



ASHEVILLE CITY SCHOOLS

Learn. Discover. Thrive.

Code of Student Conduct 2021-2022

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Revised 8/21



ASHEVILLE CITY BOARD OF EDUCATION

Board Chair

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Board Vice-Chair

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Peyton O'Connor

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Superintendent

Dr. Gene Freeman

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 approximately 4300 students.

<p>Asheville High School Principal: Derek Edwards Assistant Principals: Dean of Students: Holly Sutter</p> <p>Main Phone: 828.350.2500 Address: 419 McDowell Street Website School Report Card Map and Directions</p>	<p>Asheville Primary School Principal: Tima Williams Director: Susanna Smith</p> <p>Main Phone: 828.350.2900 Address: 441 Haywood Road Website School Report Card Map and Directions</p>
<p>School of Inquiry and Life Sciences Asheville Principal: Nicole Cush Dean of Students: Heather Reidinger Main Phone: 828.350.2700 Address: 419 McDowell Street Website School Report Card Map and Directions</p>	<p>Claxton Elementary Principal: Mary Nichols Assistant Principal: Paul Garrity Main Phone: 828.350.6500 Address: 241 Merrimon Avenue Website School Report Card Map and Directions</p>
<p>Asheville Middle School Principal: April Collins Assistant Principals: Blair Johnson, Dr. Randall Johnson, Brian Powchak Main Phone: 828.350.6200 Address: 197 South French Broad Avenue Website School Report Card Map and Directions</p>	<p>Hall Fletcher Elementary Principal: Carrie Buchanan Assistant Principal: Elizabeth Quinn Main Phone: 828.350.6400 Address: 60 Ridgelawn Avenue Website School Report Card Map and Directions</p>
<p>Montford North Star Academy Principal: Shannon Baggett Innovation Coordinator: Ms. Miranda Wheeler Main Phone: 828.350.6900 Address: 90 Montford Avenue Website School Report Card Map and Directions</p>	<p>Ira B. Jones Elementary Principal: Ruafika Cobb Assistant Principal: Jo Landreth Main Phone: 828.350.6700 Address: 544 Kimberly Avenue Website School Report Card Map and Directions</p>
<p>Lucy S. Herring Elementary School Principal: Ruletta Hughes Assistant Principal: Main Phone: 828.350.6600 Address: 98 Sulphur Springs Road Website School Report Card Map and Directions</p>	<p>Isaac Dickson Elementary Principal: Brad Johnson Assistant Principal: Marti Sullivan Main Phone: 828.350.6800 125 Hill Street Website School Report Card Map and Directions</p>

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 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 or 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 <https://www.ashevillecityschools.net/domain/50>

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

- before, during, and after school hours, while in any school building, or on any school property;
- while on any school-owned vehicle or in any other school approved vehicle used to transport students to and from school or school activities;
- while waiting at or departing from a designated school bus stop;
- during any school function, extracurricular activity, or any other school sanctioned activity or event;
- during any period of time when students are subject to the authority of school employees; and
- 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 or 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.

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 https://www.boardpolicyonline.com/bl/?b=asheville_city, 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

Board of Education	Parent/Guardian	Student	Teacher	Principal
<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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 in the PowerSchool Parent Portal. 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 or 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. 	<ol style="list-style-type: none"> 1. To be aware of and abide by district policies, regulations, and school guidelines for 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. 5. To respect the personal, civil, and property rights of all members of the school community. 7. To refrain from the use of physical force, verbal abuse, harassment, bullying, stealing, vandalism, or other improper activities. 8. To seek clarification from school personnel concerning the appropriateness of any action or behavior. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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

	<p>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.</p> <p>7. To respond quickly to school to get the child, when called upon.</p> <p>8. To be available for conferences when requested.</p> <p>9. To cooperate with the school staff to develop strategies to benefit the child.</p>	<p>9. To attend school and classes regularly, on time, and be prepared with the necessary learning materials.</p> <p>10. To know and follow the policies and regulations for every event considered part of the school program, regardless of the time or place.</p> <p>11. To immediately comply with any staff members' reasonable request to carry out school rules.</p>	<p>8. To use positive reinforcement, whenever possible, and not ridicule or use negative comparisons when correcting a student.</p> <p>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.</p> <p>10. To utilize all reasonable classroom strategies to address disruptive behavior prior to referring a student for out-of-class disciplinary action.</p> <p>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.</p>	<p>6. To be readily available to handle disruptive behavior or any discipline issues, and emergency situations</p> <p>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</p> <p>8. To develop a strategic plan that will mobilize community resources/agencies that can provide additional services and support to the school discipline program</p> <p>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.</p> <p>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</p>
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				<p>11. To continuously monitor and assess current data in order to make modifications to the program and provide alternative disciplinary strategies to it the needs of the school</p> <p>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.</p>
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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. 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: https://www.boardpolicyonline.com/bl/?b=asheville_city

