



ASHEVILLE CITY SCHOOLS

Learn. Discover. Thrive.

Code of Student Conduct 2018-2019

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ASHEVILLE CITY SCHOOLS

MISSION STATEMENT

Asheville City Schools will create learning environments that ensure “*Excellence with Equity*” for all students.

VISION STATEMENT

Empower and Engage Every Child to Learn, Discover and Thrive.

Proudly serving our community for over 100 years, our district is deeply connected with the history of the Asheville community. Located in western North Carolina’s Blue Ridge Mountains, we are one of fifteen city districts in the state, with 10 campuses and about 4300 students.

Asheville High School Principal: Dr. Jesse Dingle Assistant Principals: Ms. Carrie Buchanan, Ms. Ruafika Cobb, Mr. Anthony Pass Main Phone: 828.350.2500 Address: 419 McDowell Street Website School Report Card Map and Directions	Asheville Primary School Principal: Ms. Lauren Evans Innovation Coordinator: Dr. Ivry Cheeks Main Phone: 828.350.2900 Address: 441 Haywood Road Website School Report Card Map and Directions
School of Inquiry and Life Sciences Asheville Principal: Nicole Cush Dean of Students: Ms. Laura Parks Main Phone: 828.350.2700 Address: 419 McDowell Street Website School Report Card Map and Directions	Claxton Elementary Principal: Mr. Derek Edwards Assistant Principal: Ms. Mary Nichols Main Phone: 828.350.6500 Address: 241 Merrimon Avenue Website School Report Card Map and Directions
Asheville Middle School Principal: Ms. April Dockery Assistant Principals: Ms. April Collins, Mr. Michael Holton, Dr. Randall Johnson Main Phone: 828.350.6200 Address: 197 South French Broad Avenue Website School Report Card Map and Directions	Hall Fletcher Elementary Principal: Ms. Sharon Nelson Potts Assistant Principal: Mr. Brandon Bobart Main Phone: 828.350.6400 Address: 60 Ridgelawn Avenue Website School Report Card Map and Directions
Montford North Star Academy Principal: Ms. Shannon Baggett Innovation Coordinator: Ms. Miranda Wheeler Main Phone: 828.350.6900 Address: 90 Montford Avenue Website School Report Card Map and Directions	Ira B. Jones Elementary Principal: Ms. Sarah Cain Assistant Principal: Kiffin Queen Main Phone: 828.350.6700 Address: 544 Kimberly Avenue Website School Report Card Map and Directions
Vance Elementary Principal: Ms. Ruletta Hughes Assistant Principal: _____ Main Phone: 828.350.6600 Address: 98 Sulphur Springs Road Website School Report Card Map and Directions	Isaac Dickson Elementary Principal: Mr. Brad Johnson Assistant Principal: _____ Main Phone: 828.350.6800 125 Hill Street Website School Report Card Map and Directions



ASHEVILLE CITY SCHOOLS

PO Box 7347 • 85 Mountain Street
Asheville, North Carolina 28802

Learn. Discover. Thrive.

Letter from the Superintendent

Dear Students, Parents/Legal Guardians:

On behalf of the Asheville City Board of Education, I would like to welcome you to the 2018-2019 school year. Our district's vision this year is to provide a rigorous learning environment for each child that personalizes their learning. We will focus on helping each child develop by meeting their social, emotional, mental, physical, behavioral, and academic needs. We want our students to participate in experiences to **learn** leadership skills, **discover** opportunities, and **thrive** in college or their careers after high school.

Our teachers adhere to clear expectations for facilitating instruction for our students. Asheville City Schools has created clear expectations for student learning as well as student behavior. The Board of Education has adopted a series of policies that outline expected student behavior.

Our district has implemented safety procedures, and we continue to monitor and update safety improvements so that our students attend school in a learning environment that is safe. There are School Resource Officers (SROs) who provide supervision at our schools and collaborate closely with our school administrators. Additionally, we have safety cameras in our secondary schools, and there are buzzer systems at the main entrance of our school buildings.

The purpose of the Code of Student Conduct Handbook is to share district policies which are easily accessible to students, parents, families, and parents/guardians. Our goal is to provide you with detailed information about behavior policies and procedures which govern our schools.

Please review the document. We want our students to have a wonderful, safe and exciting school year.

Our aim is to provide an engaging learning environment for students as they **Learn, Discover, and Thrive**. Together, we can make a difference in each of our schools by supporting teachers, encouraging students, and providing outstanding learning opportunities for our students as we pursue Excellence with Equity for every student!

Educationally yours,

Dr. Denise Q. Patterson
Superintendent



ASHEVILLE CITY SCHOOLS

PO Box 7347 • 85 Mountain Street
Asheville, North Carolina 28802

Learn. Discover. Thrive.

Letter from the Asheville City Board of Education

Dear Parents, Students, and Community Members:

I would like to welcome each of you to the 2018-2019 school year. We are a district determined to raise the achievement level for all students and to ensure that every student reaches their North Star.

The Asheville City Board of Education believes that every student has a right to a safe and orderly school environment that encourages learning and is free of disruption. We are also certain that you share those same beliefs.

Therefore, we take seriously our duty to the families we serve to operate safe and successful schools. To do that, Asheville City Schools' administrators and teachers must have the authority to manage and discipline students.

The North Carolina General Statutes, the Individuals with Disabilities Act, and other federal and state regulations mandate the regulations in this handbook. These student guidelines and standards on behavior and citizenship are also based on a number of our Board policies, especially the 4000 series entitled "students". You are welcome to review these policies anytime online at www.ashevillecityschools.net or at your child's school.

In practice, all decisions related to student behavior are guided by the Board's educational objectives to teach responsibility and respect for individual, cultural and ideological differences and by the Board's commitment to create safe, orderly, and productive schools. These guidelines establish (1) expected standards of student behavior, (2) principles to be followed in managing student behavior, (3) consequences for anti-social behavior or drug/alcohol policy violations and (4) required procedures for addressing misconduct.

Please pay particular attention to guidelines regarding both our dress code standards and cell phone usage. (See pages 20 and 25). Both these areas will receive special attention this year in our efforts to provide distraction free learning environments.

Additionally, the rules of conduct and consequences for violations detailed in our 2018-2019 Code of Student Conduct are also included in each school's plan for managing and monitoring student behavior. You should also be aware that violations of the laws of North Carolina are not within the administrator's jurisdiction, and will be handled by local law enforcement personnel.

In closing, we know that you would agree that in order for schools to be safe and foster productive learning environments, rules must be complied with. Good, sound judgment must be exercised both at school and out-of-school. Please assist us by reading and discussing this information with your child and encouraging his/her support of Asheville City Schools Code of Student Conduct throughout the school year. In working together, our children, faculty and staff will benefit by having safe and productive learning environments that will prepare students for success.

Shaunda Sandford

Chairperson

Asheville City Board of Education

Code of Student Conduct

Introduction

The primary purpose of Asheville City Schools is to promote a good learning environment. The Asheville City Board of Education has established this Code of Student Conduct as a guide for students, parents and staff to meet the expected standards for student behavior, both at school and while attending all school-sponsored activities. In Asheville City Schools, students have rights and privileges as well as responsibilities. While the school system has an obligation to provide an education for all students, we have set high standards for students to conduct themselves in a way that is respectful and helps build a climate essential for learning.

Purpose and Applicability

The purpose of this Code of Student Conduct is to present, in a single document, district policies for the proper conduct and behavior of students in the district. Misbehavior (behavior deemed inappropriate by school officials) will be addressed by the school administrator in an appropriate manner.

This Code of Student Conduct illustrates expected, appropriate and respectful student behaviors, describes conduct that may subject students to discipline, and sets out the range of interventions and disciplinary consequences that may be used by school officials for violations of these standards of behavior. These policies and practices support character development, the development of self-control, and positive behavior choices. Developing positive and effective student behaviors requires collaborative efforts from school, home, and community organizations and agencies.

The focus of this Code of Student Conduct is to guide student behavior, to implement interventions that will improve student behavior and to assist school staff in creating safe and orderly environments. At the beginning of each school year, the principal is responsible for providing each student and his/her parent(s) or guardian(s) information in regards to the Code of Student Conduct along with any other school rules and procedures located on the Asheville City Schools Home Page at www.ashevillecityschools.net. Students enrolling during the school year and their parent(s) or guardian(s) will be able to find the information upon enrollment by going to the Asheville City Schools Home Page at www.acsgmail.net

Unless otherwise specified, this Code of Student Conduct shall apply to all students in the district:

- 1) before, during, and after school hours, while in any school building, or on any school property;**
- 2) while on any school-owned vehicle or in any other school approved vehicle used to transport students to and from school or school activities;**
- 3) while waiting at or departing from a designated school bus stop;**
- 4) during any school function, extracurricular activity, or any other school sanctioned activity or event;**
- 5) during any period of time when students are subject to the authority of school employees; and**
- 6) at any place or time when the behavior of a student otherwise violates this Code of Student Conduct and the conduct has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school.**

Authority of School Personnel

This Code of Student Conduct is not intended to restrict in any way the authority of principals or teachers, as they are authorized by law to make rules and decisions for the operation of their respective schools or classes. The Board encourages and supports the rights of principals to employ a variety of disciplinary actions which may include but are not limited to the possible consequences for misbehavior listed in this Code.

The principal has the authority and responsibility to investigate and take appropriate action regarding any behavior referred to him/her. The teacher has the authority and responsibility to manage student behavior in the classroom while students are under his/her supervision. The teacher also has the authority to manage or remove disruptive or dangerous students.

