



ASHEVILLE CITY SCHOOLS

Learn. Discover. Thrive.

# **ACS Student Code of Success**

*Student and Family Handbook*

## **2024-2025**

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# Introduction

Asheville City Schools (ACS) is committed to providing quality education within a safe learning environment for all students. The ACS Board of Education has established this handbook, Code of Student Success. It is a guide that students use to meet behavior expectations, both at school and when attending school-sponsored activities.

The school system has set high standards for students to conduct themselves in a way that is safe, and respectful, and creates a climate essential for teaching and learning.

## ACS Core Beliefs

Asheville City Schools is committed to providing the highest quality of education for all students. We believe that all students can learn and engage at high levels. Effective classroom management and school safety is essential to teaching and learning. Parent and community involvement is critical for student success. Teaching for learning is our district's primary purpose.

## District Information

Proudly serving our community for over 130 years, Asheville City Schools is deeply connected with the history of our community. Located in western North Carolina's Blue Ridge Mountains, we are one of fifteen city districts in the state, with 10 educational campuses, and serve approximately 4,200 students.

### 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.

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 day, visitors must press the buzzer, which allows the office personnel to view visitors on camera and be admitted to the school.

Every time a visitor or parent signs in to our computer check-in system, he/she/they will show a driver's license or state I.D. card for identification. Thank you for your cooperation in making our schools a safe and secure place for student learning.

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

[Annual Public Notices 2024-2025](#)

## **Letter from Dr. Maggie Fehrman, Superintendent**

Greetings Cougar Crew!

Welcome to the 2024-25 school year! As the Superintendent of Asheville City Schools, I am honored and privileged to welcome you to a brand new school year filled with excitement and joy for learning!

Asheville City Schools believes that our educational journey is not just about academic achievements but about fostering a nurturing environment that encourages a sense of belonging, compassion, respect, and responsibility. This year will be a pivotal year in Asheville City Schools as we develop our new strategic plan and the Characteristics of a Cougar. To ensure every student across the district has a conducive learning environment, we have developed a comprehensive Student Code of Success that outlines the expectations, values, and behaviors that generate that type of environment.

At Asheville City Schools, we believe that the success of our students depends on collaboration and mutual accountability between our staff, students, families, and administrators. To ensure this type of relationship is achieved, we are implementing an initiative called "Crew" this year. Crew is an intentional strategy and framework where we work together to build a sense of belonging for all our students and staff and achieve more than we thought possible. Being a crew also means that as a crew we will support each other in achieving more than we can as individuals.

To ensure that all students, staff, and families have a clear understanding of their role in creating a school and classroom culture where each student can learn at the highest level, our Code of Success clearly outlines our expectations. Every member of our school community is part of the Cougar Crew and everyone must do their part to build and sustain a classroom environment where each student can learn and thrive.

Our Cougar Families play perhaps the most critical role in the success of our students. Your involvement, continued engagement, and feedback is essential to ensure that each student has a strong sense of belonging. I can't wait to see the amazing accomplishments our students achieve this year!

