the National Sex Offender Registry for all contracted employees whose contractual job with the board requires or may result in direct interaction with students, including but not limited to any employee whose contractual job duties include: (1) delivering services directly to students; or (2) performing tasks on or delivering products to school property.

The contract must specify that no contractor or employee of a contractor registered with the State Sex Offender and Public Protection Registration Program, the State Sexually Violent Predator Registration Program, or the National Sex Offender Registry may have direct interaction with children. This provision applies to contracts with a single individual. 5022

Legal References: [G.S. ch. 14, art. 7B](#), [14-190.16](#), [-190.17](#), [-190.17A](#), [-208.18](#), [-208.19](#); [115C-332](#), [- 332.1](#)

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

Adopted: July 12, 2011

Revised: September 14, 2021; February 8, 2022

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), and will provide equal access to the Boy Scouts and other designated youth groups as required by law.

The board will not tolerate any form of unlawful discrimination or harassment in any of its education activities or programs. All forms of prohibited discrimination and harassment are subject to this policy except the following, for which the board has established more specific policies.

- Discrimination and harassment on the basis of sex is addressed in policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex.
- Discrimination and harassment in employment is addressed in policy 7232, Discrimination and Harassment in the Workplace.

In addition, the process set out in this policy for bringing complaints does not apply to the following.

- Complaints of sexual harassment will be brought in accordance with the processes established in policies 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, and 1726/4036/7237, Title IX Sexual Harassment Grievance Process.
- Employee allegations of discrimination or harassment will be addressed using the process established in policy 7232, Discrimination and Harassment in the Workplace.
- 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, Nondiscrimination on the Basis of Disabilities, (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 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.

The board encourages students, visitors, and other non-employee individuals who believe that they may have been discriminated against or harassed in violation of this policy, (including on the basis of disability, as specified in policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities), to report such conduct as soon as possible through the process provided in Section B of this policy. Employees who believe that they may have been discriminated against or harassed should report through the process provided in policy 7232, Discrimination and Harassment in the Workplace. Individuals who have witnessed or who have reliable information that another person has been subject to unlawful discrimination or harassment may report the conduct to an individual designated in Section B of this policy.

Any report made through the process established in this policy may be made anonymously, except mandatory employee reports.

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 their membership in a legally-protected class 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. For purposes of this policy, the legally protected classes are race, color, national origin, religion, and disability.

2. Harassment

Prohibited harassment is deliberate unwelcome conduct directed at another person or group of persons based on their membership in a legally protected class that creates a hostile environment. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when 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.

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, epithets, derogatory comments or slurs, 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 derogatory posters or cartoons. Harassment may occur through electronic means, such as through the Internet, email, or text message. Legitimate age-appropriate pedagogical techniques are not considered harassment.

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) at any time or place when the individual is subject to the authority of school personnel; or (6) at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

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. Any person who believes that he or she has been discriminated against or harassed in violation of this policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination or harassment should inform a school official designated in Section C below.

Reports also may be made anonymously 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 a student or other individual 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. A student, visitor, or other non-employee individual who believes he or she is the victim of unlawful 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 unlawful discrimination or harassment under this policy, may make a formal written complaint to any of the following persons:

- a. the principal or assistant principal of the school at which either the alleged victim or alleged perpetrator attends or is employed;
- b. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability; or
- c. 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. A written complaint alleging that a student has been discriminated against or harassed will be addressed in accordance with this policy.

A written complaint alleging that an employee has been discriminated against or harassed will be addressed in accordance with policy 7232, Discrimination and Harassment in the Workplace.

A written complaint alleging that a person who is not a student or employee 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 at the discretion of school officials 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 the process 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 and created a hostile environment, the investigator shall assign or recommend appropriate disciplinary consequences for the perpetrator and/or take or recommend other reasonable measures to eliminate the hostile environment and prevent its recurrence.
- 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. If the alleged victim is dissatisfied with the outcome of the investigation, he or she may appeal the 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 paragraph). The appeal must be submitted in writing within three school 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 days after receiving the appeal, unless further investigation is needed.

2. Student victims 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. Employees 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. 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 and those in policies 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, and 1726/4036/7237, Title IX Sexual Harassment Grievance Process, 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 constitutes 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.

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 Assistant Secretary for Civil Rights in the Office for Civil Rights at the U.S. Department of Education.

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

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

The ADA Coordinator is:
Office Address: 100 Hargrave St., Lumberton, NC
28358
Email Address:
Latonya.Burney@robeson.k12.nc.us
Phone Number: 910-671-6000 ext. 3363

The Age Discrimination Coordinator is: Jamal
Campbell
Office Address: 100 Hargrave St., Lumberton, NC
28358
Email Address:
Melissa.Thompson@robeson.k12.nc.us
Phone Number: 910-671-6000 ext. 3202

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

The contact information for the U.S. Department of Education Office for Civil Rights with jurisdiction over North Carolina is as follows.

4000 Maryland Ave, SW

Washington, DC 20202-1475

Telephone: 202-453-6020

TDD: 800-877-8339

FAX: 202-453-6021

Email: OCR.DC@ed.gov

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 VI of the Civil Rights Act of 1964, [42 U.S.C. 2000d et seq.](#), [34 C.F.R. pt. 100](#); *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>; *Notice of Non-Discrimination*, U.S. Department of Education, Office for Civil Rights (2010); *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>; [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://ec.ncpublicschools.gov/parent-resources/parents-rights-handbook>

Cross References: Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), 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), Discrimination and Harassment in the Workplace (policy 7232)

Adopted: September 8, 2020

Revised: January 12, 2021; November 9, 2021

Policy Code: 5026/7250 Smoking and Tobacco Products

The board of education promotes the health and safety of all students and staff and the cleanliness of all school facilities. The board believes that the use of tobacco products on school grounds, in school buildings and facilities, in or on any other school property owned or operated by the school board, or at school-related or school-sponsored events is detrimental to the health and safety of students, staff, and school visitors. To this end, and to comply with state and federal law, the board adopts this tobacco-free policy that prohibits smoking and the use of tobacco products as follows. For the purposes of this policy, the term “tobacco product” means any product that contains or is made or derived from tobacco and is intended for human consumption, including all lighted and smokeless tobacco products, as well as electronic cigarettes, vaporizers, and other electronic smoking devices even if they do not contain tobacco or nicotine.

