

# STUDENT HANDBOOK

*PSRC Early College High School  
At RCC*



*A 2012 and 2020 National Blue Ribbon School*

5170 Fayetteville Road  
Lumberton, NC 28360

**2025-2026**

*Mr. Andrew Davis, Principal*  
(910) 737-5232

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## **PURPOSE OF THE TEACHER/STUDENT HANDBOOK**

The PSRC Early College at RCC handbook was compiled to convey uniform best practices and guiding principles. It outlines most of the various rules, regulations, policies, procedures, and expectations that are specific to our school. It is the companion document to the Public Schools of Robeson County Code of Conduct. If something is not clear or should concerns arise, please ask questions of the faculty, staff, or principal.

## **MISSION STATEMENTS**

### **PUBLIC SCHOOLS OF ROBESON COUNTY MISSION**

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

### **PSRC EARLY COLLEGE at RCC MISSION**

The mission of PSRC Early College at RCC is to "Identify and incorporate 21st Century and High Schools That Work practices and skills while fostering positive mentorships among Scholars, staff, parents, and community stakeholders."

## **VISION STATEMENT**

All Scholars will graduate with a high school diploma from PSRC Early College at RCC as well as with an associate degree or certificate in a field of their choosing from Robeson Community College, and all Scholars will graduate prepared for college and/or a career.

# A Message From the Principal

**Mr. Andrew Davis**

**Dear Students and Parents:**

Let me take this opportunity to introduce myself. I am Andrew Davis, a lifelong educator proudly serving in the Public Schools of Robeson County for 17 years in various positions. It is a great honor and privilege to join this school community to serve as the principal at PSRC Early College High School at RCC! I am excited about the 2025-2026 school year and being a part of this amazing staff and community that serves our Eagle scholars.

At PSRC Early College High School, we believe "Eagles Soar above the Rest!". We take pride in the partnership between PSRC and RCC, and we are committed to seeing our students complete their associate's degrees and earn college transfer credits. At the PSRC Early College, we are dedicated to teaching a rigorous standards-based curriculum and maintaining high educational standards that will challenge our scholars to reach their highest potential and meet the challenges of a competitive 21st-century workforce.

Our scholar's success depends on effective communication between the school, RCC, and our stakeholders. As the principal, I am dedicated to ensuring precise and consistent communication so all stakeholders will be informed about their scholar's success and events within our school. To assist us in our communication efforts, please ensure your demographics, contact information, and email are accurate in our Infinite Campus system. In addition, please follow us and PSRC on various social media platforms to stay informed.

Parents and stakeholders, you are vital to our success. We invite you to work collaboratively to ensure our scholar's educational experiences are successful. Your input is valuable to us.

All students have the right to a fair and equitable education, and we are responsible for creating a safe and inviting learning environment. Please read our student handbook and discuss it with your scholar. Here are a few ways you can work collaboratively with us to ensure your student's success:

1. Ensure your scholar attends school daily, arrives on time, and is willing and ready to learn.

2. Ensure that your scholar completes all assignments given by our teachers and reads informational and fiction materials as often as possible.
3. Encourage your scholar to attend after-school tutoring and Saturday Academy as needed.
4. Stay in contact with your scholar's teachers. Know that our administration and support staff are here to help. Contact our school counselor, Mrs. Megan Goins, anytime you want to meet with teachers or ask questions about grades. She can be contacted via email at [megan.goins@robeson.k12.nc.us](mailto:megan.goins@robeson.k12.nc.us) or by phone at 910-737-5232.
5. Keep an eye on your scholar's grades and attendance. The Infinite Campus parent portal or Canvas parent portal will allow you to monitor grades and progress. The login information can be obtained from our school counselor or data manager.
6. Encourage your scholar to join the many extracurricular activities that PSRC Early College has to offer. Our school has many clubs and organizations encouraging scholars to volunteer in our community and develop leadership skills.
7. Like us on Facebook so you can stay updated on all the exciting things happening on our campus.

As your principal, know I am here for you and have an open-door policy. When you have suggestions or concerns, please bring them to my attention. My goal is to see all of our scholars become successful and support their path in any field they choose. Here at PSRC Early College, no matter what we do, we always want to have our best interest in mind, so our Scholars can soar above the rest. I can be contacted at 910-737-5232 or via email at [andrew.davis@robeson.k12.nc.us](mailto:andrew.davis@robeson.k12.nc.us).

I look forward to a fantastic school year. SOAR, EAGLES, SOAR!

Sincerely,

Mr. Andrew Davis

Principal

## **HISTORY**

Governor Mike Easley launched the Learn and Earn Early College High School initiative 2005 in response to a dire workforce development need in North Carolina. The initiative is designed to improve high schools, to better prepare students for college and career, to create a seamless curriculum between high school and college, and to provide work-based experiences to students. Learn and Earn Early College High Schools will meet these goals by establishing autonomous high schools on college campuses, and providing students the opportunity to earn associate's degrees or two years of transferable credit while still in high school.

## **EXPECTATIONS**

As a Learn and Earn model, our school will:

- Begin/continue the process of designing curriculum and support structures that ensure the attainment of an associate's degree and/or two years of transferable college credit at no cost to the student;
- Develop a plan to serve a diverse population of a little over 200 students in terms of gender, ethnicity, socioeconomic status, academic ability, achievement, and motivation;
- Incorporate work-based learning experiences;
- Design and implement effective and academic systems of support to help students attain the high expectations presented by the early college model;
- Partner with middle schools to prepare rising freshmen for the early college experience.

## **PROGRAM OVERVIEW**

The Early College is a program specifically for students who have the ability to do greater academic work. To this end and to maintain rigor, students will be expected to do honors level work. The typical Early College student was probably an excellent elementary student and did well academically until middle school. During the seventh, eighth, or even ninth grade, the student started doing poorly for a variety of reasons. Other Early College students may be doing well academically but may not have had college as an option due to circumstances in their lives. This program is designed to allow students to finish high school and earn a two-year college degree or two years of transferable college credit during a four -year period (Grades 9 - 12).

**PSRC Early College High School at RCC  
2025-2026 Faculty and Staff**

<b>Name</b>	<b>Title</b>	<b>Room #</b>
Andrew Davis	Principal	Administrative Building
Valerie Swett	Secretary/Bookkeeper	Administrative Building
Peggy Chavis	Data Manager	Administrative Building
Megan Goins	School Counselor	Administrative Building
Patricia Rico Martinez	Custodian	Administrative Building
Karen Stickney	CTE	CR-2
Kristi Jones	CTE	801
Crystal Scarlett	English	813
Dale Scott	English	819
Paulette Degrood	English	820
John Allen	Science	CR-5
Dede West	Science	CR-4
Christina Wilkins	Social Studies	817
Odell Brown	Science	814
Shitan Jones	Social Studies	815
Tammie Paul	Math	812
Christina Edwards	Math	CR-1
Russell Scott	Health & PE/Freshmen	CR-3
Tammy Wilkerson	AIG	Administrative Building
Vonda Graham	College Advisor	Building 13 (RCC Counseling Office)
Sherry West	Nurse	Administrative Building
Michelle Oxendine	Social Worker	Administrative Building
Alenia Hunt	YDS	Administrative Building
Ameliah McDonald	Technology Assistant	Administrative Building

<b>HOURS OF OPERATION</b>	
8:00AM - 4:00PM	Office
8:20AM - 3:30PM	Students
8:00AM - 4:00PM	Teachers

<b>DAILY SCHEDULE</b>	
1st Block	8:45AM - 10:15AM
2nd Block	10:20 AM - 11:50 AM

Lunch	11:50 AM - 12:20 PM
3rd Block	12:25 PM - 1:55 PM
4th Block	2:00PM - 3:30PM

### **EQUAL EDUCATIONAL OPPORTUNITY**

It is the policy of 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, national origin, handicapping condition, creed or political affiliation. Legal Ref: Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Age Discrimination Act 1975.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

Parents are allowed to inspect all educational records maintained by the Public Schools of Robeson County on their children. The right to inspect the records includes the right to request explanations and interpretation of the records and the right to obtain copies of the records.

Either a parent, a legal guardian, or an individual acting as a parent in the absence of a parent or guardian (Ex. Foster parent) may exercise all parental rights unless the school has evidence of a court order or a law which provides to the contrary.

If a parent believes that requirements of a pupil record are not being observed, they have a right to file a complaint with the U.S. Department of Education.

### **END OF YEAR AND SEMESTER EVALUATION**

Each student's performance will be evaluated at the end of each semester. Factors for continuing at PSRC Early College at RCC are academic grades, progress towards degree, attendance, motivation, and behavior. Students who have not maintained the required GPA at the end of their sophomore year or cannot commit to the rigor of PSRC Early College at RCC will be returned to their traditional high school.

### **PARENT EXPECTATIONS**

Adolescence is an intriguing stage of development filled with many physical, cognitive, social, and emotional changes. At the same time, the increase in academic demands and complexity of the school structure make the task of academic success for adolescents even more difficult. Because of this, parental involvement is a necessity at the high school level. Teachers will keep you informed as to progress in a



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 where 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 chairperson and vice-chairperson.

### **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), Business Advisory Council (policy 2670)

Adopted: December 14, 2010

Revised: February 9, 2021

## PTO MEMBERS

2025-2026 (TBD)

- **Melinda Sellers: President**
  - **Vice President**
  - **Secretary**
  - **Treasurer**

**Schedule of PTO Meetings**  
**TBD**

## ACADEMIC INFORMATION

### THE CURRICULUM

The PSRC Early College at RCC curriculum will consist of the core courses that are normally offered in the major high school. We will have guided studies in English, Math, Science, Social Studies, Business Studies, and College Prep. The specific core courses will vary according to the student body and their individual needs.

Our school counselor, Advisement Teachers, and the Robeson Community College Liaison will assist in offering the courses that will be an addendum to the core courses taken. Any college course taken will be considered an elective. An application for admission to the Robeson Community College and a completed Dual Enrollment Form with permission from the counselor and principal are **required** to enroll in a college course. This information will be presented at a mandatory meeting held second semester of each school year.

### COURSE MINIMUM

Students must take a minimum of four (4) courses to be considered a full-time student. According to General Statutes, every public-school student must complete 1000 hours of instruction during the year. This **MUST** include 2 high school courses and other options. This may include college courses, on-line courses, study skills classes, and internships. Our School Counselor and School To Work Coordinator can answer questions about combinations of courses that lead to fulfilling the 1000 hours obligation.

Example: (Combinations that fulfill the 500 hours of instruction per semester)

1. 3 high school courses + 1

2. 3 high school courses + 1 on-line course
3. 3 high school courses + 1 college course
4. 2 high school courses + 2 or more college courses
5. 1 high school course + 3 or more college courses

\*\*Internships and community service must be coordinated through Ms. Audrey Strong. The experience must be legitimate with a contact person and documentation.

## GRADUATION REQUIREMENTS

North Carolina high school students are expected to meet specific course and credit requirements in order to receive a high school diploma. These requirements differ depending on when students entered ninth grade for the first time. Please go to the following website for specific information.

<https://www.dpi.nc.gov/districts-schools/high-school-graduation-requirement>

## Policy Code: 3420 Student Promotion and Accountability

### A. Purpose

The board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much time or as little time as they need to be proficient at a particular level of study. Students will be promoted to the next level of study as described in this policy.

### B. Student Promotion Standards

The superintendent shall develop (1) proposed promotion standards and (2) a process to be used in determining a student's readiness to progress to the next level of study and shall submit the standards and process to the board for approval. The standards will be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, grades, a portfolio or anthology of the student's work, and, when appropriate, accepted standards for assessing developmental growth. The standards and process will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in [G.S. 115C-83.6](#) *et seq.* and State Board of Education Policies [KNEC-002](#) and [-003](#).

The promotion standards also will require that students not be promoted from eighth grade until a career development plan is completed in accordance with the requirements of [G.S. 115C-158.10](#) and State Board of Education rules and not be promoted from tenth grade until the career development plan is revised. Any high school student who does not already have a career development plan must complete the plan within 90 days of enrollment in school. Career development plans must be easily accessible to students and parents.

Principals shall ensure that the promotion standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Principals have the authority to promote or retain students based upon the standards approved by the board and any applicable standards set by the State Board of Education. To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to address the needs of students who are not making adequate academic progress as required by policy 3405, Students at Risk of Academic Failure.

### C. **Diploma Standards**

To receive a North Carolina high school diploma, a student must complete the requirements set forth in policy 3460, Graduation Requirements.

### D. **Appeals of Promotion Decisions**

#### 1. Appeal to the Superintendent

Within five workdays of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the superintendent. The superintendent may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without a rational basis) or was otherwise an abuse of discretion.

The superintendent must render a decision within 10 workdays of receiving the appeal. The superintendent may support the principal's decision, remand it back to the principal for consideration of additional issues, or reverse the decision.

The superintendent's findings must be in writing and must be provided to the parents.

#### 2. Appeal to the Board of Education

The superintendent's decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in subsection E.5 of policy 1740/4010, Student and Parent Grievance Procedure.

### E. **Literacy Interventions**

#### 1. Reading Camps

The board will provide reading camp opportunities as required by law at no fee for students who are entitled to this intervention under state law. The superintendent or designee shall encourage parents of eligible students to enroll their students in a reading camp. To the extent resources permit, the board will offer fee-based reading camp opportunities for students in eligible grades who are not entitled to attend at no cost. Annually, the board will establish criteria for priority enrollment in its fee-based reading camps and will set the attendance fee at an amount not to exceed the statutory limit. The superintendent or designee shall notify interested parents of the application procedure for the fee-based reading camps.

#### 2. Individual Reading Plans

An Individual Reading Plan (IRP) will be developed in accordance with state law for any student in kindergarten through third grade demonstrating difficulty with reading development based on the results of either (1) the first diagnostic or formative assessment of the school year or (2) the first diagnostic or formative assessment of the second semester of the school year. The student's teacher shall notify the parent or guardian that the student has demonstrated difficulty with reading development and that an IRP has been developed for the student. The notice provided must include all other information required under [G.S. 115C-83.6B](#)(b) and should be in the parents' native language when appropriate foreign language resources are readily available.

#### 3. Digital Children's Reading Initiative

The school system will provide access through the school system website to available resources from the Department of Public Instruction's Digital Children's Reading Initiative as required by law. Printable activities from those resources will be provided in hard copy to students who do not have digital access at home.

#### 4. Approval of Literacy Intervention Plan

By the established deadline each year, the superintendent or designee shall submit to the Department of Public Instruction for approval a plan for the literacy interventions the school system will offer in the following school year, as required by [G.S. 115C-83.6A](#).

### F. **Promotion Standards for Students with Disabilities**

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. However, for students who take alternative assessments in

lieu of the end-of-grade (EOG) or end-of-course (EOC) tests, promotion decisions must be based on criteria recommended by the IEP team.

All intervention strategies and other opportunities, benefits and resources that are made available to students without disabilities must be made available to those students with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

#### **G. Credit by Demonstrated Mastery**

The superintendent shall provide opportunities for students in grades nine through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades six through eight may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent. The Credit by Demonstrated Mastery will be graded as pass or fail and will not impact the student's grade point average.

#### **H. Credit Recovery**

Students who fail a high school course may retake parts of the course, if available, through credit recovery to earn credit for the course. Credit recovery delivers a subset of the blueprint of the original course in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. The length of credit recovery is dictated by the skills and knowledge the student needs to recover and may not be a fixed length of seat time.

Beginning with the 2025-26 school year, students shall earn a numeric grade for credit recovery, which will be factored into the pre-existing incomplete or fail course grade on the student's transcript to a degree proportional to the percentage of the course completed through credit recovery, resulting in a new passing numeric grade for the course.

The superintendent shall develop procedures addressing the implementation of credit recovery opportunities across the school system.

#### **I. Repeating a Course for Credit**

##### **1. Repeating a Previously Failed Course**

As provided in State Board of Education Policy [CCRE-001](#), high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the entire course. Beginning with the 2015-16 school year, when a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

##### **2. Repeating a Course for which Credit was Earned (Grade Replacement)**

The board recognizes that high school students may need to repeat a course for which they have earned credit in order to increase their understanding of the course content, to improve skill mastery, or to meet postsecondary goals. Students may repeat a course for which they have previously earned credit, subject to the following preconditions and any other reasonable rules established by the superintendent:

- a. the student must have earned a letter grade of C or lower in the course on the first attempt;
- b. the student must make a written request to repeat the course;
- c. the principal or designee must approve the request;
- d. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;

- e. the course to be repeated must be a duplicate of the original class and must be taken during the regular school day at a high school in this school system or through the North Carolina Virtual Public School;
- f. upon completion of the repeated course, the new course grade will replace the student's original grade on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility, regardless of whether the later grade is higher or lower than the student's original mark;
- g. credit towards graduation for the same course will be given only once;
- h. a course may be repeated only one time; and
- i. students may repeat a maximum of four previously passed courses during their high school careers.

The superintendent shall require notice to students and parents of these preconditions and of any other relevant information deemed advisable by the superintendent.

**J. Credit From Studying Abroad**

The board encourages students to participate in foreign exchange student programs to enhance their high school academic experience and heighten their awareness and knowledge of global cultures. With careful planning, students may receive credit for courses taken abroad that have substantial equivalency to school system high school courses in content and in hours.

Students who wish to receive high school credit for courses taken during the school year in a foreign country should file a request for study abroad credit with the principal or designee by July 1 of the year preceding the proposed study. To receive credit, the student must submit a copy of the syllabus of the course with the hours of study and grading system described.

The student should promptly notify the principal or designee of any course changes.

**K. Acceleration**

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Dual Enrollment).

The principal, after consulting with the professional staff and the student's parents, may determine that skipping a grade level is appropriate.

Students also have the option of using an accelerated pathway to complete high school in three years rather than four (see policy 3460, Graduation Requirements).

**L. Demotion**

The Public Schools of Robeson County prohibits students from being demoted once they have been promoted by their school's principal.

**M. Reporting Requirements**

**1. Superintendent's Report to the Board**

At least on an annual basis, the superintendent shall provide the board with the following information for each school:

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the number and percentage of students retained and/or not meeting the standards for their grade level;
- c. the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and
- d. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

2. Report to the North Carolina State Board of Education and Department of Public Instruction  
Pursuant to statutory requirements and standards established by the Department of Public Instruction, all required information regarding student performance will be provided annually to the State Board of Education and the Department of Public Instruction.
3. Publication on the School System Website  
Information about the reading performance of first, second, and third grade students will be posted on the school system website in accordance with state law.

#### **N. Resources**

Consistent with the objective of improving student performance, the board will provide schools with maximum flexibility in the allocation of state funds. School personnel are expected to budget financial resources in a manner that will meet the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as part of the school improvement plan submitted by school officials. All funds will be used in a fiscally sound manner in accordance with policy 8300, Fiscal Management Standards.

#### **O. Notification to Parents**

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade, or third grade student (1) is demonstrating difficulty with reading development or (2) is not reading at grade level, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause.

Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

The teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, review, and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with [G.S. 115C-83.7](#)(a) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in [G.S. 115C-83.7](#)(b) and (2) a description of proposed literacy interventions that will be provided to the student to remediate areas where the student has not demonstrated reading proficiency. Teachers shall provide parents of students retained under [G.S. 115C-83.7](#)(a) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments, and other relevant information.

#### **P. Children of Military Families**

As required by the Interstate Compact on Educational Opportunity for Military Children ([G.S. 115C-407.5](#)), [G.S. 115C-407.12](#), and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families, as defined in policy 4050, Children of Military Families, in courses or programs offered by the school system.