In Crew,  
Dr. Maggie Fehrman, Superintendent  
Asheville City Schools

## School Directory

Secondary Schools	Elementary Schools
<p><b>William Randolph Campus Asheville City Schools Education and Career Academy &amp; Cougar Academy</b>  <b>Director:</b> Dr. Darwin Carter  <b>Main Phone:</b> 828.350.6900  <b>Address:</b> 90 Montford Avenue</p>	<p><b>Claxton Elementary</b>  <b>Principal:</b> Sarah Williams Wright  <b>Assistant Principal:</b> Paul Garrity  <b>Main Phone:</b> 828.350.6500  <b>Address:</b> 241 Merrimon Avenue</p>
<p><b>Asheville High School</b>  <b>Principal:</b> Derek Edwards  <b>Assistant Principals:</b> Ashley Wallat,  Tiger Norman, Sybil Jefferson, Christopher Collins  <b>Main Phone:</b> 828.350.2500  <b>Address:</b> 419 McDowell Street</p>	<p><b>Hall Fletcher Elementary</b>  <b>Principal:</b> Carrie Buchanan  <b>Assistant Principal:</b> Shawn Benfield  <b>Main Phone:</b> 828.350.6400  <b>Address:</b> 60 Ridgelawn Avenue</p>
<p><b>Asheville Middle School</b>  <b>Principal:</b> Blair Johnston  <b>Assistant Principals:</b> Jennifer Adams, Brian  Powchak, Rheta West  <b>Main Phone:</b> 828.350.6200  <b>Address:</b> 211 South French Broad Avenue</p>	<p><b>Ira B. Jones Elementary</b>  <b>Principal:</b> Ruafika Cobb  <b>Assistant Principal:</b> Craig Shimer  <b>Main Phone:</b> 828.350.6700  Address: 544 Kimberly Avenue</p>
<p><b>School of Inquiry and Life Sciences Asheville (SILSA)</b>  <b>Principal:</b> Nicole Cush  <b>Assistant Principal:</b> Stephanie Day  <b>Main Phone:</b> 828.350.2700  <b>Address:</b> 419 McDowell Street</p>	<p><b>Isaac Dickson Elementary</b>  <b>Principal:</b> Ruletta Hughes  <b>Assistant Principal:</b> Laura Elena Moreno  <b>Main Phone:</b> 828.350.6800  <b>Address:</b> 125 Hill Street</p>
	<p><b>Lucy S. Herring Elementary</b>  <b>Principal:</b> Sonna Jamerson  <b>Assistant Principal:</b> George "Eddie" Gibbs  <b>Main Phone:</b> 828.350.6600  <b>Address:</b> 98 Sulphur Springs Road</p>

## ACS Board of Education

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](http://www.ashevillecityschools.net)), the ACS Central Office, or your child's school.

### Board Meetings Dates and Locations

Meetings of the Board of Education are normally held on the first and second Mondays of each month. The first Monday is the work session, and the second Monday is the Regular Meeting, during which public comment will be taken. The schedule of board meetings is established and published before the beginning of each school year. The meeting schedule can be found here [BOE: Meeting Schedule 2024-2025](#) or on the Asheville City Schools website. Copies of the school year meeting schedule are available at any school location and Central Administration Offices.

The regular meetings are held at the Asheville City Schools Administrative Office Boardroom, 85 Mountain Street, Asheville, NC. The Board of Education may call additional/special meetings as needed.

### Board Meeting Times

Both Work Sessions and Regular Meetings will begin at 5:00 PM.

### Public Comment

The public is encouraged to make its views known to the board during the public comment section of the regular meeting agenda. Individuals may make public comment either in person or virtually, per guidelines defined by the Board's Public Comment Guidelines. To make a public comment in person, individuals must be present to make their comments in person. Upon arrival and before the meeting, individuals wishing to make a public comment should sign up on a laptop via the public comment Google Doc located in the Boardroom. For information to sign up for virtual [public comment, click on this link for guidelines.](#)

### Request to Place an Item on the Agenda

Citizens desiring an item to be placed on the agenda for a specific Board meeting should direct written requests to the Superintendent's Office at least two weeks before the meeting.

Send written requests to:

#### ACS Superintendent Office

Kimberly Jones, Administrative Assistant  
and Clerk to the Board of Education  
85 Mountain Street  
Asheville, NC 28801  
Email: [kimberly.jones@acsgmail.net](mailto:kimberly.jones@acsgmail.net)  
Phone: (828) 350-6145

### 2024 ACS Board Member Contact Information:

- Chair [george.sieburg@acsgmail.net](mailto:george.sieburg@acsgmail.net) - (828) 279-7649
- Vice Chair [amy.ray@acsgmail.net](mailto:amy.ray@acsgmail.net) - (828) 989-6769
- [james.carter@acsgmail.net](mailto:james.carter@acsgmail.net) - (828) 301-2894
- [liza.kelly@acsgmail.net](mailto:liza.kelly@acsgmail.net) - (703) 220-7942
- [rebecca.strimer@acsgmail.net](mailto:rebecca.strimer@acsgmail.net) - (828) 575-1399

- [sarah.thornburg@acsgmail.net](mailto:sarah.thornburg@acsgmail.net) - 828-779-2683
- [jesse.warren@acsgmail.net](mailto:jesse.warren@acsgmail.net) - 828-782-3579

## Code of Student Success

The Asheville City Schools district recognizes the importance of a whole-child approach to all facets of education. We believe in the fundamental value of each person and aim to affirm and validate every student who attends our schools. The purpose of this Code of Student Success is to present, in a single document, district Policies and expectations for the safety, respect, and support of everyone in the district.