1. All employees and other persons performing services or activities on behalf of the school system, including volunteers, and contractors, as well as students and visitors, are prohibited from using any tobacco products at any time in any school building, in any school facility, on school campuses, and in or

on any other school property owned or operated by the school board.

2. In addition, persons attending a school-sponsored event at a location not specified in subsection 1 above are prohibited from using tobacco products when (a) in the presence of students or school personnel, or (b) in an area where use of tobacco products is otherwise prohibited by law.
3. Nothing in this policy prohibits the use of tobacco products for an instructional or research activity conducted in a school building, provided that such activity is conducted or supervised by a faculty member and that the activity does not include smoking, chewing, or otherwise ingesting tobacco.
4. The administration will consult with the county health department and other appropriate organizations to provide employees with information about support systems and programs to encourage employees to abstain from the use of tobacco products. The school system may, from time to time, provide free non-smoking programs and services to employees of the school system after the regular school day.
5. The principal of each school and other school personnel responsible for school facilities shall post signs in system facilities in a manner and location that adequately notify staff, students, and visitors that the use of tobacco products by any person is prohibited at all times in or on school property.
6. The superintendent and designees shall ensure that adequate notice of this policy is provided to students, parents, school personnel and the public. School system administrators shall develop a plan for communicating this policy to students, employees, parents and the general public. The plan may include providing information in student and employee handbooks, announcements at school-sponsored or school-related events, and appropriate signage in buildings and around campus. A compliance protocol, which identifies procedures for reminding students, employees, parents, and the general public of the policy and that outlines consequences for students, employees, and visitors who violate this policy, will be created and communicated to all students, employees, parents, and the general public.
7. All school personnel are required to adhere to and enforce this policy and other policies, rules, or regulations addressing the use of tobacco products.

Legal References: Pro-Children Act of 1994, [20 U.S.C. 6081](#) *et seq.*; [21 U.S.C. 321](#) (rr); [21 C.F.R. 1100](#) *et seq.*; [G.S. 14-313](#); [115C-47\(18\)](#), [-407](#)

Cross References: Tobacco Products – Students (policy 4320)



Public Schools of Robeson County

25-26 SY Parent/Guardian/Student: Student Code of Conduct, Internet Safety & Acceptable Use, Media Use and Photo Release

District Policies for Your Review

QR CODES (*Translation available upon request in Spanish, Haitian Creole, and Arabic)

	<p>Internet Safety (Policy 3226/4205)</p> <p>Internet Safety: https://boardpolicyonline.com/?b=robeson&s=979590</p>
	<p>Technology Responsible Use, including Generative Artificial Intelligence (Policy 3225/4312/7320)</p> <p>Technology Responsible Use, including Generative Artificial Intelligence: https://boardpolicyonline.com/?b=robeson&s=179924</p>



Public Schools of Robeson County

25-26 SY Parent/Guardian/Student: Student Code of Conduct, Internet Safety & Acceptable Use, Media Use and Photo Release

Complete within the 1st ten days of school or when you are enrolled in a PSRC school.

Legal Student Name:

Grade:

School:

Birthdate (mm/dd/year):

Section 1 - PSRC STUDENT CODE OF CONDUCT

- I acknowledge reviewing the [PSRC Student Code of Conduct Booklet](#). I have read the selected policies of the Robeson County Board of Education and have reviewed them with my child.

Section 2 - INTERNET SAFETY AND TECHNOLOGY RESPONSIBLE USE (*Acceptable Use*) – STUDENT AGREEMENT, *including Generative Artificial Intelligence*

- I acknowledge that I have reviewed the [PSRC Policy 3226/4205 Internet Safety](#)
- I acknowledge that I have reviewed the [PSRC Policy 3225/4312/7320 Technology Responsible Use, including Generative Artificial Intelligence](#)
- I acknowledge that my child has been assigned an Internet-enabled PSRC-issued device

Section 2a: Student Device

- Yes, I give permission for my child to have an Internet-enabled PSRC-issued device.
- No, I do not give permission for my child to have an Internet-enabled PSRC-issued device.

Section 3 - Photo, Video, Media, & Recording Release

- I acknowledge that I have reviewed the [Photo, Video, Media, & Recording Release](#)

Section 3a: Opt-in or Opt-out of Student Photo, Video, Media, and Recording Release (select one)

- For anyone younger than 18 years old: I give permission to the Public Schools of Robeson County, PSRC schools and/or the news media to make photographs, video, and/or illustrations of my child. Further, I authorize their use without inspecting or approving the finished product or its specific use.
- For anyone 18 years of age or older: I give permission to the Public Schools of Robeson County, PSRC schools and/or the news media to make photographs, video, and/or illustrations of me. I am over 18 years old and provide my consent to use the images as described above.
- For either: I do not give permission for me/my child to be included in any media whatsoever.