Legal References: [G.S. 115C-36](#), [-45\(c\)](#), [-47](#), [-81.5](#), [-83.2](#), [-83.3](#), [-83.6](#), [-83.6A](#), [-83.6B](#), [-83.7](#), [-83.7A](#), [-83.8](#), [-83.9](#), [-83.10](#), [-83.11](#), [-83.31](#), [-105.21](#), [-158.10](#), [-174.11](#), [-288\(a\)](#), [-407.5](#), [-407.12](#);

[S.L. 2021-8](#); [16 N.C.A.C. 6D .0508, .0510](#); State Board of Education Policies [CCRE-001](#), [GRAD-001](#), [GRAD-006](#), [KNEC-002](#), [KNEC-003](#)

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Students at Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Children of Military Families (policy 4050), Assignment to Classes (policy 4155), Fiscal Management Standards (policy 8300)

Other Resources: *Guidelines for Testing Students Identified as English Learners* (N.C. Department of Public Instruction), available at

<https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-identified-english-learners>; Comprehensive Reading Plan for Achievement, available at

<https://www.dpi.nc.gov/districts-schools/classroom-resources/early-learning-read-achieve/k-3-literacy>

Adopted: May 10, 2011

Revised: August 13, 2019; April 20, 2021; February 8, 2022; February 14, 2023; June 11, 2024; December 10, 2024; August 12, 2025

## **NORTH CAROLINA COMPREHENSIVE ARTICULATION AGREEMENT (CAA)**

A statewide agreement governing the transfer of credits between N.C. community college and N.C. public universities and has as its objective the smooth transfer of students. This agreement has been approved by the Board of Governors of the University of North Carolina and the N.C. State Board of Community Colleges. The CAA provides certain assurances to the transferring student; for example, the CAA identifies community college courses that are appropriate for transfer as electives. Courses that will satisfy pre-major and general education requirements are also specified.

The CAA defines a 44-semester credit hour general education core which, if completed at the community college, is fully transferable to the UNC institutions and will satisfy general education requirements. This means that a transfer student who completes the general education core at a North Carolina community college will not be required to take over general education courses at a UNC institution, even if his/her 44-semester credit hour core does not completely match the university's. Students should be aware that some universities have graduation requirements that transfer students much satisfy – such as physical education or a foreign language.

North Carolina community college students who earn an associate's degree according to the guidelines of the CAA will be treated as juniors at the receiving UNC institution.

Students graduating from N.C. community colleges under the guidelines of the CAA will have 64-semester hours of credit transferred to the UNC institution to which they are admitted. Because UNC institutions differ in their admission requirements, students intending to transfer should contact the UNC institution (s) of their choice to learn about specific admissions requirements.

Our essential premise is straightforward: to improve public secondary schools everywhere, individual schools must be encouraged and assisted to invent and implement more effective

means of serving students. The successes that these schools achieve must be sustained, their processes supported, and their new structures for success replicated. The following six design principles for Early College High schools are non-negotiable for all involved in leading secondary school transformation:

Ready for College

Redefine Professionalism

Require Powerful Teaching and Learning

Leadership

Personalization

Powerful Design

### GRADING SCALE

Grades 9-13 shall use the 10 Point Scale beginning with the 2015-2016 school year (GCS L-004) for all students.

90-100 = A  
80-90 = B  
70-80 = C  
60-70 = D  
Below 60 = F

*Note:* All weighting for HONORS and College will be done in Infinite Campus.

### Homework Policy

At PSRC Early College High School, homework or work assigned outside class is necessary. We believe our teachers should give homework a grade, be relevant to the content already taught, and be routine and consistent. While we see the benefits of homework, we acknowledge that homework assigned in excess can harm our scholars.

The PSRC Early College High School faculty expects scholars to complete their homework assignments on time and submit their work to their teacher when requested. By doing so, our scholars will enhance their chances of mastering grade-level standards and fulfilling other grade-level expectations.

Homework will not be assigned when students take EOC exams, NC Check-ins, PACT, ACT, or WorkKeys the next school day. Our faculty will not assign homework over school calendar scheduled breaks, and our staff will be mindful of resources, especially assignments that require internet access. Our grade-level teams will work together to ensure that scholars are only assigned homework that is due the next day that will require scholars to work at most 2 hours over all four classes. Projects or assignments that are required over a time period are exempt. Scholars are expected to manage their time on projects or group assignments so that they work on them in time increments. Homework is assigned Monday-Thursday. No new homework assignments will be given on Friday; however, if it is a previously assigned assignment, such

as a project, scholars are still expected to meet the due dates set by the teacher. Teachers will share when homework is assigned for their class in the class syllabus.

## TESTING INFORMATION

While in high school, students will take a variety of tests. Some of these are used at the local school level, some pertain to the college entrance requirements, and others are mandated by the State. Those tests include:

### TESTING (EXPLANATION OF ASSESSMENTS)

#### ASVAB (Armed Services Vocational Aptitude Battery)

- The ASVAB measures academic and vocational aptitude and is administered to juniors.

#### PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)

- This test offers students an opportunity to practice taking the SAT. Scores are used to predict SAT results and are used by the National Merit Corporation to identify scholarship candidates. The test is developed for eleventh (11th) grade students, but available to tenth graders taking Geometry. Pre-registration is required.

#### ACT (American College Test)/SAT (Scholastic Aptitude Test)

- This test is a college success indicator, norm referenced test given throughout the school year. The test covers English, math, science, and reading in curriculum areas. The test date will be in March. It is required for all 11<sup>th</sup> graders.

#### PLAN

- To prepare for the ACT, North Carolina 10th graders will be administered the PLAN test each December. PLAN is a diagnostic assessment that indicates strengths and area of need to provide a roadmap to success for North Carolina high school students. PLAN offers a mid-point assessment of academic progress toward college career readiness and is the most powerful predictor of performance on the ACT. It can be used for course placement, including dual enrollment and more rigorous courses. PLAN also includes a career interest inventory and a educational/career plan component.

#### WORKKEYS

- Students who complete the four-course Career and Technical Education sequence are administered the WorkKeys examination in the 12<sup>th</sup> grade. WorkKeys provide a gauge of career readiness and is widely recognized as an industry credential. WorkKeys assessments measure "real world" skills critical to job success. These skills are valuable for any occupation – skilled or professional – at any level of education, and in any industry.

#### NC FINAL EXAMS

- The Measures of Student Learning are common exams in selected subjects and grades that are not part of the NC State Testing Program. Growth in some subjects and grades, such as performing arts, will be measured through analyses of student work. The goal is to capture students' knowledge and skills in an authentic way.

#### VoCATS

- This test measures the achievement of students taking vocational courses.

#### END-OF COURSE

- Math I, Math III, Biology, English II

## **REPORTS TO PARENTS**

Progress Reports, Report Cards, Newsletters, PTSO Meeting Notifications, Open House Announcements and other notices are sent to parents on a scheduled or periodic basis. Progress Reports are distributed every 4 1/2 weeks. Parents are requested to ask their son or daughter for progress reports and report cards should students not voluntarily give these reports to their parents. Parents may log into Power School to check the status of high school courses.

## **HIGH ACHIEVEMENT RECOGNITION**

Many opportunities exist for students to be recognized and awarded for their hard work and persistence in their academic endeavors.

1. Honor Rolls
2. Beta Club
3. Phi Theta Kappa-Honor Society of Robeson Community College
4. National Technical Honor Society
5. National Honor Society
6. Marshalls
7. Honor graduates-Summa Cum Laude (3.75 and above)
  - Magna Cum Laude (3.50 to 3.749)
  - Cum Laude (3.25 to 3.499)

## **COLLEGE COURSES**

Students are allowed to take college courses with approval of Principal and School Counselor. Students are expected to earn a "C" or better. If a course must be repeated the student is required to pay for the text. (Texts are free the first time a student takes a course.)

All students taking courses must show a copy of the grade transcript to the counselor. Books must be returned to the office (if owned by the school) or to the bookstore (if rented) at the end of the course.

## **DROPPING CLASSES**

Dropping a college course should never be done without careful consideration by all parties. Such a decision will impact scheduling, credits and graduation timeline. There are times when it is important to consider either dropping or auditing a course. When a student or faculty member feels it is important to be considered for a "drop", the following procedure must be followed:

1. The student is required to meet with college instructor to discuss class performance and options for succeeding in the course
2. The student will then meet with the Advisement Teacher (HS) to develop a plan for improving their grade and attendance. College tutoring & High School tutoring should be explored.
3. The school counselor, the advisement teacher, and parents will then monitor the student's progress.
4. If there is no evidence of improvement, and the college instructor is in agreement, the student will obtain a letter from the parent requesting to be withdrawn from the course. The Principal, in conjunction with the school counselor, will approve or disapprove the withdrawal. The approval will then be sent to the College Liaison, and he will withdraw the student from the course.
5. All withdrawals must be completed prior to the 4 days of class.

NEW to 25-26 Incoming Freshman: Early College and CCP Policy  
[Early College and CCP Policy](#)

### COLLEGE TUITION

Students enrolled at PSRC Early College at RCC will not have to pay tuition for approved college courses. The Learn and Earn Grant pays for any student enrolled in high school and college at the same time. At this time all college textbooks are paid for from the grant.

### ONLINE COURSES

On-Line is a system where students may be able to do courses over the Internet. The Public Schools of Robeson County offer selected courses for interested students. These courses may be taken wherever there is computer access including in the home of the student. Approval from the school counselor and principal is required for any student who wishes to take an on-line class. An updated listing of on-line courses available to students will be maintained in the guidance office.

**On-Line courses must be completed during the semester assigned or credit will not be given. Hours must be completed for all designated courses.** There are no shortcuts for completing hours required. Space is limited and time must be used efficiently.

### STUDENT SERVICES

Since the PSRC Early College at RCC staff are small in number, services are limited when compared to a larger high school. Exceptional children's services will be limited to students who have an individual educational plan that does not require special resource teachers. We can accommodate students with small class sizes and a lot of individual attention. A school nurse, social worker, and Youth Development Specialist will be available. Peer tutoring sessions will also be available. The Mentor Program assists

Freshman and Sophomore students become adjusted to our school. The school counselor and principal will be available for students. Each student will have an Advisor that will be assigned when they are Freshman and will loop with them until the year 13. During that time, students will develop an individual college/career plan with the assistance of their Advisement Teacher, School Counselor, and College Liaison.

### TEXT BOOKS

- **College Books**: Books will be ordered through the bookstore. Robeson County schools will pay for the books (unless a course is being repeated according to the new policy) from grants if funds are available.
- **High School Books**: These will be supplied by the school.

## COUNSELING AND ACADEMIC POLICIES

### Student Guidance and Counseling Program

The counseling department of Early College High School exists for one purpose; that is to assist students, parents and teachers. It is important that students become aware of services available so that they can take advantage of all the services offered by the counseling department.

The counselor is available to assist and advise each student regarding personal problems, academic problems, career choices, course selections, college choices and scholarship applications. The department also assists in student orientation information services and student appraisal. The office is open before and after school.

The counselor is available to you whenever you feel there is something you would like to discuss with him or her. Counselors will be glad to listen to what you have to say and what you tell them will be kept confidential.

## ADVISEMENT

PSRC Early College at RCC is fortunate to have a School Counselor available to all students. Our College Liaison is another advisement resource for our students. Advisement Teachers will work with students throughout their academic years. Assigned as Freshman, the teacher “loops” with the students each year. All of these people will advise, register, check-up on, and retain a portfolio of each student. In their portfolio will be their educational plan, program of study, and other pertinent information to give the best advisement as possible. Students will also register with College Foundation of North Carolina (CFNC).

## CLUBS and ORGANIZATIONS

**The following clubs, organizations, and events are a part of PSRC Early College at RCC:**

Student Government Association	Phi Theta Kappa (RCC)
Relay for Life	National Technical Honor Society
Christian Club	Future Business Leaders of America
Math Club	Project Graduation
Native American Student Association	Eagle Ambassadors
Beta Club	National Honor Society
Service Club	Mentor/Mentee Program
Robotics	Key Club
Creative Club	



## **Public Schools of Robeson County**

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

Office of the Superintendent

### **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. School nurses for students in grades 1, 3 and 5 conduct distance visual acuity screening annually. 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. School nurses for students in grades 1, 3 and 5 conduct hearing screening annually. 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. The school nurse notifies parents/guardians if the screening results are outside the normal range.

A Public Health Dental Hygienist with the North Carolina Dental Health Section conducts dental screenings annually for students in qualified grade levels.

### **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

All children entering North Carolina Public Schools for the first time 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.

<https://publichealth.nc.gov/wch/families/schoolhealth.htm>

Source: Health Services (for inclusion in Student Handbooks annually)  
Revised June 25, 2018

### **Ley Garrett**

NCGS &115C-375.4 ordena que al inicio de cada año escolar, los Consejos Locales de Educación garanticen que las escuelas públicas provean información oportuna a los padres y tutores sobre enfermedades como la meningitis meningocócica, la influenza y el virus del papiloma humano así como las vacunas existentes.

Esta información está disponible en el siguiente sitio en internet <http://www.roberson.k12.nc.us/Garrett>. Esta información también se puede obtener a través de la enfermera de la escuela de sus hijos-as o en la escuela directamente.

### **Programas para el Control de la Salud**

El Programa de Servicio de Salud de las Escuelas Públicas del Condado Robeson apoya los programas de cuidado de la visión y audición que ayudan a la temprana identificación y corrección de los problemas visuales y auditivos de los estudiantes para que así puedan alcanzar su mayor potencial. Anualmente las enfermeras escolares realizan un examen de detección de la agudeza visual a distancia para los estudiantes en los grados 1,3 y 5. Adicionalmente se examina a los niños que posiblemente tienen problemas visuales; este procedimiento es llevado a cabo por el Departamento de niños excepcionales o a través de la remisión de los maestros. Los exámenes de audición son conducidos anualmente por las enfermeras escolares en los grados 1,3 y 5. Exámenes adicionales se practican a los niños que presentan problemas auditivos, igualmente estos son realizados por el Programa de servicios especiales o por la remisión de los maestros. Las enfermeras de las escuelas informan a los padres y tutores si los resultados están por fuera del rango normal.

Exámenes Dentales son realizados cada año para los estudiantes en Kindergarten y en grado Quinto por la Higienista Dental de salud pública junto con el departamento de Salud Dental de Carolina del Norte.

Notificación por Padres de la ley por vacunas en Carolina del Norte

La ley de Carolina del Norte (GS. 130A – 155) exige a los padres o tutores de todo niño(a) matriculado en los grados de prekindergarten hasta grado 12 que obtengan una libreta de vacunación como requisito para que sus hijos asistan a las escuelas. Si esta libreta de vacunación no es presentada en la escuela el primer día de clases, el padre o tutor del niño-a tendrá 30 días calendario a partir del primer día para obtener la libreta de vacunación. Al término de estos

treinta (30) días, el director-a no permitirá la asistencia del Niño-a a la escuela a menos que se haya obtenido la libreta de vacunación o de que el Niño-a no necesite las vacunas requeridas.

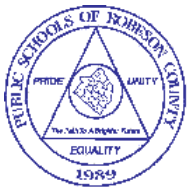
Tomado de : Servicios de Salud (para ser incluido anualmente en el Manual de Estudiantes). Revisado en junio de 2013.

### **MEDICINE**

Any student who must take medication during the school day must adhere to the following procedures:

1. Prescription medications must be brought to school in a pharmacy-labeled bottle, which includes the name of the child, name and dosage of medication, instructions on how and when the medication is to be given and the name of the physician ordering the medication.
2. Over-the-counter medications must be received in the original container and will be administered according to the doctor's written instruction.
3. Medicine brought to school must be left in the school office and dispensed from there only.
4. The student is responsible for reporting to the main office for the medication but must have the teacher's prior approval to come to the office.

NOTE: A letter and form will be sent home by students.



## Public Schools of Robeson County

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

Office of the Superintendent

Date: \_\_\_\_\_

Dear Parent(s)/Guardian(s),

The purpose of this letter is to provide information about when to keep your child home from school. Although it may seem obvious, children should not go to school when they're contagious to others, when they have a fever, or when they're too sick to learn. Childhood illnesses are spread easily when children are in close contact in the school setting.

How do you know if your child is contagious? Colds are a bit tricky, since your child can pass it to others before symptoms appear, such as cough, running nose, and sneezing. The contagious period for a cold only lasts about three to four days into the illness. Similarly, people infected with the flu are contagious from a day before they feel sick until their symptoms have resolved. For children, the contagious period for the flu is 1 day before symptoms appear, such as high fever, sore throat, coughing, and body aches.

Most schools will send a child home if they think he or she is showing symptoms of the following conditions:

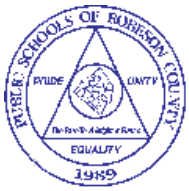
- Fever
- Strep throat
- Vomiting and/or diarrhea
- Skin and eye infections
- Parasitic infections such as lice or scabies

You can help your kids stay healthy by teaching them these rules:

- Don't share food or drinks.
- Don't share clothing.
- Throw away used tissues.
- Wash hands frequently with soap and water.

If you are unsure or have questions about whether your child is well enough to go to school, please contact your school nurse.

Sincerely,



# 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:

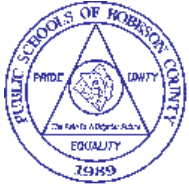
- (1) You may come to school and give the medication to your child at the appropriate time(s)
- (2) You may obtain a copy of a medication form from the school nurse or school secretary. Take the form to your child's doctor and have him/her complete the form by listing the medication(s) needed, dosage, 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 7-18)



## Public Schools of Robeson County

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

Office of the Superintendent

Fecha \_\_\_\_\_

Estimado padre:

Nuestra escuela tiene políticas establecidas para asegurar la administración, sin riesgo alguno, de medicamentos a estudiantes durante el día escolar. Si su hijo(a) debe tomar medicamentos de cualquier tipo durante las horas escolares, incluyendo medicinas compradas sin receta médica, usted tiene las siguientes opciones:

- (1) Usted puede venir a la escuela y darle el medicamento a su hijo(a) a la hora apropiada.
- (2) Usted puede solicitarle a la enfermera o secretaria de la escuela una copia de la solicitud de medicamento. Lleve la solicitud al doctor de su hijo(a) y pídale que complete la solicitud especificando por escrito los medicamentos que se necesitan, la dosis y el número de veces al día que se debe suministrar el/los medicamento(s). Esta solicitud deberá ser completada por el doctor para medicamentos con o sin receta médica. Los medicamentos con receta médica deberán ser traídos a la escuela en el frasco etiquetado por la farmacia que contiene las instrucciones sobre cómo y cuándo se debe administrar el medicamento. Los medicamentos comprados sin receta médica deben ser recibidos en el empaque original y serán administrados de acuerdo a las instrucciones escritas por el médico.
- (3) Usted puede hablar con su doctor sobre un horario alternativo para la administración de los medicamentos (por ejemplo, fuera de horario escolar)
- (4) Automedicación: De acuerdo con la ley de Carolina del Norte G.S. §115C-375.2 y G.S. 115C-375.3, los estudiantes que requieren medicamentos contra el asma, reacciones alérgicas graves (término médico, Anafilaxis) y diabetes pueden automedicarse con autorización del médico, permiso del padre y con un contrato de tenencia de medicamentos entre la escuela y el estudiante.