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

*****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.

in accordance with the requirements of Board Policy 4353, Long-Term Suspension, 365-Day Suspension, and Expulsion.

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 the reasonableness of the proposed disciplinary action under all the circumstances. Due process procedures will be followed in accordance with Policies 4351 and 4353.

Asheville City Schools Board Policies for Review

Policy Code #	Policy Name
<u>1710/4020/7230</u>	Discrimination and Harassment Prohibited by Federal Law
<u>4310</u>	Integrity and Civility
<u>4315</u>	Disruptive Behavior
<u>4316</u>	Student Dress Code
<u>4318</u>	Use of Wireless Communication Devices
<u>4320</u>	Tobacco Products - Students
<u>4325</u>	Drugs and Alcohol
<u>4328</u>	Gang-Related Activity
<u>4330</u>	Theft, Trespassing, and Damage to Property
<u>4331</u>	Assaults, Threats and Harassment
<u>4333</u>	Weapons, Bombs, and Terrorist Threats, and Clear Threats to Safety
<u>4351</u>	Short-Term Suspension
<u>4353</u>	Long-Term Suspension, 365-Day Suspension, Expulsion
<u>4362</u>	Requests for Readmission of Students Suspended for 365 Days or Expelled
<u>4370</u>	Student Discipline Hearing Procedure
<u>4400</u>	Attendance

2021-22 ANNUAL PUBLIC NOTICES

At the beginning of each academic year, School Districts are required, pursuant to federal and state laws and regulations, to provide students and their parents with certain annual notices. Below is the Campbell Shatley model annual public notice that includes all the required notices for all students in grades K-12.

At a minimum, your School District's annual public notice must include all the items listed below; however, your School District's notice can include additional items, including notices regarding use of school technology and the Internet.

A. Student Records: Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act ("FERPA"), a federal law, gives parents and students over eighteen (18) years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review your child's education records within forty-five (45) days of the day the school receives a request for access. You should submit to the school principal a written request that identifies the record(s) you wish to inspect. The principal will make arrangements for access and notify you of the time and place where the records may be inspected.
- The right to request an amendment of your child's education records that you believe are inaccurate or misleading. You should write the school principal, clearly identify the part of the record you want changed and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested, the school will notify you of the decision and advise you of your right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when you are notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in your child's education records. FERPA requires that the school obtain your written consent prior to the disclosure of any such information with certain exceptions. School Officials with a legitimate educational interest are an exception and do not need parental consent. For a complete list of the disclosures that elementary and secondary schools may make without parental consent see [34 CFR Part 99.37](#).
- A School Official includes any of the following when that person has a "*legitimate educational interest*" in having access to the information:
 - a. Any administrator, certified staff member, or support staff member (including health, medical, safety, and security staff) employed by the school district;
 - b. A school board member;
 - c. A contractor, consultant, volunteer, or other party to whom the school district has outsourced services or functions, such as (but not limited to) an attorney, auditor, cloud storage provider, consultant, expert witness, hearing officer, law enforcement unit, investigator, insurer/insurance company adjuster, investigator, or any other claims representative, medical providers or consultants, or counselors/therapists, provided that the person is performing a service or function for which the school district would otherwise use employees, is under the direct control of the school district with respect to the use and maintenance of education records, and is subject to FERPA requirements governing the use and re-disclosure of PII from education records;
 - d. A person serving on a committee appointed by the school board or by the administration of the school district, such as a disciplinary or grievance committee or other review committee.

A school official has a “legitimate educational interest” if the official needs to review an education record in order to fulfill his or her professional responsibility.