Signature of Parent/Guardian:

Date:

TANGLEWOOD ELEMENTARY

Dr. Jessica Floyd
Principal

400 W. 29th Street
Lumberton, NC 28358
910-671-6035 Office
910-671-6036 - Fax

Kayla Hunt
Assistant Principal



August 25, 2025

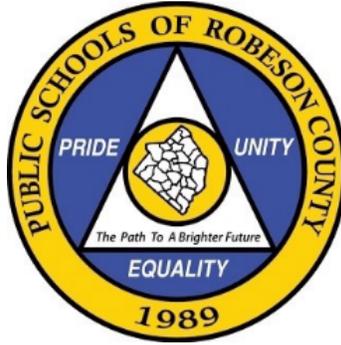
As part of the requirement of the Asbestos Hazard Emergency Response Act, the Public Schools of Robeson County has submitted an Asbestos Management Plan for Tanglewood Elementary School to the North Carolina Department of Human Resources in Raleigh. This plan contains all information required by this act and is presently in effect.

You may review the Asbestos Management Plan by contacting the school office or the Public Schools of Robeson County Board of Education.

Tanglewood Elementary School is in complete compliance with all regulations governing this plan.

Sincerely,

Dr. Jessica Floyd
Principal



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.

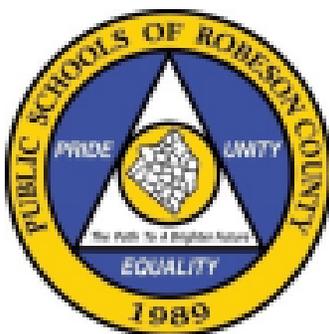
Our goal at the District is to be in full compliance with asbestos regulations. A copy of the Asbestos Management Plan is available for review by contacting the District office. The AHERA Management Plan contains documents of the initial AHERA inspection, periodic Surveillances, re-inspections, employee 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 IPM Staff inside PSRC schools. Instead, we use “green” products and procedures and traps for pest control. The IPM Coordinator for our school district is:**

Name: Mr. Kenneth Campbell

Title: Environmental Supervisor and Plumber II

Phone number (910) 827-0114

Email Address: Kenneth.campbell@robeson.k12.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 IPM 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 IPM 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 IPM 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 IPM 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 IPM 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 (IPM Coordinator).



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:

Title IX School Contact:

PO Drawer 2909; Lumberton, NC
28359-2909
(910) 671-6000
Website: www.roberson.k12.nc.us

Name: Dominique Brooks
Title: Counselor
Address/Office: 400 West 29TH Street
Lumberton, North Carolina 28358
Phone: 910-671-6035
Email dominique.brooks@roberson.k12.nc.us

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481

Tanglewood Elementary School PTA

The local Parent-Teacher Association (PTA) is a self-governing unit that plans its programs and activities to meet the needs of children and youth in the community. It is linked through its membership to the State and National PTA, with some basic articles required for uniformity of purpose.

PTA welcomes into membership parents, teachers, students, and all other persons interested in the well-being of children and youth. Joining the PTA is a definite way to support Tanglewood School.

Any individual subscribing to the objectives and basic policies of the National PTA may become a member of the organization upon payment of dues to the local association. Tanglewood conducts an annual "Membership Drive" to promote PTA members and, at such time, annual dues of \$5.00 are paid to the association. Such annual dues include \$1.75 per member to the State PTA and \$2.25 per member to the National PTA. The remainder is kept for the operation budget of the local Tanglewood PTA.

PTA OBJECTIVES

- o To promote the welfare of children and youth in home, school, community, and place of worship.
- o To raise the standards of home life.
- o To secure adequate laws for the care and protection of children and youth.
- o To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth.
- o To develop between educators and the general public such united efforts, as well to secure for all children and youth, the highest advantages in physical, mental, social, and spiritual education.

PTA OFFICERS' JOB DESCRIPTIONS

- **President** – The president is chosen to direct the affairs of the association in cooperation with the other members of the executive committee/board for a term of one year. The president presides at all meetings of the association and coordinates the work of the officers and committees in order that the objects may be promoted.
- **Vice-President** – The Vice-President acts as an aide to the President and performs the duties of the President in the absence of that officer to act.

- **Secretary** – The Secretary is responsible for keeping accurate records of the proceedings of the association. This includes recording the minutes of all meetings of the association and the executive committee.
- **Treasurer** – The Treasurer is the authorized custodian of the funds of the association. The Treasurer is responsible for keeping full and accurate accounts of receipts and expenditures and, in accordance with the provisions in the annual budget adopted by the association, makes disbursements as authorized by the President, executive committee or the unit membership

**Tanglewood Elementary School PTA
2025– 2026**

Board of Directors / Committee Chairpersons

- TBD- President
- TBD- Vice President
- TBD- Treasurer
- TBD- Secretary

PTA COMMITTEE DESCRIPTIONS

Beautification - to improve the environment of Tanglewood, outside and inside. Time: usually twice a year at non-school hours.

Box Tops for Education – to coordinate the collection and submission of the Box Tops for Education Time; throughout the year.

End of Grade Support – to plan, organize and implement special incentives for 3rd grade students and teachers, immediately before, during and after EOG testing.

Hospitality - to develop a spirit of friendliness among members, teachers, and school staff.
Among activities:

- a) provide refreshments for Open House in the fall
- b) provide refreshments when requested during the year. Time: varied throughout the year

Legislative/Advocacy - to provide PTA members with information on current legislative issues and to promote the PTA's position on issues that affect the education, health, and well-being of the children. The non-partisan political action of the PTA is based on principles and issues. It supports or opposes legislation-not candidates or parties. Time: varied.

Membership - to enroll as many members as possible in the PTA. Time: beginning of the school year, approximately three (3) weeks.

School Spirit - to promote a sense of unity and school enthusiasm, usually through tee-shirt and sweatshirt sales. Time: beginning of school year.

Teacher Appreciation - to provide snacks, gifts for teachers; getting parents to substitute for lunch coverage
provide refreshments when requested during the year. Time: varied throughout the year.

Technology - to help acquire more technological equipment, such as computers and printers, and serve as a focal point for inquiries and information concerning our school's growth in technology. Time: throughout the year.