This Code of Student Success describes safe and respectful student behaviors and outlines staff responses and interventions that may be used to hold students accountable while also providing high support. These policies and practices support character development, self-control, and positive skill development through collaboration between school, home, and community organizations.

In addition to being located on the Asheville City Schools website at [www.ashevillecityschools.net](http://www.ashevillecityschools.net), an updated version of this document will be provided annually (or upon enrollment). Additional school procedures will be provided by the school principal and available on the school website.

### The Asheville City Schools Code of Student Success shall apply to all students in the ACS 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. Any time or any location behaviors impact the climate or safety of the school.

## Roles and Expectations

<b>Board of Education</b>	<ol style="list-style-type: none"> <li>1. Adopt fair and consistent discipline policies, which establish clear standards for student behavior.</li> <li>2. Ensure, through the Superintendent, that there is a fair and consistent application of the discipline policies by school employees.</li> </ol>
<b>Parent/ Guardian</b>	<ol style="list-style-type: none"> <li>1. Assume legal responsibility for the behavior of your child, as determined by the law and community practice.</li> <li>2. Ensure that your child understands and has clarity regarding the discipline policies and regulations.</li> <li>3. Ensure your child attends school on time daily for the entire day. When your child cannot attend, provide a written notification to the school explaining the reason.</li> <li>4. Ensure your child demonstrates respect for self and others.</li> <li>5. Ensure your child abides by the expectations listed in the Code of Student Success Contract.</li> </ol>

	<ol style="list-style-type: none"> <li>6. Encourage your child to do their best and provide a positive home learning environment.</li> <li>7. Commit and maintain open communication and respond in a timely manner.</li> <li>8. Provide the school with: <ol style="list-style-type: none"> <li>a. current/accurate telephone number(s) and address</li> <li>b. contact information during the school day for academic and emergency purposes.</li> <li>c. immediate updates when addresses and phone numbers change.</li> <li>d. accurate information during the “Annual Update” period through the Powerschool Parent Portal.</li> </ol> </li> <li>9. Commit to being available for conferences when requested, and cooperate with the school staff to develop strategies that are in the best interest of the child.</li> <li>10. <i>Discuss this handbook with your student and then sign and return the Code of Success contract to your student’s school (sent separately from the school).</i></li> </ol>
<b>Student</b>	<ol style="list-style-type: none"> <li>1. Commit to and abide by district policies, procedures, and school guidelines regarding safety and respect.</li> <li>2. Commit to and abide by the expectations listed in the Code of Student Success Contract.</li> <li>3. Be responsible for one’s own choices, behaviors, and overall conduct.</li> <li>4. Come prepared to: <ol style="list-style-type: none"> <li>a. learn</li> <li>b. be a contributing participant in an inclusive educational environment</li> <li>c. be engaged in the learning process</li> <li>d. be respectful of others’ learning and strive to not disrupt</li> </ol> </li> <li>5. Respect the personal, civil, and property rights of all members of the school community.</li> <li>6. Refrain from: <ol style="list-style-type: none"> <li>a. physical force,</li> <li>b. verbal abuse,</li> <li>c. harassment,</li> <li>d. bullying,</li> <li>e. stealing,</li> <li>f. vandalism, or</li> <li>g. other improper activities.</li> </ol> </li> <li>7. If you do not understand school policies, ask a trusted school-based adult.</li> <li>8. Attend school and classes regularly, on time, and be prepared with the necessary learning materials.</li> <li>9. Know and follow the policies and regulations for every event considered part of the school program, regardless of the time or place.</li> <li>10. <i>Sign and return the Code of Success contract to your school (sent separately from the school).</i></li> </ol>
<b>Staff</b>	<ol style="list-style-type: none"> <li>1. Provide opportunities and support to all students in developing self-discipline and respect for the rights of peers and adults.</li> </ol>