El personal de la escuela no administrará ningún medicamento a estudiantes a menos que hayan recibido la solicitud médica debidamente completada y firmada por el doctor y el padre o encargado (tutor) y el medicamento haya sido recibido en el empaque debidamente etiquetado. Haciendo justicia con aquellos que administran el medicamento y para proteger la seguridad de su hijo(a), no se concederán excepciones a esta política.

Si tiene preguntas sobre esta política o sobre otros asuntos relacionados con la administración de medicamentos en las escuelas, por favor contacte a la enfermera de la escuela.

Gracias por su cooperación.

(Revised 7/18)





## Estimado Padre/Guardián:

Para poder planear y cubrir las necesidades de cuidado medico de su niño(a) durante el horario escolar necesitamos la siguiente información actualizada del estado de salud de el/ella. Favor de completar este formulario y devolverlo al (a) maestro (a) de su hijo(a) tan pronto sea posible. En caso de necesidad esta información acerca del estado de salud de su hijo(a) pudiera ser compartida con el personal de la escuela.

Estudiante/Student	Escuela/School	Grado/Maestro(a) / Grade/Teacher
Fecha de Nacimiento/ Birth Date	Edad/ Age	Genero/ Gender Masculino/Male Femenino/Female
Padres/Guardián / Contactos en caso de Emergencia	Relación/Relationship	Teléfono/ Phone
Llamar Primero a /Call 1st		Casa/Home: Cell: Trabajo/Work:
Llamar después / Call 2nd		Casa/Home: Cell: Trabajo/Work:

Nombre del Doctor/ Proveedor de Salud del estudiante: \_\_\_\_\_ Teléfono: \_\_\_\_\_

Nombre del dentista del estudiante: \_\_\_\_\_ Teléfono: \_\_\_\_\_

Tiene su hijo/a seguros como Medicaid, Health Choice o Seguros del otro compañía?  Si  No?Si su respuesta es "no" tenemos información sobre seguros gratis o reducido si gusta tener lo?  Si  No?**INDIQUE SI EL ESTUDIANTE HA SIDO DIAGNOSTICADO POR UN PROVEEDOR DE LA SALUD O DOCTOR CON LO SIGUIENTE:**

Condición de la salud/Health Condition	Si	No	Explique si contesto que si
Alergias Severas			Cheque las alergias que aplican Medicamentos Comida Abejas/Insectos Otros Identifique las alergias específicamente ¿Su hijo(a) requiere un Epipen? si no
Asma			Fecha del ultimo ataque de asma: Nombre del medicamento para el asma: ¿Su hijo(a) requiere tomar este medicamento en la escuela? si no
Diabetes			Tipo 1 (Depende de Insulina) Tipo 2 (Medicamento Oral) Medicamento para la diabetes: ¿Su hijo(a) requiere tomar este medicamento en la escuela? si no
Trastornos Epilépticos			Fecha del ultimo Trastorno Epiléptico: Medicamento para la Epilepsia: ¿Su hijo(a) requiere tomar este medicamento en la escuela? si no
Problemas de Corazón			Especifique: Tratamiento:
Hemofilia/Trastornos de sangrado			Especifique: Tratamiento:
Anemia de Hoz celular			Tratamiento:
Intestino/Problemas de la vesícula			Especifique:
Migraña /dolores de cabeza			Que la ocasiona: Tratamiento:
Huesos/Problemas musculares			Especifique: Restricciones en actividades:
Concussion			Especifique: Restricciones en actividades: Date of last concussion:
Salud Mental/Problemas de comportamiento Síndrome de Déficit de Atención (ADD)/ Síndrome de Déficit de Atención con Hiperactividad (ADHD)			Especifique: Tratamiento/Medicamento: Medicamento para ADD/ADHD:
Usa lentes// Contactos			Lentes / Contactos → Para distancia Para leer
Perdida del oído			Perdida del sonido en el oído derecho Perdida del sonido en el oído izquierdo ¿Su hijo(a) usa una prótesis de oído? si no
Otras enfermedades de cuidado			Especifique: Fecha de inicio:
Lesión Seria			Especifique: Fechas(s):
Medicamento (prescripción u OTC) taken on a regular basis			Anote (si no ha sido antes mencionado):

\* Por favor contacte a la enfermera de la escuela si hay algún cambio en el medicamento y/o del estado de salud de su hijo(a). Si su hijo(a) necesita el medicamento en la escuela, se debe llenar el formulario de administración y ser firmado por el doctor del(a) niño(a). Solicite por favor un formulario para la administración de medicamento en la oficina de la escuela.

Firma del Padre/Guardian

Nombre en letra de molde

Fecha

## Reproductive Health and Safety Education Parent Letter

August 7, 2024

Dear Parents and Guardians:

According to G.S. 115C-81 (e1), each year before students participate in reproductive health and safety education or other separate instruction on the prevention of sexually transmitted diseases, including HIV/AIDS, or the avoidance of out-of wedlock pregnancy, parents must be notified of the opportunity to review the materials and objectives that will be used in instruction.

Please receive this letter as official notice that beginning on the first day of school, all materials will be available for sixty (60) days in the administrative building.

Parents may withhold or withdraw consent for their child's participation in all reproductive health and safety instruction or in specific topics such as sexually transmitted diseases, the effectiveness and safety of contraceptive methods, and awareness of sexual assault and sexual abuse. Any parent who wishes to withhold consent must do so in writing to the principal.

If you have any questions or concerns, please contact the Principal or Comecya Scriven, Health Coordinator at (910) 671-6000 ext. 3313



## 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:

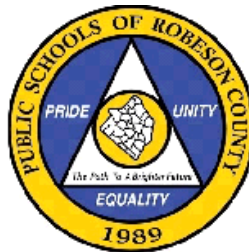
- The District contacts, consults, and can contract with a consultant for asbestos management.
- The District is continuing with the Operations and Maintenance Program as designed for the School District. This ensures that all asbestos materials are kept in good condition.
- Periodic “surveillance” in 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](mailto: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).

**Request for Notification before Non-Exempt Pesticide Applications**

Dear IPM Coordinator, Public Schools of Robeson County:

I am writing to request notification in advance of "Non-Exempt" pesticide applications at my child's school, and/or at the school or other site where I am employed by the Public Schools of Robeson County, as per my legal right as established in the NC School Children's Health Act. I understand this North Carolina state law gives me the right to be notified annually of Public Schools of Robeson County School System's pesticide application schedule or system for scheduling. Further, I understand the same law gives me the right to request notice 72 hours in advance of pesticide applications made outside of any schedule or scheduling system, but the latter only if I request notification ahead of time using the enclosed form. I also understand that notification requirements apply to all "Non-Exempt" pesticide applications at the relevant school or other non-school site (office building, garage, workshop, etc.). Notification applies to both indoor and outdoor pesticide applications and includes applications planned for summer vacation, track outs, holidays, weekends, or after school hours.

Pesticide products exempt from notification requirements include: antimicrobial cleansers, disinfectants, self-contained baits and crack-and-crevice treatments, and any pesticide products classified by the United State Environmental Protection Agency (EPA) as belonging to the US EPA Toxicity Class IV, also known as "relatively nontoxic." In addition, I understand that should a pest control emergency require a pesticide application for which there is not adequate time to notify me 72 hours in advance, I will receive a notice of emergency pesticide use less than 72 hours, or as soon as possible after, the emergency pesticide application. I am requesting notification of pesticide use in the following schools or other sites:

- 1. Name of Student or Employee: \_\_\_\_\_  
School or other site, homeroom or office number: \_\_\_\_\_
- 2. Name of Student or Employee: \_\_\_\_\_  
School or other site, homeroom or office number: \_\_\_\_\_
- 3. Name of Student or Employee: \_\_\_\_\_  
School or other site, homeroom or office number: \_\_\_\_\_
- 4. Name of Student or Employee: \_\_\_\_\_  
School or other site, homeroom or office number: \_\_\_\_\_
- 5. Name of Student or Employee: \_\_\_\_\_  
School or other site, homeroom or office number: \_\_\_\_\_

*I would like my primary notification method to be (please check one):*

- Mail. Mailing address: \_\_\_\_\_
- Phone. Home phone: \_\_\_\_\_  
Work phone: \_\_\_\_\_  
Mobile or other phone: \_\_\_\_\_
- Email. Address: \_\_\_\_\_

*In case of a problem with my primary notification method, I would like my back up notification method to be (please check one):*

- Mail. Mailing address: \_\_\_\_\_
- Phone. Home phone: \_\_\_\_\_  
Work phone: \_\_\_\_\_  
Mobile or other phone: \_\_\_\_\_
- Email. Address: \_\_\_\_\_

I understand that it is my responsibility to maintain communication through the means I have designated above, and that the school is required to try to contact me only once about a pesticide application. If I do not receive the notification because I have not updated my mailing address; my voicemail or answering machine are full or not functioning; or because my email account is not functioning, over quota, or notification from the school is auto-filtered as spam; it is my responsibility to correct the problem. Though they will attempt to alert me to the issue, the school system is not liable.

Sincerely,

Full Name (please print): \_\_\_\_\_  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **100% Tobacco-Free School Policy For The Board of Education for the Public Schools of Robeson County**

The Board of Education for the Public Schools of Robeson County recognizes that the use of tobacco products is a health, safety, and environmental hazard for students, employees, visitors, and school facilities. The board believes that the use of tobacco products in school buildings, in school facilities, on school campuses, and in or on any school property owned or operated by the Public Schools of Robeson County or at school-related or school-sponsored events at any location when in the presence of students or school personnel is detrimental to the health and safety of students, staff and visitors. The Board acknowledges that adult employees and visitors serve as role models for students. The Board recognizes that it has an obligation to promote positive role models in schools and promote a healthy learning and working environment, free from unwanted smoke and tobacco use for the students, employees, and visitors on the school campus. Finally, the board recognizes that it has a legal authority and obligation pursuant to G.S. §115C-407, *Policy prohibiting Tobacco Use in School Buildings, Grounds, and at School Sponsored Events*, as well as the federal *Pro-Children's Act, Title X of Public Law 103-227* and the *No Child Left Behind Act*.

### **Tobacco Use Prohibited**

No student, staff member or school visitor is permitted to use any tobacco product at any time, including non-school hours:

- in any building, facility, or vehicle owned, leased, rented or chartered by the Public Schools of Robeson County;
- on any school grounds and property – including athletic fields and parking lots – owned leased, rented or chartered by the Board of Education for the Public Schools of Robeson County; or
- at any school-sponsored or school-related event on-campus or off-campus.

In addition, school district employees, school volunteers, contractors or other persons performing services on behalf of the school district also are prohibited from using tobacco products at any time while on duty and in the presence of students, either on or off school grounds.

Further, no student is permitted to possess a tobacco product while in any school building, while on school grounds or property or at any school-sponsored or school -related event or at any other time that students are under the authority of school personnel.

Tobacco products may be included in instructional or research activities in public school buildings if the activity is conducted or supervised by the faculty member overseeing the instruction or research and the activity does not include smoking, chewing, or otherwise ingesting the tobacco product.

### **Definition of Tobacco Products and Tobacco Use**

For the purposes of this policy, “tobacco product” is defined to include cigarettes, cigars, blunts, pipes, chewing tobacco, snuff, and any other items containing or reasonably resembling tobacco or tobacco products. “Tobacco use” includes smoking, chewing, dipping, or any other use of tobacco products.

### **Signage**

Signs will be posted in a manner and location that adequately notify students, staff and visitors of/about the 100 percent tobacco-free schools policy.

### **Compliance for Students**

Consequences for students engaging in the prohibited behavior will be provided in accordance with the Public Schools of Robeson County's Student Code of Conduct. The administration supports sanctions that offer education, counseling or cessation support as an alternative to suspension. Parents/guardians will be notified of all violations and actions taken by the school. Suspension will only be used after a student has three or more prior violations or refused to participate in other outlined measures.

#### **Compliance for Staff and Visitors**

Consequences for employees who violate the tobacco use policy will be in accordance with personnel policies and may include verbal warning, written reprimand, or termination. Visitors using tobacco products will be asked to refrain while on school property or leave the premises. Law enforcement officers may be contacted to escort the person off the premises or cite the person for trespassing if the person refuses to leave the school property.

#### **Opportunities for Cessation**

The administration will provide students and employees with information and access to support systems, programs and services to encourage them to abstain from the use of tobacco products.

#### **Prevention Education**

The administration will provide programs or opportunities for students to gain a greater understanding of the health hazards of tobacco use and the impact of tobacco use as it relates to providing a safe, orderly, clean and inviting school environment. The administration will insure, per G.S. 115C-81(a)(11), that the North Carolina Healthful Living Education Standard Course of Study for grades K-9 be taught using sequential, age appropriate, current, accurate, evidenced based curricula and a skills-based approach.

## **SCHOOL POLICIES**

### **STUDENT-TO-STUDENT HARASSMENT POLICY**

The Board of Education for the Public Schools of Robeson County believes that all students are entitled to learn in a safe and supportive school-related environment in which all students are treated with respect and that is free from student-to-student harassment. Accordingly, the board hereby prohibits students from engaging in harassment during the school day and at all extracurricular activities, including school sponsored events away from school and advises students that such conduct, where established by evidence, will result in appropriate disciplinary action, including disciplinary action up to and including expulsion from school and/or criminal prosecution.

It is hereby the policy of the Board of Education for the Public Schools of Robeson County to prohibit harassment based on real or perceived race, color, religion (creed), national origin, marital status, sex, sexual orientation, gender identity and expression, disability, or on the basis of association with others identified by these categories.

#### **A. Informal Resolution**

The board acknowledges that reports of harassment, including sexual harassment, may be addressed informally through such methods as conferences or mediation, and the board encourages the use of such procedures to the extent possible. The informal resolution process is voluntary for both parties. The principal or principal's designee will explain the informal process to each party and will provide each party a copy of the policy on student-to-student harassment. The principal or principal's designee will facilitate the informal resolution process. If an informal process is used, the principal or other appropriate personnel must notify the complainant of his or her option to request formal procedures at any time and must make a

copy of this policy and other relevant policies available. In those circumstances where informal procedures fail to result in a resolution acceptable to the Complainant, are inappropriate or where the complainant requests formal procedures, the complaint will be investigated promptly, impartially and thoroughly according to the following procedures.

## **B. Definitions**

**Accused Harasser:** The student alleged to have harassed the complainant.

**Complainant:** The parent and/or student reporting a complaint that the student was harassed.

**Days:** The 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 receipt of the complaint. 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.

**Harassment:** Harassment means verbal or physical conduct based on the student's real or perceived race, religion (creed), color, national origin, marital status, sex, sexual orientation, gender identity and expression, disability, or on the basis of association with others identified by these categories, that is sufficiently severe, persistent or pervasive to substantially interfere with a student's educational benefits or opportunities.

**Investigator:** The school official responsible for investigating and responding to the complaint (which may be the principal, Title IX coordinator or another designated school official).

**Sexual Harassment:** A form of harassment which means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature made by a student to another student when the conduct is sufficiently severe, persistent or pervasive to substantially interfere with a student's educational benefits or opportunities

## **C. Timelines of Process**

The number of days indicated at each level should be considered a maximum and every effort should be made to expedite the process. Failure by the investigator at any step to communicate a decision within the specified time limit will permit the complainant to appeal the complaint to the next step unless the investigator has notified the complainant of the delay and the reason for the delay, such as the complexity of the investigation or report. The investigator will make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays are not permitted that interfere with the exercise of any legal rights.

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

## **D. General Requirements**

1. No reprisals of any kind will be taken by the board or by an employee of the school district against any complainant or other student or employee on account of his or her participation in a complaint 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 district will consider requests to hear complaints as a group, but the board and school officials have the discretion to respond individually to complainants.
4. The complainant may have a representative, including an attorney, at any stage of the complaint.

5. The office of the superintendent will maintain a record of all filed complaints of harassment. Each record will be assigned a file number. All records will be indexed by complainant and accused harasser. All information concerning a filed complaint will be maintained in the assigned file. Any disciplinary action taken as a result of a filed complaint of harassment will also be maintained in the student's record.

## **E. Process for Complaint**

### **Reporting Complaint**

1. A complaint must be filed in writing as soon as possible, but no longer than thirty (30) days after disclosure or discovery of the facts giving rise to the complaint. For a complaint submitted after thirty (30) days which claims a violation, misapplication or misinterpretation of state or federal law, including discrimination, the superintendent or the superintendent's designee will determine whether the complaint will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay or the ability of the school district 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
2. reporting may significantly impair the ability of the school district to investigate and respond effectively to such complaints.
3. A parent or student should report complaints of harassment to any of the following individuals:
  - Superintendent;
  - Principal or at the school attended by the student; or,
  - The Title IX coordinator.
4. Any employee, including a teacher or counselor, who has reason to believe that a student may have been harassed, including any employee who has witnessed possible harassment or has received reports by the victim or other individual, shall notify the principal immediately. The principal or the principal's designee will promptly investigate any reports and take appropriate action. When an employee notifies the principal of possible harassment, if an initial investigation warrants, the principal will inform the possible victim of harassment about the harassment policy and procedures. The process provided in the policy will be used if at any time a complaint is made by a parent or student.
5. The principal or the principal's designee (hereinafter referred to as the investigator) will investigate the complaint.
6. The investigator will notify the superintendent and Title IX coordinator immediately of the complaint.
7. The investigator, no later than the following school day after a complaint is filed, will explain the process of investigation to the complainant and inquire as to any proposed corrective action.

## Investigation

1. The investigator will impartially, promptly and thoroughly investigate the complaint. The investigator will interview (1) the student who is the victim of the alleged harassment; (2) the accused harasser; and (3) any other individuals, including other possible victims of harassment, who may have relevant information. All parties will be given an opportunity to present witnesses and other evidence during the investigation.
2. Information will be shared only with individuals who need the information in order to appropriately investigate and address the complaint. Any requests by the complainant for confidentiality will be evaluated within the context of the legal responsibilities of the school district. Any complaints withdrawn to protect confidentiality will be indexed in accordance with board policy.
3. In assessing whether the conduct complained of was harassment, the investigator will give consideration to all factual information, the totality of the circumstances, the context in which the alleged incidents occurred, the age and maturity of the complainant and the age and maturity of the alleged harasser.

## Investigator's Report

1. The investigator will make a written report of the findings of the investigation. The investigator will notify the complainant and accused harasser in writing of the results of the investigation within fifteen (15) days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. If additional time is necessary, the investigator will notify the complainant and the accused harasser in writing of the reason additional time is necessary and a projected time for completion of the investigation. The report will specify:
  - a. Whether the complaint was substantiated;
  - b. Whether the accused harasser violated relevant law or board policy by his or her actions (regardless of whether the complaint as submitted is substantiated); and
  - c. If the investigator determines that harassment has occurred, the investigator also will specify:
    1. Reasonable, timely, age-appropriate effective corrective action intended to end the harassment and prevent it from re-occurring;
    2. As needed, reasonable steps to address the effects of the harassment on the complainant;
    3. As needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.
    4. The investigator will submit the full report and investigative findings to the superintendent.
    5. If the corrective steps involve actions outside the scope of the investigator's responsibilities, the superintendent will delegate the responsibility for taking the corrective steps to the appropriate individual.