Volunteers - to provide volunteers to the different committees or for special events during the year. Time: throughout the year.

PTA COMMITTEE STRUCTURE

Committees are the working machinery of a PTA. It is the committees that plan and promote the activities of the local unit. Each committee has a definite purpose and is, at all time, subject to the control and direction of the association.

OPEN HOUSE

Open House – Thursday, August 21, 2025 1:00 pm-6:00 pm

FUND-RAISING

Tanglewood PTA has a regular source of revenue in the membership dues paid each year. Also, the PTA has fund-raising events throughout the year.

All proceeds received from our fund-raising endeavors are used to meet the PTA’s budget at Tanglewood School. Funds are always used to benefit all the children at our school. Additional fund-raising events may be held if a special project is being pursued and the funds are needed to fulfill the special goal or objective.

Meeting	Date	Time	Location
Meeting 1	September, 2025	5:30	Virtual/conference room
Meeting 2	December, 2025	5:30	Virtual/conference room
Meeting 3	March, 2026	5:30	Virtual/ conference room
Meeting 4	May, 2026	5:30	Virtual/conference room

****Dates subject to change**

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 the 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 the 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, in written form or in the form of audio or audiovisual recording, 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 the 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. For meetings, or portions thereof, in which minutes are kept via audio or audiovisual recording, the minutes will be deemed approved when the superintendent has reviewed the recording for accuracy and completeness and has posted the recording to the school system website.

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.

Legal References: [G.S. 143-318.9](#), [-318.10](#), [-318.11](#), [-318.12](#)

Cross References: Closed Sessions (policy 2321), Board Attorney (policy 2610)

Adopted: December 14, 2010

Revised: April 9, 2019

**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

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.



Policy Code: 1310/4002 Parental Involvement

The board recognizes the critical role of parents in the education of their children and in the schools. The board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the school system, and his or her own child's progress. The board also encourages parents to participate in activities designed by school personnel to involve them, such as parent conferences, in order to encourage effective communication.

The board directs each principal or designee to develop a parental involvement plan as a part of the school improvement plan. This plan must include, at a minimum, efforts that meet the requirements established in this policy. In addition, the plan must include ways to enhance parental involvement in the following areas:

1. meaningful two-way communication between home and school;
2. promotion of responsible parenting;
3. involvement of parents and guardians in student learning;
4. promotion of volunteering;
5. involvement of parents and guardians in school decisions that affect children and families;
6. parental training;
7. community collaboration; and
8. promotion of student health awareness.

This policy applies to the parents, legal guardians, and legal custodians of students who are under 18 years old and are not married.

A. Parent Communication and Conferences

The board encourages school personnel to have regular contact with parents for commendation as well as for notification of concerns. Principals or designees shall plan for periodic communication with parents. Teachers are responsible for scheduling conferences with parents.

The principal or designee shall strive, through oral or written communication or other means, to include the parents of students identified as at-risk in the implementation and review of academic and/or behavioral interventions for their children, in accordance with policy 3405, Students at Risk of Academic Failure.

The principal or designee shall provide the parent of each student in kindergarten, first, or second grade with written notification of the student's reading progress. The notice will be provided three times a year, following each benchmark assessment and will include: (1) assessment results, (2) whether the child may not reach reading proficiency by the end of third grade, and (3) instructional support activities for use at home.

The board encourages the superintendent to work with local business leaders, including the local chambers of commerce, to encourage employers to adopt as part of their stated personnel policies time for employees who are parents or guardians to attend conferences with their child's teachers.

B. Parental Notification

Each principal or designee of a Title I school shall effectively notify parents of all parental rights and other required information regarding Title I schools and programs, in accordance with federal law. Parents of students in Title I schools shall receive a copy of the system-wide Title I parent and family engagement policy (policy 1320/3560) and the school-wide parent involvement plan.

In addition, annually every building principal or designee shall effectively notify parents of the following:

1. parental rights related to student records (see policy 4700, Student Records);
2. parental rights related to student surveys (see policy 4720, Surveys of Students);
3. the approximate dates of any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students;
4. the schedule of pesticide use on school property and their right to request notification of non scheduled pesticide use (see policy 9205, Pest Management);
5. student behavior policies, the Code of Student Conduct, and school standards and rules (see policies in the 4300 series);
6. the permissible use of seclusion and restraint in the schools (see regulation 4302-R, Rules for Use of Seclusion and Restraint in Schools);
7. policy 4329/7311, Bullying and Harassing Behavior Prohibited;
8. policy 1740/4010, Student and Parent Grievance Procedure;
9. the dates of the system-wide and state-mandated tests that students will be required to take during that school year, how the results from the tests will be used, and whether each test is required by the State Board of Education or by the local board;
10. grading practices that will be followed at the school and, for parents of high school students, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress, and 3450, Class Rankings);
11. available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;
12. if applicable, that their child will be provided advanced learning opportunities in mathematics or will be placed in an advanced mathematics course;
13. a clear and concise explanation of the North Carolina testing and accountability system that includes all information required by federal law;
14. a report containing information about the school system and each school, including, but not limited to:
 - a. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
 - b. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;
 - c. the percentage and number of students who are:
 - i. assessed,
 - ii. assessed using alternate assessments,
 - iii. involved in preschool and accelerated coursework programs, and
 - iv. English learners achieving proficiency;
 - d. the per pupil expenditures of federal, state, and local funds; and
 - e. teacher qualifications.
15. the grade earned by the school on the most recent annual report card issued for it by the State Board of Education if the grade was a D or F;

16. supportive services available to students, including guidance, counseling, and health services (see policy 3610, Counseling Program);
17. information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children;
18. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
19. how to reach school officials in emergency situations during non-school hours;
20. information about and an application form for free and reduced priced meals and/or free milk (see policy 6225, Free and Reduced Priced Meal Services);
21. information about the school breakfast program;
22. information about the availability and location of free summer food service program meals for students when school is not in session;
23. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
24. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities;
25. education rights of homeless students (see policy 4125, Homeless Students);
26. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
27. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in [G.S. 95-28.3](#) (see policy 5015, School Volunteers);
28. that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age, and that the school system provides processes for resolving discrimination and harassment complaints (see policies 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
29. that the school system provides equal access to its facilities, programs, and activities to the Boy Scouts and other designated youth groups (see policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law); and
30. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).