	<ol style="list-style-type: none"> <li>2. Accept shared responsibility for the safety and wellbeing of students throughout the school building and property.</li> <li>3. Enhance knowledge of the physical, social, intellectual, and emotional development of students when responding to expectations.</li> <li>4. Establish community classroom expectations within the classroom.</li> <li>5. Maximize an inclusive learning environment and opportunities for all students.</li> <li>6. Commit to district policies, regulations, and school guidelines for school and district expectations.</li> <li>7. Collaborate with support services for intentional and proactive solutions when student expectations are unsuccessful, and attend any conferences upon request.</li> <li>8. Provide feedback in an asset- and justice-based practice for growth, in a way that feels respectful and invitational for a positive outcome.</li> <li>9. Communicate regularly with parent/guardian and collaborate on the student’s academic, behavior, and social and emotional wellness.</li> <li>10. Use all district and school level strategies and resources within the classroom in ensuring student expectations are being followed and honored.</li> </ol>
<p><b>Principal &amp; Assistant Principals</b></p>	<ol style="list-style-type: none"> <li>1. Consistently apply the Code of Student Success, guaranteeing clear standards and expectations for students and staff.</li> <li>2. Maintain a safe, nurturing, and caring school environment.</li> <li>3. Uphold all policies adopted by the Asheville City Board of Education.</li> <li>4. Assign duties to teachers in regard to job expectations.</li> <li>5. Assume the overall responsibility for the implementation of procedures and expectations necessary to adhere to the standards within the school.</li> <li>6. Be readily available to handle emergency situations and scenarios that create disruptions within the school community.</li> <li>7. Communicate with parents/guardians the expectations of the school and the role of the parents/guardians in supporting the efforts of the school in providing a safe school environment.</li> <li>8. Develop a strategic plan that will mobilize community resources/agencies that can provide additional services and support the overall school community.</li> <li>9. Establish systems of communication that inform staff, parents, and community of the school’s expectations, policies, and procedures.</li> <li>10. Continuously monitor and assess data.</li> <li>11. Comply with the Code of Student Success.</li> </ol>

## Basic Rights and Responsibilities

All members of the school community share the responsibility for maintaining a positive school climate conducive to learning and will respect the individuality and rights of each person. According to NC GS115C-307, “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.” Parent(s)/Guardian(s), students, and school personnel are also expected to address all safety 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 Success.

## **Family Educational Rights and Privacy Act (FERPA)**

Federal legislation outlined in the 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. Parents/guardians/custodians cannot be given information regarding any student but their own.

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>

Families will respond to the FERPA Opt-Out notifications via Parent Portal. Families may request a paper copy to fill out.

## **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 with the guilt of the student or reduce the punishment if not satisfied with the reasonableness of the proposed disciplinary action under all the circumstances. Due process procedures will be followed in accordance with Policies 4351 and 4353.

## **Minor Behaviors**

Such behaviors 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 may justify treating an otherwise minor violation as a serious violation.

When expectations of Board Policies, this Code of Student Success, or other School expectations are not met, the following actions may occur, including short-term suspension. Further information regarding the procedures for short-term suspensions is provided in policy 4351, Short-Term Suspension. Responses may include, but are not limited to, the following:

- a) collaborative parental conferences and restorative circles;

- b) provide a safe space, such as a a Reset or Turnaround space for reflection, and tools for de-escalation;
- c) student success contracts;
- d) teach and model school-wide expectations for safety and respect;
- e) mediation;
- f) individual or small group sessions with the school counselor;
- g) academic support;
- h) students may be provided a choice in the actions that occur at the discretion of the school administration;
- i) adult support when attending school events or extracurricular activities;
- j) suspend bus privileges and determine alternate means of transportation.

The parent or guardian is responsible for transportation that may be required when a student has lost bus privileges. The parent and school administrator will discuss the transportation means.

## **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 may also substantially disrupt the educational environment. Serious violations of Board Policies, this Code of Student Success, 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.)

## **Corporal Punishment**

Asheville City Schools ***does not use*** corporal punishment, believing that other responses 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 in this Code of Student Success.

## **Repeated Violations**

No student shall, through habitual or repeated violation of this Code of Student Success 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.

## 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 regarding student discipline, consult the Board's online policy manual at: [https://www.boardpolicyonline.com/bl/?b=asheville\\_city](https://www.boardpolicyonline.com/bl/?b=asheville_city)

### Short-Term Suspensions

Short-Term Suspensions are 10 school days or fewer. 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.

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**\*\*\* 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.

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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 fewer) imposed by a school administrator to either the Superintendent or the Board unless it is appealable on some other basis.