According to NC General Statute 115C-390.5, "The principal shall have authority to impose short-term suspension (up to 10 school days) on a student who willfully engages in conduct that violates a provision of the Code of Student Conduct authorizing short-term suspension." According to NC General Statute 115C-390.7, "a principal may recommend to the superintendent the long-term suspension (more than 10 school days) of any student who willfully engages in conduct that violates a provision of the Code of Student Conduct that authorizes long-term suspension."

Corporal Punishment

Asheville City Schools **does not use** corporal punishment, believing that other consequences are more appropriate and effective for teaching self-control. Notwithstanding this prohibition on the use of corporal punishment, school personnel may use physical restraint in accordance with

federal law and NCGS 115C-391.1 and reasonable force pursuant to NCGS 115C-390.3 and as set forth on page 32 of this Code of Student Conduct.

Basic Rights and Responsibilities

Parents/Guardians, students, and all school personnel share the responsibility for maintaining a positive school climate conducive to the pursuit of learning, working, and living. According to NC Law, it is the duty of all teachers, student teachers, substitute teachers, voluntary teachers, teacher assistants, and all staff, when given authority by the principal, to maintain good order, discipline and provide for the general well-being of students. Everyone is expected to work positively toward this goal and respect the individuality and the rights of each person. Parent(s)/Guardian(s), students, and school personnel are also expected to deal effectively with behavioral concerns. Any student who refuses to comply with reasonable rules, regulations, or directives imposed by the principal (or designee), teacher, or authorized school employee shall be held in violation of applicable Board of Education policies and this Code of Student Conduct.

The federal legislation, Family Educational Rights and Privacy Act (FERPA), prohibits the discussion of discipline issues and consequences with anyone but the parent/guardian/custodian of a student. Simply put, parents/guardians/custodians cannot ask for information regarding any student but their own.

A copy of all Board of Education policies, administrative procedures, and North Carolina statutes referenced in this document can be obtained from our website (www.ashevillecityschools.net), the ACS Central Office, or your child's principal.

In keeping with our commitment to safety for our students and staff, all visitors, parents, etc. will be required to sign in electronically at each school after being allowed to enter the buildings using our new buzz in door systems. To enter the building at most times of the day, visitors must press the buzzer which allows the office personnel to view visitors on camera and be admitted to the school. The first time a visitor or parent signs in, he/she will need her/his driver's license or state I.D. card for identification. After that, visitors will still be required to sign in and receive a badge sticker with name and photograph for each visit. Thank you for your cooperation in making our schools a very safe and secure place for student learning.

Roles and Expectations

A. Board of Education

1. To adopt fair and consistent discipline policies, which establish clear standards for student behavior.
2. To provide for the development of this Code of Student Conduct.
3. To ensure, through the Superintendent, that there is a fair and consistent application of the discipline policies by school employees.

B. Parent/Guardian

1. To assume legal responsibility for the behavior of the child, as determined by law and community practice, and to ensure that the child is familiar with the discipline policies and regulations.
2. To teach your child self-discipline, respect for authority, and the rights of others.
3. To ensure your child abides by the expectations listed in the Code of Student Conduct Contract. **Please sign and return the official contract to your school.**
4. To make sure your child attends school on time daily for the entire day. When your child cannot attend, please provide written notification to the school explaining the reason of any absence. Your child should remain at school for the entire day. Picking your child up early causes him/her to miss instruction and also creates class disruption.
5. To work to the best of his/her ability to provide the materials and a positive home learning environment for the child to succeed in school.
6. To maintain open communication, please provide the school with a current/accurate telephone number and address. This information should include a way to contact you during the school day for academic and emergency purposes. Please provide immediate updates when addresses and phone numbers change.
7. To respond quickly to school to get the child, when called upon.
8. To be available for conferences when requested.
9. To cooperate with the school staff to develop strategies to benefit the child.

C. Student

1. To be aware of and abide by district policies, regulations, and school guidelines regarding acceptable behavior.
2. To be responsible for one's own choices, behaviors, and overall conduct.
3. To conduct oneself in a manner which is conducive to learning and does not interfere with the teacher's right to teach or the students' right to learn.
4. To abide by the expectations listed in the Code of Student Conduct Contract. **Please sign and return the official contract to your school.**

5. To respect the personal, civil, and property rights of all members of the school community.
6. To refrain from the use of physical force, verbal abuse, harassment, bullying, stealing, vandalism, or other improper activities.
7. To seek clarification from school personnel concerning the appropriateness of any action or behavior.
8. To attend school and classes regularly, on time, and be prepared with the necessary learning materials.
9. To know and follow the policies and regulations for every event considered part of the school program, regardless of the time or place.
10. To immediately comply with any staff members reasonable request to carry out school rules.

D. Teacher

1. To provide opportunities for all students to develop self-discipline and respect for the rights of others.
2. To accept shared responsibility for control and discipline of students throughout the school building and property.
3. To consider the physical, social, intellectual, and emotional development of students.
4. To establish and inform students of individual classroom behavior expectations and to maintain discipline within the classroom.
5. To provide appropriate learning opportunities for all students.
6. To be aware of and abide by district policies, regulations and school guidelines for discipline.
7. To confer with support personnel for possible solutions for inappropriate student behavior and attend any conferences upon request.
8. To use positive reinforcement, whenever possible, and not ridicule or use negative comparisons when correcting a student.
9. To report to the parent/guardian at regular reporting periods and at other times, when appropriate, regarding the acceptability of a student's behavior and academic progress.
10. To utilize all reasonable classroom strategies to address disruptive behavior prior to referring a student for out-of-class disciplinary action.
11. To refer, in writing, a disruptive student to the principal or his/her designee when appropriate teacher-initiated strategies have been unsuccessful,
or the severity of the offense makes it necessary.

E. Principal

1. To consistently apply the Code of Student Conduct guaranteeing clear standards and consequences for student behavior.
2. To maintain a safe, orderly, and caring school environment
3. To exercise discipline over the students of the school pursuant to the policies adopted by the Asheville City Board of Education, and to assign
duties to teachers with regard to discipline
4. To assign duties and responsibilities to an assistant principal designated by the Asheville City Board of Education or to an acting principal designated by the principal
5. To assume the overall responsibility for the implementation of procedures and rules necessary to enforce standards of acceptable student behavior in the school
6. To be readily available to handle disruptive behavior or any discipline issues, and emergency situations
7. To communicate effectively to parents/guardians the expectations of the school discipline program and the role of the parents/guardians in supporting the efforts of the school in providing a safe school environment
8. To develop a strategic plan that will mobilize community resources/agencies that can provide additional services and support to the school discipline program
9. To provide annual professional development to teachers and parents on issues related to a sound disciplinary program, i.e., intervention strategies, establishing effective rules and consequences, legal issues, etc.
10. To develop a viable communication network that informs the community, parents, and staff of the status and modification of the school's discipline policies and procedures
11. To continuously monitor and assess current data in order to make modifications to the program and provide alternative disciplinary strategies to
fit the needs of the school
12. To comply with the school district's discipline plan in order to provide consistent data and a smooth transition as students move within the system

Board Procedures for Dealing with Behaviors Requiring Disciplinary Action

1. Minor Violations

Minor violations of Board policies, this Code of Student Conduct, or other School rules are those less severe infractions involving a lower degree of danger and potential harm. Examples of minor violations include the use of inappropriate or disrespectful language, noncompliance with a staff directive, dress code violations and minor physical altercations that do not involve a weapon or an injury. Aggravating circumstances, however, may justify treating an otherwise minor violation as a serious violation.

Minor violations of Board policies, this Code of Student Conduct, or other School rules may result in disciplinary measures or responses up to and including short-term suspension. Further information regarding the procedures for short-term suspensions is provided in policy 4351, Short-Term Suspension. Other disciplinary measures or responses may include, but are not limited to, the following:

- a) parental involvement, such as conferences;
- b) isolation or time-out for short periods of time;
- c) behavior improvement contracts;
- d) instruction in conflict resolution and anger management;
- e) mediation;
- f) individual or small group sessions with the school counselor;
- g) academic intervention;
- h) loss of privileges
- i) in-school suspension;
- j) detention before and/or after school or on Saturday;
- k) up to 5 hours of community service;
- l) exclusion from graduation ceremonies;
- m) exclusion from extracurricular activities;
- n) suspension from bus privileges;
- o) disciplinary reassignment to a full-time alternative program or setting; or
- p) similar measures that do not remove a student from the classroom or school building.

The parent or guardian is responsible for transportation that may be required to carry out a consequence. With the exception of suspension from bus privileges, if a parent or guardian is unable to provide transportation, another consequence will be substituted.

2. Serious Violations

Serious violations are those actions that are of a higher degree of danger and potential harm to both the students and staff. Such actions also substantially disrupt the educational environment. Serious violations of Board policies, this Code of Student Conduct or other School rules may result in any of the consequences that may be imposed for minor violations.

In addition, serious violations that threaten to substantially disrupt the educational environment may result in long-term suspension, and serious violations that threaten the safety of students, school employees or school visitors may result in long-term suspension or expulsion. Certain violations involving firearms or destructive devices may result in a 365-day suspension.

Further information regarding the standards and procedures for long-term suspensions, 365-day suspensions and expulsions is provided in policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. (See also policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, for information regarding 365-day suspensions for certain violations involving firearms or destructive devices.)

3. Repeated Violations

No student shall, through habitual or repeated violation of this Code of Student Conduct or local school or classroom rules, substantially disrupt the educational process. Such habitual violations, no matter how minor, shall be considered as aggravating circumstances to justify treating habitual or repeated violations as serious violations when the student's disciplinary record shows a clear pattern of noncompliance with established rules and regulations.