C. Opportunities to Withhold Consent/Opt Out

As a part of the annual notification described above, parents will be effectively notified that they may opt out of any of the following:

1. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
2. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
3. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including HIV/AIDS; (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540, Comprehensive Health Education Program. A copy of the materials that will

be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;

4. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parental notification and permission are not required for: (a) short-duration academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse and Related Threats to Child Safety);
5. their child's participation in non-Department of Education-funded surveys concerning protected topics (see policy 4720, Surveys of Students);
6. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;
7. the collection, disclosure, or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
8. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).

Any parent or legal guardian who wishes to opt out/withhold consent must do so in writing after receiving notice. Otherwise, consent to the programs or activities is presumed. After the annual notification, the school is not required to provide further notice to the parent or legal guardian as to the manner in which student directory information is used, the curriculum is provided, or guidance programs are made available.

D. Parental Permission Required

Written parental permission is required prior to the following activities:

1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
2. the release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);
3. off-campus trips;
4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;
7. participation in a mental health assessment or mental health services under circumstances prescribed by federal law;
8. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
9. students' participation in surveys funded by the Department of Education that are conducted concerning protected topics (see policy 4720, Surveys of Students);
10. disclosure of students' free and reduced price lunch eligibility information or eligibility status; and

11. students' access to the Internet, as described in policy 3225/4312/7320, Technology Responsible Use.

Legal References: Americans with Disabilities Act, [42 U.S.C. 12101 et seq.](#), [28 C.F.R. pt. 35](#); Asbestos Hazard Emergency Response Act, [15 U.S.C. 2641, et seq.](#); Boy Scouts of America Equal Access Act, [20 U.S.C. 7905, 34 C.F.R. 108.9](#); Elementary and Secondary Education Act, as amended, [20 U.S.C. 6301 et seq.](#), [34 C.F.R. pt. 200](#); Family Educational Rights and Privacy Act, [20 U.S.C. 1232g, 34 C.F.R. pt. 99](#); Individuals with Disabilities Education Act, [20 U.S.C. 1400, et seq.](#); McKinney-Vento Homeless Assistance Act, [42 U.S.C. 11431, et seq.](#); National School Lunch Program, [42 U.S.C. 1751 et seq.](#), [7 C.F.R. 210.12, 7 C.F.R. pt. 245](#); Protection of Pupil Rights Amendment, [20 U.S.C. 1232h, 34 C.F.R. pt. 98](#); Rehabilitation Act of 1973, [29 U.S.C. 705\(20\), 794, 34 C.F.R. pt. 104](#); Title VI of the Civil Rights Act of 1964, [42 U.S.C. 2000d et seq.](#), [34 C.F.R. pt. 100](#); Title IX of the Education Amendments Act of 1972, [20 U.S.C. 1681 et seq.](#), [34 C.F.R. pt. 106](#); [20 U.S.C. 7908](#); [G.S. 90-21.1](#); [95-28.3](#); [115C-47\(47\)](#), [-47\(51\)](#), [-47\(54\)](#), [-47\(58\)](#), [-81.25](#), [-81.30](#), [-81.36](#), [-105.41](#), [-109.1](#), [-174.26\(d\)](#), [-307\(c\)](#), [-375.4](#), [-390.2](#), [-391.1](#), [-407.16](#); [16 N.C.A.C. 6D .0307](#); State Board of Education Policies [KNEC-002](#), [PRNT-000](#), [TEST-001](#)

Cross References: Title I Parent and Family Engagement (policy 1320/3560), Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Technology Responsible Use (policy 3225/4312/7320), Evaluation of Student Progress (policy 3400), Students at Risk of Academic Failure (policy 3405), Class Rankings (policy 3450), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Student Behavior Policies (4300 series), Bullying and Harassing Behavior Prohibited (policy 4329/7311), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Registered Sex Offenders (policy 5022), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Meal Services (policy 6225), Pest Management (policy 9205)

Adopted: November 9, 2010

Revised: November 20, 2018; January 12, 2021; May 11, 2021; February 8, 2022

Robeson County

Policy Code: 1320/3560 Title I Parent and Family Engagement

The board of education recognizes the value of family engagement in a child's academic success and believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents and other family members are their children's first teachers; therefore, the continued involvement of parents and family members in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents and provide parents and family members with meaningful opportunities to become involved in the programs offered by the Title I schools. The board encourages parents and family members to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school system's Title I program in helping students meet state and local achievement standards.

A. Definition of Parent and Family Engagement

For the purposes of this policy, the term "parent and family engagement" means the participation of parents, guardians, and other family members in regular, two-way, and

meaningful communication involving student learning and other school activities, including ensuring the following:

1. that parents and family members play an integral role in assisting their child's learning;
2. that parents and family members are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the school system utilizes activities to support parent and family engagement in the Title I programs.

B. Purpose and Operation of Title I Program

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet the school system's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program.

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based upon federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students in the school to meet the school system's academic standards. Targeted assistance programs will provide services to eligible students most in need of assistance in the school, as determined by objective criteria established by the superintendent or designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school surveys.

Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include evidence-based strategies to support parent and family engagement.