### Long-Term Suspensions, 365-Day Suspensions, Expulsions

Long-Term Suspensions are more than 10 school days. Each time that a Principal recommends a long-term suspension, 365-day suspension, or expulsion of a student to the Superintendent or their designee, they will convene a Disciplinary Hearing Panel within ten 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.

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**\*\*\*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

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### **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 three 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 may elect to request a hearing or to request additional records or documents and 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 the 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 significant or important reasons for declining to offer such services. The student may appeal to the board the superintendent's decision not to provide alternative education services, as permitted by G.S. 115C-45(c)(2). Any appeal to the Board of Education must be made in writing within five days of receiving the Superintendent's decision. The Superintendent shall inform the board chairperson of the request for an appeal and arrange in a timely manner a hearing before the board. In advance of the hearing, the Superintendent shall provide to the student and parent, and to the board, a written explanation for the denial of services along with any documents or other information supporting the decision. The hearing will be conducted pursuant to policy 2500. Hearings before the Board. The Board of Education will provide to the student and parent and to the Superintendent written notice of its decision within thirty days of receiving the appeal.

## **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.

## **2024-2025 ACS Bus Rules & Regulations**

A safe and orderly environment is critical whenever transporting students. All ACS Board of Education Policies on student behavior and rules listed in the Student Code of Success apply while riding, boarding, or leaving the bus.

Due to capacity, we cannot provide bus passes for students not assigned transportation services. However, exceptions will be evaluated case-by-case with the School Administration and the ACS Transportation Department.

Bus service is a privilege, not a right. A student may qualify for bus services due to their home address, but discipline and behavior may disqualify them from being able to utilize school transportation. Not being at the bus stop or behaviors at the bus stop may also result in being removed from bus rosters.

[ACS BOE Procedure Code: 6305-P Bus Conduct](#)

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. Every rider must follow the following rules of conduct. This includes yellow school buses and our white activity buses:

<p><u>On the Bus:</u></p> <ul style="list-style-type: none"> <li>☒ Remain seated at all times,</li> <li>☒ Cooperate with the driver and practice orderly conduct</li> <li>☒ No vandalism</li> <li>☒ No body parts outside the bus</li> <li>☒ No live or dead animals</li> <li>☒ No unsafe objects</li> <li>☒ No weapons</li> <li>☒ No smoking, including vaping</li> <li>☒ No eating or drinking</li> <li>☒ No throwing items from the bus or on the bus</li> <li>☒ No profanity or obscene behavior</li> <li>☒ No unsafe items such as skateboards, etc.</li> <li>☒ Personal electronic devices are permitted on the bus if used with headphones or earbuds and do not cause a disruption. On field trips, teachers may prohibit the use of personal electronic devices. Asheville City Schools takes no responsibility for any electronic devices brought to school and will not conduct searches for missing devices.</li> </ul>	<p><u>At the Designated Bus Stop:</u></p> <ul style="list-style-type: none"> <li>☒ The designated bus stop is the safest location for students to be picked up and dropped off as approved and assigned by the ACS Transportation Department.</li> <li>☒ Arrive at the assigned stop 10 minutes before bus pickup time</li> <li>☒ Stand on the sidewalk or the edge of the street by the curb in the safest possible location</li> <li>☒ Stay off private property</li> <li>☒ Wait in an orderly fashion, and do not push or shove others at the bus stop</li> <li>☒ Do not stand in the traveled part of the road</li> <li>☒ Be respectful and watchful of traffic</li> </ul> <p><u>Leaving the Bus:</u></p> <ul style="list-style-type: none"> <li>☒ Remain seated until the bus comes to a complete stop</li> <li>☒ Get off at your assigned bus stop</li> <li>☒ Leave in an orderly manner, remove earbuds and headphones from ears</li> <li>☒ Cross in front of the bus if necessary; never cross behind the bus</li> <li>☒ Per board policy, parents assume responsibility for student's safety once the child has departed the bus</li> </ul> <p><u>When the Bus Arrives:</u></p> <ul style="list-style-type: none"> <li>☒ Allow the bus to come to a complete stop</li> <li>☒ Board the bus quietly and in an orderly manner</li> <li>☒ Remove earbuds and headphones from your ears until you are safely seated on the bus.</li> </ul>
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## Responses for violating bus rules

- **1<sup>st</sup> Violation:** Warning and parent contact
- **2<sup>nd</sup> Violation:** Parent contact. Consequences may range from an assigned seat to a 3-day suspension from riding a bus.
- **3<sup>rd</sup> Violation:** Parent contact. Consequences may include a suspension from riding a bus for up to 5 days.
- **4<sup>th</sup> and Succeeding:** Parent contact. Beginning with the 4<sup>th</sup> violation, consequences may include a 10-day suspension from riding a bus or other administrative action, including long-term suspension from the bus.