- The School District may release "directory information" about a student unless you have advised the school to the contrary. The School District has designated the following information as directory information:

Student's Name	Degrees, honors, and awards received
Address	Date and place of birth
Telephone listing	Electronic mail address
Photograph	Participation in officially recognized activities and sports
Major field of study	Weight and height of members of athletic teams
Grade level	Most recent educational agency or institution attended
Dates of attendance	Enrollment status

- The primary purpose of directory information is to allow the school to include this type of information from your child's education records in certain school publications. Examples include:
 - i. A playbill, showing your student's role in a drama production;
 - ii. The annual yearbook;
 - iii. Honor roll or other recognition lists;
 - iv. Graduation programs; or
 - v. Sports activity sheets, showing weight and height of team members.
- Directory information may also be disclosed to outside organizations without your prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.
- In addition, under federal law, we are required to provide military recruiters and institutions of higher education, upon their request, with the names, addresses and telephone numbers of high school students unless the student or parent has advised the school that they do not want such information disclosed without their prior written consent.
- If you do not want the school to disclose some or all of the directory information described above from your child's education records to all or certain recipients without your prior written consent, the School District must be notified in writing within fourteen (14) days of the beginning of the school year or within fourteen (14) days of your enrolling in the School District. For your convenience, a form that can be used for this purpose is provided at the end of this Notice. An “opt out” is perpetual and can only be rescinded in writing.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures of the School District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Student Privacy Policy Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202-5901

B. Non-Discrimination: Title VI of the Civil Rights Act of 1964; The Rehabilitation Act of 1973 (Section 504); and The Americans with Disabilities Act of 1990 (ADA)

It is the School District's policy not to discriminate on the basis of race, color, national origin, sex, disability, religion, age, genetic information or veteran's status in its educational programs, activities, admissions, or employment policies.

For inquiries or complaints or to request a copy of the School District's grievance procedures, please contact:

504/ADA Coordinator
Kidada Wynn
Asheville City Schools
85 Mountain Street, Asheville NC 28802
(828) 350-6154
kidada.wynn@acsgmail.net

C. Students with Disabilities: Individuals with Disabilities Act (IDEA)

Pursuant to the IDEA, a federal law, the School District must provide special education services to all children residing in the school district who are between the ages of three (3) and twenty-one (21) who have been diagnosed with or are suspected to have mental, physical or emotional disabilities and who are unable to benefit from a regular school program without special assistance. If your child or a child you know may qualify for such special assistance, please contact:

Dr. Paula Dowd
Asheville City Schools
85 Mountain Street
Asheville, NC 28802
paula.dowd@acsgmail.net

D. Homeless Students: McKinney-Vento Homeless Assistance Act

For information concerning the educational rights of homeless students, please consult Board Policy 4125 and/or contact:

Jessica Supik
McKinney-Vento Liaison
Asheville City Schools
90 Montford Avenue
Asheville, NC 28801
jessica.supik@acsgmail.net

E. Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to:

Parents must consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education:

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom students have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

Parents must receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school district, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

Parents may *Inspect*, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

For more information, see Board Policy [4720](#) and [1310/4002](#).

F. Student Health: N.C.G.S. § 115C-375.4

With the passage of N.C.G.S. 115C-375.4, the School District must provide families with information on Influenza and Meningococcal diseases and the vaccines that are available to prevent each. Influenza ("flu") is caused by a virus that spreads from infected persons to the nose or throat of others. Influenza can cause fever, sore throat, chills, coughs, headache and muscle aches.

Anyone can get influenza. Most people are ill with flu for only a few days, but some get much sicker and may need to be hospitalized. Influenza causes an average of 36,000 deaths each year in the U.S., mostly among the elderly.

Influenza vaccine is available in two types. Inactivated (killed) flu vaccine, given as a shot, has been used in the U.S. for many years. A live, weakened vaccine, FluMist, was licensed in 2003. It is sprayed into the nostrils. It is available for persons ages 5-49 years of age. Influenza viruses change often. Therefore, influenza vaccine is updated every year. Protection develops in about 2 weeks after getting the shot and may last up to a year. The best time to get the vaccine is in October or November. Contact your local health department or physician for more details on cost and time vaccine will be available.

Meningococcal disease is a serious illness, caused by bacteria. It is the leading cause of bacterial meningitis in children 2-18 years old in the United States. Meningitis is an infection of the brain and spinal cord coverings. Meningococcal disease can also cause blood infections. About 2,600 people get meningococcal disease each year in the U.S. Ten to fifteen percent of these people die, in spite of treatment with antibiotics. Of those who live, another 10% have chronic complications. It is most common in infants less than one year of age, international travelers, and people with certain medical conditions. College freshmen, particularly those who live in dormitories, have a slightly increased risk of getting meningococcal disease.

