



Isaac Dickson Elementary School

Student/Parent Handbook 2024-2025

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Experience the Difference!

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Dear Dickson Families,

Welcome to Isaac Dickson Elementary!

We are looking forward to an exciting and rewarding school year.

A school and its children are most successful when parents, educators, and the community work together. The staff of Isaac Dickson Elementary School is committed to providing a safe, respectful, supportive learning environment. We appreciate the opportunity to work in partnership with you. We want to ensure that your experiences, and those of your children, are positive and productive during these crucial elementary school years.

This handbook will familiarize you with the practices and procedures at Isaac Dickson Elementary School. Procedures and protocols are subject to change. Should changes occur, they will be reflected in the handbook. Other important information is located in the community section of our website.

We appreciate you taking the time to carefully read and discuss the handbook with your children. Please use it as a reference source throughout the school year, and please do not hesitate to reach out at any time with questions or concerns.

We look forward to working with you this year!

Warmly,

Your IDES Admin Team

Ruletta Hughes, Principal

LauraElena Moreno , Assistant Principal

Mission

We are a community that supports the whole child while empowering all students to become independent, life-long learners.

Vision

We value the diverse cultures that our students bring to the learning community. We provide opportunities for active, hands-on experiences that enhance learning and build intellectual capacity. We explore together in ways that make each student feel safe, confident, appreciated, and inspired. We emphasize our relationships with one another, with our local community, and with our world.

PBIS CARE Matrix

We will....

Communicate kindly

Act safely

Respect all

Excel Everyday



Like us on Facebook: <https://www.facebook.com/IsaacDicksonElementary>



Follow us on Twitter: <https://twitter.com/IsaacDicksonAVL>

Visit our PTO website: [Isaac Dickson PTO](#)

Core Practices of Experiential Learning

1. The work of teachers and learners is characterized by learner choice, design, and revision. The central focus of the work grows out of learners' interests and concerns. Most problems that arise are solved in collaboration with learners as learners develop their ability to solve problems and accept responsibility.
2. The role of the teacher is that of facilitator and collaborator. Teachers are responsible for assessing and attending to learners' developmental needs, providing guidance, identifying academic givens, monitoring each learners' academic and social growth.
3. The academic integrity of the work teachers and learners do together is clear. Mandated learning expectations are identified. Through collaborative planning and implementation, students engage in and master the mandates. Activities assist learners in discovering the value and potential of the curricula and its connections to other disciplines and the world.
4. Work is characterized by active learning. Learners are thoughtfully engaged in the learning process, posing and solving problems, making meaning, producing products, and building understanding. The classroom provides an atmosphere of trust where the consequence of a mistake is an opportunity to learn.
5. New activities spiral out of the old, incorporating prior knowledge and building on skills and understandings that can be amplified. Rather than a completion of a study as a conclusion, it is regarded as the starting point of new learning.
6. Peer teaching, small group work, and teamwork are consistent features of classroom activity. Every learner is included and can identify his/her unique contribution to the work. Collaboration and cooperation are modeled and taught in preparation for an ever changing world.
7. Connections between the classroom, the community, and the world are clear. Course content is connected to the community and to larger issues in the community and the world.
8. There is an audience beyond the teacher for learner work. Individuals, small groups, or the community affirm that the work is important and worth doing.
9. Imagination and creativity are encouraged. The freedom to explore, observe, investigate, and discover are the basis for experiences that lead to a deeper understanding and a desire for learning.
10. Reflection is an essential activity that takes place at key points in teaching and learning. Teachers and learners engage in a conscious and thoughtful consideration of the work and the process. Reflection gives rise to revisions and refinements.
11. The work teachers and learners do together includes rigorous, ongoing assessment, and evaluation. Teachers and learners enjoy a variety of strategies to demonstrate their mastery of teaching and learning objectives.

Isaac Dickson Elementary School Pledge

I believe I can be a good student.

I believe I can achieve.

I believe, if I work hard, I will succeed.

Therefore, I will work hard each day to do my best!

I can learn, I will learn.

School Day at a Glance

Arrival/Drop-Off Begins:	7:15 am
Instruction Begins:	8:00 am
Social Emotional Learning/Community Meeting:	20-30 minutes
Dedicated Literacy Block:	120-150 minutes
Dedicated Mathematics Block:	70-80 minutes
Science/Social Studies:	30 minutes (*additional time integrated with other subjects)
Specials (Art, Music, Media, Experiential Ed., PE):	45 minutes
Recess:	30 minutes
Lunch:	30 minutes
Dismissal	2:35 pm

HOURS

Students will not be allowed in the building prior to 7:15 am, as there is no supervision by staff until that time.

On early dismissal days, elementary students are released at noon. These days are marked on the [ACS School Calendar](#).

During inclement weather, please check the ACS or WLOS websites to get information about school delays or cancellations.

Dismissal is at 2:35 pm for all students. We ask that parents / guardians check out students no later than 2:15 pm if they have after school appointments. Please notify your child's teacher if you are going to be late.

LATE ARRIVALS

Parents are responsible for getting children to school on time each day. Students should be in their classrooms no later than 7:50 am because instruction begins at 8:00 am.

Students are considered late after 8:00 a.m. Please see District Policy 4400 and 4400.P for further details.