Severe bus rule violations may result in consequences set out in the Student Code of Success 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 provided by parents. Suspension from the school bus does not permit or provide an excuse for a student's absence from school.

# Asheville City Schools Discipline Matrix

Codes: <b>UB:</b> Unacceptable Behavior; <b>RO:</b> Reportable Offense; <b>PD:</b> Persistently Dangerous	
Level 1	
Behaviors	Recommended Responses
UB: Being in an unauthorized area UB: Cell phone use UB: Disruptive behavior UB: Dress code violation UB: Excessive Display of affection UB: Excessive tardiness UB: Inappropriate behavior UB: Inappropriate language/disrespect UB: Insubordination - Simple Noncompliance with a Reasonable Request (Not confrontational) UB: Late to Class UB: Leaving class without permission	<ul style="list-style-type: none"> <li>● Collaborative parental conferences and restorative circles</li> <li>● Provide a safe space for reflection and tools</li> <li>● Student success contracts</li> <li>● Teach and model school-wide expectations for safety and respect</li> <li>● Mediation</li> <li>● Individual or small group sessions with the school counselor</li> <li>● Academic support</li> <li>● Provide choices</li> <li>● Provide a Reset or Turn Around space for de-escalation and reflection</li> <li>● Adult support when attending school events or extracurricular activities</li> </ul>
<b>Applicable Policies:</b> <a href="#">Policy 4315 Disruptive Behavior</a> , <a href="#">Policy 4316 Student Dress Code</a> , <a href="#">4400-P Attendance</a>	



**Codes: UB:** Unacceptable Behavior; **RO:** Reportable Offense; **PD:** Persistently Dangerous

**Level 2**

**Behaviors**

*Repeated Violations of a Pattern of Type 1 Behaviors, with Evidence of Implemented Interventions*

UB: Aggressive Behavior

UB: Bus Misbehavior

UB: Cutting class

UB: Disrespect of faculty/staff

UB: Disorderly Conduct (unruly behavior constituting a minor offense)

UB: Gambling

UB: Honor code violation

UB: Inappropriate items on school property

UB: Misuse of school technology

UB: Possession of counterfeit items

UB: Property Damage

UB: Theft

UB: Truancy

**Recommended Responses**

- Any response available for Level 1
- See Bus Responses for violating bus rules
- Suspend bus privileges
- In-School-Suspension up to 3 days
- Short-term Out-of-School suspension up to 3 days
- Restorative Conferences/Circles
- Restitution
- Behavior Contracts
- Lunch/After-School Detention
- Re-entry Plan
- Problem Solving Conference with student and family
- Refer to Community Agency
- Loss of privileges

**Applicable Policies:** [Policy 4315 Disruptive Behavior](#), [\(Board Policy #4331 - Assaults, Threats, Harassment, and Hazing\)](#), [6305 Safety and Student Transportation Services](#), [Policy Code: 3225/4312/7320 Technology Responsible Use](#), [Policy Code: 4325 Drugs and Alcohol](#), [4400-P Attendance](#)

**Codes: UB:** Unacceptable Behavior; **RO:** Reportable Offense; **PD:** Persistently Dangerous

Level 3

**Behaviors**

**Recommended Responses**

*Repeated Violations of a Pattern of Type 2 Behaviors, with Evidence of Implemented Interventions*

- UB: Assault on Student
- UB: Communicating Threats
- UB: Gang activity
- UB: False fire alarm
- UB: Falsification of information
- UB: Fighting
- UB: Harassment-disability / racial / religious affiliation / sexual / sexual orientation / verbal
- UB: Leaving school without permission
- UB: Mutual sexual contact between students
- UB: Possession of a student's own prescription drug
- UB: Possession of tobacco
- UB: Threat of physical attack without a weapon
- UB: Use of counterfeit items
- UB: Use of Tobacco
- UB: Use of Vaping (non-tobacco) Device