## **Appeal of Investigator's Report**

1. If the complainant or accused harasser is not satisfied with the results of the investigation, the complainant or accused harasser may appeal the matter to the superintendent. The appeal must be in writing to the superintendent and must be made within ten (10) days of the appealing party being notified by the investigator of the results of the investigation. The superintendent will review the written report of the findings of the investigation and any related documents; conduct any further investigation necessary or take any other steps the superintendent determines to be appropriate in order to decide the appeal. The superintendent will provide a written decision on the appeal within ten (10) days after receiving the appeal to the complainant and accused harasser, unless additional time is necessary to adequately respond to the appeal.
2. If additional time is necessary, the superintendent will notify the complainant and the accused harasser in writing of the reason additional time is necessary and a projected time for completion of the written decision on the appeal.
3. If the complainant or the accused harasser is not satisfied with the superintendent's decision, the complainant or accused harasser may appeal the decision of the superintendent to the board within ten (10) days of receiving the superintendent's decision.
4. The board will review the written report of the findings of the investigation, the superintendent's decision on the appeal and any related documents, direct any further investigation be conducted before making a determination, or take any other steps the board determines to be appropriate in order to decide the appeal. The board will provide a written decision on the appeal within thirty (30) days after receiving the appeal to the complainant and accused harasser, unless additional time is necessary to adequately respond to the appeal. If additional time is necessary, the board will notify the complainant and the accused harasser in writing of the reason additional time is necessary and a projected time for completion of the written decision on the appeal. The decision of the board is final.

### **NO RETALIATION**

The Public Schools of Robeson County prohibits any form of retaliation against individuals who report harassment or who cooperate in the investigation of such reports. In accordance with this policy, the school district will take appropriate disciplinary action for any such retaliation.

[Allegation of Harassment Form I](#)

[Allegation of Harassment Form II](#)

Legal Reference: Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq, 34 C.F.R. pt. 106; Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; Office of Civil Rights, Sexual Harassment Guidance: Harassment of Students by School Employees, Students or Third Parties; 62 Fed. Reg. 12,034 (1997)

**Approved by the Board of Education August 23, 1999**

**Revised by the Board of Education July 9, 2007**



## Notices of Nondiscrimination

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

### Sexual Harassment

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

### Equal Employment Opportunity

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

### Child Nutrition

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

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

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

#### Title IX District Contact:

**Director for Exceptional Children/504**  
Program Services Building  
4320 Kahn Drive; Lumberton, NC 28358  
PO Drawer 2909; Lumberton, NC 28359-2909  
(910) 671-6000  
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#### Title IX School Contact:

Name Shitan Jones  
Title Teacher  
Address/Office \_\_\_\_\_  
Phone 910-737-5232  
Email shitan.jones@robeson.k12.nc.us

For further information on notice of non-discrimination, visit <http://wcdrobcolp01.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.

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

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

All forms of prohibited discrimination and harassment are subject to this policy except for sexual harassment in violation of Title IX of the Education Amendments Act of 1972, which is addressed separately in policies 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, and 1726/4036/7237, Title IX Sexual Harassment Grievance Process.

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

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

## A. Prohibited Behavior

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

### 1. Discrimination

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

### 2. Harassment

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

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

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

### 3. Application of the Policy

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

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

## **B. Reporting Discrimination or Harassment**

### 1. Reporting Suspected Discrimination or Harassment

Any person who believes that he or she has been discriminated against or harassed in violation of this policy or any third person who knows or suspects conduct that may constitute discrimination or harassment in violation of this policy should inform a school official designated in Section C below. Reports also may be made anonymously, including through the anonymous tip line.

### 2. Mandatory Reporting by School Employee

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

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

#### 4. Preliminary Inquiry

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

### **C. Complaints of Discrimination and Harassment**

#### 1. Making a Complaint of Discrimination or Harassment

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

- a. the principal or assistant principal of the school either the alleged victim or alleged perpetrator attends;
- b. the principal, assistant principal, or site supervisor at the location where either the alleged victim or alleged perpetrator is employed;
- c. the senior human resources official (or if the senior human resources official is the alleged perpetrator, the superintendent) if the alleged victim or alleged perpetrator is an employee or applicant for employment;
- d. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability;
- e. the Title IX coordinator, as established in policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, for claims of discrimination on the basis of sex; or
- f. for claims of other forms of prohibited discrimination, the applicable civil rights coordinator as established in Section I of this policy.

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

## 2. Addressing Complaints

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

## 3. Time Period for Making a Complaint

Alleged discrimination or harassment should be reported as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint.

Complaints submitted after the 30-day period may be investigated; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

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

### 1. Investigation

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

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

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

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

- c. If the investigator, after interviewing the complaining party and/or the alleged victim and consulting with the board attorney, determines that the allegations submitted, even if factual, do not constitute discrimination or harassment as defined in this policy or policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, school officials shall address the matter outside the scope of this policy. Information regarding the investigator's determination and any further avenues for addressing the complaint will be provided to the complaining party.
- d. Any investigation conducted must be impartial, prompt, and thorough. The investigator shall investigate the facts and circumstances related to the allegation(s) of discrimination or harassment and give the alleged perpetrator an opportunity to respond to the allegations.

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

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

## 2. Investigator's Findings

- a. If the investigator finds that discrimination or harassment occurred, the investigator shall take or recommend steps to address the discrimination or harassment. The investigator shall assign or recommend appropriate disciplinary consequences for the perpetrator and/or take or recommend other reasonable measures to eliminate the discrimination or harassment, rectify any wrongful impacts, and prevent its recurrence.
- b. If the investigator finds that the conduct did not violate this policy but violated policy 1735/4329/7311, 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.

- c. 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.
- d. The investigator shall inform the alleged victim and alleged perpetrator of the outcome of the investigation.

### 3. Steps to Reasonably End Discrimination or Harassment

- a. The superintendent is responsible for taking or causing appropriate action to be taken in response to discrimination and harassment in violation of this policy. Appropriate action must include:
  - i. reasonable, timely, age-appropriate corrective action intended to end the discrimination or harassment and prevent it from recurring;
  - ii. as needed, reasonable steps to address the effects of the discrimination or harassment on the victim; and
  - iii. as needed, reasonable steps to protect the victim from retaliation as a result of the complaint.
- b. Appropriate steps to end discrimination and harassment may include, but are not limited to, separating the parties, providing counseling for the parties, and/or taking disciplinary action against a perpetrator determined to have violated this policy. The superintendent may take non-punitive measures to end or prevent instances of discrimination or harassment regardless of whether any individual has been found responsible for the discrimination or harassment. The superintendent also may implement or direct the implementation of classroom-wide, school-wide, or school system-wide responses such as additional staff training, harassment prevention programs, and other measures reasonably calculated to end the behavior, eliminate a hostile environment and its effects if one has been created, and prevent recurrence of the behavior.
- c. The applicable civil rights coordinator shall encourage victims of discrimination and harassment to report any subsequent problems and may conduct follow-up inquiries as warranted to determine if there have been any new incidents of discrimination or harassment or any instances of retaliation.

## **E. Appeals**

### **1. Appeals to the Superintendent**

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

### **2. Appeals to the Board**

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

### **3. Discipline Rights Provided by Law**

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

## **F. Retaliation Prohibited**

The board prohibits retaliation against any person for making a report or complaint of a violation of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of a reported violation of this policy. No reprisals will be taken by the board against a complaining party or other individual who makes a good faith report of discrimination or harassment. Any person who is found to have engaged in retaliation will be subject to discipline, up to and including dismissal. Complaints alleging retaliation may be filed according to the grievance processes established in policies 1740/4010, Student and Parent Grievance Procedure, and 1750/7220, Grievance Procedure for Employees. 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 grievance 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 constitute discrimination or harassment; (2) teach employees to identify groups that may be the target of discrimination or harassment; and (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones, and on the Internet.

## **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 or the Equal Employment Opportunities Commission.

The contact information for the Title IX coordinator can be found in policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex. The contact information for the other designated civil rights coordinators is as follows.

- a. The Section 504 Coordinator is: Dr. Sheri Herndon  
Office Address: 100 Hargrave St., Lumberton, NC 28358  
Email Address: [sheri.herndon@robeson.k12.nc.us](mailto:sheri.herndon@robeson.k12.nc.us)  
Phone Number: 910-671-6000 ext. 3542
- b. The ADA Coordinator is: Dr. Windy Dorsey-Carr  
Office Address: 100 Hargrave St., Lumberton, NC 28358  
Email Address: [windy.dorsey-carr@robeson.k12.nc.us](mailto:windy.dorsey-carr@robeson.k12.nc.us)  
Phone Number: 910-671-6000 ext. 3502
- c. The Age Discrimination Coordinator is: Jamal Campbell  
Office Address: 100 Hargrave St., Lumberton, NC 28358  
Email Address: [jamal.campbell@robeson.k12.nc.us](mailto:jamal.campbell@robeson.k12.nc.us)  
Phone Number: 910-671-6000 ext. 3202
- d. The Coordinator for Other Non-discrimination Laws is: Bobby A. Locklear  
Office Address: 100 Hargrave St., Lumberton, NC 28358  
Email Address: [bobby.locklear@robeson.k12.nc.us](mailto:bobby.locklear@robeson.k12.nc.us)  
Phone Number: 910-671-6000 ext. 3108

Legal References: Age Discrimination in Employment Act of 1967, [29 U.S.C. 621 et seq.](#), [34 C.F.R.pt. 110](#); Americans with Disabilities Act, [42 U.S.C. 12101 et seq.](#), [28 C.F.R. pt. 35](#); Boy Scouts of America Equal Access Act, [20 U.S.C. 7905](#), [34 C.F.R. pt. 108](#); Individuals with Disabilities Education Act, [20 U.S.C. 1400 et seq.](#); Rehabilitation Act of 1973, [29 U.S.C. 705\(20\)](#), [794](#), [34 C.F.R. pt. 104](#); Title I of the Genetic Information Nondiscrimination Act of 2008; Title VI of the Civil Rights Act of 1964, [42 U.S.C. 2000d et seq.](#), [34 C.F.R. pt. 100](#); Title V I of the Civil Rights Act of 1964, [42 U.S.C. 2000e et seq.](#), [29 C.F.R. pt. 1604](#); Uniformed Services Employment and Reemployment Rights Act of 1994, [38 U.S.C. 4301 et seq.](#); *Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance*, U.S. Department of Education, Office for Civil Rights (1994), available at <https://www2.ed.gov/about/offices/list/ocr/docs/race394.html>; *Enforcement Guidance on Harassment in the Workplace*, U.S. Equal Employment Opportunity Commission (April 2024), available at [https://www.eeoc.gov/laws/guidance/enforcement-guidance-harassment-workplace?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term=](https://www.eeoc.gov/laws/guidance/enforcement-guidance-harassment-workplace?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=); [G.S. 115C-407.15 through -407.18](#); [126-16](#); [16 N.C.A.C. 6E .0107](#); *Parent Rights &*

*Responsibilities in Special Education*, (N.C. Dept. of Public Instruction, Exceptional Children Division), available at <https://www.dpi.nc.gov/parent-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), Bullying and Harassing Behavior Prohibited (policy 1735/4329/7311), 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), Visitors to the Schools (policy 5020), Community Use of Facilities (policy 5030)

Adopted: September 8, 2020

Revised: January 12, 2021; November 9, 2021; September 10, 2024; September 17, 2024; August 12, 2025

### **Policy Code: 1720/4030/7235 Title IX Nondiscrimination on the Basis of Sex**

The school system does not discriminate on the basis of sex in its education programs or activities and is required by Title IX of the Education Amendments Act of 1972 and federal regulations to not discriminate in such a manner. This requirement extends to admission and employment. The board will not tolerate discrimination on the basis of sex, including any form of sexual harassment as that term is defined under Title IX, in any program or activity of the school system.

#### **A. Inquiries About Title IX**

The board has designated a Title IX coordinator to coordinate its efforts to comply with its responsibilities under Title IX and its implementing regulations. Inquiries about the application of Title IX and its implementing federal regulations may be referred to the Title IX 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 Title IX coordinator is as follows.

The Title IX Coordinator is: Dr. Windy Dorsey-Carr

Office Address: 100 Hargrave St., Lumberton, NC 28358

Email Address: [windy.dorsey-carr@roberson.k12.nc.us](mailto:windy.dorsey-carr@roberson.k12.nc.us)

Phone Number: 910-671-6000 ext. 3502

#### **B. Resolution of Grievances**

The board has established grievance procedures that provide for the prompt and equitable resolution of complaints alleging discrimination on the basis of sex. Any person may report alleged discrimination on the basis of sex, other than sexual harassment, in a school system program or activity occurring against a person in the United States through the process provided in policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law. The board has adopted additional means for reporting sexual harassment specifically. Any person may report alleged sexual harassment in a school system program or activity occurring against a person in the United States in accordance with policy 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process. Those who believe they have been sexually harassed may also file a formal complaint of sexual harassment in accordance with policy 1726/4036/7237, Title IX Sexual Harassment

Grievance Process, to initiate a prompt and equitable resolution through a formal investigation and adjudication or through an informal resolution process. The board encourages students, employees, and applicants to first make a report of sexual harassment in accordance with policy 1725/4035/7236 before filing a formal complaint.

**C. Retaliation Prohibited**

Retaliation against any person for the exercise of rights under Title IX or to interfere with those rights in any way is strictly prohibited and will subject the perpetrator to disciplinary action. The identity of any person who has made a report or complaint of sex discrimination or sexual harassment or who is the alleged perpetrator of sex discrimination or sexual harassment will be confidential unless otherwise required or permitted by law. Complaints alleging retaliation may be filed according to policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law.

**D. Notice of the Board's Policy of Nondiscrimination Based on Sex**

The superintendent is responsible for providing notice of the board's nondiscrimination policy to students and their parents or legal guardians, employees, and applicants for admission or employment. The superintendent shall also ensure that each principal or site supervisor makes a copy of this policy available to those persons. In addition, the following must be posted on the school system website and included in all student and employee handbooks: (1) a statement of the board's policy of nondiscrimination on the basis of sex; (2) contact information for the Title IX coordinator; and (3) a statement that Title IX inquiries may be referred to the Title IX coordinator or to the Assistant Secretary for Civil Rights.

Legal References: Title IX of the Education Amendments Act of 1972, [20 U.S.C. 1681](#) et seq.; [34 C.F.R. Part 106](#); *Grimm v. Gloucester County School Board*, 972 F.3d 586 (4th Cir. 2020)

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), Staff-Student Relations (policy 4040/7310)

Adopted: September 8, 2020

Revised: January 12, 2021; September 22, 2021; November 9, 2021; September 10, 2024; August 12, 2025

**Policy Code: 1725/4035/7236 Title IX Sexual Harassment – Prohibited Conduct and Reporting Process**

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. As provided in policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, the board will not tolerate sexual harassment in the education program and activities of the school system. The board takes seriously all reports and formal complaints of sexual harassment. This Title IX sexual harassment policy specifically prohibits sexual harassment as that term is defined under Title IX. It provides a process for students, employees, and others to report such sexual harassment for response by school officials. All incidents of conduct that could constitute sexual harassment under this policy are to be reported and treated in accordance with this policy, whether or not the incidents may also constitute violations of other board policies or standards of conduct.

Conduct that involves discrimination or harassment on the basis of sex but that does not meet the definition of sexual harassment prohibited by this policy may nevertheless violate other board policies or established standards of conduct and will be treated accordingly. See, for example, policy 1735/4329/7311, Bullying and Harassing Behavior Prohibited, policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, and policy 4040/7310, Staff-Student Relations. Nothing in this policy is intended to limit discipline for violations of other board policies

in such circumstances when appropriate and consistent with law. In addition, nothing in this policy is intended to limit reports to law enforcement when warranted.

Individuals who believe they have been subjected to sexual harassment prohibited by this policy or who have witnessed or have reliable information that another person has been subjected to sexual harassment prohibited by this policy should use the process provided in Section C of this policy to report such violations.

The board also provides a grievance process for those who believe they have been victims of sexual harassment that is designed to achieve prompt and equitable resolution of formal complaints of sexual harassment through a formal investigation and adjudication of the allegations in the complaint or through informal resolution processes. The grievance process is provided in policy 1726/4036/7237, Title IX Sexual Harassment Grievance Process. Affected individuals are encouraged to report sexual harassment in accordance with the process provided in Section C of this policy before filing a formal complaint to initiate the grievance process.

The superintendent is responsible for ensuring that effective notice of this policy is provided to students, parents, employees, and applicants for admission or employment.

#### **A. Prohibited Behavior**

Students, school system employees, volunteers, and visitors are expected to behave in a civil and respectful manner. The board expressly prohibits sexual harassment 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. Sexual harassment prohibited under Title IX and by this policy is conduct *on the basis of sex* occurring in a school system education program or activity that satisfies one or more of the following:

1. an employee of the school system conditioning the provision of an aid, benefit, or service of the school system on an individual's participation in unwelcome sexual conduct;
2. unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school system's education program or activities. This determination requires consideration of all the facts and circumstances, including, but not limited to, the ages and disability statuses of the harasser and the victim and the number of individuals involved and their authority;
3. sexual assault, defined as an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation (FBI UCR). The FBI UCR classifies as sex offenses (1) any sexual act (i.e., rape, including sodomy and sexual assault with an object, and fondling) directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity (including due to the influence of drugs or alcohol) or because of age and (2) unlawful sexual intercourse (i.e., statutory rape and incest);
4. dating violence, which means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim, with the existence of such a relationship determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship;
5. domestic violence, which includes crimes committed by a current or former spouse or intimate partner of the victim under North Carolina family or domestic violence laws and also includes the use or attempted use of physical abuse or sexual abuse, or a pattern of any other coercive behavior committed, enabled, or solicited to gain or maintain power and control over a victim, including verbal, psychological, economic, or technological abuse that may or may not constitute criminal behavior, by a person who (1) is a current or former

spouse or intimate partner of the victim, or a person similarly situated to a spouse of the victim; (2) is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; (3) shares a child in common with the victim; or (4) commits acts against a youth or adult victim who is protected from those acts under North Carolina family or domestic violence laws; or

6. stalking, which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress.

Conduct that satisfies this standard is not sexual harassment for purposes of this policy if the conduct occurred (1) outside the United States or (2) under circumstances in which the school system did not have substantial control over both the harasser and the context in which the harassment occurred.

All references to "sexual harassment" in this policy mean sexual harassment that meets this definition.

Examples of conduct on the basis of sex that would be considered sexual harassment if the conduct satisfies the criteria above include, but are not limited to: unwelcome sexual advances; requests for sexual favors; and other verbal or physical conduct of a sexual nature, such as deliberate, unwelcome touching that has sexual connotations or is of a sexual nature; suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats; pressure for sexual activity; continued or repeated offensive sexual flirtations, advances, or propositions; continued or repeated verbal remarks about an individual's body; sexually degrading words used toward an individual or to describe an individual; sexual assault; sexual violence; the display of sexually suggestive drawings, objects, pictures, or written materials; posting sexually suggestive pictures of a person without the person's consent; and forwarding pornographic material depicting a classmate or other member of the school community. Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature may also constitute sexual harassment.

## **B. Definitions**

The following additional definitions apply in this policy.

### **1. Report**

A report is an oral or written notification that an individual is an alleged or suspected perpetrator or victim of sexual harassment.

Making a report initiates the interactive process with the complainant described in Section D.1, below. No disciplinary action will be taken against a respondent for sexual harassment based on a report alone.

### **2. Formal Complaint**

A formal complaint is a document signed and filed with the Title IX coordinator by a complainant or signed by the Title IX coordinator alleging sexual harassment against a respondent and requesting that school officials investigate the allegation(s). Filing a formal complaint initiates the grievance process set forth in policy 1726/4036/7237, Title IX Sexual Harassment Grievance Process.

At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activities of the school system.

### **3. Complainant**

The complainant is the individual(s) who is alleged to be the victim of conduct that could constitute sexual harassment.