C. Annual Meeting and Program Evaluation

Each year, school officials must invite parents of students participating in Title I programs to a meeting to explain parental rights, discuss the programs and activities to be provided with Title I funds, and solicit input on the Title I program and this policy. In addition, school officials must provide parents and family members a meaningful opportunity annually to evaluate the content and effectiveness of the Title I programs and the parent and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I programs and parent and family engagement plans.

D. Parent and Family Engagement Efforts

The board believes that the involvement of Title I parents and family members in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school system personnel shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

The superintendent shall ensure that this system-level parent and family engagement policy and plan is developed with, agreed upon with, and annually distributed to parents and family members of participating students. In addition to the system-level parent and family engagement plan, each school participating in the Title I program shall jointly develop and annually distribute to parents and family members a school-level written parent and family engagement plan that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of

all parents and family members of children participating in Title I programs, including parents and family members who have limited English proficiency, who have disabilities, or who are migratory. School-level plans must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student achievement levels and the school's academic performance.

School officials shall invite appropriate school personnel from private schools to consult on the design and development of its programs in order to provide equitable services to students enrolled in private schools. The superintendent or designee shall establish any additional procedures necessary to achieve timely and meaningful consultation with private school officials in accordance with federal law.

In addition, school system officials and Title I school personnel shall do the following:

1. involve parents and family members in the joint development of the Title I program and school support and improvement plan and the process of school review and improvement by including parents on the school advisory committee and any committees that review the Title I program;
2. provide coordination, technical assistance, and other support from various central office departments necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;
3. coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parental engagement strategies established in other federal, state, and local laws and programs;
4. with the meaningful involvement of parents, conduct an annual evaluation of the content and effectiveness of the school system parent and family engagement policies and program in improving the academic quality of the school and assisting students to meet the school system's academic standards;
5. strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
6. provide outreach and assistance to parents and family members of children who are participating in Title I programs in understanding the state's testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through such efforts as community-based meetings, posting information on school websites, sending information home, newsletters, workshops, and newspaper articles;
7. design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
8. with the assistance of parents, ensure that teachers, specialized instructional support personnel, principals, and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education;
9. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as literacy training or using technology, which may include education about the harms of copyright piracy;

10. coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local programs, including public preschool programs, and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;
11. strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;
12. ensure that parents are involved in the school's Title I activities; and
13. provide such other reasonable support for Title I parental involvement activities as requested by parents.

E. Notice Requirements

School system officials and Title I school personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. Program for English Learners

Each year the principal or designee shall provide notice of the following to parents of English learners identified for participation in a Title I, Part A or Title III funded language-instruction educational program:

- a. the reasons for the child's identification;
- b. the child's level of English proficiency and how such level was assessed;
- c. methods of instruction;
- d. how the program will help the child;
- e. the exit requirements for the program;
- f. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP);
- g. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of a program for English learners; and
- h. notice of regular meetings for the purpose of formulating and responding to recommendations from parents.

2. System Report Card

Each year, school system officials shall disseminate to all parents, schools, and the public a school system report card containing information about the school system and each school, including, but not limited to:

- a. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
- b. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;
- c. the percentage and number of students who are:
 - i. assessed,
 - ii. assessed using alternate assessments,
 - iii. involved in preschool and accelerated coursework programs, and

- iv. English learners achieving proficiency;
 - d. the per pupil expenditures of federal, state, and local funds; and
 - e. teacher qualifications.
3. Teacher Qualifications
- a. At the beginning of each year, school system officials shall notify parents of students who are participating in Title I programs (1) of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child and (2) that such information will be provided in a timely manner (see policy 7820, Personnel Files).
 - b. The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level or subject area in which the teacher has been assigned.
4. Student's Academic Growth and Achievement
- School officials shall provide to each parent of a student who is participating in a Title I program information on the level of achievement and academic growth, if applicable and available, of the student on each of the state's academic assessments.
5. Parental Rights and Opportunities for Involvement
- a. Each year, the principal or designee of a Title I school shall provide notice to parents of the school's written parent and family engagement policy, parents' right to be involved in their child's school, and opportunities for parents and family members to be involved in the school.
 - b. That the beginning of each school year, the principal or designee of a Title I school shall provide notice to parents (1) of their right to request information regarding student participation in state-required assessments and (2) that such information will be provided in a timely manner.

F. Website Distribution of Information

Each year, school system officials shall publicize on the school system website and, where practicable, on the website of each school:

- 1. the report card described in subsection E.2, above; and
- 2. information on each assessment required by the state and, where feasible, by the school system, organized by grade level. The information must include:
 - a. the subject matter assessed;
 - b. the purpose for which the assessment is designed and used;
 - c. the source of the requirement for the assessment;
 - d. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
 - e. if available, the time and format for distributing results.

The superintendent shall develop any administrative procedures necessary to implement the requirements of this policy.

Legal References: Elementary and Secondary Education Act, as amended, [20 U.S.C. 6301 et seq.](#), [34 C.F.R. pt. 200](#)

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Personnel Files (policy 7820)

Adopted: November 9, 2010

Revised: November 20, 2018; January 12, 2021

Robeson County



Tanglewood Elementary School
400 W. 29th Street
Lumberton, NC 28358
Phone: 910-671-6035 Fax: 910-671-6036

Dr. Jessica Floyd, Principal

Kayla Hunt, Assistant Principal

August 25, 2025

Dear Parents/Guardians,

We are pleased to notify you that in accordance with the *Every Student Succeeds Act of 2015*, you have the right to request information regarding the professional qualifications of your child's teacher. Specifically, you may request the following:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or another provisional status through which state qualification or licensing criteria has been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by the paraprofessionals and, if so, their qualifications.

If you would like to receive this information, please contact Mrs. Christy Pittman at (910) 671-6035, and she will be happy to assist you.