Arrival at school after 11:15 am counts as a full day's absence. Parents of students who are absent will receive a phone call from the school notification system. Parents of students with 3 unexcused absences will receive a letter of concern from the school. Parents of students with 6 unexcused absences will receive another letter stating the law about student absences. Parents of students with 10 unexcused absences will be required to meet with a school social worker / administrator, and may have to appear in truancy court.

In the case of students who live out-of-district, habitual tardiness (18 or more) will cause the student to be assigned to their home school district.

MORNING DROP-OFF

The safety of our children is our greatest concern, and dropping students off in the upper parking lot is dangerous, so ***please plan on using the car line for dropping off students in the morning.*** This may require leaving the house a few minutes earlier, but it is the safest and most efficient procedure for our car riders. The entrance to the car line is at the bottom of Hill Street across from the entrance to the Hillcrest Community. **Please do not drop students off in the bus lane.**

Please adhere to the following guidelines for morning drop off:

- ★ To park in a handicap space, handicap tags are required. Likewise, please do not park in spots designated for particular staff.
- ★ Please refrain from dropping students off directly on Hill Street.
- ★ The bus loading zone is designated for school buses only.
- ★ When dropping students off in the car round-about, please pull as far forward as you can before unloading.
- ★ Students should not be dropped off in the upper parking lot in front of our school to walk alone across the driveway.
- ★ Please watch your speed and refrain from talking on your cell phone when entering, driving through, and exiting all areas.
- ★ Please do not use the Hill Street Baptist Church Day Care Center parking lot for student drop off. They have parents dropping their children off for day care at the same time..
- ★ If you plan to walk your students to the door, then please park in the upper parking lot, and walk down the steps. If the lot is full, you can park in the Chamber of Commerce parking lot from 7:30 am to 8:00 am. Please do not hold up traffic waiting for a parking space to open.

We will have staff to help with monitoring morning drop off and to help students get out of their cars as expeditiously as possible. Please be respectful and courteous to them.

We ask that you help us in our ability to maximize the hours in a school day by not lingering on campus unless you are serving in a specific volunteer capacity. Volunteers who have level II training are allowed in the building this year to support teachers. Please see your child's teacher to determine a specific time to come in and support the class. All volunteers should check in at the front office. ******District safety protocol for elementary schools requires that only K-1 parents can walk their students to their classes the first week of school. After the first week we ask that parents allow students to get to class on their own. Families will be given passes for these days.*** We encourage you to be involved in your child's classroom, but believe that instruction needs to begin promptly at 8:00. Having parents on campus delays a prompt and effective start to the school day. We love our parents but ask that you respect the instructional needs of teachers and children.

DISMISSAL

If you need your child released early from school, an authorized adult must report to the office to sign them out. No child will be allowed to leave school grounds without the authorization of a parent or legal guardian. The adult responsible for the student must sign the child out and wait for the student in the office. Regular dismissal time for students is 2:35 p.m. We ask that you avoid picking your students up after 2:15 p.m. as this is when important instruction and end of day procedures are taking place. Excessive early check out will result in contact from the principal or, in the case of out of district students, assignment to their home district.

YOUR CHILD'S TEACHER MUST BE NOTIFIED OF ANY CHANGES IN REGULAR TRANSPORTATION by 2:00 pm. Students without formal arrangements for change of transportation ***in writing*** will go home by their usual mode of transportation.

Families are asked to use the car line when picking their child up in a vehicle. If your child is a walker, please see the staff member located near the flagpole in the front of the building so that they can notify the classroom teacher to dismiss your child. Please plan to wait for your child in this location and avoid standing in the sidewalk spaces under the awnings in front of the building.

EARLY RELEASE DAYS

Early release days are scheduled a few times throughout the school year. Students are released at 12:00 pm. Please make sure transportation arrangements are made in advance. Notify the teacher in writing of any transportation changes. Please refer to the [ACS 2024-25 Calendar](#) for specific days.

SNOW CLOSINGS AND DELAYED OPENINGS

On days of delayed opening, students should arrive at 9:30 am. There is no supervision for children before that time. Information about snow closings or delayed openings will be made as early as possible on the mornings of inclement weather on the following radio & television stations and via Asheville City Schools hotline and website.

Radio Stations: WWNC, WKSF, WISE, WCQS, WPEK, WOXL, WRES, WQNX, WQNQ, WMXF

TV Stations: WLOS (13), WSPA (7), WYFF (4), WMYA (40) and WHNS (21)

ACS Hotline: 828-350-6188

Web Sites: www.ashevillecityschools.net www.citizen-times.com www.wlos.com

When schools are dismissed early due to inclement weather, announcements are made on the same stations and through our recorded phone system. Students who ride the bus will be sent home on the bus, unless we hear from a parent. Car riders will be allowed to make phone calls.

When school is on a delayed schedule, buses will pick up children 2 hours later than the normal pick up time.

ATTENDANCE

Student attendance is a critical component of learning. Regular attendance is essential for academic progress and helps develop responsible attitudes toward learning. Students who are not in school miss important instruction and school activities and fall behind their peers in class work. Try to plan appointments and family trips around school hours and calendar.

North Carolina state law (**§ 115C-378 Article 26 Part 1 Compulsory Attendance**) requires parents/guardians to have their children attend school.

To support attendance Asheville City Schools has a process to monitor and encourage school attendance.