### **4. Consent**

Consent must be informed and freely and affirmatively given through mutually understandable words or actions that indicate a willingness to participate in the sexual

activity. Consent can be withdrawn at any time. There is no consent when there is force, expressed or implied, or when coercion, intimidation, threats, or duress is used. Whether a person has taken advantage of a position of influence over another person may be a factor in determining consent. Silence or absence of resistance does not imply consent. Consent to one type of sexual activity does not amount to consent to another type of activity. Prior consent or sexual relations with the same person do not imply future consent. The fact that both people are in a relationship does not, by itself, establish consent. A person cannot consent if they are unconscious, asleep, or impaired to the extent that they do not understand what is going on. Minors under the age of 16 are incapable of giving consent to sexual activity with a person more than four years older than the minor. Consent may never be given by mentally disabled persons if their disability was reasonably knowable to a sexual partner who is not mentally disabled. Consent between parties engaging in sexual activity does not prevent the school system from taking disciplinary action against the parties for violation of any other board policy.

5. Respondent

The respondent is the individual(s) who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

6. Grievance Process

Grievance process means the process for investigating and reaching a final determination of responsibility for a formal complaint of sexual harassment. The sexual harassment grievance process is set out in policy 1726/4036/7237.

7. Title IX Coordinator

The Title IX coordinator is a school official who is designated to coordinate the school system's response to sexual harassment and allegations of sexual harassment. Contact information for the Title IX coordinator is posted on the school system's website and listed in policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex.

8. Supportive Measures

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the school system's education program and activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the school system's educational environment, or deter sexual harassment. Supportive measures available to the parties include, but are not limited to, counseling, mental health services referral, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring, and other similar measures determined by school officials to be necessary to protect the safety or educational or employment activities of a party.

9. Days

Days are calendar days unless specified otherwise.

10. Student(s)

"Student(s)" means the student and/or the student's parent or legal guardian unless the context clearly indicates otherwise. When the complainant or respondent is a student, references to those terms also include the student's parent or legal guardian unless the context clearly indicates otherwise.

## 11. Actual Knowledge

“Actual knowledge” means a school employee has notice of sexual harassment or allegations of sexual harassment.

### C. Reporting Sexual Harassment

#### 1. Student Reports

Any student who believes he or she is a victim of sexual harassment occurring in the school system’s education programs or activities is encouraged to report the matter to the student’s principal or to the Title IX coordinator. Reports may also be made to a teacher, counselor, assistant principal, teacher assistant, or any other school employee. Middle and high school students may also report sexual harassment through the anonymous tip line, but school officials may be limited in their ability to respond if the report does not identify the complainant.

#### 2. Mandatory Reporting by School Employees and Board Members

Any employee or member of the board of education who has actual knowledge of sexual harassment or allegations of sexual harassment occurring in the education program or any activity of the school system must report that information immediately to the Title IX coordinator.

Any of the following confers “actual knowledge” and must be reported immediately:

- a. a report of sexual harassment from a student or other person;
- b. the employee or board member witnesses conduct that is or reasonably could be sexual harassment; or
- c. the employee or board member discovers evidence of sexual harassment, such as sexualized graffiti on school property, or otherwise has reliable information or reason to believe that a student, employee, or other individual may have been sexually harassed in violation of this policy, even if no one has reported the sexual harassment.

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. An employee with actual knowledge of possible sexual harassment in violation of this policy who does not promptly report the conduct and/or take proper action as required by this subsection, or who knowingly provides false information about the incident, will be subject to disciplinary action, up to and including dismissal.

Any doubt about whether particular conduct is possible sexual harassment must be resolved in favor of reporting the conduct.

The mandatory reporting required by this section is in addition to required reporting under policies 4040/7310, Student-Staff Relations, and 4240/7312, Child Abuse and Related Threats to Child Safety, where the conduct at issue requires a report under either of those policies.

#### 3. Reporting by Others

All other members of the school community are strongly encouraged to report any act that may constitute an incident of sexual harassment in violation of this policy to the school principal, the Title IX coordinator, or the superintendent.

4. Content of the Report

To the extent possible, reports should be sufficient to put school officials on notice of conduct that could constitute sexual harassment. Employees making mandatory reports should provide as much detail about the alleged sexual harassment as is known, unless such disclosure would violate law or standards of professional ethics. Reports, other than mandatory reports by employees, may be made anonymously, but anonymous reports may limit the school system's ability to respond fully if the alleged victim is not identified.

5. Time Period for Making a Report

Reports by students and third parties can be made at any time. During non-business hours, reports can be made by using the contact information for the Title IX coordinator provided on the school system's website and in policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex. A report should be made as soon as possible after disclosure or discovery of the facts giving rise to the report. Delays in reporting may impair the ability of school officials to investigate and respond to any subsequent formal complaint.

School employees and board members with actual knowledge of sexual harassment must report that information immediately, as provided in subsection C.2 above.

**D. School Officials' Response to Actual Knowledge of Sexual Harassment**

As required to meet the school system's obligations under Title IX, school officials shall respond promptly and impartially to actual knowledge of alleged sexual harassment in a manner that is not deliberately indifferent. A response that is not deliberately indifferent is one that is not clearly unreasonable in light of the known circumstances and includes, at a minimum, the provision of supportive measures to the complainant, as described in this section.

Consistent with this duty, school officials shall respond to all reports of conduct that could constitute sexual harassment in accordance with this section. However, a report alleging conduct that is not sexual harassment as defined in this policy is not subject to this policy but may be referred to appropriate school officials as a possible violation of other board policies.

1. Title IX Coordinator Initiates Interactive Process with Complainant

Upon receiving a report of alleged sexual harassment, the Title IX coordinator shall promptly contact the complainant and the complainant's parent or guardian confidentially. This contact must occur within three days, excluding weekends, absent extenuating circumstances. The Title IX coordinator shall also notify the principal of the report and, if an employee is the complainant or respondent, the senior human resources official or designee.

When contacting the complainant and parent or guardian, the Title IX coordinator shall do all of the following during the contact and shall document the same:

- a. offer supportive measures;
- b. consider the complainant's wishes with respect to supportive measures;
- c. explain that supportive measures are available with or without the filing of a formal complaint; and
- d. explain the process for filing a formal complaint with the Title IX coordinator and the response required of the school system when a complaint is filed, including all the following:
  - i. that a formal complaint will initiate the grievance process described in policy 1726/4036/7237, Title IX Sexual Harassment Grievance Process;
  - ii. that a formal complaint may be filed with the Title IX coordinator in person, by mail, or by electronic mail;

- iii. the major steps in the grievance process, including (1) a notice of the allegations that will be provided to the respondent that includes identification of the complainant and the allegations made; (2) an investigation of the allegations of sexual harassment in which both parties will have opportunity to have an advisor, present witnesses, review evidence, pose written questions of the other party, and receive a copy of the investigative report; (3) a decision on responsibility in which a decision-maker objectively evaluates all relevant evidence and determines whether the respondent engaged in the alleged sexual harassment in violation of this policy; and (4) the opportunity for either party to appeal the decision;
  - iv. the approximate time frame for concluding the grievance process;
  - v. that school officials will treat both parties equitably by (1) providing remedies to the complainant if the respondent is found responsible, and (2) by not imposing disciplinary sanctions on the respondent without first following the grievance process set forth in policy 1726/4036/7237;
  - vi. the circumstances under which a formal complaint might be consolidated with other formal complaints or dismissed; and
  - vii. that the Title IX coordinator may have an obligation to initiate the grievance process in the absence of a formal complaint filed by the complainant and the time frame in which that decision will be made.
2. Title IX Coordinator Arranges Implementation of Supportive Measures  
After considering the complainant's wishes, the Title IX coordinator shall arrange the effective implementation of appropriate supportive measures unless, in the exercise of good judgment, the Title IX coordinator determines that supportive measures should not be provided. If supportive measures are not provided to the complainant, the Title IX coordinator shall document why supportive measures were not provided and why not providing supportive measures is not deliberately indifferent to known sexual harassment. If the complainant is a student with a disability, the Title IX coordinator may need to consult with appropriate school personnel to determine whether adjustments to the student's IEP or Section 504 plan are needed to implement any supportive measures to be provided and/or whether the student's plan necessitates any adjustment to the proposed supportive measures.
3. Title IX Coordinator Determines Whether to Sign a Formal Complaint  
If the complainant declined to file a formal complaint within the designated time period following the interactive process described above, the Title IX coordinator shall determine on a case-by-case basis whether to sign, i.e., file, a formal complaint to initiate the grievance process.  
The Title IX coordinator should file a formal complaint (1) if the respondent is a school employee and the complainant is a student; and (2) in other cases where, in the exercise of good judgment and in consultation with the school attorney as appropriate, the coordinator determines that a grievance process is necessary to comply with the obligation not to be deliberately indifferent to known allegations of sexual harassment. Credibility or merit of the complaint shall not be considered in making the determination. A decision by the Title IX coordinator to sign a formal complaint is not to be construed as supportive of the complainant or in opposition to the respondent or as an indication of whether the allegations are credible or have merit, or whether there is evidence sufficient to determine responsibility. Signing a formal complaint does not make the Title IX coordinator a complainant or party to the complaint nor relieve the Title IX coordinator from any responsibilities under this policy.  
The Title IX coordinator shall document the decision of whether to sign a complaint and the reasons for that decision.

4. Presumption of Non-responsibility of Respondent and Bar on Disciplinary Sanctions without Due Process

The respondent identified in any report alleging sexual harassment under this policy will be presumed not responsible for the alleged conduct until the respondent's responsibility is conclusively established through the grievance process outlined in policy 1726/4036/7237, Title IX Sexual Harassment Grievance Process.

No disciplinary sanction or other action that is not a supportive measure, including but not limited to (1) short or long-term suspension, expulsion, or transfer to an alternative school or program for student-respondents and (2) suspension, demotion, or dismissal for employee-respondents, may be imposed for a violation of this policy unless the respondent agrees to a specific disciplinary sanction or action in an informal resolution or has been determined to be responsible for the sexual harassment at the conclusion of a grievance process that complies with the process in policy 1726/4036/7237. An employee-respondent, however, may be placed on administrative leave during the pendency of the grievance process if consistent with applicable state and federal laws. Notwithstanding the limitation just described, respondents are subject to emergency removal as described in the next paragraph.

5. Emergency Removal of Respondent from School or Employment

Any respondent is subject to removal from the school system's education program and activities, or any part of the program or activities, on an emergency basis if a school-based threat assessment team conducts an individualized safety and risk analysis and determines that removal is justified because the person poses an immediate health or safety threat to any person arising from the allegations of sexual harassment. A removal under this subsection includes a transfer of a student to an alternative education program consistent with policy 3470/4305, Alternative Learning Programs/Schools. A schedule change, and/or removing a student from an extracurricular activity is also considered a removal under this subsection where such action would not otherwise constitute a supportive measure.

The emergency removal may take place regardless of whether a formal complaint has been filed. However, any such removal must be consistent with federal and state law, including any applicable law protecting the rights of individuals with disabilities. The respondent shall receive notice of the removal and an opportunity to challenge the decision in an informal hearing with the superintendent or designee immediately following the removal.

An employee may be placed on administrative leave with or without pay during the pendency of the grievance process set out in policy 1726/4036/7237, Title IX Sexual Harassment Grievance Process, if consistent with state law and in accordance with any applicable requirements of state law.

The superintendent or designee shall document all emergency removal decisions under this subsection, including the immediate threat to health or safety that justified the removal.

6. Supportive Measures

Supportive measures will be available to both the complainant and respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Supportive measures will remain confidential to the extent that maintaining such confidentiality does not impair the ability to provide the supportive measures. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

#### E. **Grievance Process for Formal Complaints**

The grievance process for formal complaints of sexual harassment under this policy is set out in policy 1726/4036/7237, Title IX Sexual Harassment Grievance Process. The policy also provides an informal resolution process for complainants who seek an alternate means of resolution to their complaint.

As described in subsection D.3 above, the Title IX coordinator may also initiate the grievance process, as needed.

#### F. **Records**

The Title IX coordinator shall create and maintain for a period of seven years records of all reports and formal complaints of sexual harassment. For each report or formal complaint, the coordinator shall document the following:

1. any actions, including any supportive measures, taken in response to the report or formal complaint;
2. that school officials have taken measures that are designed to restore or preserve equal access to the school system's education program and activities;
3. why school officials believe their response to the report or complaint was not deliberately indifferent; and
4. if supportive measures were not provided to the complainant, why that was not clearly unreasonable in light of the known circumstances.

In conjunction with the superintendent, the Title IX coordinator shall also maintain for seven years all materials used to train the Title IX coordinator, investigators, decision-makers, and any person who facilitates an informal resolution process. These materials will be made publicly available on the school system's website.

Legal References: Title IX of the Education Amendments Act of 1972, [20 U.S.C. 1681 et seq.](#), [34 C.F.R. pt. 106](#); [Gebser v. Lago Vista Independent School District](#), 524 U.S. 274 (1998); [Davis v. Monroe County Board of Education](#), 526 U.S. 629 (1999); [G.S. 115C-335.5](#)

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), Bullying and Harassing Behavior Prohibited (policy 1735/4329/7311), Alternative Learning Programs/Schools (policy 3470/4305), Staff-Student Relations (policy 4040/7310), Child Abuse and Related Threats to Child Safety (policy 4240/7312)

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## **Policy Code: 1726/4036/7237 Title IX Sexual Harassment Grievance Process**

The process provided in this policy is designed for those who believe that they have been sexually harassed in violation of policy 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, and wish to file a formal complaint. School officials shall follow the grievance process established in this policy when responding to all formal complaints of sexual harassment.

The superintendent is responsible for notifying students and their parents or legal guardians, employees, and applicants for admission or employment of this policy and ensuring that each principal or site supervisor provides a copy of this policy to these persons.

### **A. Definitions**

All definitions in policy 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, are incorporated by reference and have the same meaning when used in this policy, including all references to “sexual harassment” in this policy.

The following additional definitions apply in this policy.

#### **1. Investigator**

The investigator is the school official responsible for investigating and responding to a formal complaint.

#### **2. Decision-Maker**

The decision-maker is the school official responsible for making a determination regarding responsibility in response to an investigation of sexual harassment triggered by a formal complaint.

#### **3. Investigative Report**

The investigative report is a written account of the findings of the investigation conducted in response to a formal complaint.

#### **4. Remedies**

Remedies are individualized measures provided to a complainant designed to restore or preserve the complainant’s equal access to the education program and activities of the school system when a respondent is found responsible for sexual harassment. Remedial measures available to a complainant following a determination of responsibility include counseling, mental health services referral, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, escort services, mutual or one-way restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring, and other measures determined by school officials to be necessary to restore or preserve the complainant’s equal access to the education program and activities, regardless of whether such measures impose a burden on the respondent or are punitive or disciplinary in nature.

#### **5. Disciplinary Sanctions**

Disciplinary sanctions are consequences imposed on a respondent when the respondent is found responsible for sexual harassment.

## **B. Filing a Formal Complaint to Initiate the Grievance Process**

A formal complaint initiates the grievance process.

### **1. Individuals Who May File a Formal Complaint**

#### **a. Eligible Complainants**

Eligible individuals who believe that they have been sexually harassed in violation of policy 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, may initiate the grievance process for alleged sexual harassment by filing a formal written complaint with the Title IX coordinator. To be eligible to file a formal written complaint, the complainant must be participating in or attempting to participate in the education program or activities of the school system at the time of filing.

#### **b. The Title IX Coordinator**

If the complainant does not wish to file a formal complaint and the matter has not been adequately resolved through the provision of supportive measures, the Title IX coordinator may initiate the grievance process by signing a formal complaint. In accordance with law, only the complainant and the Title IX coordinator may initiate the grievance process; no other individuals or school officials shall have authority to do so.

### **2. Time Period for Filing a Formal Complaint**

There is no deadline for filing a complaint. A complaint should be filed as soon as possible after the conduct occurs, preferably within 30 days after the complainant becomes aware of the alleged sexual harassment, unless the conduct forming the basis for the complaint is ongoing. School officials will initiate the grievance process regardless of when the formal complaint is submitted, but delays in reporting may significantly impair the ability of school officials to investigate and respond to the allegations.

In addition, in some circumstances it may be necessary for the Title IX coordinator to sign a formal complaint to initiate the grievance process in order to meet the school system's legal obligations when the coordinator is aware of sexual harassment or alleged sexual harassment and the complainant has not yet filed a formal complaint. The Title IX coordinator can do so at any time.

### **3. Contents of the Formal Complaint**

The complaint should (1) contain the name and address of the complainant and the student's parent or guardian if the complainant is a minor student, (2) describe the alleged sexual harassment, (3) request an investigation of the matter, and (4) be signed by the complainant or otherwise indicate that the complainant is the person filing the complaint.

### **4. How to File the Formal Complaint**

The complaint may be filed with the Title IX coordinator in person, by mail, or by email. Complaint forms may be obtained from the Title IX coordinator or on the school system website.

### **5. School System's Response to Receipt of the Formal Complaint**

- a. Upon receipt of a formal complaint of sexual harassment, the Title IX coordinator shall engage in an interactive process with the complainant, consider the provision of supportive measures in light of the complainant's wishes, provide supportive measures as appropriate, and otherwise fulfill the requirements of Section D of policy 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, unless the Title IX coordinator has already done so in response to an initial report of the same allegation of sexual harassment.

- b. School officials reserve the right to consolidate formal complaints against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. The Title IX coordinator shall advise the complainant if the formal complaint will be consolidated with others.  
The formal complaint initiates the grievance process as described below.

**C. General Principles of the Grievance Process for Formal Complaints**

To ensure a complete, thorough, and fair grievance process for formal complaints of sexual harassment, school officials responsible for the investigation, adjudication, or appeal of a formal complaint of sexual harassment shall comply with the following requirements. Failure by any school official to comply with these requirements or other standards or procedures established in this policy is cause for disciplinary action.

**1. Equitable Treatment**

Complainants and respondents must be treated equitably throughout the grievance process. Relevant evidence collected in the investigation of a formal complaint must be evaluated objectively. No individual designated as a Title IX coordinator, investigator, decision-maker, or appeal decision-maker will have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The complainant and respondent shall be provided an equal opportunity to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be an attorney. If a party elects to be represented by an attorney, the party should notify school officials in advance so that an attorney for the school system may also be present. Any restrictions on advisor participation in any proceeding must be applied equally to both parties.

The complainant and respondent will both be provided a description of the range of supportive measures available to them.

**2. Adequate Training**

The Title IX coordinator, and all persons serving as Title IX investigators, decision-makers, or appeal decision-makers shall receive training on what constitutes sexual harassment, the scope of the school system's education program and activities, how to conduct an investigation and grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Decision-makers will be trained on any technology to be used at a live hearing and on issues of relevance of questions and evidence.

Materials used to train coordinators, investigators, decision-makers, and appeal decision-makers will not rely on sex stereotypes and shall promote impartial investigations and adjudications of sexual harassment. Copyright restrictions will be taken into consideration in selecting training materials in order to comply with the school system's legal obligation to make all training materials available on the school system's website.

**3. Presumption of Non-Responsibility/Innocence**

At all times prior to a determination regarding responsibility by the decision-maker, there will be a presumption that the respondent is not responsible for the alleged conduct.