Learn more about these vaccines by consulting with your family doctor or nurse or contacting the Buncombe County Department of Public Health at 40 Coxe Avenue, Asheville, NC 28802 or contacting the Centers for Disease Control and Prevention (CDC) at 1-800-232-2522 (English) or 1-800-232-0233 (Spanish) or visiting <http://cdc.gov/vaccines/>.

G. Student Health: N.C.G.S. § 115C-47(51)¹

North Carolina General Statute § 115C-47(51) requires schools to provide information concerning cervical cancer, cervical dysplasia and human papillomavirus and the vaccines available to prevent these diseases.

Information on these diseases and the vaccines can be found at www.cdc.gov/vaccines/vpd-vac. Those individuals without internet access can contact a school nurse or the Buncombe County Health Department at (828) 250-5096.

H. North Carolina Safe Surrender Law²

Pursuant to N.C.G.S. §7B-500(b), a female may legally surrender her newborn baby to a responsible adult without fear of criminal prosecution. While any responsible adult may receive a newborn, School Social Workers, School Nurses, counselors and law enforcement agents are examples of responsible adults who are familiar with this law. More information can be found at <http://www.ncdhhs.gov/assistance/pregnancy-services/safe-surrender>. Those individuals without internet access can contact a school nurse or social worker.

I. Asbestos Hazard Emergency Response Act

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

The AHERA Management Plan contains documents of the initial AHERA inspection, 6-month periodic Surveillances, Triennial re-inspections, employee training and Operations and Maintenance procedures.

¹ This section need only be distributed to students in grades 5 through 12.

² This section need only be distributed to students in grades 9 through 12.

If you have any questions regarding the AHERA Management Plan for this school district, you can contact Don Sims (828) 350-6198.

J. Use of Pesticides: N.C.G.S. § 115C-47(47)

With the passage of N.C.G.S. § 115C-47(47), the School District must provide notification regarding pesticide use on school property. For more information, please consult Board Policy [9205](#) and/or contact:

Don Sims
Director for Maintenance
85 Mountain Street
Asheville, NC 28802
(828) 350-6198
don.sims@acsgmail.net

K. Student Restraint/Seclusion/Isolation

The School District has adopted Board Policy 4301, Authority of School Personnel, and 4302, School Plan for Management of Student Behavior and Administrative Procedure 4302-P, as required by N.C.G.S. § 115C-391.1. Board Policy 4302, and N.C.G.S. § 115C-391.1, are provided below.

Policy 4302

Each school must have a plan for managing student behavior that incorporates effective strategies consistent with the purposes and principles established in policy 4300, Student Behavior Policies. School officials are encouraged to implement a system of positive behavior support and to seek other positive, innovative and constructive methods of correcting and managing student behavior in an effort to avoid repeated misbehavior and suspension.

It is the intent and directive of the Board of Education that the Code of Student Conduct shall contain all information necessary for parents and students to understand, and employees to implement, the policies of the Board related to school discipline. The Superintendent will review the Code of Student Conduct annually with the Board of Education to ensure that it accurately notifies employees, parents and students of behavioral expectations, disciplinary consequences and alternatives to discipline. Revisions to the Code of Student Conduct shall be made by the Superintendent, as deemed necessary. The Superintendent is ultimately responsible for communicating the Code of Student Conduct to all employees, parents and students and for the provision of training for faculty and staff. The Superintendent shall supervise the enforcement of the Code to ensure that school disciplinary policies are uniformly and fairly applied throughout Asheville City Schools.

A. Components of the Plan

The plan should address: (1) the process by which student behavior will be addressed, including any use of a disciplinary committee and the means by which students at risk of repeated disruptive or disorderly conduct are identified, assessed and assisted; (2) positive behavioral interventions and possible consequences that will be used; and (3) parental involvement strategies that address when parents or guardians will be notified or involved in issues related to their child's behavior (see policy 4341, Parental Involvement in Student Behavior Issues).

No school plan for managing student behavior may authorize the use of corporal punishment. Corporal punishment is the intentional infliction of physical pain upon the body of a student as a disciplinary measure. It includes, but is not limited to, spanking, paddling and slapping. The board prohibits corporal punishment, believing that other consequences are more appropriate and effective for teaching self-control. No teacher, substitute teacher, student teacher, bus driver, or other employee, contractor or volunteer may use corporal punishment to discipline any student. Reasonable force that is necessary to protect oneself or others is not considered corporal punishment. (See also policy 4301, Authority of School Personnel.)