- ★ The principal shall notify the parent, guardian, or custodian by mail regarding the child's excessive absences after he/she has accumulated three unlawful absences in a school year.
- ★ After six unlawful absences, the principal shall notify the parent, guardian, or custodian by mail that they may be in violation of the Compulsory Attendance Law and may be prosecuted if the absences cannot be justified under established attendance policies of the State and the Board.
- ★ Once the parents are notified, the school social worker will work with the child and their family to analyze the causes of the absences and determine steps, including adjustment of the school program or obtaining supplemental services, to eliminate the problem.
- ★ After ten (10) accumulated unlawful absences in a school year, the principal shall notify the district attorney and parent in writing of the Attendance Law violation. Documentation showing that the parent,

guardian, or custodian were notified and that the child has accumulated ten (10) absences which cannot be justified under the established attendance policies of the Board shall constitute prima facie evidence that the child's parent, guardian, or custodian is responsible for the absences.

ABSENCES

If your child is going to be absent for the day, you need to email our data manager, Ms. Amber Branch. (amber.branch@acsgmail.net) or upon the child's return, send a note explaining the absence. Excused absences include illness, medical appointments, religious holidays, or death in the family. All other reasons are considered *unexcused*. You will receive an automated email/text from ParentSquare the day your student is marked absent.

In the case of students who live out-of-district, habitual absenteeism (18 or more) will cause the student to be assigned to their home school district.

For prolonged illness under the care of a physician, the parent, guardian or custodian must request an attendance requirement waiver from the principal.

Family vacations should be planned around the school calendar; however, travel that has an educational value may be counted as an excused absence if prior approval is received from the principal. A maximum of 5 Educational Leave Days may be used per school year. If you are requesting this type of educational leave, then you must submit a written request to the principal that includes the date and location of the trip, the plan for daily learning experiences, and the date of return to school. Students must keep a journal of their trip and turn the journal into the office upon return. Parents need to notify the Principal and classroom teacher **at least two weeks** prior to the trip. Students must complete all assignments missed during the absence. Teachers may make arrangements to give students the assignments in advance when possible. Students whose absences or tardies exceed 7 days will not be considered for Educational Leave except under special circumstances.

BREAKFAST/SNACK/LUNCH

The classroom teacher schedules snack time and may request parents to participate in providing snacks.

Breakfast and lunch are served every day at school. Each child has an account for use in our cafeteria. Students may purchase lunch on a daily basis in one of two ways: an amount is deposited into their account and the cost of items is deducted as items are purchased **or** students may pay cash.

NEW this year - Breakfasts will be "Grab & Go"

Students will grab a breakfast from the cart at the entrance of the Cafeteria and will eat in the Cafeteria.

The price of meals in Asheville City Schools for the 2024-2025 school year will be as follows:

Student Breakfast Prices -

All Grades

- Student Paid Breakfast \$1.50
- Adult Breakfast A La Carte Pricing
- A La Carte Milk (1/2 pint) 75¢

Elementary School Lunch Prices

Grades K-5

- Student Reduced Lunch 40¢
- Student Paid Lunch \$3.25
- Adult Lunch A La Carte Pricing
- Adult Holiday/Special Meals \$8.00
- A La Carte Milk (1/2 pint) 75¢

Families may use the secure site, [K12LunchPaymentCenter](#) to make meal payments and to monitor your student's account. This process removes the stress of making sure your student has cash for breakfast or lunch each day.

❖ K12PaymentCenter.com brings school breakfast and lunch into the internet age. Using the secure site to make your payments and monitor your student's account gives you the assurance of knowing where your money is going and how it is being spent.

❖ K12PaymentCenter.com removes the stress that comes with making sure your student has cash for breakfast or lunch.

❖ K12PaymentCenter.com is an easy, secure and convenient way to pay for nutritious breakfasts and lunches for your student.

K12PaymentCenter.com offers our parents the following services:

- Make meal payments on the internet using your credit card
- Check your student's meal account balance
- Get low balance alerts by email
- See what your child is buying

Asheville City Schools School Nutrition now offers

Online Free and Reduced Price School Meals Applications

❖ Apply on-line for your children to receive free or reduced price school meals. Your application will be sent from a secure web site directly to Asheville City Schools, so you don't need to worry about filling out a paper form that could be lost or misplaced.

❖ <http://www.LunchApplication.com> has been designed to make it easy for you to know exactly what information you need to provide and to guide you through the process. Once your application

has been received the district office will determine your eligibility and send you a letter with the results.

❖ <http://www.LunchApplication.com> is an easy, secure and convenient way to apply for free or reduced meals.

❖ To apply, simply go to www.LunchApplication.com and Click Apply Now.

*If you do not have access to the internet please complete the paper copy of the 2023-2024 free and reduced price school meals application. These are available for pick-up at your school.

**If you have already received a letter telling you that your child was preapproved for meal benefits you do not need to reapply. Please make sure all of the school-aged children living in your household are listed on the approval letter. If not, please contact the School Nutrition Office at 828-350-6171.

School menus are available on the ACS website.

<https://ashevillecityschoolnutrition.com/index.php?sid=1586532552529&page=menus&sm=9&sy=2023#clickto scroll>

HEALTH REGULATIONS

Parents will be notified immediately in the event of an accident or illness. For minor injuries, our staff will complete an *Accident Report* to keep on file. A copy will be sent home to parents. If the student is injured and requires medical attention or demonstrates extreme discomfort, parents will be notified immediately. In the case of a serious injury or major emergency, the school will call 911 and request an ambulance to transport the student to the emergency room. Parents will be notified immediately. The emergency contact will be contacted in the event a parent cannot be reached. ***Please make certain that your emergency contacts are up to date.*** Vision and hearing tests are given each year and notices of concern about vision or hearing are sent home.