Sincerely,
Dr. Jessica Floyd
Principal

*Where we have **High Expectations** of everyone!*
Visit our website at <https://www.roberson.k12.nc.us/o/tanglewood>
and follow us on Facebook.

Escuela primaria Tanglewood

400 oeste de ^{la} calle 29

Lumberton, Carolina del Norte 28358

Teléfono: 910-671-6035 Fax: 910-671-6036

Dr. Jessica Floyd, directora

Kayla Hunt, subdirectora

Política de participación de padres y familias de la escuela

2025-2026

uno de agosto de 2025

En apoyo al fortalecimiento de los logros académicos de los estudiantes, la Escuela Primaria Tanglewood recibe fondos del Título I, Parte Ay, por lo tanto, debe desarrollar conjuntamente, acordar y distribuir a los padres y miembros de la familia de los niños participantes una política escrita de participación de los padres y la familia, acordada por dichos padres, que describirá los medios para llevar a cabo los requisitos de la Sección 1116 de la Ley Every Students Succeeds (ESSA). Se notificará a los padres sobre la política en un formato comprensible y uniforme y, en la medida de lo posible, en un idioma que los padres puedan entender. Dicha política se pondrá a disposición de la comunidad local y se actualizará periódicamente para satisfacer las necesidades cambiantes de los padres y la escuela. La política establece las expectativas de la escuela para la participación de los padres y la familia y describe cómo la escuela implementará una serie de actividades específicas de participación de los padres y la familia.

Escuela primaria Tanglewood entiende que la participación de los padres y la familia significa la participación de los padres y las familias en una comunicación regular, bidireccional y significativa que involucre el aprendizaje académico de los estudiantes y otras actividades escolares, lo que incluye garantizar:

- Los padres y las familias juegan un papel integral en ayudar al aprendizaje de sus hijos.
- Se alienta a los padres y familias a participar activamente en la educación de sus hijos en la escuela.
- e Los padres y las familias son socios plenos en la educación de sus hijos y están incluidos, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos.

Escuela primaria Tanglewood acuerda implementar los siguientes requisitos como se describe en la Sección 1116 de ESSA:

A. REUNIÓN ANUAL TÍTULO 1

Escuela primaria Tanglewood tomará las siguientes medidas para llevar a cabo una

reunión anual, en un momento conveniente, y alentará e invitará a todos los padres de los niños participantes a asistir para informarles sobre el programa Título I de la escuela, la naturaleza del programa Título I, los requisitos de los padres, la política de participación de los padres de la escuela, el plan escolar y el pacto entre la escuela y los padres.

El 20 de septiembre de 2022, la Escuela Primaria Tanglewood llevará a cabo su reunión anual de Título I para informar a los padres sobre los requisitos del Título I y la participación de la escuela, así como los derechos de los padres a participar.

B. NÚMERO FLEXIBLE DE REUNIONES

La Escuela Primaria Tanglewood ofrecerá una cantidad flexible de reuniones de participación en horarios convenientes para las familias, como reuniones por la mañana o por la noche (para las cuales la escuela puede usar fondos del Título I para proporcionar transporte, cuidado de niños o visitas al hogar, según se relacionen dichos servicios con involucramiento de los padres).

C. DESARROLLADO CONJUNTAMENTE

Primaria Tanglewood tomará las siguientes medidas para involucrar a los padres en un proceso organizado, continuo y manera oportuna, en la planificación, revisión y mejora de los programas bajo el Título I, Parte A, incluyendo la planificación, revisión y mejora de la política de participación de padres y familias de la escuela y el desarrollo del plan del programa para toda la escuela.

Al comienzo del año escolar, nos reuniremos con los padres y otras partes interesadas. Durante esta reunión, los padres recibirán información sobre el Plan de participación de padres y familias de la escuela y se les informará sobre el derecho de los padres a participar en la planificación y el desarrollo del plan a través de reuniones, encuestas y cuestionarios. Si el plan del programa no es para los padres, pueden enviar comentarios sobre el plan al administrador de la escuela. El plan se enviará a casa con los estudiantes al comienzo de cada año escolar y se publicará en el sitio web de la escuela.

D. COMUNICACIÓN

Escuela primaria Tanglewood proporcionará a los padres de los niños participantes información oportuna sobre programas bajo el Título I, incluyendo:

- a) una descripción y explicación del plan de estudios en uso,
- b) formas de evaluación académica utilizadas para medir el progreso de los estudiantes,
- c) niveles de logro de los exigentes estándares académicos estatales, y
- d) si lo solicitan los padres, oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos y responder a dichas sugerencias tan pronto como sea posible.

La información relacionada con la escuela y los programas para padres, las reuniones y otras actividades se enviará a los padres de los niños participantes en un formato comprensible y uniforme, incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender.

La Política de participación de los padres y la familia se enviará a casa al comienzo del año escolar y estará disponible en el sitio web de la escuela. También se discutirá con

los padres durante las conferencias de padres y maestros al comienzo del año escolar. La política se evaluará cada año en función del número de participantes, el número de voluntarios y las respuestas a los cuestionarios y/o encuestas de los padres.

Los padres participarán en la planificación, revisión y mejora de la política a través de una revisión anual. Todos los padres tendrán la oportunidad de participar en esta revisión.

E. PROCESO DE DISENSIÓN

Primaria Tanglewood presentará cualquier comentario/inquietud a las Escuelas Públicas del Condado de

Robeson y

la oficina del superintendente si el plan de toda la escuela y/o la política de participación de los padres y la familia no es satisfactoria a los padres

Cualquier comentario/inquietud puede enviarse por correo electrónico a la Asistente del Superintendente, Sra. Jennifer Freeman . a jennifer.freeman@robeson.k12.nc.us

F. PACTO ESCUELA-PADRES

Primaria Tanglewood tomará las siguientes acciones para desarrollar conjuntamente con los padres de familia participantes niños un pacto entre la escuela y los padres que describe cómo las familias, la escuela, el personal y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y desarrollar una asociación para ayudar a los niños a lograr el alto estándar del estado y cómo se usa, revisa y actualiza el plan.