Principals shall avoid removing students from the classroom for a long period of time, including in-school or out-of-school suspension, unless necessary to provide a safe, orderly environment that is conducive to learning. The principal is authorized to remove students in accordance with board policies for prohibited or criminal conduct or for other behavior that interferes with a safe, orderly environment.

B. Process for Developing and Evaluating the Plan

Principals are encouraged to use a team approach in developing and evaluating the school's plan to manage student behavior. On at least an annual basis, the plan should be evaluated based upon data on disciplinary actions taken and the impact on student academic performance. Principals shall report on at least an annual basis to the superintendent and the board on the effectiveness of the plan in minimizing classroom disruptions, referrals to the principal's office and the use of out-of-school suspension. The report also will address the plan's effect on academic performance.

The superintendent also is encouraged to consider, develop and propose new and alternative discipline programs to the board.

Legal References: [G.S. 115C-47](#), [-288](#), [-307](#), [-390.1](#), [-390.2](#), [-390.3](#), [-391.1](#), [-397.1](#)

Cross References Student Behavior Policies (policy 4300), Authority of School Personnel (policy 4301), Parental Involvement in Student Behavior Issues (policy 4341)

N.C.G.S. § 115C-391.1

- (a) It is the policy of the State of North Carolina to:
 - (1) Promote safety and prevent harm to all students, staff, and visitors in the public schools.
 - (2) Treat all public school students with dignity and respect in the delivery of discipline, use of physical restraints or seclusion, and use of reasonable force as permitted by law.
 - (3) Provide school staff with clear guidelines about what constitutes use of reasonable force permissible in North Carolina public schools.
 - (4) Improve student achievement, attendance, promotion, and graduation rates by employing positive behavioral interventions to address student behavior in a positive and safe manner.
 - (5) Promote retention of valuable teachers and other school personnel by providing appropriate training in prescribed procedures, which address student behavior in a positive and safe manner.
- (b) The following definitions apply in this section:
 - (1) "Assistive technology device" means any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capacities of a child with a disability.
 - (2) "Aversive procedure" means a systematic physical or sensory intervention program for modifying the behavior of a student with a disability which causes or reasonably may be expected to cause one or more of the following:
 - a. Significant physical harm, such as tissue damage, physical illness, or death.
 - b. Serious, foreseeable long-term psychological impairment.
 - c. Obvious repulsion on the part of observers who cannot reconcile extreme procedures with acceptable, standard practice, for example: electric shock applied to the body; extremely loud auditory stimuli; forcible introduction of foul substances to the mouth, eyes, ears, nose, or skin; placement in a tub of cold water or shower; slapping, pinching, hitting, or pulling hair; blindfolding or other forms of visual blocking; unreasonable withholding of meals; eating one's own vomit; or denial of reasonable access to toileting facilities.
 - (3) "Behavioral intervention" means the implementation of strategies to address behavior that is dangerous, disruptive, or otherwise impedes the learning of a student or others.
 - (4) "IEP" means a student's Individualized Education Plan.
 - (5) "Isolation" means a behavior management technique in which a student is placed alone in an enclosed space from which the student is prevented from leaving.