Please adhere to the following guidelines when determining whether or not to send your child to school:

- ★ If your child has a stomach ache followed by vomiting or diarrhea then your child should be kept home until symptoms have resolved for approximately 24 hours.
- ★ Fevers are generally signs of infection. No child should be sent to school with a fever. Any child with a fever of 100.4 or higher will be sent home from school. Your child should be kept home until fever-free for 24 hours without using fever-reducing medicine.
- ★ Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Upon returning to school the child and/or guardian must provide proof of treatment to the school office. If upon return to school live lice are still present, the child will be sent home immediately and the parent/guardian notified that appropriate treatment must be administered.
- ★ Students are excluded from school in cases of communicable diseases. When a student is suspected of having one of the following communicable diseases, it is the responsibility of the parent to take the child to the local health department or the student's healthcare provider for verification and treatment before that student can return to school.

When to Keep Your Student Home from School

There are times when your student should not attend school. Keeping your student home at these times will prevent the spread of illness to other students at school.

If you have questions, please contact your School Nurse.

ILLNESS	WHAT TO DO?
Difficulty breathing or other signs of serious illness	Keep student home. See Healthcare Provider.
Chickenpox	<p>Keep students home until they have no new sores for 24 hours AND all sores are dried and crusted. An evaluation by a medical provider is strongly encouraged to provide future proof of immunity to chickenpox and the school nurse must be notified if a student has chickenpox.</p> <p>**During an outbreak (5 cases of more) of chickenpox, students who are NOT vaccinated for chickenpox (Varicella) and have been in close contact with someone sick with the infection will not be allowed at school for 21 days after they were last exposed to chickenpox, even if not sick.</p>
COVID-19 (positive antigen or PCR/molecular test)	<p>Keep student home until:</p> <ul style="list-style-type: none"> • It has been at least 5 days after the first day of symptoms (or test collection date if no symptoms); AND • It has been at least 24 hours since the student had a fever (without using fever reducing medicine); AND • Other symptoms of COVID-19 are improving <p>**Student should wear a well-fitting mask for 10 days after the first day of symptoms (or date positive test was collected if no symptoms) to minimize the risk of infecting others unless an exemption to mask use applies. The student may remove their mask sooner following TWO consecutive negative tests 48 hours apart.</p>
Diarrhea that cannot be controlled and/or has blood/mucus in it or with a fever	Keep student home. See Healthcare Provider.
Fever with oral temperature 100.4 F or higher and not feeling well enough to participate in class	Keep student home until fever-free for 24 hours without using fever reducing medicine such as Motrin or Tylenol.

Head lice	If lice are first found at school, student may stay until the end of the day but may not return until treatment has been started and all live lice are gone.
Illness that prevents the student from taking part in class activities easily	Student may return to school when able to take part in activities.

Impetigo	Keep student home until 24 hours after antibiotics have been started.
MRSA	Keep student home if the sore is draining and cannot be covered with a clean, dry bandage. Keep student home if they cannot keep from picking at sore.
Pertussis – (Whooping Cough)	Student should not return to school until they have finished all their antibiotics.
Pink Eye with white or yellow discharge or eye pain	Keep student home if they have a fever or are not healthy enough to participate in routine school activities. Students should be seen by a healthcare provider if they have eye pain, eye sensitivity to light, blurred vision that continues after any discharge is wiped away, intense eye redness, symptoms that get worse or don't improve, a weakened immune system, or a pre-existing eye condition.
Rash with fever or behavior change	Keep student home until seen by a healthcare provider and treated if needed.
Ringworm	If a ringworm is first found at school, student may stay until the end of the day if it can be covered. Student may not return until treatment has been started. Area must remain covered until completely healed.
Scabies	Student must stay home until after treatment is complete
Strep throat	Keep student home until 24 hours after antibiotics have been started.
Vomiting 2 or more times within 24 Hours	Keep student home until they are able to tolerate a regular diet.

VACCINATIONS: North Carolina Law (NCGS 130A) requires children to be vaccinated for certain diseases before entering school. A certification of immunizations and a Health Assessment for any student new to North Carolina Schools must be brought to the school within 30 calendar days of enrollment or the student is excluded from school until such time as they are presented. Physicians have access to required forms.

MEDICATION: Isaac Dickson will follow the suggested guidelines for medication administration in schools developed by the Buncombe County Health Department. According to these guidelines, it is best to give your child medicine at home. If prescription or nonprescription medicines must be given during the day, a medication log form must be completed by the child's health care provider and a Parental Request to Administer Medication form must be completed by a parent and returned to the office. All medicines must be brought to school and picked up from school by the parent and/or legal guardian. All medicines are kept under lock and key.

STUDENT INSURANCE: In order to participate in off campus activities and field trips, students must be covered by insurance. You will be asked to provide your insurance number to your child's teacher.

SCHOOL NURSE: Nurses are shared between ACS schools. School office staff will know the nurse's weekly schedule. The nurse assigned to Isaac Dickson is Laryssa LaPorte , she can be reached at 828-989-8906 or laryssa.laporte@acsgmail.net.