La Escuela Primaria Tanglewood llevará a cabo una reunión anual de padres para revisar y discutir cualquier cambio necesario en el acuerdo de colaboración entre la escuela y los padres. Este pacto describirá cómo todo el personal de la escuela, los padres y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. El pacto describirá no solo la responsabilidad de la escuela en brindar instrucción y planes de estudios de alta calidad, sino también las responsabilidades de los estudiantes y los padres para cumplir y apoyar los procesos de aprendizaje. El pacto abordará cómo los padres tienen acceso razonable al personal, reciben comunicaciones sobre su progreso y tienen la oportunidad de ser voluntarios y observar en el salón de clases

G, DESARROLLAR LA CAPACIDAD DE LOS PADRES

Escuela primaria Tanglewood desarrollará la capacidad de los padres para una fuerte participación de los padres para garantizar la participación efectiva de los padres y las familias y para apoyar una asociación entre la escuela y la comunidad para mejorar el rendimiento académico de los estudiantes a través de lo siguiente:

- Materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos, como alfabetización y uso de tecnología (incluida la educación sobre los daños de la piratería de derechos de autor), según corresponda, para fomentar la participación de los padres.
- Proporcionar asistencia a los padres de los niños participantes, según corresponda, en la comprensión de temas como los siguientes:
- los estándares de contenido académico del estado,
- los estándares de rendimiento académico de los estudiantes del

estado, las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas,

- los requisitos del Título I, Parte A,
- cómo monitorear el progreso de su hijo, y
- cómo trabajar con los educadores para mejorar el rendimiento de sus hijos.
- Educar al personal escolar, personal de apoyo educativo especializado, directores y otros líderes escolares y otro personal, con la ayuda de los padres, sobre el valor y la utilidad de las contribuciones de los padres, y sobre cómo llegar, comunicarse y trabajar con los padres como socios iguales, implementar y coordinar programas para padres y construir lazos entre los padres y la escuela.

e Coordinar e integrar programas y actividades de participación de los padres con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y realizar otras actividades, como centros de recursos para padres, que animen y apoyen a los padres a participar plenamente en la educación de sus hijos.

La escuela primaria Tanglewood ofrecerá talleres para padres según sea necesario. También continuaremos alentando a los padres a usar recursos en línea como Khan Academy, Lexia y Renaissance. También hemos comprado folletos y otro material de lectura para ayudar a los padres a apoyar el éxito académico de sus hijos.

H. ACCESIBILIDAD

La Escuela primaria Tanglewood, al cumplir con los requisitos de participación de los padres y la familia de esta parte, en la medida de lo posible, brindará todas las oportunidades para la participación de los padres y miembros de la familia (incluidos los padres y miembros de la familia con dominio limitado del inglés, padres y miembros de la familia con discapacidades, y los padres y miembros de la familia de los niños migratorios), incluida la provisión de información y los informes escolares requeridos por la

Se les pedirá a los apoyo para eventos como Field Day, Family Nights, reuniones de PTA, conferencias de padres y varios otros eventos de los padres. Se enviarán encuestas a los padres para recopilar información de los padres.

con respecto a temas de necesidad e identificar las barreras a la participación de los padres. Se llevarán a cabo talleres según sea necesario (habrá intérpretes disponibles para ayudar con padres que no hablan inglés y/o padres con discapacidades) para alentar a los padres participación en la academia. Se informará a las personas de la familia y de la comunidad sobre las sesiones de formación a través de recursos como boletines, uso del rótulo escolar, medios de comunicación, y el sitio web de la escuela. También se llevarán a cabo reuniones de Padres como Socios en la Educación.

Tanglewood Elementary School

400 W. 29th Street

Lumberton, NC 28358

Phone: 910-671-6035 Fax: 910-671-6036

Dr. Jessica Floyd, Principal

Kayla Hunt, Assistant Principal

School Parent and Family Engagement Policy

2025-2026

August 25, 2025

In support of strengthening student academic achievement, Tanglewood 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.

Tanglewood 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

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

A. ANNUAL TITLE 1 MEETING

Tanglewood Elementary School 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 schoolwide plan, and the school-parent compact.

On September 18, 2025, Tanglewood 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.

B. FLEXIBLE NUMBER OF MEETINGS

Tanglewood 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

Tanglewood Elementary 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 schoolwide 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

Tanglewood 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

The 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

Tanglewood Elementary 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 Assistant Superintendent Mrs. Jennifer

F. SCHOOL-PARENT COMPACT

Tanglewood Elementary 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.

Tanglewood 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.

G. BUILD CAPACITY OF PARENTS

Tanglewood 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.

Tanglewood 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

Tanglewood 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 practicable, in a language such parents understand.

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.

TANGLEWOOD ELEMENTARY SCHOOL



Dr. Jessica Floyd, Principal
Kayla Hunt, Assistant Principal
400 W. 29th Street
Lumberton, NC 28358

School Phone: 910-671-6035 Fax Number: 910-671-6036

2025-2026 School Year

Dear Tanglewood Parent/Guardian,

In order to have a safe and orderly learning environment here at Tanglewood Elementary School we request that you review our handbook from our website, which contains the rules and regulations governing Conduct of the students. We encourage you to read over the rules and regulations and discuss them with your child or children. There are dates in which you may want to add to your calendar as well. We are asking that you sign and return this form to show your support of the school and to let us know that you support our efforts for a safe and orderly school.

I have read the Parent/Student Handbook and have discussed all areas with my child.

Parent signature _____
Student signature _____
Date: _____