- (6) "Law enforcement officer" means a sworn law enforcement officer with the power to arrest.
 - (7) "Mechanical restraint" means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove.
 - (8) "Physical restraint" means the use of physical force to restrict the free movement of all or a portion of a student's body.
 - (9) "School personnel" means:
 - a. Employees of a local board of education.
 - b. Any person working on school grounds or at a school function under a contract or written agreement with the public school system to provide educational or related services to students.
 - c. Any person working on school grounds or at a school function for another agency providing educational or related services to students.
 - (10) "Seclusion" means the confinement of a student alone in an enclosed space from which the student is:
 - a. Physically prevented from leaving by locking hardware or other means.
 - b. Not capable of leaving due to physical or intellectual incapacity.
 - (11) "Time-out" means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.
- (c) Physical Restraint:
- (1) Physical restraint of students by school personnel shall be considered a reasonable use of force when used in the following circumstances:
 - a. As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person.
 - b. As reasonably needed to maintain order or prevent or break up a fight.
 - c. As reasonably needed for self-defense.
 - d. As reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present, to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior.
 - e. As reasonably needed to escort a student safely from one area to another.
 - f. If used as provided for in a student's IEP or Section 504 plan or behavior intervention plan.
 - g. As reasonably needed to prevent imminent destruction to school or another person's property.
 - (2) Except as set forth in subdivision (1) of this subsection, physical restraint of students shall not be considered a reasonable use of force, and its use is prohibited.
 - (3) Physical restraint shall not be considered a reasonable use of force when used solely as a disciplinary consequence.
 - (4) Nothing in this subsection shall be construed to prevent the use of force by law enforcement officers in the lawful exercise of their law enforcement duties.
- (d) Mechanical Restraint:
- (1) Mechanical restraint of students by school personnel is permissible only in the following circumstances:
 - a. When properly used as an assistive technology device included in the student's IEP or Section 504 plan or behavior intervention plan or as otherwise prescribed for the student by a medical or related service provider.
 - b. When using seat belts or other safety restraints to secure students during transportation.
 - c. As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person.
 - d. As reasonably needed for self-defense.
 - e. As reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present.

- (2) Except as set forth in subdivision (1) of this subsection, mechanical restraint, including the tying, taping, or strapping down of a student, shall not be considered a reasonable use of force, and its use is prohibited.
 - (3) Nothing in this subsection shall be construed to prevent the use of mechanical restraint devices such as handcuffs by law enforcement officers in the lawful exercise of their law enforcement duties.
- (e) Seclusion:
- (1) Seclusion of students by school personnel may be used in the following circumstances:
 - a. As reasonably needed to respond to a person in control of a weapon or other dangerous object.
 - b. As reasonably needed to maintain order or prevent or break up a fight.
 - c. As reasonably needed for self-defense.
 - d. As reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person's property.
 - e. When used as specified in the student's IEP, Section 504 plan, or behavior intervention plan; and
 - 1. The student is monitored while in seclusion by an adult in close proximity who is able to see and hear the student at all times.
 - 2. The student is released from seclusion upon cessation of the behaviors that led to the seclusion or as otherwise specified in the student's IEP or Section 504 plan.
 - 3. The space in which the student is confined has been approved for such use by the local education agency.
 - 4. The space is appropriately lighted.
 - 5. The space is appropriately ventilated and heated or cooled.
 - 6. The space is free of objects that unreasonably expose the student or others to harm.
 - (2) Except as set forth in subdivision (1) of this subsection, the use of seclusion is not considered reasonable force, and its use is not permitted.
 - (3) Seclusion shall not be considered a reasonable use of force when used solely as a disciplinary consequence.
 - (4) Nothing in this subsection shall be construed to prevent the use of seclusion by law enforcement officers in the lawful exercise of their law enforcement duties.
- (f) Isolation – Isolation is permitted as a behavior management technique provided that:
- (1) The space used for isolation is appropriately lighted, ventilated, and heated or cooled.
 - (2) The duration of the isolation is reasonable in light of the purpose of the isolation.
 - (3) The student is reasonably monitored while in isolation.
 - (4) The isolation space is free of objects that unreasonably expose the student or others to harm.
- (g) Time-out – Nothing in this section is intended to prohibit or regulate the use of time-out as defined in this section.
- (h) Aversive Procedures – The use of aversive procedures as defined in this section is prohibited in public schools.
- (i) Nothing in this section modifies the rights of school personnel to use reasonable force as permitted under G.S. 115C-390.3 or modifies the rules and procedures governing discipline under G.S. 115C-390.1 through G.S. 115C-390.12
- (j) Notice, Reporting, and Documentation.
- (1) Notice of Procedures – Each local board of education shall provide to school personnel and parents or guardians at the beginning of each school year copies of this section and all local board policies developed to implement this section.
 - (2) Notice of specified incidents:
 - a. School personnel shall promptly notify the principal or principal's designee of:
 - 1. Any use of aversive procedures.
 - 2. Any prohibited use of mechanical restraint.