COMMUNICATION BETWEEN HOME & SCHOOL

VISITORS

Safety is an important part of a sound learning environment. To this end we operate under a school safety plan and adhere to system wide and state regulations regarding safety. All entrances are kept locked during the school day. In order to keep our schools as safe as possible, all schools in the district feature a buzz in system at the front entrance as well as a new computerized check-in system in the front office. Visitors will need to check in on the computerized system to obtain a visitor badge before visiting any part of the building or to check a student out early. You may be asked to show your identification when taking a child off campus.

To ensure the safety of everyone in the building, we ask that parents and visitors enter and leave the building through the front entrance and wear an identification badge at all times while in the building. School tours are made through the office.

OPEN HOUSE

Each year, we partner with PTO to sponsor an open house in order for parents to meet classroom teachers, support staff and the principal. It is an opportunity for parents to learn about their child's curriculum, daily routine, and school goals and expectations for the year. This year our Open House is September 24 th 5:30 p.m. - 7:30 p.m.

PARENT/TEACHER CONFERENCES

In the fall, conferences are held so parents can meet with their child's teacher. Parents and teachers meet for approximately 30 minutes to discuss the student's progress and beginning of year assessment data. In addition to this fall conference, parents may make appointments with teachers at other times during the school year as needed.

VOLUNTEERS

We need parent assistance with many aspects of the school including organizing fundraisers, PTO programs, the Health Fair, EOG test proctoring, tutoring, book fairs, school events, as well as organizing volunteers to help with school and class activities. Any volunteer working with children during the school day must complete Volunteer Level II training. This will require parents to fill out required paperwork, including submitting info for a background check.

PARENT TEACHER ORGANIZATION

Our school PTO meets monthly and does work to support our school and greater community. If you are interested in participating, please contact: Emma Drake @ isaacdickson elementaryPTO@gmail.com.

SCHOOL IMPROVEMENT TEAM

The School Improvement Team (SIT) is made up of parents, teachers, assistants, and administration. The committee guides decisions on staff development and how local funds may be spent. The team helps to develop a plan to improve student performance. The team meets the fourth Tuesday of each month at 3:00 p.m..

SAFETY DRILLS

We conduct Safe Schools Drills several times during the school year. These drills will be conducted in the same way as our routine fire and tornado drills. As is true with fire and tornado drills, we hope to never have a situation that requires us to use these procedures, however, we must be certain that our faculty and students are familiar with the process. Please contact us if you have safety concerns. A few other drills that we will be practicing will be Perimeter Lockdown, Hard Lockdown, and Evacuation.

GENERAL NOTICES

The Parent Square is used to send messages to remind you of upcoming events and to share important information. Also, visit our website and Asheville City Schools' website for important updates and reminders. Classroom teachers send home newsletters on Parent Square.

DOGS ON SCHOOL PROPERTY

Adults are reminded: No dog, except a Service Dog, shall be allowed on school property.

ACADEMIC PROCEDURES

HOMEWORK POLICY

We believe that homework is an integral part of a child's educational program . Homework is meant to reinforce learning at school and to develop independent learning habits of students. Homework also brings about self-discipline and develops sound study habits. There are a number of different goals and purposes for assigning homework, including the following:

- ★ Provide a link between home and school;
- ★ Help children take personal responsibility for their learning;
- ★ Foster confidence and self-discipline;
- ★ Promote the understanding that learning also happens outside of school;
- ★ Expand and/or enrich classroom work;
- ★ Reinforce learning by providing additional practice;
- ★ Help teachers monitor student understanding; and
- ★ Promote high expectations for students

GRADES K-2: Homework at this level should be a minimum of 60 minutes a week. It may include nightly reading and math as well as written reflection. Students may need assistance with projects. Sometimes homework will involve drill and practice. At all times parents are asked to work with children on homework. Parents are often asked to sign a reading log each night.

GRADES 3-5: Regular homework in reading and math is given at this level. Homework may also include projects in other disciplines as well as drill and practice. Homework should generally not exceed more than 4 hours weekly. Children are required to have an assignment notebook which should be taken home each night. Parents may be asked to look over assignments and to sign the notebook each night.

Research shows that parent involvement is a critical element for student success. We urge you to be involved in your child's learning, to know what your child is doing in school, and to offer support as needed in completing work outside of school.

GRADES

Students will receive quarterly report cards. Midterm reports will also be sent home during each quarter and are expected to be signed and returned. Students in K-2 are assessed on an on-going basis and will be reported on a scale from 1-4. Students in grades 3-5 will be given letter grades based on a scale of 100.

Grading Scale:

90-100=A

80-90=B

70-80=C

60-70=D

Below 69 is considered failing

Assessment at Isaac Dickson is intended to consider the whole child and his/her progress. Grades are based on classroom performance as compared to grade level expectations. Quarterly assessments help identify instructional focus. Regular communication with your child's teacher is recommended.

REPORT CARDS: Report cards will be sent home at the end of each nine weeks. Midterm reports are sent home midway through each grading period.

EQUITABLE DISCIPLINE

ACS CORE BELIEFS:

- ★ All students have the right to a safe and positive learning environment.
- ★ Equity is the lens through which all discipline decisions are made.
- ★ All staff are responsible for learning, teaching, modeling, and reinforcing appropriate responses.
- ★ Relationships are essential to building a strong positive school community.
- ★ Behavior is a form of communication to be understood.
- ★ It is the responsibility of all ACS staff to be anti-racist in our discipline practices.
- ★ Exclusionary practices are not an effective method for changing behavior and disproportionately harm Black students.
- ★ Changing student behavior is most effective when behavioral responses are completed with, not to, students.