4. Student Discipline Policies

Pursuant to N.C.G.S. § 115C-390.2(i) schools must make all policies, rules and regulations regarding school discipline. For the Board's policies and regulations student discipline, consult the Board's online policy manual at:

http://www.ashevillecityschools.net/pages/Asheville_City_Schools/Policy_Manual

5. Short-Term Suspensions

Students will be provided with an opportunity for an informal hearing with the Principal, Assistant Principal or designee before a short-term suspension is imposed, at which time the student has the right to be present, to be informed of the charges and the basis for the accusations against him or her, and to make statements in defense or mitigation of the charges. If the presence of the student at school (1) creates a direct and immediate threat to the safety of other students or staff or (2) substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school, the short-term suspension may be imposed without first providing the student with an opportunity for a hearing, if the student is given notice of the charges and an opportunity for an informal hearing as soon as practicable.

The Principal or designee shall provide the student's parent or guardian with notice of the imposition of a short-term suspension that includes the reason for the suspension and a description of the conduct upon which the suspension is based. This notice must be given by the end of the work-day during which the suspension is imposed when reasonably possible, but in no event more than two days after the suspension is imposed. This notice may be by telephone, but must be followed by timely written notice sent by fax, e-mail or other method reasonably designed to give actual notice.

*****SUMMARY** - Informal Hearing (or immediate 1-3 Day Suspension with hearing to follow) - 1-3 Day Suspension - in-Person/Phone/text/email parent-family - Written Notification to Parent - Parent picks up instructional materials and lessons

According to ACS Board Policy 4351, Short-Term Suspension and NCGS 115C-390.5(c), any student subject to a short-term suspension will be given (1) the opportunity to take textbooks home for the duration of the suspension, (2) the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with the assignment, and (3) the opportunity to take any quarterly, semester or grading period exams missed during the suspension period.

- Appeals of Short-Term Suspensions

In accordance with ACS Board Policy 4351 and G.S. 115C-390.6(e) and 115C-45(c)(1), a student is not entitled to appeal any short-term suspension (10 school days or less) imposed by a school administrator to either the Superintendent or the Board unless it is appealable on some other basis.

6. Long-Term Suspensions, 365-Day Suspensions, Expulsions

Each time that a Principal recommends a long-term suspension, 365-day suspension, or expulsion of a student to the Superintendent, the Assistant Superintendent will convene a Disciplinary Hearing Panel within five days of the parent's receipt of the Principal's recommendation to assess misbehavior and appropriate consequences pursuant to Board Policy 4370, Student Discipline Hearing Procedures. The purpose of the hearing will be to determine the facts relevant to the alleged misbehavior and the credibility of witnesses based on the evidence presented at the hearing. Immediately following the hearing, the Disciplinary Hearing Panel shall present its recommendations to the Superintendent. Based upon the recommendations and findings of fact of the Disciplinary Hearing Panel, the Superintendent shall render a written decision and notify the student and parent of that decision in accordance with the requirements of Board Policy 4353, Long-Term Suspension, 365-Day Suspension, and Expulsion.

*****SUMMARY** - Informal hearing - 1-3 day initial Suspension - Continue investigation - In-Person/Phone/Text/Email with Parent/Family - Written Notification to Parent - Parent picks up instructional materials and lessons - Upon completion of investigation additional days may be added - Potential of a Long-Term Recommendation by Principal to CO - Long Term Suspension Hearing

- Appeals of Long-Term Suspensions and 365-Day Suspensions

According to School Board Policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion and Board Policy 4370, Student Discipline Hearing Procedures, a student may appeal a long-term or 365-day suspension imposed by the Superintendent to the Board of Education. The student must appeal to the Board in writing within five school days of receiving the Superintendent's decision.

- Board Decisions on Expulsion

A student or parent or guardian may request a hearing by the Board of Education within five days of receiving notice of the Superintendent's recommendation that the student be expelled pursuant to Board Policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion and Board Policy 4370, Student Discipline Hearing Procedures. If a hearing is not requested, the Superintendent will submit written evidence to support the expulsion recommendation to the Board. The Board will make a decision on the Superintendent's recommendation following the standards for expulsion established in Board Policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion and provide a copy of its decision to the student's parent or guardian.

- Readmission of Students Suspended for 365 Days or Expelled

All requests for readmission of students who have been suspended for 365 days or expelled will be considered in accordance with Board Policy 4362, Requests for Readmission of Students Suspended for 365 Days or Expelled.

- Alternative Education Services

Students who are long-term suspended may be offered alternative education services unless the Superintendent determines that there are significant or important reasons for declining to offer such services.

7. Disciplinary Reassignments

Students may be reassigned to a full-time alternative educational program or setting for disciplinary reasons pursuant to Board Policy 3470, Alternative Schools and Programs, instead of being long-term suspended. A disciplinary reassignment is not a long-term suspension and the hearing and appeal procedures set out above for long-term suspensions do not apply.

8. Due Process

Due Process will be defined as fair and reasonable notices and approaches to all areas of student governance and discipline on the part of all school officials. The principal/designee shall give full and complete consideration to the defense or excuses, if any, made by the student and dismiss the charges if not satisfied as to the guilt of the student or reduce the punishment if not satisfied as to reasonableness of the proposed disciplinary action under all the circumstances. Due process procedures will be followed in accordance with Policies 4351 and 4353.

Procedural Steps

- 1.) Principal/Designee is made aware of potential incident involving students in their school
- 2.) Principal/Designee goes on scene of incident
 - a.) Assessment of situation to include if additional support is necessary (ie 911, SRO, counselor, custodial, etc.)
 - b.) Principal/designee Secures the Safety of the Scene (SSS)
- 3.) Principal/Designee begins to gather detailed information and statements of the incident from each student/staff involved. Please use the Student Form.
 - a.) Statements are to be gathered from individuals involved and in separate rooms.
 - b.) An additional administrator or school-based Student Services staff member must be present.
 - c.) The individual signs and dates their written statement.
 - d.) A scribe may write a student's statement if necessary
- 4.) Principal/Designee reviews statements to assess the following:
 - a.) Is this incident classified as a potential violation of one of the **16 Reportable Offenses**? *Principal/Designee should email Holly Murray to update her on the reportable offense. This should be done when the investigation is completed.*
 - b.) *Reportable Offenses shall be investigated by the School Resource Officer (SRO)*
 - c.) *Complete an investigation involving Title IX and share documentation with Title IX Coordinator*

*Assault Resulting In Serious Personal Injury	*Unlawful Underage Sell, Purchase, Possession, or
*Assault Involving Use of a Weapon	Consumption of Alcoholic Beverages
*Assault on School Officials	*Possession of Controlled Substances
*Bomb Threats/Hoaxes	*Possession of a Firearm/Weapon
*Burning a School Building	*Rape
*Homicide	*Robbery with a Dangerous Weapon
*Kidnapping	*Sexual Assault and Offense
*Taking Indecent Liberties with Minor	
- d.) If yes (REPORTABLE OFFENSE), proceed with the following:
 - i.) Principal/Designee calls Superintendent.
 - ii.) Contact SRO to determine level of investigation
 - iii.) Principal/Designee calls Safety Officer (especially for Reportable Offenses).
 - (1) Safety Officer goes to school site immediately to do the following:
 - (a) Collects all information including incident timelines and specific details
 - (b) Texts Assistant Superintendent this information
 - (c) Works with school administration and SRO to provide safety support
 - (d) Writes a detailed timeline to complete the school investigation with the assistance of SRO and administration
 - (2) Assist. Superintendent texts updates to the following: Superintendent, Executive Director of Student Support Services, and Executive Director of Communications
 - (3) Superintendent contacts ACS Board.
 - (4) Executive Director of Communications - controls ACS Media response if needed.
 - (5) Executive Director of Student Support Services- will call principal to assess situation and ensure protocol to include the following:
 - (a) Does this situation involve students that are EC/504 identified?
 - (b) Does the situation involve a student with a Behavior Intervention Plan?

- (c) Does the situation involve a student with a Safety Plan?
 - (d) Was a restraint applied to a student during the incident? If so, complete
 - (e) What is the behavior/disciplinary history of the students involved?
 - (f) What other strategies have you utilized in the past with the student?
 - (g) Are there any obvious missteps involving ACS staff involved in the incident? If so, contact Executive Director of HR to begin that line of investigation.
 - (h) Potential next steps
 - e.) If no (NOT A REPORTABLE OFFENSE but event has a student safety component), proceed with the following:
 - i.) Principal/Designee calls Safety Officer - making sure that the SRO Protocol (5120-P) is followed for the building.
 - (1) Safety Officer goes to school site as needed
 - (a) Collects all information including incident timelines and specific details
 - (b) Texts Assistant Superintendent this information
 - (c) Collaborates with school administration and SRO to provide safety support
 - (d) Writes a detailed timeline to complete the school investigation with the assistance of SRO and administration
 - (2) Assistant Superintendent texts updates to the following: Superintendent, Executive Director of Student Support Services, and Executive Director of Communications providing updates.
 - (3) Superintendent contacts ACS Board.
 - (4) Executive Director of Communications - controls ACS Media response if needed.
 - (5) Executive Director of Student Support Services - will call principal and assess situation and ensure protocol to include the following:
 - (a) Does this situation involve students that are EC/504 identified?
 - (b) Does the situation involve a student with a Behavior Intervention Plan?
 - (c) Does the situation involve a student with a Safety Plan?
 - (i) EC Student Safety Plans should be created by the IEP Team.
 - (ii) Regular Education Student Safety Plans should be created by SST.
 - (d) What is the behavior/disciplinary history of the students involved?
 - (e) What other strategies have you utilized in the past with the student?
 - (f) Are there any obvious missteps involving ACS staff involved in the incident? If so, contact Executive Director of HR to begin that line of investigation.
 - (g) Potential next steps - Proceed to Step 5.)
- 5.) Principal/Designee, based on guidance from above input, assigns disciplinary action. If the action involves suspension of any type, parent/families are notified by phone and if necessary in person by an administrator. They will be informed that a follow-up **Notification of Suspension Letter** (currently found in *Educator's Handbook*) will be sent to the parent/family via the child the same day. Also, the family will need the notice (mail/deliver in person). The notice will explain why the student has been suspended and will describe the student's misconduct. The notice will be provided on the day of the suspension when reasonably possible, but **no later than two days** after the suspension is imposed. The principal will ensure that the student's assignments are available to them using the OSS Assignment Sheet.