- Any response available for Level 1 and 2
- In-school suspension up to 5 days
- Short-term Out-of-School Suspension up to 10 days
- Referral to school counselor and/or community-based counselor
- Referral to School Resource Officer

**Applicable Policies:** [Policy 4315 Disruptive Behavior](#), [Policy 4328 Gang-Related Activity](#), [\(Board Policy #4331 - Assaults, Threats, Harassment, and Hazing\)](#), [1710/4020/7230 Discrimination and Harassment Prohibited by Federal Law](#), [4329/7311 Bullying and Harassing Behavior Prohibited](#), [Policy Code: 1725/4035/7236 Title IX Sexual Harassment - Prohibited Conduct and Reporting Process](#), [Policy Code: 6125 Administering Medicines to Students](#), [Policy Code: 4320 Tobacco Products - Students](#), [Policy Code: 4333 Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety](#), [Policy Code: 4325 Drugs and Alcohol](#)

**Codes: UB:** Unacceptable Behavior; **RO:** Reportable Offense; **PD:** Persistently Dangerous

Level 4

**Behaviors**

**Recommended Responses**

*Repeated Violations of a Pattern of Type 3 Behaviors, w/ Evidence of Implemented Interventions*

UB: Under the Influence of Controlled Substances

UB: Threats (physical attack with a firearm or weapon): Class 2

UB: Bullying

UB: Cyberbullying

UB: Extreme Disruption of Class Environment

UB: Harassment Based on Religion or Creed, Gender, Gender Identity, Sexual Orientation, Disability

UB: Hazing

UB: Harassment (Sexual, Religion or Creed, Gender Identity, Sexual Orientation, Disability)

UB: Gang Intimidation and Gang Activity

UB: Robbery without a weapon

UB: Threat by Electronic Transmission

- Any response available for Level 1-3
- Short-term suspension up to 10 days
- Referral to school counselor and/or community-based counselor
- Report to School Resource Officer with possible charges

**Applicable Policies:** [Policy 4315 Disruptive Behavior](#), [\(Board Policy #4331 - Assaults, Threats, Harassment, and Hazing\)](#), [Policy Code: 4325 Drugs and Alcohol](#), [1710/4020/7230 Discrimination and Harassment Prohibited by Federal Law](#), [4329/7311 Bullying and Harassing Behavior Prohibited](#), [Policy 4328 Gang-Related Activity](#), [Policy Code: 4330 Theft, Trespass and Damage to Property](#)

**Codes: UB:** Unacceptable Behavior; **RO:** Reportable Offense; **PD:** Persistently Dangerous

Level 5

**Behaviors**

RO: Assault on school personnel not resulting in serious injury  
 RO: Bomb threat  
 RO: Burning of a school building  
 RO: Distribution of prescription drug  
 RO: Possession of a weapon (excluding firearms and powerful explosives)  
 RO: Possession of another person's prescription drug  
 RO: Possession, sale, use of alcoholic beverages  
 RO: Possession, sale, use of controlled substance  
 PD: Assault involving the use of a weapon  
 PD: Assault resulting in a serious injury  
 PD: Rape or sexual offense  
 PD: Homicide  
 PD: Kidnapping  
 PD: Physical attack with a firearm or explosive device  
 PD: Robbery with a dangerous weapon, firearm, or explosive device  
 PD: Sexual assault not involving rape or sexual offence  
 PD: Taking indecent liberties with a minor

**Recommended Responses**

- Any response available for Level 1-4
- Possible long-term suspension (minimum 11 days/maximum rest of school year)
- 365-day suspension\*\*
- Expulsion
- Report to School Resource Officer with possible charges

**Applicable Policies:** [Board Policy Code 4335 Criminal Behavior](#), [Policy Code 4333 Weapons](#)

**NOTE: Offenses are placed in the highest applicable discipline category, but the administration always has the discretion to consider relevant facts and opt for a lesser consequence. Administrators should refer to the Student and Family Handbook for guidance on all the possible levels of discipline with which to address a matter.**

\* Aggravating factors and repeated behaviors may result in more severe responses.

\*\* Only available for certain firearm and destructive device violations identified in Policy 4333