We believe in restorative practices. The 5 R's of restorative practices include relationship, respect, responsibility, repair and reintegration. At the center of every restorative process is a damaged relationship between the person who caused the harm, the recipient of the harm, and the community in which the harm

was felt. Through restorative processes, these participants are able to communicate in a respectful manner to identify the personal responsibilities of all involved, explore solutions for how to repair the harm that was felt, and identify opportunities to reintegrate the individual who caused the harm back into the learning community.

Isaac Dickson has adopted Caring School Communities (CSC) as a schoolwide SEL curriculum. This curriculum was adopted after a year-long vetting process facilitated by our MTSS (Multi Tiered System of Supports) team. The fact that CSC aligns well with our core beliefs of equitable discipline played an important role in our decision to select this program. The CSC approach is comprehensive, providing both *proactive* and *responsive* strategies to set students up for success and effectively intervene when necessary. We believe the goal of an effective discipline policy is to teach students self discipline, not to coerce students into compliance through fear, guilt, or shame.

Principles of Caring School Discipline:

- ★ All children want to feel safe, successful, accepted, and connected to others, and all parents want success for their children
- ★ Behavior is learned.
- ★ Feeling connected to community leads to a sense of belonging and responsibility to self and others.
- ★ Effective discipline relies on mutual respect and caring relationships.
- ★ Developmentally appropriate, engaging curriculum is crucial.
- ★ Routines, high expectations, and procedures are imperative to effective classroom management.

Success requires:

- ★ Schoolwide fidelity to the program.
- ★ Teaching students self-discipline.
- ★ Eliminating over-punishing and over-rewarding.
- ★ Classroom cooldown/safe spaces.
- ★ A prompt process for addressing behavior when students are sent to the office - quick reintegration to the classroom is the goal.

Classroom norms will be developed collaboratively between the teacher and students. They will be shared and visible. **Schoolwide norms** include the following:

- C** – Communicate kindly
- A** - Act safely
- R** – Respect all
- E** – Excel everyday

Educator's Handbook is the tool ACS uses to document disciplinary actions.

Office Referrals: Behavioral incidents that cause harm or jeopardize the safety of the learning environment. These incidents are approved and processed by the principal or assistant principal.

Minor Incidents: Documentation of concerning behavior in which action includes parent contact.

Many of our teachers are also trained to use Community Resiliency Model (CRM) strategies. CRM's goal is to create "resiliency-focused" communities that share a common understanding of the impact of trauma and chronic stress on the nervous system and how resiliency can be restored or increased using this skills-based approach. CRM skills help individuals understand their nervous system and learn to read sensation connected to their own well-being, which CRM calls the "Resilient Zone."

2024-2025 Student Code of Conduct:

As we embark on a new school year, we would like to draw your attention to an essential document that plays a crucial role in maintaining a positive and respectful learning environment – Asheville City Schools' Code of Student Success.

The Code of Success outlines the values, expectations, and guidelines that guide our students' behavior and interactions within our school communities. By familiarizing yourself with this document, you not only help ensure a safe and inclusive atmosphere but also actively contribute to your child's success.

Please take a moment to review the Code of Success, which can be accessed on our school district's website [here](#).

We encourage you to discuss its contents with your child, reinforcing the importance of respectful behavior, responsible decision-making, and cooperation.

If you have any questions or require further clarification about any aspect of the Code of Success, please don't hesitate to reach out to your student's school.

Each year, Asheville City Schools are required to send out Annual Public Notices. You can view that document [here](#).

Thank you for your ongoing support and commitment to fostering a positive educational experience for all students. Together, we can create an environment that nurtures academic growth, character development, and lifelong learning.

DRESS CODE

We believe that the dress code is an important part of helping students learn how to express themselves appropriately and realize that positive but not excessive attention to appearance promotes personal and school pride. The personal appearance of every student is an important component of establishing a safe environment for optimal learning and respect for one another.

Students may not wear clothing that is disruptive to the learning environment or presents a concern related to personal health or safety. Examples include, but are not limited to:

- ★ Clothing that is tight-fitting or shorts/skirts that do not reach a child's fingertips. Shorts, pants, and skirts should be a length appropriate to the individual student's physical development;
- ★ Straps must be 1" in width; spaghetti strap t-shirts and camis are not appropriate. Tops should cover shoulders and midriff;
- ★ Students may not wear hats, caps, bandanas, or other headgear in the building during regular school hours unless they are related to a specific school activity, religious practice, or health need;
- ★ Students must wear shoes or other appropriate footwear while in the school building. It is expected that appropriate footwear be worn on the playground;
- ★ Undergarments should not be visible;
- ★ Clothing that promotes or displays violence, illegal substances for school-aged children, profanity, or obscenity must be covered.

Any student dressed in a manner deemed inappropriate by the administration will be asked to change, turn the inappropriate clothing inside out, or telephone the parent for a change of clothes. Violations are not negotiable; we want our students to present themselves appropriately.

PERSONAL ELECTRONIC DEVICES (cell phones, tablets, smart watches, etc.)