4. **Burden of Proof and Production of Evidence**  
The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility will at all times rest on the school system and not on the complainant or respondent. Formal rules of evidence shall not apply in the grievance process.
5. **Written Notice of Meetings and Other Proceedings**  
Parties whose participation is invited or expected at any hearing, investigative interview, or other meeting will be provided written notice of the event's date, time, location, participants, and purpose with sufficient time for the party to prepare to participate.
6. **Confidentiality and Privacy**  
The school system will keep confidential the identity of any individual who has made a report or formal complaint of sexual harassment, any complainant, any respondent, and any witness, except as may be permitted by FERPA, as required by law, or as necessary to carry out a Title IX proceeding. A violation of this provision may constitute retaliation.  
All meetings, hearings, or other proceeding conducted pursuant to this policy will be private except to the extent that the parties are permitted to be accompanied by others as provided in subsection C.1 above.  
School officials shall not access, consider, disclose, or otherwise use a party's medical, mental health, or other records that are made or maintained by a professional or paraprofessional in connection with the provision of treatment to the party without the party's voluntary written consent.
7. **No Disclosure of Privileged Information**  
No person acting on behalf of the school system shall require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
8. **Timeliness of Process**  
School officials shall make a good faith effort to conduct a fair, impartial grievance process in a timely manner designed to provide all parties with a prompt and equitable resolution. It is expected that in most cases, the grievance process will be concluded through the adjudication phase within 90 days after filing the formal complaint. The board reserves the right to extend this time frame or any deadline contained in this policy for good cause with written notice to the parties of the delay and the reason for the delay. Good cause may include but is not limited to the absence of the parties or witnesses, concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities.  
The Title IX coordinator or other responsible school official shall make reasonable efforts to keep the complainant and respondent apprised of progress being made during any period of delay.

## D. The Grievance Process for Formal Complaints: Part I – Investigation

### 1. Step 1 – Notice of Allegations

- a. Upon the filing of a formal complaint, the Title IX coordinator shall, within five school business days, provide the known parties written notice of the allegations that includes:
  - i. notice of the allegations of sexual harassment in sufficient detail to permit the parties to prepare a response before any initial interview, including:
    - a) the identities of the parties involved, if known;
    - b) the conduct allegedly constituting sexual harassment; and
    - c) the date and location of the alleged incident, if known;
  - ii. a copy of this policy to give notice of the school system’s grievance process, including the investigative and adjudication procedures, and any informal resolution process available;
  - iii. notice that the parties may have an advisor of their choice and that either party may inspect and review any evidence;
  - iv. notice of the provision in board policy 4340, School-Level Investigations, that prohibits students and employees from knowingly making false statements or knowingly submitting false information during the grievance process; and
  - v. a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process.
    - b. If during the investigation, the investigator decides to investigate allegations of sexual harassment not included in the initial notice provided above, notice of the additional allegations will be provided to the parties.

### 2. Step 2 – Review Grounds for Dismissal of the Formal Complaint

The Title IX coordinator shall review the allegations and determine whether the formal complaint must be dismissed without further investigation because the conduct alleged in the formal complaint, even if assumed true, would not constitute sexual harassment as defined in this policy, did not occur in the school system’s education program or activities, or did not occur against a person in the United States. Such a dismissal does not preclude action under another provision of the Code of Student Conduct, board policy, or expected standards of employee behavior. The complaint will not be dismissed at this stage on the basis that the allegations are frivolous, without merit, or otherwise unfounded.

Upon a dismissal, the Title IX coordinator must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. The parties have the right to appeal the decision as provided in Section F.

The Title IX coordinator shall refer the matter that was the subject of the dismissed complaint to the principal for further action as warranted.

### 3. Step 3 – Initiating the Investigation

If the complaint may proceed, the Title IX coordinator shall notify the appropriate investigator, who shall investigate the formal complaint.

- a. In order to provide a neutral and objective investigation, the investigator shall not be a party to the complaint under investigation. The investigator of a formal complaint is ordinarily determined as described below; however, the Title IX coordinator, in consultation with the superintendent, may determine that conflict of interest, bias, or other individual circumstances warrant the assignment of a different investigator.
  - i. If the respondent is a student, the investigator is the principal or designee of the school with jurisdiction over the incident.
  - ii. If the respondent is an employee or applicant for employment, the investigator is the senior human resources official or designee.
  - iii. If the respondent is neither a student nor an employee/applicant for employment, the principal of the school/site supervisor at which the complainant is enrolled or employed shall be the investigator.
  - iv. Notwithstanding the above designations, (1) if the respondent is the senior human resources official, the superintendent shall investigate the complaint; (2) if the respondent is the superintendent or a member of the board, the Title IX coordinator shall immediately notify the board chair who shall direct the board attorney to investigate, unless the board chair determines that outside counsel should be engaged to investigate.
- b. The investigator may request assistance from the Title IX coordinator to conduct the investigation.
- c. The Title IX coordinator and the investigator shall jointly assess the need for supportive measures for either party, including assessing the effectiveness of any supportive measures currently being provided to the complainant, and, as necessary, will implement appropriate measures in a timely manner and monitor the effectiveness of the measures during the pendency of the investigation and prior to a final determination regarding responsibility. Supportive measures provided to the complainant or respondent will be maintained as confidential to the extent that maintaining such confidentiality does not impair the ability to provide the supportive measures.
- d. The investigator shall explain the process of the investigation to the complainant and respondent.

#### 4. Step 4 – Conducting the Investigation

The investigator is responsible for gathering evidence sufficient to reach a determination of whether the allegations in the formal complaint are true and whether the facts as determined by the investigator establish that sexual harassment as defined in this policy occurred. In so doing, the investigator shall impartially, promptly, and thoroughly investigate the complaint.

- a. The investigator shall interview all individuals who may have relevant information, including (1) the complainant; (2) the respondent; (3) individuals identified as witnesses by the complainant or respondent; and (4) any other individuals who are thought possibly to have relevant information. Prior written notice shall be provided to a party whose participation is invited or expected for any investigative interview or meeting in accordance with subsection C.5 above. The investigator shall provide the complainant and respondent an equal opportunity to present fact and expert witnesses and other evidence tending to prove or disprove the allegations.
- b. The investigator shall ensure that the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the school system and not on the complainant or respondent.
- c. The investigator shall not restrict the ability of either party to gather and present relevant evidence or to discuss the allegations under investigation.

- d. The formal complaint and the investigation will be kept confidential to the extent possible. 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. Any requests by the complainant or respondent for further confidentiality will be evaluated within the context of the legal responsibilities of the school system.

The investigator may, with approval of the Title IX coordinator, dismiss the formal complaint or any allegations therein if at any time during the investigation or decision-making process: (1) the complainant notifies the Title IX coordinator in writing that he or she would like to withdraw the formal complaint or any allegations therein; (2) the respondent is no longer enrolled or employed by the school system; or (3) specific circumstances prevent school officials from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein. Upon dismissal, the Title IX coordinator shall promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. The parties have the right to appeal the decision as provided in Section F.

The investigator may consider the matter that was the subject of the dismissed complaint for action in accordance with board policy for violation of other expected standards of student or employee behavior.

#### 5. Step 5 – Investigative Report and Opportunity to Review Evidence

- a. The investigator shall prepare an investigative report that fairly summarizes the relevant evidence.
- b. Before completing the final report, the investigator shall send to each party and the party's advisor, if any, in hard copy or electronically, all the evidence collected which is directly related to the allegations raised in the formal complaint. The parties shall have 10 days to submit a written response for the investigator's consideration before the investigator finalizes the investigative report.
- c. Following the parties' opportunity to respond to the written evidence, the investigator shall finalize the written investigative report, including a recommendation on the question of responsibility and any recommended discipline sanction.
- d. The investigator shall provide a copy of the report to each party and the party's advisor, if any, for their review and written response. The investigator shall also notify the parties of the opportunity to submit written questions to the other party and witnesses as provided in subsection E.2 below. The parties shall have 10 days to provide a written response to the investigative report, along with the party's initial set of written questions.
- e. The investigator shall provide to the decision-maker a copy of the investigative report, the relevant evidence, and the parties' written responses to the report and initial sets of written questions. The investigator shall also provide a description of the procedural steps taken, starting with the receipt of the formal complaint and continuing through the preparation of the investigative report, and including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence.

#### E. **The Grievance Process for Formal Complaints: Part II – Adjudication**

The superintendent or designee (hereinafter "superintendent") shall serve as the decision-maker. In his or her role as decision-maker, the superintendent shall provide for the exchange of questions between the parties and a decision on responsibility in a manner consistent with state law and as provided below.

##### 1. Step 1 – Student's Opportunity to Request a Hearing

In cases where the respondent is a student, after the investigative report has been sent to the parties, both parties shall have three school business days to request a hearing. If either party requests a hearing, the long-term suspension hearing procedures described in policy 4370, Student Discipline Hearing Procedures, shall be followed, except that (1) both parties shall have the right to participate in the hearing to the extent

required by Title IX; (2) all the evidence sent to the parties pursuant to subsection D.5.b above will be made available at the hearing to give each party equal opportunity to refer to such evidence during the hearing; and (3) prior to the hearing, both parties shall have a limited opportunity to submit and respond to written questions and follow-up questions as provided below.

## 2. Step 2 – Exchange of Questions and Answers

Whether or not there will be a hearing and regardless of whether the respondent is a student, after the parties are sent the investigative report, the superintendent shall provide the parties an opportunity to submit written, relevant questions that the party wants asked of any other party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party in accordance with a reasonably prompt time frame established by the superintendent. The parties shall submit their initial set of written questions at the time they submit their response to the investigative report as described in subsection D.5.d above.

- a. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior will be considered not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's sexual behavior with respect to the respondent and is offered to prove consent.
- b. The superintendent must explain to the party proposing the questions any decision to exclude questions as not relevant.

## 3. Step 3 – Decision on the Question Regarding Responsibility

Following the exchange of questions and/or hearing as described above, the superintendent shall decide the question regarding responsibility, any disciplinary action, and any other measures the superintendent deems appropriate. The superintendent shall consider all the relevant evidence objectively, including evidence in the investigative report, any testimony of witnesses at the hearing, if one was held, and any additional information provided by the parties through the exchange of questions and responses as provided in subsection E.2 above.

Based on an objective evaluation of the evidence, the superintendent shall determine whether the preponderance of the evidence supports a finding that the respondent is responsible for sexual harassment in violation of board policy, and if so, what disciplinary sanction will be imposed. Remedies will be provided to the complainant if the respondent is found responsible.

## 4. Step 4 – Written Determination Regarding Responsibility

The superintendent shall issue a written determination regarding responsibility simultaneously to both parties that includes:

- a. identification of the allegations potentially constituting sexual harassment under board policy;
- b. a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- c. findings of fact supporting the determination;
- d. conclusions regarding the application of board policy and/or the Code of Student Conduct or expected standards of employee behavior to the facts including whether, the respondent engaged in prohibited sexual harassment or other proscribed conduct;
- e. a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions imposed on the respondent (which may be a recommendation to the board for discipline that is beyond the authority of the superintendent or other decision-maker), and whether remedies designed to restore or

preserve equal access to the school system's education program and activities will be provided to the complainant;

- f. the procedures and permissible bases for the complainant and respondent to appeal; and any other notices that are required to accompany the decision under state law, such as when the superintendent imposes a long-term suspension or recommends dismissal of an employee.

#### **F. Grievance Process for Formal Complaints: Part III – Appeal**

The parties shall have the right to appeal to the board of education the determination regarding responsibility, the outcome of any disciplinary proceeding, and any dismissal of a formal complaint or any allegations therein. If a party appeals both the determination regarding responsibility and the outcome of a disciplinary proceeding, both matters will be heard by the board at the same time. If both parties appeal, the appeals will be heard at the same time.

##### **1. Deadline and Grounds for Appeal**

Either party may appeal by submitting a request in writing to the superintendent within three school business days of receiving the determination regarding responsibility, unless the party is entitled to a longer appeal period under state law or board policy.

Any longer appeal period applicable to one party shall apply equally to the other party.

The grounds for appeal may be any of the following:

- a. procedural irregularity that affected the outcome of the matter;
- b. new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- c. the Title IX coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter;
- d. the disciplinary sanction is inappropriate or unreasonable; or
- e. any other basis provided by law or board policy governing appeals to the board.

##### **2. Notice of the Appeal**

In all appeals, the other party will be notified in writing when an appeal is filed and be provided a copy of the appeal.

##### **3. Appeal Procedures**

- a. The board will hear the appeal. Unless otherwise required by law, the board may designate a panel of two or more board members to hear and act on behalf of the board.
- b. Appeal procedures will be implemented equally for both parties and will follow the procedures in policy 2500, Hearings Before the Board, modified as necessary to allow equal participation of the parties.

If the appeal includes an appeal of a disciplinary sanction, the procedures in policy 4370, Student Discipline Hearing Procedures; policy 7940, Classified Personnel: Suspension and Dismissal; or policy 7930, Professional Employees: Demotion and Dismissal, shall also apply as applicable.

- c. After the notice of appeal is provided, both parties will be given 10 days to submit a written statement in support of, or challenging, the outcome. If the basis of the appeal is newly available evidence affecting the outcome, the party shall submit such evidence or a summary of such evidence along with the party's written statement.
- d. The board will review the record and the written argument of the parties submitted on appeal, determine whether additional information is needed from any party, and take any other steps that the board determines to be appropriate in order to respond to the appeal.

#### 4. Decision on Appeal

- a. After considering the record and written statements of the parties, the board will determine whether the grounds for the appeal have been substantiated.
- b. If substantiated, the board will determine the appropriate response, which may include a remand for a new investigation, a new decision, or both, or such other action as the board determines is needed to correct the error in the original proceedings.
- c. The board will provide a written decision describing the results of the appeal and rationale for the result within thirty days after receiving the appeal unless the decision is delayed for good cause. The written decision will be provided simultaneously to both parties.

#### 5. When the Decision Becomes Final

If an appeal is timely filed, the determination regarding responsibility becomes final at the conclusion of the appeal process. However, if the decision on appeal is remand, the determination regarding responsibility does not become final until that process, including any appeal of the proceedings on remand, is concluded. If an appeal is not filed, the determination regarding responsibility becomes final after the three-day appeal period.

The superintendent shall ensure that a copy of the final decision is provided to the Title IX coordinator and shall confer with the Title IX coordinator regarding any remedies to be provided to the complainant, as described in subsection G.4 below.

### **G. Disciplinary Consequences, Remedies, and Other Responses for Substantiated Sexual Harassment**

#### 1. Disciplinary Consequences for Students

Disciplinary consequences for substantiated sexual harassment will be assigned in accordance with the Code of Student Conduct. Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, expulsion. In addition, the conduct also may be reported to law enforcement, as appropriate.

A student recommended for a long-term suspension or expulsion will have all applicable rights accorded by board policy and state law. A student with disabilities will have all rights accorded by law, including the right to a manifestation hearing before the imposition of a suspension exceeding 10 cumulative days in a school year.

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. However, false or malicious complaints of sexual harassment and false statements made in bad faith in the course of any grievance proceeding conducted pursuant to this policy are subject to disciplinary action.

Nothing in this policy will preclude the school system from taking disciplinary action against a student when the evidence does not establish sexual harassment as defined in this policy but the conduct violates other board policy and/or the Code of Student Conduct.

2. Disciplinary Consequences for Employees

Substantiated sexual harassment by employees is subject to discipline up to and including dismissal. In addition, the conduct may also be reported to law enforcement, as appropriate.

An employee recommended for suspension, demotion, or dismissal shall have all applicable rights accorded by board policy and state law.

Nothing in this policy will preclude the school system from taking disciplinary action against an employee when the evidence does not establish sexual harassment as defined in this policy, but the conduct violates other board policy or expected standards of employee behavior.

3. Consequences for Other Perpetrators

Volunteers and visitors who engage in sexual harassment will be directed to leave school property and/or be reported to law enforcement, as appropriate, in accordance with policy 5020, Visitors to the Schools. A third party under the supervision and control of the school system will be subject to termination of contracts/agreements, restricted from access to school property, and/or subject to other consequences, as appropriate. Nothing in this policy will be construed to confer on any third party a right to due process or other proceedings to which student and employee respondents are entitled under this policy unless such right exists under law.

4. Remedies

At the conclusion of the grievance process, the superintendent or other decision-maker shall confer with the Title IX coordinator to determine the remedies to be provided to the complainant when the respondent is found responsible for sexual harassment. The Title IX coordinator shall consult with the complainant in determining appropriate remedies.

The Title IX coordinator shall be responsible for the effective implementation of the remedies to be provided to the complainant.

5. Consideration of Need for More Extensive Response

If the superintendent determines that a school-wide or system-wide response is needed in order to respond to the sexual harassment in a way that is not clearly unreasonable under the circumstances, the superintendent shall provide additional staff training, harassment prevention programs, or such other measures as determined appropriate to protect the safety of the educational environment and/or to deter sexual harassment.

**H. Informal Resolution**

The board provides informal resolution processes to resolve some formal complaints of sexual harassment without a full investigation and adjudication. Informal resolution is not available unless a formal complaint is filed and will not be used to resolve formal complaints alleging that an employee sexually harassed a student. Further, school officials shall never condition an individual's enrollment, employment, or other rights on an agreement to waive the individual's right to a formal investigation and adjudication of a formal complaint.

The Title IX coordinator, or other school official in consultation with the Title IX coordinator, may offer the parties an informal process to resolve a formal complaint at any time prior to reaching a final determination regarding responsibility. Before using an informal resolution process, school officials must ensure that both parties have given voluntary, informed, written consent to attempt informal resolution. Accordingly, the Title IX coordinator, investigator, or decision-maker shall:

1. provide the parties (including the parent of a minor) a written notice disclosing:
  - a. the allegations;
  - b. the nature and requirements of the informal resolution process, including that if the parties agree to a resolution of the matter, the agreement precludes either party from resuming a formal complaint process arising from the same allegations; and
  - c. any consequences that could result from participating in the informal resolution process, including whether records will be maintained and could be shared; and
2. obtain the parties' voluntary, written consent to the informal resolution process.

Any agreement reached by the parties through informal resolution may include measures that are designed to restore or preserve the parties' equal access to the education program and activities, including measures that may be punitive or disciplinary in nature.

Any informal process should be completed within a reasonable period of time, not to exceed 60 days from filing the complaint unless special circumstances necessitate more time. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

#### I. **Retaliation Prohibited**

Any act of retaliation or discrimination against any person for the purpose of interfering with any right or privilege secured by Title IX or because the person has made a report or filed a formal complaint or testified, assisted, or participated or refused to participate in any investigation, proceeding, or hearing involving sexual harassment is prohibited. 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.

Complaints alleging retaliation are to be treated as claims of sex discrimination and may be filed in accordance with policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex.

#### J. **Records**

The superintendent or designee shall maintain for a period of seven years records of the following:

1. each sexual harassment investigation including:
  - a. any determination regarding responsibility;
  - b. any audio or audiovisual recording or transcript from any live hearing;
  - c. any disciplinary sanctions imposed on the respondent; and
  - d. any remedies provided to the complainant designed to restore or preserve equal access to the school system's education program and activities;
2. any appeal and the result therefrom;
3. any informal resolution and the result therefrom; and
4. in conjunction with the Title IX coordinator, all materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. These materials will be made publicly available on the school system's website.