Types of Suspension:

- In-School Suspension (ISS) (If Temporary OSS is not a safe option for the student on the day of the incident)
- Temporary (up to 3 days) - Out of School Suspension (OSS): A student may be removed from school immediately without a prior opportunity for a hearing if the student's presence in school poses a direct and immediate safety threat or is substantially disruptive. In that case, the notice and opportunity for an informal hearing will be provided as soon as practicable.

***NOTE - The student should not be transported on an ACS Yellow Bus or White Activity Bus following a suspendable offense. A Social Worker should transport that student to their home. If the student has a vehicle that he/she drives, contact the parent/guardian.**

Other Types of Suspension - only to be utilized following a Temporary OSS as described above:

- Short-Term (up to 10 days)
- Long-Term, 365-Day Suspension, and Expulsion

6.) Principal/Designee continues the investigation phase to prepare for potential recommendation of further disciplinary action beyond the initial temporary suspension. There is a two-day window for this last phase of the investigation.

7.) Upon completion of the investigation, the principal can make the following recommendations:

- a.) No further disciplinary action is required. Student returns to school and meets with the Principal/Designee for a follow-up conversation prior to resuming regular schedule.
- b.) Additional days of OSS up to 10 days (Short Term Suspension). Principal sends email and follow-up phone call to Superintendent with detailed justification for additional days based on the ACS Code of Student Conduct disciplinary protocol.
- c.) Additional days of OSS up to Long-Term Suspension, 365 Day Suspension, or Expulsion
 - i.) Principal sends Long-Term Disciplinary Checklist to Assistant Superintendent's office.
 - ii.) Assistant Superintendent schedules the Long-Term Suspension Hearing.
 - iii.) Long Term Suspension Hearing
 - (1) Hearing Panel makes a recommendation to Superintendent
 - (2) Superintendent renders a decision
 - (3) Parent can appeal to Board within 5 days of receipt of Superintendent's decision

8.) Upon returning back to school, the principal/designee must meet with student and his/her parent/guardian and complete Safe Return to School Questionnaire. If the principal/designee feels that there still exists the potential for further behavioral disruption based on the answers provided, then a temporary School Safety Plan must be developed for the safe return to school. The signed Safe Return to School Questionnaire can be used at later points in the year.

9. Reportable Offenses

The following are the 16 Mandatory Reportable Offenses that MUST be reported to the assigned School Resource Officer immediately.

*Assault Resulting In Serious Personal Injury
*Assault Involving Use of a Weapon
*Assault on School Officials
*Bomb Threats/Hoaxes
*Burning a School Building
*Homicide
*Kidnapping
*Taking Indecent Liberties with Minor

*Unlawful Underage Sell, Purchase, Possession, or Consumption of Alcoholic Beverages
*Possession of Controlled Substances
*Possession of a Firearm/Weapon
*Rape
*Robbery with a Dangerous Weapon
*Sexual Assault and Offense

Infractions Defined

With

Relevant Board Policies

And

Disciplinary Consequences

Academic Dishonesty

(Board Policy #4310 - Integrity and Civility)

Expectation

A student will complete their own work. All communication from a student to school officials will be true and factual.

Infraction Defined

The Code of Student Conduct defines **cheating** as providing, receiving, or viewing answers to quiz or test items or independent assignments. This also includes having books, notes/notebooks out during a test without permission. **Plagiarism**, on the other hand, involves deliberately presenting the ideas, works, or statements of another as one's own, without acknowledgement of the source.

- A. Altering Report Cards, Grades or Notes: Tampering with report cards, official passes and notes in any manner, including changing grades or forging names to excuses.
 - B. Cheating: Violating rules of honesty such as plagiarism, copying another student's test, assignment, etc.
-

Consequences/Disciplinary Levels

Elementary and Secondary Students

Levels 1-3

Attendance-Related Infractions

(Board Policy # 4400)

Expectation

A student is to attend school each day of the school year. They are to be at their assigned location throughout the day unless given permission by school officials to be in a different location.

Infraction Defined

Lawful Absence

The Code of Student Conduct defines lawful absences as those including illness, a death in the family, court order, other emergency, or an activity previously approved by the principal. Religious absences are not considered for attendance review provided they are not excessive. The Code defines absence for a day or part of a day for any other reason as unlawful.

Absence-Related Infractions

- A. Tardiness: Failure to be in place of instruction at the assigned time without a valid excuse. Excessive tardiness may result in progressive suspension.
 - B. Class Cutting: Failure to report to class without proper permission, knowledge, or excuse by the school or teacher.
 - C. School Cutting: Failure to report to school without prior permission, knowledge, or excuse by the school or the parent(s)/guardian(s).
 - D. Excessive Absences (Truancy): Excused or unexcused absences, which are felt to adversely affect the student's education.
-

Consequences

Letters will be sent from the principal or principal's designee. Parents/guardians are legally responsible to see that children in their custody between the ages of 7 and 16 attend school regularly, unless otherwise enrolled in private school, approved home instruction, or receiving home instruction through the school system.

Disciplinary Levels

Tardiness- Level 1-2

Class/School Cutting - Level 2-3

Excessive Absences - Please refer to ACS Board Policy 4400 for student/family ramifications

Bias Behaviors
Prohibition Against Discrimination, Harassment, Hazing
Potential Violations of Criminal Law
(Board Policy #4331 - Assaults, Threats, Harassment, and Hazing)

Expectation

Students will use a respectful, positive, and considerate tone of voice and body language when speaking to others. Students will work with others in positive ways.

Infraction Defined

The Code of Student Conduct defines bias motivated behaviors as behavior offenses committed against a person or property which is motivated by the offender's bias, a negative opinion or attitude toward a group of persons based on their race, religion, disability, sexual orientation, or ethnicity/national origin.

Disability bias is defined as a bias based on physical or mental impairments/challenges, temporary or permanent, congenital or hereditarily acquired, accident, injury, advanced age or illness.

Gender bias is defined as a bias toward an identified gender

Ethnicity/National Origin Bias is defined as a bias toward a group of persons of the same race or national origin who share common or similar traits, languages, customs, and traditions.

Hate crime is defined as bias behavior that is a criminal offense. Racial bias is bias toward a group of persons who possess common physical characteristics, i.e., color of skin, eyes, hair, facial features, genetically transmitted by descent and heredity which distinguish them as a distinct division of human-kind.

Hazing is the imposition of strenuous, often humiliating, tasks as part of a program of rigorous physical training and initiation

Religious bias is defined as a bias toward a group of persons who share the same religious beliefs regarding the origin and purpose of the universe and the existence or non-existence of a supreme being.

Sexual-Orientation bias is defined as a bias toward a group of persons based on their sexual attraction toward and responsiveness to members of the opposite or same sex.

**If your child is a target of any of these behaviors, encourage him/her to report it to an adult in the school. Student Services personnel, such as School Counselors, School Social Workers, and School Nurses, are available to help your child deal with these types of situations. Additionally, teachers and administrators are always available to assist your child.*

Consequences/Disciplinary Levels

Elementary

Levels 3–5: and reportable to police if illegal.

Secondary

Levels 3-5: and reportable to police if illegal.

Bullying Behaviors
Potential Violations of Criminal Law
(Board Policy #1710 - Prohibition Against Discrimination, Harassment, and Bullying)

Expectation

A student will never bully or threaten another student, either in a single incident or in a pervasive pattern of repeated actions. Students will be understanding of other student's feelings and treat them in a manner in which they wish to be treated themselves. A student will always be encouraged to use only positive words in their communications with and about other students.

Infraction Defined

The Code of Student Conduct defines **bullying** as repeated, willful, and direct or indirect behaviors intended to physically or psychologically intimidate or distress a person in a less powerful position than the perpetrator.

Cyber-bullying is the use of information and communication technologies, such as email, cell phones, text messaging, social media, etc. by an individual or group of individuals to intimidate or distress another person.

**If your child is a target of any of these behaviors, encourage him/her to report it to an adult in the school, as these types of behaviors do not typically stop without significant intervention. Student Services personnel, such as School Counselors, School Social Workers, and School Nurses, are available to help your child deal with these types of situations. Additionally, teachers and administrators are always available to assist your child.*

Consequences/Disciplinary Level

Elementary Students

- **Bullying:** Levels 2–5, and are potentially reportable to the police
- **Cyber-bullying:** Levels 2–5 and are potentially reportable to police

Secondary Students

- **Bullying:** Levels 2–5 and are potentially reportable to the police
- **Cyber-bullying:** Levels 2–5 and are potentially reportable to police

Destruction of Property Potential Violations of Criminal Law (Board Policy #4330 - Theft, Trespassing, and Damage to Property)

Expectation

A student will respect all property belonging to the school or others. A student will take care of the classroom and the school building. In regards to arson, a student will neither set fire nor attempt to set fire to school property.