3. Any use of physical restraint resulting in observable physical injury to a student.
 4. Any prohibited use of seclusion or seclusion that exceeds ten minutes or the amount of time specified on a student's behavior intervention plan.
- b. When a principal or principal's designee has personal knowledge or actual notice of any of the events described in this subdivision, the principal or principal's designee shall promptly notify the student's parent or guardian and will provide the name of a school employee the parent or guardian can contact regarding the incident.
- (3) As used in subdivision (2) of this subsection, "promptly notify" means by the end of the workday during which the incident occurred when reasonably possible, but no event later than the end of following workday.
- (4) The parent or guardian of the student shall be provided with a written incident report for any incident reported under this section within a reasonable period of time, but in no event later than 30 days after the incident. The written incident report shall include:
- a. The date, time of day, location, duration, and description of the incident and interventions.
 - b. The events or events that led up to the incident.
 - c. The nature and extent of any injury to the student.
 - d. The name of a school employee the parent or guardian can contact regarding the incident.
- (5) No local board of education or employee of a local board of education shall discharge, threaten, or otherwise retaliate against another employee of the board regarding that employee's compensation, terms, conditions, location, or privileges of employment because the employee makes a report alleging a prohibited use of physical restraint, mechanical restraint, aversive procedure, or seclusion, unless the employee knew or should have known that the report was false.
- (k) Nothing in this section shall be construed to create a private cause of action against any local board of education, its agents or employees, or any institutions of higher education or their agents or employees or to create a criminal offense.

L. Parental Information for Title I Schools

All elementary schools in this District receive federal funding through Title I: These funds are used to provide supplemental instruction to students who are in need of assistance in the area of reading and, on occasion, in the area of mathematics. Our goal is to provide early intervention to struggling learners.

Federal guidelines require that school districts provide a process by which parents may request the qualifications of their child's teacher. As a parent of a student in a Title I school, you have the right to know the following information:

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

To request this information, please contact Sarah Cain, Executive Director for Federal Programs at (828) 350-6193.

M. Free or Reduced School Lunch

A free or reduced lunch application form, or instructions on how to access the application on-line, will be sent home with your child at the beginning of the school year. Please complete the form and return it to your child's teacher. You will be notified if your child(ren) qualifies for free or reduced meal prices. All information is strictly confidential. For more information on participation in the Free or Reduced School Lunch program or questions about breakfast and summer lunch programs, see Board Policy 6220 and please contact: Melissa Bates at (828) 6108.

N. Student Discipline Policies

Pursuant to N.C.G.S. § 115C-390.2(i), schools must make available all policies, rules and regulations regarding student discipline. For the Board's policies and regulations regarding student discipline, consult the Board's online policy manual at https://www.boardpolicyonline.com/bl/?b=asheville_city.

O. Student and Parent Complaint and Grievance Procedures

For information concerning student and parent complaint and grievance procedures, see Board Policies: 1720, 1730-P, 1740, 1742, and 1760.

P. Equal Access to Facilities

The school system provides equal access to its facilities. For more information about accessing school facilities, consult with Board Policy 5030, Community Use of Facilities available at https://www.boardpolicyonline.com/bl/?b=asheville_city#&&hs=TOC%3a5

Q. Information Regarding Advanced Courses

Pursuant to N.C.G.S. § 115C-174.26(d), schools must provide information to students and parents on available opportunities and the enrollment process for students to take advanced courses.

R. School Bullying/Cyber-Bullying Policies

Pursuant to N.C.G.S. § 115C-407.16(d), school principals shall provide the local board of education's policy prohibiting bullying and harassing behavior, including cyber-bullying, to staff, students and parents. A copy of these policies is available at https://www.boardpolicyonline.com/bl/?b=asheville_city, and will be printed in student and employee handbooks. Hard copies of the policies are available from the school principal upon request.

S. Student Testing Information

For information concerning the dates of system-wide and state-mandated tests that students will be required to take during the school year, how the results from the test will be used and whether each test is required by the State Board of Education or the local Board of Education, contact Ian Nelson, Testing and Accountability at (828) 350-6187

T. School Annual Report Card Grade

Pursuant to N.C.G.S. § 115C-47(58), you will be notified of the most recent grade of the school your child is attending, as issued by the State Board of Education, if the school received a grade of "D" or "F".

U. Student Wellness Policy

For information concerning the District's student wellness policy, see Board Policy 6140.

V. School Health Education Program

You have the right to opt-out your child’s participation in curricula related to: (a) prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS); (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. Materials also may be made available for review in the central office.

W. Local Education Agency Report Card

For information concerning the District’s Local Education Agency Report Card required by Section 6311(h)(1) and (2) of the Elementary and Secondary Education Act, or a copy of the Report Card contact Ian Nelson at (828) 350-6187.