Legal References: Family Educational Rights and Privacy Act, [20 U.S.C. 1232g](#); Title IX of the Education Amendments Act of 1972, [20 U.S.C. 1681 et seq.](#), [34 C.F.R. pt. 106](#); [Gebser v. Lago Vista Independent School District](#), 524 U.S. 274 (1998); [Davis v. Monroe County Board of Education](#), 526 U.S. 629 (1999)

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), 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), Prohibition Against Retaliation (policy 1760/7280), Hearings Before the Board (policy 2500), School-Level Investigations (policy 4340), Student Discipline Hearing Procedures (policy 4370),

Visitors to the Schools (policy 5020), Professional Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

Adopted: September 8, 2020

Revised: January 12, 2021; November 9, 2021

Repealed: September 10, 2024; August 12, 2025

## NC Driver Eligibility

### LOSE CONTROL – LOSE YOUR LICENSE (NC STATE LAW)

Effective July 1, 2000, the Lose Control, Lose Your License law became effective. Listed below are questions and answers that you might have regarding the law:

#### What does the law do?

The law will suspend a student's permit or license for one year. The legislation directs public schools, community colleges, and non-public schools to notify the North Carolina Division of Motor Vehicles whenever a student is given expulsion/suspension for more than 10 consecutive days or assignment to an alternative educational setting for more than 10 consecutive days for the following reasons:

- the possession or sale of alcoholic beverage or illegal controlled substance of property
- the possession or use on school property of a weapon or firearm that resulted in disciplinary action under G.S. 115 C.-391 (dl) or that could have resulted in that disciplinary action if the conduct had occurred in a public school
- the physical assault on a teacher or other school personnel on school property

#### What is school property?

The physical premises of the school, school buses or other vehicles under the school's control or contract and that are used to transport students, and other school-sponsored or school-related activities that occur on or off the physical premises of the school.

#### How will DMV be notified?

The state automated driver's license system (SADLS) will be used to notify DMV.

#### Who is affected by this legislation?

Students who are at least 14 years old or who are rising eighth graders on or after July 1, 2000, are subject to this law.

*Note: Students who were issued a North Carolina driver's permit or license before December 1, 1997 or who are 18 years old cannot be charged under the law. However, the year's suspension can go beyond the student's 18th birthday.*

#### What about students who turn 18?

Unlike the "Dropout Prevention/Driver's License" law that stops when student turns 18 years old, the "Lose Control" law does not stop at age 18. It is possible for student to have his or her license suspended as a 17 ½ year old. If the student is unable to demonstrate exemplary behavior, then he or she will be 18 ½ before being eligible to drive.

#### What happens if the parent does not give consent?

A Driving Eligibility Certificate will not be issued if the parent does not give consent.

#### How can student's driving privileges be restored?

Contact the Public Schools of Robeson County at (910) 671-6000

**NOTICE**  
**Release of Student and Directory Information**

Student and Directory Information is specific identifying data about a student designated by a school system as that which can be shared with others who have the need to know without parental consent. Student and Directory Information is not considered critical to a student's privacy rights and may be disclosed under certain circumstances without obtaining written consent as long as parents are informed through public notice of the type of information designated. Parents have the right to refuse disclosure of Student and Directory Information but must do so in writing.

Schools release Student and Directory Information on a routine basis for honor rolls, graduation lists, athletic team lists, school pictures, etc. Additionally, information about your child may appear in various ways such as newspaper articles, on television broadcasts, in radio broadcasts, on displays, or in District and/or school brochures and newsletters. Agencies, organizations, and business that have documented need to know information also receive Student and Directory Information.

Student and Directory Information eligible for release includes: a student's name, address, telephone listing, date and places of birth, major field of study, participation in activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent prior school attended, and similar information.

The National Defense Authorization Act for Fiscal Year 2002 requires access by military recruiters to students, under certain conditions, and to secondary school students' names, addresses, and telephone listings unless the parent chooses to opt out and signs the request to not release Student and Directory Information.

You may choose not to have your child's Student and Directory Information release by the school by completing the Opt Out request form below.

<b>Parental Opt Out Request</b> <b>To Not Release Student &amp; Directory Information</b>	
I choose not to have Student and Directory Information for my child(ren), _____, _____ released by the school. I understand by completing this request that my child's Student and Directory Information will not be released.	
Date	Parent(s) Signature

Schools must give parents notice of their right under this law. Each year schools must notify parents of enrolled students of their rights under the law, the location where copies of the unit's pupil records policies may be obtained, and the right to file a complaint with the U.S. Department of Education if they believe requirements of the pupil records law are not being observed. When the primary language of the home is other than English, school units must notify in a manner that will enable parents to understand their rights.

## Policy Code: 7130 Licensure

The board intends to comply fully with all licensure requirements of the Elementary and Secondary Education Act, state law, and State Board of Education policies.

### A. Licensure and Other Qualification Requirements

- A. Except as otherwise permitted by the State Board of Education or state law, a person employed in a professional educator position must hold at all times a valid North Carolina professional educator's license appropriate to his or her position.
- B. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board policy.
- C. The board may employ candidates entering the teaching profession from other fields who hold a residency license or an emergency license.
- D. In extenuating circumstances when no other appropriately licensed professionals or persons who are eligible for a residency license are available to fill a position, the board may employ an individual who holds a permit to teach issued by the State Board of Education.

### B. Exceptions to Licensure Requirements

#### A. Adjunct CTE Instructors

An unlicensed individual who meets the adjunct hiring criteria established by the State Board of Education for a specific career and technical education (CTE) career cluster may be employed as an adjunct CTE instructor for up to 20 hours per week or up to five full consecutive months of employment, provided the individual first completes preservice training and meets all other statutory requirements for serving as an adjunct instructor established by [G.S. 115C-157.1](#).

#### 2. Adjunct Instructors in Core Academic Subjects, Fine and Performing Arts, and Foreign Languages

In accordance with [G.S. 115C-298.5](#), an unlicensed faculty member of a higher education institution who meets the adjunct hiring criteria established by the State Board of Education may be employed as a temporary adjunct instructor for specific core academic subjects, fine and performing arts, and foreign language courses in grades kindergarten through twelve provided the individual first completes preservice training and meets all other statutory and State Board of Education requirements.

In addition, an individual with a related bachelor's or graduate degree may be employed as a temporary adjunct instructor to teach high-school level courses in core academic subjects, fine and performing arts, and foreign language in the individual's area of specialized knowledge or work experience provided the individual first completes preservice training required under [G.S. 115C-298.5\(a1\)](#).

#### 3. Interim Principals

A retired former principal or assistant principal may be employed as an interim principal for the remainder of any school year, regardless of licensure status.

#### 4. Cherokee Language and Culture Instructors

An individual approved to teach in accordance with an MOU entered into pursuant to [G.S. 115C-270.21](#) will be authorized to teach Cherokee language and culture classes without a license.

#### 5. Driver Education Instructors

An individual not licensed in driver education, is authorized to work as a driver education instructor if the individual holds Certified Driver Training Instructor status according to minimum standards established by State Board of Education Policy [DRIV-003](#).

6. Service Members and their Spouses Relocating to North Carolina

A service member or the spouse of a service member who is under military orders to relocate to North Carolina, is in possession of a current educator's license from another jurisdiction, and meets any other conditions established by [50 U.S.C. 4025a](#) or State Board of Education Policy [LICN-001](#) will be considered to hold a valid North Carolina educator's license until the military orders expire or June 30th of the year in which the military orders expire, whichever is later.

C. **Beginning Teacher Support Program**

The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and the Department of Public Instruction and kept on file for review. The plan must be aligned to the State Board of Education's beginning teacher support program standards and, when monitored, must demonstrate proficiency. The school system will also participate in implementing a regionally-based annual peer review and support system.

Teachers with fewer than three years of teaching experience will be required to participate in the Beginning Teacher Support Program.

D. **License Conversion**

Teachers must meet all requirements of the State Board of Education in order to move from an initial professional license or residency license to a continuing professional license or to move from a continuing professional license to a lifetime license.

E. **License Renewal**

Licensure renewal is the responsibility of the individual, not of the school system. Any employee who allows a license to expire must have it reinstated prior to the beginning of the next school year. A teacher whose license has expired is subject to dismissal.

The school system may offer courses, workshops, and independent study activities to help school personnel meet license renewal requirements. Any renewal activity offered must be consistent with State Board of Education policy. In addition, the superintendent or designee shall develop a procedure to determine the appropriateness of any credit offered in advance of renewal activities.

Decisions regarding the employment of teachers who fail to meet the required proficiency standard for renewal of a continuing professional license will be made in accordance with [G.S. 115C-270.30\(b\)\(4\)](#) and applicable State Board of Education requirements. The superintendent or designee shall determine the professional development required of a teacher whose continuing professional license has reverted to an initial professional license and/or has expired due to performance issues. The superintendent or designee may authorize or direct principals to prescribe professional development to such employees in accordance with the employee's demonstrated deficiencies.

Although lifetime license holders do not have to complete continuing education credits to maintain licensure, the superintendent may require them to participate in professional development opportunities as a condition of employment. (See policy 1610/7800, Professional and Staff Development.)

F. **Reporting Misconduct**

Any superintendent, assistant superintendent, associate superintendent, personnel administrator, or principal who knows, has reason to believe, or has actual notice of a complaint that a licensed employee has engaged in misconduct that (1) would justify automatic revocation of the employee's license pursuant to [G.S. 115C-270.35\(b\)](#), has resulted in a criminal charge or indictment for any of the crimes listed in [G.S. 115C-270.35\(b\)](#), involved the infliction of physical injury against a child or student other than by accident or in self-defense, or involved any sexual contact with a child or student, and (2) resulted in

termination of employment, nonrenewal of an employment contract, suspension without pay, disciplinary action, or resignation shall report the misconduct in writing to the State Board of Education within five days of the termination, nonrenewal, suspension, disciplinary action, or resignation. If the employee resigns within 30 days of a complaint for misconduct or during an ongoing investigation of a complaint, the alleged misconduct is presumed to have resulted in the resignation.

In addition, if a licensed employee is dismissed, is demoted, does not have an employment contract renewed, or resigns as the result of conduct that is not covered by the preceding paragraph but that may otherwise justify disciplinary sanctions against the employee's license under [16 N.C.A.C. 6C .0604](#), the superintendent or designee shall report the conduct in writing to the State Board of Education within 30 days of the dismissal, demotion, nonrenewal, or resignation.

#### G. **Parental Notification**

At the beginning of each school year, school system officials shall notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC qualification and licensing criteria for the grade level(s) and subject area(s) in which the teacher provides instruction; whether the teacher is teaching under emergency or other provisional status through which North Carolina qualification or licensing criteria have been waived; whether the teacher is teaching in the field of discipline of his or her certification; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications.

The school system will give notice within 10 school days to the parents of children who have been assigned or, after four consecutive weeks, have been taught by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

#### H. **Equitable Distribution of Teachers**

The superintendent shall assess whether low-income, minority, learning disabled, and/or English learners are being taught by inexperienced, ineffective, or out-of-field teachers at higher rates than students who do not fall into these categories and shall develop a plan to address any such disparities. If DPI does not require such a plan of the LEA, the superintendent is not required to develop a plan under this subsection unless he or she determines that one is needed to address inequities within the school system.

Legal References: Elementary and Secondary Education Act, [20 U.S.C. 6301 et seq.](#); [50 U.S.C. 4025a](#); [34 C.F.R. 200.55-57](#), [200.61](#); [G.S. 115C art. 17E](#); [115C-157.1](#), [-270.15](#), [-270.20](#), [-270.21](#), [-270.35](#), [-284](#), [-295](#), [-298.5](#), [-325\(e\)\(1\)\(m\)](#) (applicable to career status teachers), [-325.4\(a\)\(12\)](#) (applicable to non-career status teachers), [-326.20](#), [-333](#), [-333.1](#); [16 N.C.A.C. 6C .0602](#), [.0604](#), [.0605](#), [.0608](#); State Board of Education Policies [CTED-004](#), [DRIV-003](#), [DRIV-004](#), [EVAL-004](#), [EVAL-023](#), [EVAL-034](#), [EVAL-035](#), [LICN-001](#), [LICN-005](#), [LICN-007](#), [LICN-021](#), [LICN-022](#), [TCED-016](#); *Beginning Teacher Support Program Handbook* (NCDPI) available

at <https://sites.google.com/dpi.nc.gov/ncref/bt-support-program-resources>

Cross References: Professional and Staff Development (policy 1610/7800)

Adopted: June 14, 2011

Revised: November 10, 2020; November 9, 2021; February 14, 2023; February 13, 2024; June 11, 2024; December 10, 2024; August 12, 2025

# ATTENDANCE POLICY

We expect students to be in school every day. The PSRC attendance policy will be in effect for high school courses. Students missing more than 5 days in any particular course/class will automatically fail the course unless they appeal their attendance issue. This is to be done with Administration and staff. Appeals hearings will be held at the end of each semester.

Student attendance is taken for each class during the day, i.e. period attendance. They can have perfect attendance in 1<sup>st</sup> and 2<sup>nd</sup> periods, but have an absence in 3<sup>rd</sup> and 4<sup>th</sup> periods if they leave early. Seat time must be made up regardless of the absence being excused or unexcused. This can be done by conferencing with teachers. We will have make-up time after school monthly for students to make-up days.

## ROBESON COUNTY PUBLIC SCHOOLS ATTENDANCE POLICY:

### Student Attendance Procedure

#### I. STUDENT ATTENDANCE K-13

##### A. Lawful Absences

1. Excusable absences permitted by N.C. State Board of Education Attendance Rules:

- a. Illness or injury
- b. Quarantine
- c. Death in family
- d. Medical/dental appointments
- e. Court proceedings
- f. religious observances
- g. Educational opportunity
- h. Suspension
- i. Expulsion

##### B. Unlawful Absences

Unlawful (unexcused) absences are defined as the student's willful absences from school without the knowledge of the parents/guardians, or the student's absences from school without justifiable causes with the knowledge of parents/guardians.

##### C. Homebound Placements

Homebound placements are based on medical recommendations and students are credited as in attendance when pre-approved by the appropriate official of the Guilford County Schools

##### D. Make-Up Work

Students are responsible for all work missed when absent from school. Immediately upon returning to school students must make arrangements with his/her teacher(s) to make up all work (assignments, tests, projects, etc.) missed while absent.

#### **E. Absence Documentation Requirement**

All absences require a written note from the parent/guardian explaining the absence(s). The student should deliver the note to school authorities (teacher, attendance office official, etc.) as soon as possible

upon his/her return to school. Failure to submit such notes within 3 school days after returning to school will result in an unlawful absence being recorded. Parents/guardians are requested to contact school officials immediately when unanticipated absences occur. All anticipated periods of absence should be reported to school officials prior to the period of absence. Such absences should receive prior approval by school officials. Prior approval is required for any student departing from campus once he/she has arrived; this approval is required throughout the school day. Students must follow a sign-out procedure as established by the school.

#### **F. Attendance Awards**

A student qualifies for an Attendance Award by being in attendance each day that school is in session during an entire school year. In addition, high schools have the option of allowing students with an "A" average in a class and no more than 3 absences or a "B" average in a class with no more than 2 absences to be exempt from the exam at the end of each semester. (Note: Course exams required by the state are not eligible to be exempted.) **Seniors only.**

#### **G. Definition of being "in attendance"**

To be considered "in attendance", a student must be present in the school for at least one-half of the school day (or one-half of the class for class attendance in secondary schools) or at a place other than the school with the approval of school officials to attend an authorized school activity. Such activities include, but may not be limited to, field trips, athletic contests or other competitions, student conventions, music festivals or concerts or similar activities approved by the school.

#### **H. Unlawful Absence Disciplinary Actions**

Unlawful absence will result in conferences with parents/guardians. Unlawful absence and/or truancy may lead to disciplinary action to include court proceedings involving parents and/or students if the student is less than sixteen years of age. North Carolina statutes (G.S. 115C-378) require attendance until age 16.

## HIGH SCHOOL ATTENDANCE REQUIREMENTS

Records are kept on each student's attendance for the duration of each course. Each student's attendance record, for the purpose of this procedure, is assessed during the length of the course. School attendance has been identified as a critical component to academic success. According to SACS (Southern Association of Colleges and Schools) accreditation standards, course credit is granted based on defined performance criteria and a minimum of 130 clock hours of instruction. In order to achieve academic success and receive course credit, students must meet the following attendance requirements.

## NOTIFICATION OF ABSENCES

The following schedule will be used to notify parents/guardians of student absences:

- After 3 absences
- After 6 absences
- After 10 absences

Notification will be given when an unlawful absence occurs. Methods of notification vary from school to school but can include personal telephone messages, computer-generated telephone messages, letters, and home visits. CAUTION: Parents should monitor their student's attendance closely; notifications sent by the school can follow the actual absence by a number of days due to time needed for processing, mailing, etc. Students under the age of 16 years will receive notification under North Carolina General Statute (G.S. 115C-378). The law states that "Unlawful absences will result in conferences with parents/guardians. Unlawful absences and/or truancy may lead to disciplinary action to include court proceedings involving parents and/or students if a student is less than sixteen years of age. North Carolina General Statute (G.S. 115C-378) requires attendance until age sixteen."

**Attendance Notes:** A note from a parent or guardian will be expected when students are absent. All notes are due within three school days after a student's return.

**Field trips:** Students are considered "present" in school when on field trips and other school sponsored activities. Ask your attendance staff or school administrator when clarification is needed; refer to each individual school's procedure.

**Time required in class:** Attendance in class for at least one-half of the class period is required for the student to be counted "present".

## STUDENT ATTENDANCE APPEALS PROCEDURE

Students in grades 9-13 under the 4x4 instructional day can only have 5 absences. It does not matter if the absence is "excused" or "unexcused". If the student has more than 5 absences in a class, then an appeal form is to be submitted to the Principal's office for that class. Each class with more than 5 absences is to be appealed. The appeal form is reviewed by a committee at school. The committee will review the appeal. The student and parent/guardian must come in for the hearing.

It is the student's responsibility to appeal all classes with more than 5 absences. Any student who needs to appeal should see the teacher of the class that the overage is in and they together should fill in the appeal form. The student then should return the form to the Office. The appeals committee must review all appeals and decide what should be done with the appeal.

## DAILY POLICIES

**Student identification:** Students are expected to have their Early College/RCC ID on them at all times. IDs are made at the beginning of each school year. The initial one is free; replacements will be \$5.00 each.

**Check-in & check-out:** Parents may sign students out for appointments or emergencies from the Early College Administrative Office. When possible, please schedule these before or after school, so the student does not have to miss class, preferably between classes. When signing out your child, please remember that your child **MUST** be present for at least 45 minutes of each high school class to be counted present for that class period. Please make every effort to keep early dismissals and lost time to a minimum for the sake of your child's education. Students will not be able to be released early after 2:45 pm. Please do not pick students up from the parking lot without signing them out. We must be able to account for all our students at all times. Parents, please do not have students run errands for you. Technically they can be counted as skipping if not signed out properly.

### STUDENT INFORMATION:

#### CHANGE OF ADDRESS, TELEPHONE NUMBER AND GUARDIANSHIP

If there are changes to any of the following, please notify Mrs. Hazel Hunt, Secretary or Ms. Meropi Hawkins, Data Manager:

- Your last name (first, middle, and last name),
- Street address (911 address),
- \* Mailing address (include post office box, if applicable),
- Telephone number(s). You may also provide a cell phone number.
- Your guardian (the person you reside with other than your parent(s)),

It cannot be stressed enough for you to provide correct, up-to-date information because of emergencies that may be encountered during the school day or at an extended event sponsored by the school.