Infraction Defined

In general, **Destruction of Property** is defined as damage or defacement of property belonging to the school or others.

The Code of Student Conduct defines **arson** as “intentionally damaging any school building or property by starting a fire or causing an explosion. This also includes attempting to, aiding in, or un-authorized possession of a flammable liquid or materials with intent to set fire to a dumpster, trash can, locker, etc.”

Trespassing is defined as entering any school property or school facility without proper authority (includes entering any school during a period of suspension or exclusion).

Reckless Vehicle Use is defined as operating any motorized or self-propelled vehicle on school grounds in a manner that is a threat to health, or safety, or is a disruption to the educational process.

Vandalism is defined as willfully or maliciously damaging or destroying property belonging to another, including school or private property.

- A. Defacing Walls, Mirrors, Desks, Lockers, Computers, or Any Other School Equipment.
- B. Damaging Another Person’s Property: Including, but not limited to, clothing, class projects, automobiles, etc.

Consequences/Disciplinary Levels

Elementary Students

Use of Matches/Lighter

- Possession of- Level 1-3
- Use of- Level 3-4

Arson/Fire- Level 4-5

Destruction of property/Vandalism- Level 3-5

Trespassing- Level 1-3

Secondary Students

Use of Matches/Lighter

- Possession of- Level 2-3
- Use of- Level 3-4

Arson/Fire- Level 3-5

Destruction of property/Vandalism- Level 3-5

Reckless Use of Vehicle – Level 3-5

Trespassing- Level 3-4

* A student or parent(s)/guardian(s) will be held financially responsible, as allowed by North Carolina Law, for willful or malicious destruction of property. *(Time frame for restitution to be set by principal.)*

* The use of a motor vehicle in coming to school is considered a privilege that may be limited or revoked at any time by the principal of the school.

Disruption

(Board Policy # 4315 - Disruptive Behavior)

Expectation

Students will not interfere with the normal classroom or school activities. They will comply with the accepted range of behaviors in all school settings.

Infraction Defined

Students shall not lead, participate in, or encourage others to participate in major group disruptions, which adversely affect the educational process. Law enforcement and parents shall be notified.

Students shall not lead, participate in, or encourage others to participate in a gang or gang activity. (A "gang" is defined as group who organizes for unlawful activities or to harass or intimidate others.) Law enforcement and parents shall be notified.

Students shall not activate any fire alarm unless authorized to do so by school employees, or unless there are reasonable grounds for the student to believe an actual emergency condition exists. At no time shall a student call in or in any other manner communicate a false report concerning a bomb, other explosive device, or any emergency situation. Law enforcement and parents shall be notified.

Students shall respect school property and the personal property of other students, school employees, and other persons. Students shall not steal, rob, attempt to burn or convert school property and property of any other person or entity, nor cause damage to such property. Law enforcement and parents shall be notified. The following are common types of disruptions but they are not a definitive list by any means:

- Chronic Talking: Repeated talking in the classroom without permission.
 - Throwing Objects: Throwing any object in any part of the school, bus, or school grounds, unless directed by a staff member pursuant to instructional purposes.
 - Horseplaying: Rough or noisy play or pranks.
 - Harassing/Teasing: Pestering or tormenting other students.
 - Refusing to Remain in Seat: Getting out of seat or moving seat without permission of staff member.
 - Rude Noises: Making any unnecessary noise.
 - Leaving Without Permission: Leaving the classroom, building, or assigned area without obtaining approval of the teacher and/or administrator.
 - Chronic Lack of Supplies: Repeatedly reporting to class lacking necessary material such as books, class supplies, etc.
 - Shoving and/or Kicking: Willfully pushing and/or kicking anyone.
 - Throwing Objects at Someone: Willfully throwing anything that could serve to harass or harm another.
 - Gambling: A student will not play games of skill or chance for money or property.
-

Consequences/Disciplinary Levels

Elementary Students

Disruption to classroom/school- Level 1-3
Demonstration and mass protest- Level 1-3
Inciting/participating in school disturbance- Level 1-4
Gambling- Level 1-4
Stealing and/or theft- Level 1-5
Forgery/Counterfeit Currency- Level 2-4
False Information/Accusations- Level 1-3
Unsafe Action(s)- Level 1-4

Secondary Students

Disruption to classroom/school- Level 4-5
Demonstration and mass protest- Level 1-3
Inciting/participating in school disturbance- Level 1-4
Gambling- Level 1-3
Stealing and/or theft- Level 3-5
Forgery/Counterfeit Currency- Level 3-5
False Information/Accusations- Level 1-4
Unsafe Action(s) - Level 1-3

Dressing Appropriately (Board Policy #4316 - Student Dress Code)

Expectation

Students will wear clothing that does not distract from the teaching and learning process. A student will maintain personal attire and grooming standards that promote safety, health, and acceptable standards of social conduct, and are not disruptive to the educational environment.

Infraction Defined

The Asheville City School Board believes that the dress and personal appearance of students greatly affects their academic performance and their interaction with other students. The Board requests that parents outfit their children in clothing that is conducive to learning. Schools may add more detail to the general guidelines presented below, especially as certain items become of issue on their particular campus.

Appearance or clothing which is disruptive, provocative, indecent, vulgar, obscene, or which advertises illegal drugs or displays obnoxious or indecent signs, symbols or drawings, or which endangers the health or safety of the student or others is prohibited by the Asheville City Schools Board of Education. Articles of clothing, which are offensive to race, creed, color, or sex will not be permitted.

Dress Which is Considered Inappropriate

(These are general guidelines and this is not an all-inclusive list)

- Clothing depicting offensive, violence, graphic images, or references to illegal activities are prohibited.
- Wearing hats, bandanas, and hoods are prohibited (does not include religious head coverings). Faces should not be completely covered.
- Tops (shirts, blouses, etc.) must not expose the stomach/torso
- Tops must have fabric on the sides (under the arms) unless a student is wearing a tank top underneath.
- Pants/shorts may not be made from spandex material.
- Hemlines must measure no more than 8 inches from the top of the knee.
- Clothing must not be see-through or transparent
- Undergarments must not be exposed

A student who is not in compliance with this policy or a school dress code will be held to the levels of disciplinary action as listed in the Student Rights and Responsibilities Handbook "Code of Student Conduct". Students and parents should make themselves familiar with their schools Student Handbook and the Students Right and Responsibilities Handbook for protocol, procedures and consequences.

Legal Reference: G.S. 115C-47,-390.2

Consequences/Disciplinary Levels

Elementary Students

Disruptive Clothing or Appearance- Level 1-3

Secondary Students

Disruptive Clothing or Appearance- Level 1-4

Fighting

(Board Policy #4331 - Assaults, Threats, Harassment, and Hazing)

Expectation

Students will treat others in the manner in which they wish to be treated. Students will work together with adults to manage negative behaviors and emotions. Students will keep their hands to themselves.

Infraction Defined

The Code of Student Conduct defines fighting as exchanging mutual physical contact between students by pushing, shoving, or hitting with or without injury. Verbal fighting is further defined as “a verbal confrontation with no physical contact.”

Consequences/Disciplinary Levels

Elementary Students

Levels 2-4

Secondary Students

Levels 3-5

Gang Activity

(Board Policy # 4328 – Gang Activity)

Expected student behaviors:

Students will not participate in or promote any gang-related activity on the school premises or during any school-sponsored activity.

Infraction Defined

Gang activity shall be defined as any act(s) that further promotes gangs or gang related activities or which threatens or intimidates another person or disrupts the educational environment on school premises or during any school-sponsored activity which includes, but is not limited to:

- (1) communicating either verbally or nonverbally (hand signs, gestures, handshakes, slogans, drawings, etc.), to convey membership or affiliation with a gang;
- (2) defacing school or personal property with gang-related graffiti, symbols or slogans;
- (3) requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity;
- (4) inciting other students to intimidate or to act with physical violence upon any other person related to gang activity;
- (5) soliciting others for gang membership;
- (6) committing any other illegal act/violation of the Asheville City Schools' policies that relate to gang activity e.g. gang-related assault on student.

Conduct prohibited by this policy includes:

- A. Wearing, possessing, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, visible tattoos and body markings, or other items, or being in possession of literature that show affiliation with a gang, or is evidence of membership or affiliation in any gang or that promotes gang affiliation;
- B. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) to convey membership affiliation in any gang or that promotes gang affiliation;
- C. Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans;
- D. Requiring payment of money or insurance for gang-related protection or harassing others in intimidating or threatening ways as part of gang-related activities;
- E. Inciting other students to intimidate or to act with physical violence upon any other person as related to gang activity;
- F. Soliciting others for gang membership; and
- G. Conspiring to commit any violation of this policy or committing or conspiring to commit any other illegal act or other violation of school district policies that relates to gang activity

Consequences

Elementary Students

First Offense: Level 3
Second Offense: Level 3-4
Third Offense: Level 4-5

Secondary Students

First Offense: Level 3
Second Offense: Level 3-4
Third Offense: Level 4-5

Illegal/Intoxicating Substances Potential Violations of Criminal Law (Board Policy # 4325 - Drugs and Alcohol)

Expectation

A student will not use, purchase, sell, distribute, be under the influence of or possess any kind of alcoholic beverage or any kind of controlled substance as defined by state law. This prohibition includes, but is not limited to, anabolic steroids, counterfeit or imitation controlled substances, and drug paraphernalia. This prohibition includes tobacco products sold or distributed to underage students.