To better protect students from misuse of handheld devices the following guidelines have been established:

- ★ In the school building, personal electronic devices (PED) should be off and put away. Students' PEDs will be kept in backpacks, left with a teacher or left in the office during the school day, unless specified otherwise by the teacher.
- ★ Any use of these PEDs outside of teacher supervision is strictly prohibited. Faculty or staff that see the device being used during the school day will confiscate the PED and hand it back to the student at the end of the day. Parents will be notified at the end of the school day. If it is confiscated repeatedly it will be turned into the principal's office. A parent will be asked to pick up the PED from the school. .
- ★ PEDs should not be used during the school day for communication between students and parents. Urgent messages between parents and students must be communicated via the main office.
- ★ The school is not responsible for the maintenance, loss, theft or damage of any personal electronic device.
- ★ Students who wear smart watches should not use them to text or make calls while on campus. If they are a distraction in class, staff will follow the same procedures described above (second star).
- ★ All use of personal electronic devices is commensurate with the District's Acceptable Use Policy.

ANTI-BULLYING PROCEDURES

Students, school system employees, volunteers and visitors are expected to behave in a civil and respectful manner. Pursuant to Policy 1710 and 4331, the Board expressly prohibits harassment and bullying.

The complete ACS Bullying and Harassment policy may be found on the District's web site.

Definition and Prohibition of Bullying

Bullying is defined as **repeated** use of written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, by one or more students directed at another student that has the effect of:

- ★ causing physical or emotional harm to the other student or damage to his or her property;
- ★ placing the other student in reasonable fear of harm to him or herself or of damage to his or her property;
- ★ creating a hostile environment at school for the bullied student;
- ★ infringing on the rights of the other student at school; or
- ★ materially and substantially disrupting the education process or the orderly operation of a school.

ACS Harassment/Bullying Policies specifies a prohibition against bullying:

[ACS Board Policy 1710](#)

- ★ At school and at all school facilities;
- ★ At school-sponsored or school-related functions, whether on or off school grounds;
- ★ On school buses and school bus stops;
- ★ Through the use of technology or an electronic device;
- ★ At non-school-related locations if the bullying affects the school environment.

Cyber-bullying is defined as bullying through the use of technology or any electronic means.

A quick response and investigation of any alleged bullying incident will be conducted. This will include notification, resolution, consequences and other necessary steps depending on the exact nature of the situation. It is important that our children and staff work to create a school where all children are respected, cared for and encouraged, and capable of achieving their fullest potential.

Teachers and staff are required to report incidences of bullying to the school principal. If bullying is reported, the following procedure will be used:

- ★ Teacher will talk to the students
- ★ A minor referral will be written by the teacher
- ★ The administrators will be informed.
- ★ Staff member interviews the person making the report and the alleged bully.
- ★ Staff member calls parents of both students.
- ★ Restorative conference will be offered to the students
- ★ If there are continued incidents they will result in a major office referral. This will initiate a formal investigation by administration.
- ★ Support plans will be put in place for both students.
- ★ Parents will be notified.

Whenever an incident of bullying is determined to have taken place, the parents of all students involved will be notified of the incident and of the actions being taken by the school to prevent any further acts of bullying or retaliation. A Bullying Prevention and Intervention Plan will be developed to help both the target and aggressor. These will be individualized to the students with the goal of preventing further bullying.

SUPPORT SERVICES & PROGRAMS

TRANSPORTATION

ACS Transportation department (828) 350-6913

Bus transportation is provided for students living in the Asheville City School District. Students will be assigned to a bus that will pick them up and deliver them to an area near their home. Riding a bus is a privilege and not a right. Students are asked to use self-discipline and to follow the bus rules for the safety of all students.

A new request must be submitted for each school year for all rising Kindergarten, Sixth or Ninth Graders, AND any student that is requesting a bus for the first time due to an address change or new to the district.

To request school bus transportation for your child, please complete the form on Parent Square. Allow a minimum of 3-5 school days for processing. Every new request completely overwrites a previous request. Please make sure both AM and PM requests are complete. If your address has changed, you will need to contact your student's school to update that address before requesting a bus.

*****Please Note: Students will only be allowed to ride a bus to addresses/contacts listed in their PowerSchool Accounts. Any stops that are not to and from the student's home, to approved ACS daycares or programs are subject to available space/capacity on that bus. Any stops, including daycares, where students are not domiciled, will not be assigned during the first ten days of school OR until ALL in-district students have been placed and bus capacity audits are completed. Due to safety protocols, there will be no bus passes this year. Students will only be allowed to get on assigned buses. Please plan accordingly.**

All students and parents must sign a bus contract at the beginning of each year, even if they are NOT yellow bus riders. All students are expected to follow bus rules on white activity buses as well. Students usually riding the bus who make other plans to get to or from school MUST notify the school IN WRITING. A note or email should be written to the classroom teacher who will pass the information on to the assistant principal. Car riders and walkers must also notify the school of other plans, IN WRITING. If a student changes their address and requires a bus route change, please fill out a Change of Address Form and complete a new transportation

form. *All parents and students are required to sign a bus contract each school year, since all students will ride the bus for field trips.*

Asheville City Schools provides a variety of programs and services from kindergarten through grade 5 designed to address the needs of identified students who have a disability and require Special Education services. The following provides an overview of these programs and services:

RESOURCE AND INCLUSION

The EC teachers within the school provide these services. Students who receive services include those on Individualized Educational Plans (IEPs) who may have a variety of diagnoses including, among others, significant learning disabilities, social/emotional needs, pervasive developmental disorders and developmental delays. In this program, students are provided with content area in-class support, which may be done through a co-teaching model, as well as some small group or individual pull-out support. Developing instructional strategies, organizational skills, motivation, responsibility, and self-advocacy skills are emphasized. Specific social and emotional skills are addressed as needed. Related services such as speech and language, counseling, and occupational and physical therapy may also be included.