### TARDY POLICY

Students are expected to be in class on time. Please be advised of the five (5) minutes given between each class for transition. This includes advisement/tutoring as well. Tardy is defined as arriving late. The following consequences will be used with students tardy to class:

- 1 Tardy: Verbal Warning
- 2 Tardies: Parent Contact
- 3 Tardies: After school detention
- 4 Tardies: Parental Conference
- 5 Tardies: Saturday Academy/Suspension

## RESTRICTED AREAS AND BEHAVIORS

STUDENTS ARE NOT ALLOWED TO LEAVE CAMPUS AT ANYTIME BETWEEN 8:30 AM AND 3:30 PM WITHOUT PARENTAL PERMISSION AND MUST CHECK OUT THROUGH THE OFFICE.

Students are allowed 5 minutes to move from one class to another. (See Tardy policy)

Cell phones and other electronic devices are to be used responsibly. Failure to comply with these rules will result in disciplinary action.

Students are not allowed in Building 8 prior to 8:25 am. Except for inclement weather. Students are not allowed in buildings unless they are scheduled for a class at that time.

During lunch, students are to be in the student center, the areas outside the student center or outside Building 8. Students are not allowed to be in the parking lot or to leave campus during lunch. Other areas will be considered unassigned and disciplinary action may result.

Any time a student is not in class time should be utilized in a constructive way. That would include the use of the Library or the Learning Center for studying. A student should not be spending an extended amount of time in the Student Center during the instructional day.

Students are not to play card games on campus.

Students are not to engage in Public Display of Affection (PDA) while on campus, on school buses, or in vans. This includes prolonged hugging and/or kissing.

## HONOR CODE

Any student who knowingly engages in or attempts to engage in plagiarism or falsification shall be subject to disciplinary action. The following actions specifically are prohibited:

1. **Cheating**, including the giving or receiving of any authorized assistance or unfair advantage on any form of academic work;
2. **Plagiarism**, including the copying of the language, structure, ideas and/or thought of another and representing it as one's own original work; and
3. **Falsification**, including a verbal or written statement that is knowingly untrue but is represented as the truth.

Students guilty of this offense will receive the following consequences:

- 1<sup>st</sup> Offense-zero on assignment, conference, and afterschool detention
- 2<sup>nd</sup> Offense-zero on assignment, conference and Suspension

## **Policy Code: 4318 Use of Wireless Communication Devices**

The board recognizes that cellular phones and other wireless communication devices are an important tool through which parents communicate with their children and through which students gather information. The board also understands that excessive use of wireless communication devices may pose significant health and social risks for students. Therefore, to balance these interests and the needs of students, parents, and the school community, the board limits the use of wireless communication devices as provided in this policy. Principals may establish additional limitations on the use, possession, or display of wireless communication devices consistent with this policy.

### **A. Definitions**

For the purposes of this policy, the following definitions apply:

1. "Instructional time" is the time during which students are assigned to a teacher for the primary purpose of instruction.
2. A "wireless communication device" is any portable wireless device that has the capability to provide voice, messaging, or other data communication between two or more parties, including but not limited to cellular telephones, tablet and laptop computers, paging devices, two-way radios, gaming devices, and smart watches.

### **B. Authorized Use During Instructional Time**

Students are permitted to possess wireless communication devices on school property so long as the devices are not turned on, used, or displayed during instructional time or as otherwise directed by school rules or school personnel.

Additionally, individual students may use wireless communication devices as required by the student's individualized education program or Section 504 plan or to manage the student's health care in accordance with a documented medical condition. Teachers and administrators may authorize individual students to use their device, provided that they supervise the students, in the event of an emergency, such as, but not limited to personal health emergency, arrange after-school transportation, or need for school to communicate with parents or guardians.

### **C. Authorized Use During Non-Instructional Time**

Although use generally is permitted before and after school, use of wireless communication devices may be prohibited on school buses when noise from such devices interferes with the safe operation of the buses. In addition, elementary and middle school students who participate in after-school programs are prohibited from using wireless communication devices during such programs.

### **D. Consequences for Unauthorized Use**

School employees may immediately confiscate any wireless communication devices that are on, used, or displayed in violation of this policy. In general, the confiscated device will be returned to the student at the end of the school day. However, an administrator may require a student's parent to recover a confiscated device if the student has repeatedly violated this policy.

The disciplinary consequences for violations of this policy 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 violations of this policy.

The following factors should be considered when determining appropriate consequences: whether the wireless communication device was used (1) to reproduce images of tests, obtain unauthorized access to school information, or assist students in any aspect of their instructional program in a manner that violates any school board policy, administrative regulation, or school rule; (2) to bully or harass other students; (3) to send illicit text messages; (4) to take and/or send illicit photographs; or (5) in any other manner that would make more severe disciplinary consequences appropriate.

#### **E. Search of Wireless Communication Devices**

In accordance with policy 4342, Student Searches, a student's wireless communication device and its contents, including, but not limited to, text messages and digital photos, may be searched whenever a school official has reason to believe the search will provide evidence that the student has violated or is violating a law, board policy, the Code of Student Conduct, or a school rule. The scope of such searches must be reasonably related to the objectives of the search and not excessively intrusive in light of the nature of the suspected infraction.

#### **F. Liability**

Students are personally and solely responsible for the security of their wireless communication devices. The school system is not responsible for the theft, loss, or damage of personal wireless communication device.

Legal References: [G.S. 115C-36](#), [-76.100](#), [-390.2](#)

Cross References: Student Behavior Policies (policy 4300), Disruptive Behavior (policy 4315), Student Searches (policy 4342)

Adopted: March 8, 2011

Revised: August 9, 2011; November 20, 2018; August 12, 2025

### **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

## 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

## STUDENT CODE OF CONDUCT

### GENERAL STUDENT CONDUCT

All students have a responsibility to behave in a manner that will show respect for themselves, for their families, for their peers, for the faculty, and for the school in general. Students will be known as Early College High School students whether they are in class or at extra-curricular activities at home or away, and their behavior is a reflection on the image of the school and the community. Inappropriate conduct will not be tolerated. The administration and staff expect high standards of behavior from all students at Early College High School.

### STUDENT CODE OF CONDUCT

It is our intent that every student be treated fairly at Early College High School. We also believe that disciplinary action comes with it a certain amount of fact finding and evidence that makes that action unique to one particular case. Once the evidence is clear, the student will receive fair and impartial treatment. Violations of the North Carolina General Statutes, Public Schools of Robeson County Board of Education rules, regulations, or policies, or n Early College High School rules and regulations, may result in assignment to the Student Learning Center, In-School Suspension, after school detention, Saturday Academy, or out of school suspension. It is the students' responsibility to become familiar with all rules and regulations because they will be enforced by the administration and staff. We want a good atmosphere to exist at Early College High School so that all students will have the opportunity to learn and to provide a safe and orderly environment that is conducive to learning. Teachers will be responsible for classroom discipline. Problems will be handled first by the teacher and student, and when the need arises, a telephone call to the parents must be made by the teacher. It is our desire to have as few discipline problems as possible. However, when the need arises, we will handle them as swiftly and judiciously as possible. It is the entire staffs' responsibility to keep the parents informed in the early stages of a discipline problem. Parents are instructed to keep our office up-to-date with changing addresses and telephone numbers.

*PSRC Early College at RCC will follow the rules of the Public Schools of Robeson County Student Code of Conduct Handbook which is an addition to the ECHS Student Handbook.*

## RULES DEFINING SEVERE STUDENT MISCONDUCT

The following code of conduct infractions could result in one or more of the following indicated penalties as consistent with Board Policy.

**Consequence:** SHORT TERM SUSPENSION (10 DAYS OR LESS)  
LONG TERM SUSPENSION (10 DAYS OR MORE)  
EXPULSION: NO ENROLLMENT FOR AN INDEFINITE PERIOD OF TIME.

### SEVERE MISCONDUCT

Pepper spray/Mace Threats  
Fighting Vandalism/Breaking/Entering  
Felony conviction Student Demonstration  
Assault causing injury Bomb Threats/Hoax  
Weapons/Dangerous Instruments False Fire Alarms

Possession of Firearms Sexual Misconduct  
Drugs/Alcohol Hazing  
Extortion Fireworks  
Disruption of School  
Repeated Violations of the Code of Student Conduct

**Discipline:** There will be very few discipline problems that will require punitive action. Teachers and the Administration will call parents frequently to discuss the situation. After the student has been referred and warned, and the behavior continues, conferencing and eventual suspension may occur. Every student will be evaluated at the end of the school year. Those who do not take responsibility for their actions will be recommended not to return to the Early College for the coming year and will be enrolled in their former school.

### EMERGENCIES

For emergencies, please call the main office at 910-737-5232.

#### **Structure Fire/Fire Threat Evacuation:**

The teachers will take the students to a designated location. They will have a class roll to check for attendance of every student.

#### **Tornado/Severe Weather:**

The teachers will use the designated hallway location for safety.

**Lockdown:** We ask that all students, who may have concealed cell phones, Early College High School staff, any visitors on campus, not to use cell phones while our school is in lockdown. This is of vital importance for the safety of those on our campus. Only authorized personnel, representatives from law enforcement agencies, and any others authorized by the Public Schools of Robeson County are to use any methods necessary to insure the safety of our campus. When Early College High School goes into lockdown, only authorized personnel will be allowed to enter or leave the buildings. During lockdown there will be no dismissal of students unless the administration of Early College High School authorizes the dismissal.

**Medical Emergency:**

Each teacher will have a two-way radio in the classroom. The teachers will call the main administrative office in case of an emergency.

*The staff will follow the emergency procedures dictated by the RCC campus police. We have discussed emergency situations, and how to deal with them individually and as a team. If a situation involves your child, a representative of the school will call the parent as soon as possible.*

**Deliveries to students**

We cannot receive deliveries of flowers, balloons, or food to students during school hours.

**Public Displays of Affection:**

Open "Public" display of affection is a class II offense "See Public Schools of Robeson County" code of conduct and described as anything beyond hand holding and friendly hugs.

**TRANSPORTATION**

Transportation to Robeson Early College will be provided for student. Students will ride the bus from their traditional school to Early College at the regular time each morning. At the end of the school day students will be transported home by private vans. If you have any concerns about transportation, please call the school office at 910-737-5232.

A bus official will be responsible for the schedule form each high school. A van schedule will be updated as the students are enrolled. If your address changes during the school year, you must obtain a change of address form from the office. Please do this at least 24 hours before you will need transportation to the new address. Students cannot ride home with friends if they are transported home by a van.

Students who wish to drive to school are allowed to park on campus. Information concerning parking and permits will be available during Open House and the first week of school. A parking permit must be purchased from Robeson Community College at the cost of \$15.00 for the year. Students may lose parking privileges because of leaving campus without permission, excessive tardies to school, excessive tickets from RCC campus security, reckless driving or failing to follow rules of RCC.

## **BREAKFAST AND LUNCH**

Breakfast will be provided to the student upon the arrival at their traditional high school. Lunch will be delivered from Lumberton Senior High School. It is served in the Student Center. All food is to be consumed while at lunch.

## **CHECK POLICY**

Early College High School will always work with staff, parents and students when collecting money.

- a. In the event that the school receives a returned check the party will receive written notice within one week and a fee may be charged.
- b. Should the party not clear the returned check within another week then a second notice will be sent. Every effort will be extended to accommodate the party with the returned check, but the money must be recovered.
- c. Should the party fail to clear the returned check within another week further legal action is subject to be taken.
- d. No further checks will be taken from parties that have given us a check that was returned; therefore, you are encouraged to pay by cash or money order and get a receipt.

## **PLAYING CARDS AND DICE**

Cards and dice are prohibited on campus at any time and for any reason. Possession thereof will result in confiscation and disciplinary action. Repeated violations will result in parental conference and further action.

## **Policy Code: 1740/4010 Student and Parent Grievance Procedure**

### **A. Options for Resolving Complaints**

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

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

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

### **B. Definitions**

#### 1. Days

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

#### 2. Final Administrative Decision

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

#### 3. Grievance

A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted, or violated. The term “grievance” does not include any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board is without authority to act.

#### 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.*

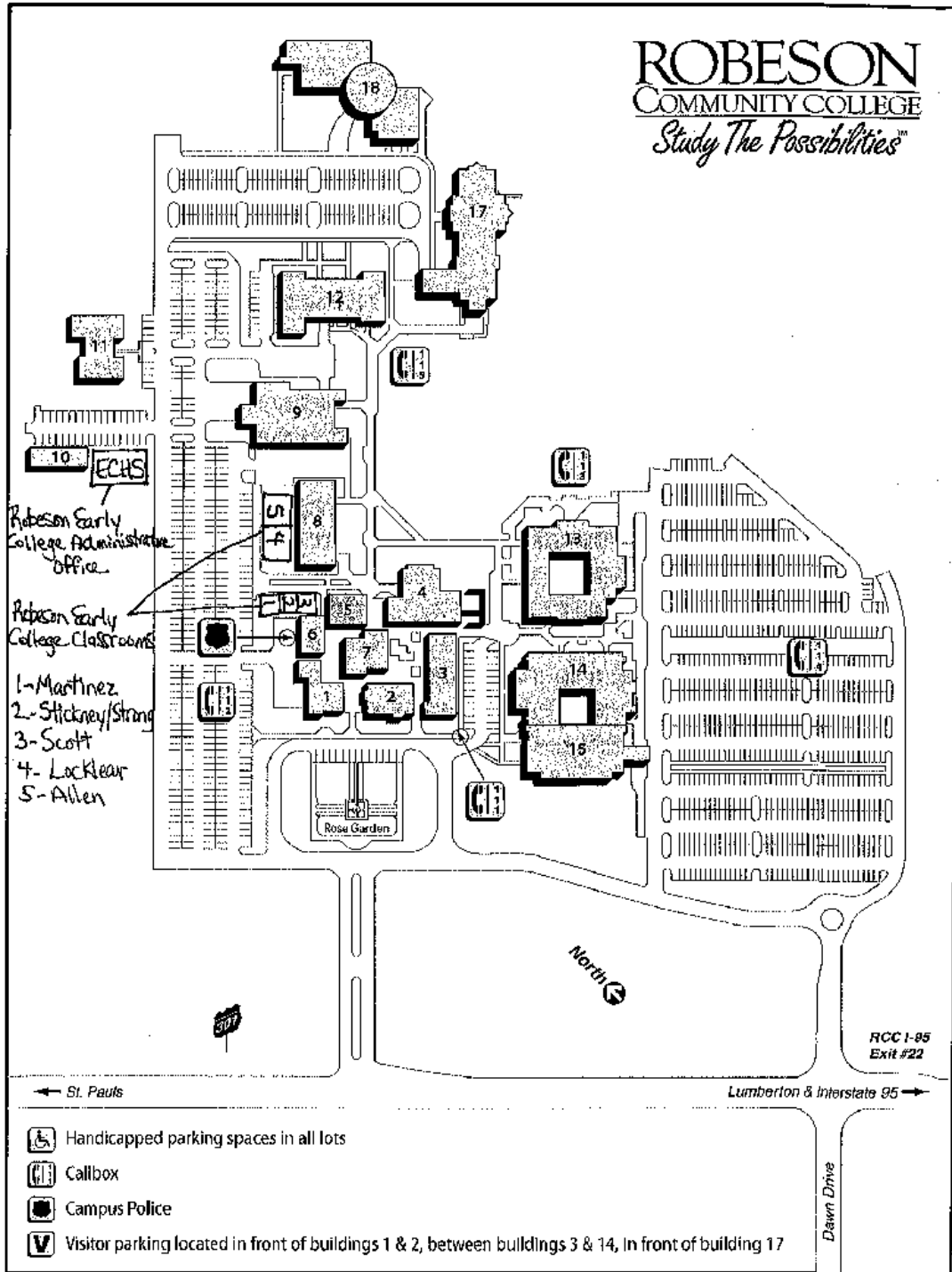
Cross References: Responding to Complaints (policy 1742/5060), Hearings Before the Board (policy 2500), Domicile or Residence Requirements (policy 4120), Student Behavior Policies (4300 series)

Adopted: November 9, 2010

Revised: August 9, 2011; October 13, 2020; January 12, 2021

# RCC MAP

## Robeson Community College Map



# RCC DIRECTORY

## BUILDING DIRECTORY

**Building 1:** Bioworks, Faculty Offices, Welding

**Building 2:** Administration, Business Office, Switchboard

**Building 3:** Adult & Continuing Education, Cosmetology, Faculty Offices, Literacy Education

**Building 4:** Library, Open Computer Lab, Media Services, Faculty Offices,

**Building 5:** Curriculum Administration, Faculty Offices

**Building 6:** Physical Plant Operations

**Building 7:** General Classrooms, Science Labs

**Building 8:** General Classrooms, Early Childhood, Early Childhood Lab, Early College Liaison Office, Faculty Offices, General Classrooms

**Building 9:** AC, Heating & Refrigeration, Adult High School, Bookstore, Electrical/Electronics, Faculty Offices, General Classrooms, HRD, Tiered Lecture/Demo Room

**Building 10:** Institutional Storage Facility

**Building 11:** Basic Law Enforcement Training, Emergency Medical Personnel, Emergency Services Education, Faculty Offices, General Classrooms

**Building 12:** Adult Basic Education, Compensatory Education, Continuing Education Labs, Faculty Offices, General Classrooms, Industrial Labs, Industrial Systems Technology

**Building 13:** Admissions, Vending, Computer Services, Counseling, Disability Services, Executive Dining Room, Financial Aid, Fred G. Williams Jr. Student Center, Records & Registration, Student Government, Student Lounge, Testing Center, Tutorial Services

**Building 14: 1st Floor:**

Business Programs, Culinary Arts Dining Room, Culinary Technology, Faculty Offices, General Classrooms, Information Highway Room, Pottery, Print Shop, RCC Foundation, Inc.,

**2nd Floor:**

Business Programs, Faculty Offices, General Classrooms, TRIO

**Building 15:** Auditorium, Board Room

**Building 17: 1st Floor**

Conference Room, Faculty Offices, General Classrooms, Lecture Room, Open Computer Lab, Radiography, Respiratory Therapy

**2nd Floor**

Emergency Medical Science, Faculty Offices, General Classrooms, Nursing, Nursing Assistant, Surgical Technology

**Building 18:** Workforce Development Center  
Conference Rooms, Offices,  
General Classrooms,

**Note:** Visitor parking located in front of buildings 1 & 2, between buildings 3 & 14, in front of building 17

**Callboxes are located throughout the campus in the event of an emergency.**

## **School Parent and Family Engagement Policy 2025-2026**

September 18, 2025

In support of strengthening student academic achievement, PSRC Early College High School at RCC 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.

PSRC Early College High School at RCC 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

PSRC Early College High School at RCC agrees to implement the following requirements as outlined by ESSA Section 1116:

### **A. ANNUAL TITLE I MEETING**

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

On 9/17/2024, PSRC Early College High School at RCC 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**

PSRC Early College High School at RCC 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**

PSRC Early College High School at RCC 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**

PSRC Early College High School at RCC 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**

PSRC Early College High School at RCC will submit any comments/concerns to the Public Schools of Robeson County

Superintendent's office if the school wide plan and/or parent and family engagement policy is not satisfactory to parents.

*Any comments/concerns can be emailed to the Assistant Superintendent Mrs. Jennifer Freeman at [jennifer.freeman@robeson.k12.nc.us](mailto:jennifer.freeman@robeson.k12.nc.us)*

#### **F. SCHOOL-PARENT COMPACT**

PSRC Early College High School at RCC 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.

**PSRC Early College High School at RCC 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**

PSRC Early College High School at RCC 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.

**PSRC Early College High School at RCC 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**

PSRC Early College High School at RCC in carrying out the parent and family engagement requirements of this part, to the extent practicable, shall provide full opportunities for the participation of parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports

required under section 1111 in a format, and to the extent practicable, in a language such parents understand.

**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.**