Infraction Defined

The Code of Student Conduct addresses possession, consumption, distribution, and possession with intent to distribute. Alcohol and other drugs are defined as alcoholic substances, inhalants or other intoxicants, and controlled dangerous substances, including prescription drugs, over the counter medications, look-alikes, and substances represented as controlled substances, and drug paraphernalia.

NOTE - POTENTIAL VIOLATIONS OF CRIMINAL LAW - Please consult with School Resource Officer and the Executive Director of Student Support Services.

Illegal Substances (Including Intoxicating Substances, Narcotics, Anabolic Steroids)

- A. Intoxicating Substance - Use/Under the Influence: Using or being under the influence of intoxicating substances to include narcotics (illegal or controlled in nature), anabolic steroids, or any illegal substances on the school campus, coming to and from school, on a school bus, at any school function, or coming to school or school activities after consumption.
- B. Intoxicating Substance - Possession: Possessing any intoxicating substance on school grounds, coming to and from school, on school bus, or at any school function.
- C. Sale/Distribution: Distributing or attempting to distribute any alcoholic beverage in school, on school grounds, to and from school, on school bus, or at any school function.
- D. Use/Under the Influence: Using any narcotic, illegal or controlled drug, anabolic steroid or any illegal substance, on school grounds, to and from school, on school bus, or at any school function, or coming to school or school activities after consumption.
- E. Possession/Attempt: Possessing, or attempting to possess, any illegal or controlled substance or any action that contributed to the possession of any illegal or controlled substance.
- F. Paraphernalia: Possessing, distributing or using any drug-related paraphernalia.
- G. Sale/Distribution (Attempting or Actual): Distributing or selling any illegal, controlled, or counterfeit substance, attempting to sell or distribute any illegal, controlled, or counterfeit substance, or any action that contributes to the sale or distribution of any illegal, controlled, or counterfeit substance. This prohibition will include sale/distribution of tobacco products to underage student(s).

Consequences/Disciplinary Level

Elementary and Secondary Students

Possession (Intoxicating Substance and Paraphernalia)- Level 3-5
Consumption- Level 3-5
Distribution- Level 5
Possession with intent to distribute- Level 5

Inappropriate (Disrespectful) Behaviors (Board Policy # 4315 - Disruptive Behavior)

Expectation

Students will react to all persons in the building (staff and students) in a respectful and positive manner. They will use appropriate tone of voice and body language when communicating to others.

Infraction Defined

Students shall not direct insulting, abusive, profane, obscene words, signs, gestures, and other acts toward other students, visitors, school employees, and other persons.

The Code of Student Conduct defines **inappropriate language** as vulgar or abusive spoken language or written language, such as cursing or swearing. It does not necessarily have to be directed at a person to be considered as such.

In particular, a student will not use profane or obscene language or make obscene gestures. Violations include but are not limited to:

- A. Swearing: Saying anything that conveys an offensive, racial, obscene, or sexually suggestive message.
- B. Obscene/Offensive Gestures: Making any sign that conveys an offensive, racial, obscene, or sexually suggestive message.
- C. Derogatory Written Materials: Having any written material or pictures that convey an offensive, racial, obscene, or sexually suggestive message.
- D. Directed at Staff Member: Writing, saying, or making gestures that convey an offensive, racial, obscene, or sexually suggestive message toward a staff member.

Sexual Harassment Violations:

Sexual Harassment is defined as the unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- 1. Submission to the conduct is made, either explicitly or implicitly, academic progress or completion of a school-related activity;
- 2. Submission to or rejection of such conduct is used in evaluating the individual's performance within a course of study or other school-related activity; or
- 3. Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance; limiting a student's ability to participate in or benefit from an educational program or environment; or creating an abusive, intimidating, hostile, or offensive work or educational environment.

Violations include but are not limited to:

- A. Offensive Touching: Inappropriate fondling: placing of hands on another person's private parts.
- B. Sexual Harassment: Verbal or physical abuse of a sexual nature.
- C. Consensual Sex: Sexual activity involving willing participants.
- D. Indecent Exposure: Intentional exposure of private parts of one's body (including "mooning").
- E. Rape or Attempted Rape: Unlawful sexual intercourse or attempted sexual intercourse by force, threat, or fear.

Consequences

Elementary Students

Disrespect toward others- Levels 1-3
Inappropriate Language- Levels 1-3
Inappropriate Touch/Display of Affection- Levels 2-5
Sexual Activity- Levels 1-4
Sexual Harassment- Levels 2-5
Pornography: possession/distribution- Levels 2-4

Secondary Students

Harassment/Intimidation- Levels 2-5
Disrespect toward others- Levels 1-3
Inappropriate Language- Levels 1-4
Inappr. Touch/Display of Affection- Levels 2-5
Sexual Activity- Levels 3-5
Sexual Harassment- Levels 3-5
Pornography: possession/distribution- Levels 3-5

Insubordination (Board Policy #4315 - Disruptive Behavior)

Expectation

Students will follow the lead of all adults in positions of authority and supervision that they are assigned to in a building. They will comply with the reasonable directives and instructions from those adults in a timely and respectful manner.

Infraction Defined

Insubordination is defined as refusing to follow a reasonable request to a specific direction/instruction of an adult through disobedience, defiance, unruliness, or noncompliance. This can include, but is not limited to, walking away when an adult is speaking to you, talking back to an adult, refusal to work in class, refusal to report to the office, refusal to allow a search.

A student will obey the lawful direction of any authorized staff member during the time the student is in school, participating in a school activity, or on school property. Violation of this standard could take the following forms:

- A. Failure to comply with proper and authorized direction or instruction of a staff member: Failure to follow any authorized direction given by a staff member.
 - B. Refusal to work in class: Failing to do assigned work during class.
 - C. Refusal to report to office: Failure to report to the administrative office as directed by a staff member.
 - D. Walk Away: Leaving while a staff member is talking to you.
 - E. Talking Back: Responding in a rude manner to a staff member.
-

Consequences/Disciplinary Levels

Elementary/Secondary Students

Insubordination- Level 1-4

Search Individual: refusal to comply- Level 2-4

Leaving School/Class Without Permission Being Out of an Assigned Area (Board Policy # 4315 - Disruptive Behaviors)

Expectation

Students will only be in the areas of the building or campus where they are assigned to be unless a supervising adult has given them permission to be elsewhere in the building or campus.

Infraction Defined

The Code of Student Conduct defines leaving an area without permission and/or leaving class or school grounds without permission as leaving an assigned area without permission from the adult in charge or leaving the classroom or school grounds during regular school hours without a parent or guardian or someone else listed on the emergency card.

Consequences/Disciplinary Level

Elementary Students

Leaving an area/or leaving class and/or school grounds without permission- Level 1-4

Secondary Students

Leaving an area/or leaving class and/or school grounds without permission- Level 2-4

Personal Property (Including Wireless Devices)

(Board Policy # 4318 - Use of Wireless Communication and Personal Electronic Devices)

Expectations

A student will not bring or possess any object that has no educational purpose and may distract from teaching and learning.

Infraction Defined

A student violates this policy when they bring to school, possess on their person or openly use any of the the following items:

- A. Toys: Possession of any toys, games, etc., without permission of the administration.
 - B. Radio/CD/Digital Music Players: Possession of CD Players, MP3 players,, etc., without permission of the administration.
 - C. Tape Recorder: Possession of tape recorder or similar device without permission of the administration.
 - D. Cellular Phone/SmartPhone
 - D. Other: Possession of any object that could disrupt the normal order of school
-

Consequences/Disciplinary Levels

Elementary Students

Electric Device Misuse- Level 1-4

Personal Property non-educational- Level 1-4

Secondary Students

Electric Device Misuse- Level 2-4

Personal Property non-educational- Level 1-4

ACS CELLULAR PHONE/SMART PHONE/WIRELESS DEVICE POLICY

The board recognizes that cellular phones/smart phone have become an important tool through which people communicate with their children. Therefore, students are permitted to possess cellular phones and other wireless communication devices on school property as long as such devices are not activated, used, displayed or visible during the **instructional day in the elementary and middle schools**, during **instructional time at the high school**, or as otherwise directed by local school rules or school personnel.

A. AUTHORIZED USE

Administrators may authorize individual students to use wireless communication devices for personal purposes when there is a reasonable need for such communication. Teachers and administrators may authorize individual students to use the devices for instructional purposes provided that they supervise the students during such use.

Though generally use is permitted during non-instructional hours, use of cellular phones and other wireless communication devices may be prohibited on school buses when noise from such devices interferes with the safe operation of the buses.

- Any other use of these types of devices not described above is considered unauthorized and a violation of this policy

B. CONSEQUENCES FOR UNAUTHORIZED USE

School employees may immediately confiscate any wireless communication device that is on, used, displayed or visible in violation of this policy.

Violations of this policy will result in consequences as provided in the school's student behavior management plan. Aggravating factors may subject a student to more stringent disciplinary consequences, up to and including expulsion. Examples of such aggravating factors include, but are not limited to, using wireless communication devices: (1) to reproduce images of tests, to access unauthorized school information or to 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 send and receive inappropriate communications that are lewd, threatening, or otherwise deemed a distraction to the instructional day; and (3) to take, send, and/or receive illicit photographs.

Suggested consequences with regard to phone/wireless device misuse (with no aggravating factors):

1st offense – confiscated for the day and picked up by the student at end of school day

2nd offense – cell phone confiscated and picked up by parent

3rd offense – cell phone privileges revoked for the remainder of the year

4th offense – ISS

Additional offenses may result in OSS and further parental involvement.

C. 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 a cellular phone or any other personal wireless communication device.