X. Title IX Nondiscrimination on the Basis of Sex

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

The board has designated a Title IX coordinator to coordinate its efforts to comply with its responsibilities under Title IX and its implementing regulations.

TITLE IX April Dockery, Coordinator 85 Mountain Street Asheville, NC 28802 (828) 350-6150 april.dockery@acsgmail.net

Inquiries about the application of Title IX and its implementing federal regulations may be referred to the Title IX Coordinator and/or the Assistant Secretary for Civil Rights in the Office for Civil Rights at the U.S. Department of Education. The contact information for the Office for Civil Rights with jurisdiction over North Carolina is: 4000 Maryland Ave, SW, Washington, DC 20202. Telephone: 202-453-6020. Email: OCR.DC@ed.gov.

For more information about the Title IX policies and grievance procedures, consult Board Policies 4040/7310, 1730/4022/7231, 1720/4030/7235, 1726/4036/7237, 4331, and 4340. This information is also available at <https://www.boardpolicyonline.com/bl/?b=asheville city> and will be printed in student and employee handbooks.

**FERPA Opt-Out Letter
Asheville City Schools**

(Signature Page is now in PowerSchool Parent Portal)

Parents and guardians have the right to opt-out of sharing directory information. Schools use directory information to publish items such as yearbooks, honor roll, newsletters, and graduation announcements. This also includes information about opportunities for scholarship programs and colleges to be sent to you.

Directory information may include a student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports. A school may disclose directory information to third parties, for non-commercial use only. Schools will **never** sell information to third parties for commercial purposes. Directory information will only be used for official purposes and to colleges and universities if you so choose.

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 or his parent requests in writing that such information be withheld. In addition, 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 by providing notification in writing. More Information about your FERPA rights may be viewed at: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Please provide an answer to the following required question(s). If this form is not returned, students will not be removed from sharing directory information.

Question 1: Do you grant permission to allow directory information to be shared for non-commercial purposes?

Yes, I give my permission for my student's directory information to be shared.

No, I do not give my permission for my student's directory information to be shared.

Question 2: Do you grant permission for your student's contact information to be provided to the US Military for the sole purpose of informing students of potential career opportunities?

Yes, I give my permission for my student's information to be shared with the US Military.

No, I do not give my permission for my student's information to be shared with the US Military.

In order to inform you and your student about educational and scholarship opportunities, North Carolina public and private colleges may request from the Department of Public Instruction your student's contact information (name, home address, home phone number).

Question 3: Do you grant permission to share information with NC Public and Private Colleges?

Yes, I give my permission for my student's information to be shared with colleges and universities. No, I do not give my

permission for my student's information to be shared with colleges and universities.

Question 4: During the junior year of high school, students take the state-administered nationally-recognized college readiness assessment currently the ACT. Do you grant permission to share your student's ACT scores with colleges and universities? The highest score available will be shared.

Yes, I give my permission for my student's ACT scores to be shared.

No, I do not give my permission for my student's ACT scores to be shared.

Student Name: _____
(Please Print)

Name of School: _____
(Please Print)

Grade: _____

Signature of Parent/Legal Guardian/Student (if 18 or older)

Date

It is the policy of the Asheville City Schools System not to discriminate on the basis of race, color, national origin, sex, religion, age, disability, genetic information or veteran status in its educational programs, activities or employment policies.

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
Academic & Program Support	350-6168
Assistant Superintendent of Auxiliary Services	350-6131
Assistant Superintendent of Human Resources	350-6161
Benefits	350-6164
Board Policies	350-6118
Board of Education	350-6145
Business/Finance	350-6166
Career/Technology	350-2510
Curriculum & Instruction	350-6175
Community Relations/Communications	350-6119
Crisis Management & Operations	350-6133
Elementary Education & Federal Programs	350-6193
Exceptional Children	350-6177
Equity & Community	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
Secondary Education	350-6114
School Nutrition	350-6108
Student 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
Lucy S Herring Elementary	350-6600
FAX	251-4952
Asheville Preschool Program	350-2900
FAX	251-4913



ASHEVILLE CITY SCHOOLS
Learn. Discover. Thrive.

Asheville City Schools
Administrative Offices
P.O. Box 7347
85 Mountain Street
Asheville, North Carolina 28801
(828) 350-7000

[Contact Us](#)

Excellence with Equity for every student