Legal References: G.S. 115C-36, -391

Serious Threat and/or Assault

(Board Policy #4333 - Weapons, Bombs, and Terroristic Threats / Clear Threats to Safety)

Expected Student Behaviors

Students will not physically assault or threaten to physically harm any individual on the campus. Rather students will practice behavior choices that positively interact with each other.

Infraction Defined

A Serious Threat and/or Assault can occur in one of the three basic areas:

- 1.) **Against Student(s):** Unlawful threatening or any physical force or violence, to include tearing clothes, striking, or threatening to seize or strike another student either alone or in combination with another student(s). See *NOTE*
- 2.) **Against Staff or Other Adult on School Property in an Official Capacity:** Unlawful threatening or any physical force or violence to include tearing clothes, striking, or threatening to seize or strike any official adult, either alone or in combination with another student(s). See *NOTE*

Violations in these first two areas will fall into one of the four following categories:

Category I: Threats, intentionally frightening another.

Category II: A physical attack without injury.

Category III: A physical attack causing minor physical injury.

Category IV: Physical attack causing serious physical injury. Intentional assault on faculty

- 3.) **Generalized Threat against Campus/Bomb Threat/Safety Threat** - Any notification, false or otherwise, verbal or written, transmitted to a school official indicating the presence of an explosive device, weapons, and/or plans to incite fear or physical harm on school grounds, school buses, or as a part of school activities.

NOTE: An assault is viewed as one person physically attacking another when there is a clear victim. The victim usually has not retaliated attempting to get the assailant to stop the assault (not mutual fighting). An assault is a law violation and would meet the criteria for criminal charges. The victim's parents may or may not wish to press charges.

Consequences

Elementary Students

Assault

Threatening- Level 2-5

Bomb Threat (zero tolerance) - Level 5

Secondary Students

Assault

Threatening- Level 2-5

Bomb Threat (zero tolerance) - Level 5

Tobacco and Tobacco-Related Products

(Board Policy # 4320 - Tobacco-Free Schools - Students)

Expected student behaviors:

Students will not use products containing tobacco, tobacco-related items, or devices/products that simulate tobacco use. Instead, schools will encourage and teach students to make positive lifestyle decisions around tobacco and tobacco-related items.

Infraction Defined

The Code of Student Conduct defines tobacco and tobacco-related products as including, but not limited to cigarettes, cigars, pipe tobacco, chewing tobacco, smokeless tobacco, and e-cigarette/vaporizing materials.. Tobacco-related items include but are not limited to lighters, matches, pipes, and vape pens/vaporizers. There are several offenses related to tobacco:

Possession means that the student has on his or her person, or within his or her personal property, or has under his or her control any of the substances included in this definition.

Use means that the student has consumed or used in some way the substances included in this definition.

Distribution means that a student has distributed any of the substances with or without payment.

Consequences

Elementary Students

First Offense: Level 2-3
Second Offense: Level 3-4
Third Offense: Level 4-5

Secondary Students

First Offense: Level 3
Second Offense: Level 3-4
Third Offense: Level 3-5

Weapons

Weapons (Firearms, Knives, Bombs, etc.) and other Clear Threats to Safety (Board Policy #4333 - Weapons, Bombs, and Terroristic Threats / Clear Threats to Safety)

Expected Student Behaviors

Students will choose to not bring items to school that are potentially dangerous to themselves, other students, or the staff. Rather, students will make positive decisions about respecting the safety of those around them.

Infraction Defined

The Code of Student Conduct defines **weapons** as any implement which could cause bodily harm to any person on school property.

Weapons and Dangerous Instruments/Objects:

A student will not possess, handle, transport, or use any weapon, dangerous object, object that can be reasonably considered a weapon, or substance that could cause harm or irritation to another individual.

Firearms:

A student will not possess, handle, or transport any pistol, revolver, firearm, or any other weapon designed or intended to propel a missile of any kind. All items will be confiscated and will not be returned.

Consequences

Elementary Students

There are several categories of weapons with varying levels of consequences.

Ammunition- Level 2-5
Firearm (possession of) – Level 3-5
Knife (possession of) – Level 2-5
Other Weapons (possession of) – Level 2-5
Possession and/or use of dangerous implements – Level 3-5
Use of weapon to cause or attempt to cause bodily injury – Level 4-5
Putting substances in another person's food or drink or on a person's body- Level 3-5

Secondary Students

Ammunition Level 3-5
Firearm (possession of) – Level 5
Knife (possession of) – Level 3-5
Other Weapons (possession of) – Level 4-5
Possession and/or use of dangerous implements – Level 4-5
Use of weapon to cause or attempt to cause bodily injury – Level 5
Putting substances in another person's food or drink or on a person's body- Level 3-5

2018-2019 ACS Bus Rules & Regulations Contract

A safe and orderly environment is critical whenever transporting students. All Board of Education Policies on student behavior as well as rules listed in the Student Code of Conduct apply while riding, boarding or leaving the bus, and while at any designated bus stop.

Subject to available space, students will be permitted to occasionally ride a bus to which they are not assigned if a school administrator receives a written parent request by noon and issues a bus pass to the student to present to the bus driver. School administrators will consider exceptions to this time requirement in emergency situations only.

Students shall at all times obey the directives of the school bus driver. Failure to do so may result in losing the privilege of riding the bus. The following rules of conduct must be followed by every rider:

At the Designated Bus Stop:

- Arrive at the assigned stop 10 minutes before bus pickup time
- Stand on the sidewalk or the edge of the street by the curb
- Stay off private property
- Wait quietly and in an orderly fashion
- Do not stand in the traveled part of the road
- Be respectful and watchful of traffic

When the Bus Arrives:

- Allow the bus to come to a complete stop
- Board the bus quietly and in an orderly manner
- Remove ear buds and headphones from ears until you are safely seated on the bus.

On the Bus:

- Remain seated at all times
- Cooperate with the driver and practice orderly conduct
- No vandalism
- No body parts outside the bus
- No live or dead animals
- No unsafe objects
- No weapons
- No smoking
- No eating or drinking

- No throwing items from the bus or on the bus
- No profanity or obscene behavior
- No unsafe items such as skateboards, etc.
- Personal electronic devices are permitted on the bus if used with headphones or ear buds, and does not cause a disruption. On field trips, teachers may prohibit the use of personal electronic devices. Asheville City Schools take no responsibility for any electronic devices brought to school and will not conduct searches for missing items.

Leaving the Bus:

- Remain seated until the bus comes to a complete stop
- Get off at your assigned bus stop
- Leave in an orderly manner, remove ear buds and headphones from ears
- Cross in front of the bus
- Per board policy, parents assume responsibility for student's safety once the child has departed the bus

Consequences for violating bus rules include:

- | | |
|----------------------------------|--|
| ✓ 1 st Violation | Warning and parent contact |
| ✓ 2 nd Violation | Parent contact. Consequences may include a 3 day suspension from riding a bus. |
| ✓ 3 rd Violation | Parent contact. Consequences may include a 5 day suspension from riding a bus. |
| ✓ 4 th and Succeeding | Parent contact. Beginning with the 4 th violation, consequences may include a 10-day suspension from riding a bus or other administrative action. |

Severe violations of bus rules may result in any of the consequences set out in the Student Code of Conduct being imposed up to long-term out-of-school suspension or expulsion.

In case of bus suspension, the student must still attend school with transportation being provided by parents. Suspension from the school bus does not permit or provide an excuse for the absence of a student from the school.

Thank you for helping us to provide a safe ride for our students.

Office of the Assistant Superintendent

Print Student Name

Student Signature

Date

Print Parent/Legal Guardian Name

Parent/Legal Guardian Signature

Date



2018-2019 Code of Student Conduct Contract

It is expected that students conduct themselves in a manner that allows the opportunity to receive an excellent education. I, the undersigned, acknowledge that I have received and read this 2018-19 Code of Student Conduct and understand and agree that to continue my education with Asheville City Schools I must abide by the following conditions:

- 1. I will obey/follow the Asheville City Schools' rules and policies outlined in the current Student Code of Conduct. In addition, I will follow the rules and policies listed in my school's student handbook. I have received a copy of each booklet. I understand the content of each booklet.*
- 2. I will not engage in disruptive behavior on the school bus or on campus during school hours or during after-school activities. I will not instigate or participate in any action that disrupts the educational process, including, but not limited to, fighting, arguing, showing disrespect, verbalizing threats and gestures, etc.*
- 3. I will not engage in inappropriate behavior online or through the use of cell phones or other electronic or digital devices; including, but not limited to, cyber bullying or inappropriate interactions with others in social networking site or chat room. I will respect my privacy and the privacy of others.*
- 4. I will not distract other students from learning nor disrupt a teacher from teaching.*
- 5. I will not represent or knowingly affiliate with a gang or with gang members.*
- 6. I will not damage any property of Asheville City Schools. I will not draw graffiti or gang symbols, letters, numbers, or phrases on any of my personal property that I bring to school or on property of Asheville City Schools.*
- 7. I will not make or teach any hand gestures that represent a gang.*
- 8. I will endeavor to make continuous progress towards earning my high school diploma and/or grade level competencies.*

I understand that violating any of the above stated conditions will result in disciplinary actions. Failure to sign this Contract does not exempt the student from consequences under the Code of Student Conduct and/or this Contract.

Print Student Name

Student Signature Date

Print Parent/Legal Guardian Name

Parent/Legal Guardian Signature Date



ASHEVILLE CITY SCHOOLS
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FERPA Opt-Out Notice

Complete separate form for each student and return to their School
(Opt-Out applies through 8th grade; New opt-out required for 9th through 12th grade)

The Family Educational Rights and Privacy Act (FERPA) gives parents (or students, if 18 years of age or older) the authority to prohibit schools from disclosing any or all Directory Information about their student. Directory Information includes ●name ●address ●phone ●e-mail address ●photo ●participation in officially recognized activities & sports ●weight/ height of members of athletic teams ●degrees/honors/awards received ●date/place of birth ●major field of study ●most recent school attended ●dates of attendance ●grade level ●enrollment status ●other information not generally considered harmful or an invasion of privacy if disclosed.

FOR ALL SCHOOLS: If you wish to restrict the disclosure of your student's Directory Information, please check all boxes that apply.

_____ As parent, I hereby exercise my right under FERPA to request that you do not disclose any Directory Information about my student for any purpose, except: [list Directory information or purposes that you do not permit, if any] _____

_____ As a student 18 years of age or older, I hereby exercise my right under FERPA to request that you do not disclose any of my Directory Information for any purpose, except: [list Directory Information or purposes that you do permit, if any] _____

School (Circle One): AHS – SILSA – AMS -MNSA-APS- JON – IDE – CLX – VAN – HFE

FOR AHS/SILSA ONLY:

As parent, I hereby exercise my right to request that you do not disclose the name, address, or telephone number of my student to:

_____ Military Recruiters

_____ Institutions of higher education

As a secondary student, I hereby exercise my right to request that you do not disclose my name, address, or telephone number to:

_____ Military Recruiters

_____ Institutions of higher education

Federal Law requires schools to release a secondary student's name, address, and phone number to military recruiters and institutions of higher education unless the student (of any age) or parent requests in writing that such information be withheld. Be aware that military recruiters ask for information regarding 11th/12th grade students only, usually within the first week of school. Please return this form within the first fourteen (14) days of school to Advisory Teacher. Be aware that students often directly provide information to colleges/universities by taking the PSAT, SAT, or ACT.

Student's Legal Name: _____

Date of Birth: _____

Signature: _____

Date: _____

Printed Name: _____



ASHEVILLE CITY SCHOOLS STUDENT RESPONSIBLE USE OF TECHNOLOGY AND INTERNET SAFETY AGREEMENT (in accordance with Children's Internet Protection Act [CIPA] and North Carolina Public Law 106-554)

PURPOSE: Asheville City Schools provides all students on campus access to the Internet, network resources, email accounts and/or portable computers at designated grade levels, as a means to promote achievement and provide diverse opportunities during the educational experience. This agreement provides guidelines and information about the limitations that the school imposes on use of these resources. Signing this Responsible Use Agreement signifies compliance with Board Policy 3225, and agreement with the higher standards in this document. Additional rules may be added as necessary and will become a part of this agreement.

TERMS OF THE RESPONSIBLE USE OF TECHNOLOGY AND INTERNET SAFETY AGREEMENT

Specifically, the student:

- Will adhere to these guidelines each time ACS provided technology resources are used.
- Will make available any messages or files stored or information accessed, downloaded, or transferred using district-owned technology for inspection by an administrator or teacher. District and school administrators may access all communications and data, including those stored by outside entities for services provided by Asheville City Schools for usage by school faculty, staff, and students.
- Will use appropriate language in all communications avoiding profanity, obscenity and offensive or inflammatory speech. Cyber-bullying, such as personal attacks or threats against anyone, while using district-owned technology to access the Internet or local school networks shall be reported to school personnel.
- Will behave in a responsible, ethical and polite manner in digital venues.
- Will follow copyright laws and shall only download or import music or other data to a district-owned technology that he/she is legally permitted to reproduce or possess.
- Will actively protect and maintain the privacy of personally identifying information.
- Will use district provided email for academic purposes and understand that this email is not private. District and school administrators may access all communications and data, including those stored by outside entities for services provided by Asheville City Schools for usage by school faculty, staff, and students.
- Will not attempt to access networks and other technologies beyond the point of authorized access. Will not attempt to use another person's account and/or password.
- Will not share passwords or attempt to discover passwords and will be held accountable for password misuse.
- Will not download and/or install any unauthorized data, including malicious software, applications, or games, to any district-owned technology.
- Will not tamper with computer hardware or software, including unauthorized entry into computers, vandalism or destruction of the computer or computer files. Damage to computers or technology systems may result in felony criminal charges.
- Will not attempt to override, bypass or otherwise change the Internet filtering software or other network configurations, including use of a proxy to bypass the filter.
- Will not access or store materials or attempt to locate materials that are unacceptable in a school setting such as, but not limited to, pornographic, obscene, graphically violent, or vulgar images, sounds, music, language, video or other materials. Specifically, all district-owned technologies should be free at all times of any such materials. Students shall inform staff immediately in the event of inadvertent access of inappropriate material.
- Will keep district laptops and other technology resources secure and damage free. If a laptop or other device is issued to a student, the student must use the provided protective bag or case at all times. This will help protect the device but does not absolve the student from responsibility of caring for the device. Follow the guidelines in the *ACS Parent/Student 1:1 Handbook* when applicable.



ACS Student Responsible Use of Technology and Internet Safety Agreement

- Will back up data and important files regularly. Files may be deleted during required maintenance or in the event of hardware failure. Students are encouraged to back up all personal files on their own storage media.

By signing this I agree to abide by the conditions listed above and assume responsibility for the care and proper use of ACS technologies. ACS is not responsible for any loss resulting from delays, non-deliveries, missed deliveries, lost data, or service interruptions caused by user errors, omissions or reasons beyond the district's control. Information obtained via the Internet and other sources using ACS technologies is not guaranteed as to accuracy or quality. I understand that should I fail to honor all the terms of this agreement, future Internet and other electronic media accessibility may be denied. Furthermore, I may be subject to disciplinary action outlined in the **ACS Student Code of Conduct** and, if applicable, my laptop computer may be recalled.

As the student, my signature indicates I have read or had explained to me and understand this Responsible Use of Technology and Internet Safety Agreement, and accept responsibility for abiding by the terms and conditions outlined and using these resources for educational purposes. ***I understand that this agreement applies to the use of any school equipment used both on and off campus.***

Student name (please print): _____

Student Signature: _____ Date: _____

By signing below, I give permission for the school to allow my son or daughter to have access to the Internet and related technologies under the conditions set forth above. ACS takes all reasonable precautions to ensure online safety including Internet content filtering and promotes proper use of the Internet and related technologies. I understand that no Internet filter can block all inappropriate content. I understand that Asheville City Schools cannot be held responsible for inappropriate content accessed or initiated by students using our network. I accept responsibility for my child's actions if he or she does not abide by this Responsible Use of Technology and Internet Safety Agreement. Furthermore, I accept responsibility for guiding my child's Internet use and for setting and conveying standards for my child to follow when exploring information and media.

In compliance with the Children's Online Privacy Protection Act (2000), Asheville City Schools allows the use of select third party websites and other online services (such as Google Apps for Education, Moby Math, etc.) that may collect individually identifiable information about students under the age of 13 only when parental consent is obtained by school system personnel. My signature below indicates my consent for Asheville City Schools to provide such services to my child.

As the parent/guardian, my signature indicates I have read and understand this Responsible Use of Technology and Internet Safety Agreement.

Please note, highly structured educational activities, such as online testing, will require student use of Internet technologies.

The effective period of this agreement is as follows:

Grades Kindergarten to Fifth – Parent signature each year

Grades 6 to 8 – Parent signature in 6th grade or when the student first enrolls

Grades 9 to 12 – Parent signature in 9th grade or when the student first enrolls

Parent/Guardian name (please print): _____

Parent/Guardian Signature: _____ Date: _____

If you have questions about the ACS Student Responsible Use of Technology and Internet Safety Agreement please contact the school administration.

Please contact the school administration to review or change your response to this agreement.



ASHEVILLE CITY SCHOOLS

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For Your Information Asheville City Schools Main Telephone and FAX numbers

Administrative Offices 350-7000

FAX numbers:

Lower level workroom	255-5131
Business Office	251-4915
Superintendent	232-4185
Human Resources	251-4942
Maintenance	255-5024
Testing	255-5365

Office numbers:

Accounts Payable	350-6167
Assistant Superintendent	350-6122
Benefits	350-6164
Business/Finance	350-6166
Career/Technology	350-2510
Community Relations/Communications	350-6119
Exceptional Children	350-6177
Family/Parent Engagement	350-6162
Human Resources	350-6161
Information Technology (MIS)	350-6170
Instructional Technology (Helpdesk)	350-6183
Legal & Risk Management	350-6138
Magnet Enrollment	350-6111
Maintenance	350-6198
Payroll Administration & Accounting	350-6102
PowerSchool	350-6143
Receptionist Desk	350-6189
School Nutrition	350-6108
Student Support Services	350-6133
Superintendent	350-6145
Teaching & Learning	350-6175
Testing & Accountability	350-6114
Transportation	350-6152

Schools

Asheville High School 350-2500
FAX 255-5316

SILSA 350-2700
FAX 255-5119

Asheville Middle School 350-6200
FAX 255-5311

Montford North Star 350-6900
FAX

Claxton 350-6500
FAX 255-5311

Asheville Primary 350-2900

FAX 251-4913

Claxton Elementary 350-6500
FAX 255-5239

Hall Fletcher Elementary 350-6400
FAX 255-5179

Ira B. Jones Elementary 350-6700
FAX 251-4914

Isaac Dickson Elementary 350-6800
FAX 255-5589

Vance Elementary 350-6600
FAX 251-4952

Asheville Preschool Program 350-2900
FAX 251-4913

Asheville City Schools



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Excellence with Equity for every student!