Related Services

The following related services are offered for students who qualify:

- ★ Speech and Language Therapy to address such issues as fluency, voice, language delays/impairments, functional conversation and pragmatic difficulties;
- ★ Occupational Therapy to address fine motor, school functioning, sensory motor and organization/handwriting;
- ★ Physical Therapy to address gross motor, playground skills and safety issues in school; and
- ★ Counseling, Therapy Support (offered by an outside agency Family Preservation Services)

PERSONAL EDUCATIONAL PLANS (PEPs)

It is a district requirement that children who are not on grade level will have a Personal Education Plan (PEP). This is a plan developed by the classroom teacher that prescribes strategies to support the child to help them achieve at grade level. This is not to be confused with an IEP, which is developed for children in the Exceptional Children's Program.

STUDENT SUPPORT TEAM (SST)

The Student Support Team is designed to assist students who are identified by teachers and/or parents as experiencing difficulties in academic, behavioral, social and/or emotional development. Prior to an SST meeting, team members will gather information about the student (e.g., observations, portfolios of work, learning style attributes, and background information). During the meeting, the team will discuss this information and identify strategies (e.g. use of support services, modification of curriculum) to assist the student. After several weeks, the team will reconvene and evaluate the student's progress to determine if the problem has been resolved or if additional measures are needed.

ENGLISH LANGUAGE LEARNERS (ELL)

The English Language Learners (ELL) Program teaches proficiency skills in listening, speaking, reading and writing in both social and academic settings. Students develop the ability to function in social settings and increase their skills in required subject matter such as mathematics, social studies, science and language arts. ELL services are provided in both classroom and pull out settings.

GUIDANCE

Guidance and counseling services are designed to assist all students in the growth and development process

(academic, social-emotional, behavioral). Individual and small group counseling sessions address specific student needs. The focus of the counseling sessions may include academic achievement, decision-making skills, and peer relations. Large group counseling programs focus on developmental issues, such as appreciation of self and others, effective communication skills, coping strategies, self motivation and management, interest and career awareness.

ACADEMICALLY INTELLECTUALLY GIFTED

The AIG program includes a range of services that are based on the individual needs of students. Students qualify for services using multiple criteria through multiple pathways including teacher observation, achievement, aptitude, behavior rating scales, and performance tasks.

Students in K-5 are served through their classroom teachers with support from the AIG specialist. The AIG specialist also serves all k-5 students directly. This may be through weekly whole class enrichment lessons, flexible small groups, flexible scheduling for grade level project support and/or co-teaching. The AIG specialist also teaches students enrolled in the AIG program. Students may attend advanced math and/or advanced reading classes. The AIG specialist also supports teachers and students via the PLC model. For more information, please visit the Dickson AIG website: Dickson Website>Academics>Academically/Intellectually Gifted.

BRIGHT IDEAS

Bright IDEAS is our after school program that offers a variety of club choices as well as daily academic support. Opportunities vary from session to session. Check the website for current offerings. Please email Penny Lewis (penny.lewis@acsgmail.net) for more information.

OTHER SUPPORT SERVICES: In addition to a counselor and a nurse, we have a part time school social worker and therapists from outside agencies. To access these services, please work through the school counselor or your classroom teacher.

Program Contact Information:

Transportation	LauraElena Moreno Assistant Principal	lauraelena.moreno@acsgmail.net	350-6802
Cafeteria & Food Service	Pearly Hampton Cafeteria Manager	pearly.hampton@acsgmail.net	350-6805
Attendance & Student Records	Amber Branch Data Manager	amber.branch@acsgmail.net	350-6807
Student Services & 504 Plans	Jasmine McAllister School Counselor	jasmine.mcallister@acsgmail.net	350-6803
Health & Social Service Agency Referrals	TBD School Social Worker	@acsgmail.net	350-6808
Testing	LauraElena Moreno Assistant Principal	lauraelena.moreno@acsgmail.net	350-6802
AIG Services	Daniel Withrow AIG Specialist	daniel.withrow@acsgmail.net	350.6849
Media Resources	Crystal Hendrix Media Coordinator	crystal.hendrix@acsgmail.net	350-6804
Health Related Services & Medications	Larryssa LaPorte School Nurse	larryssa.laporte@acsgmail.net	350-6808
Bright IDEAS	Penny Lewis After School Coordinator	penny.lewis@acsgmail.net	350-6845

If you have a question or problem with a school employee, it is best to attempt to solve the issue by speaking with the employee. If that is not successful, please contact the Principal or Assistant Principal. Classroom voicemail is available for teachers. Generally, we do not disturb teachers during class time. If you need to leave an urgent message for a teacher, call the main office. Teachers may also be reached through email by using the teacher's [first name.last name@acsgmail.net](mailto:first.name.last.name@acsgmail.net).

You will find current information regarding Asheville City Schools, including updated school calendars, by visiting the [ACS district website](#). Information on a school's progress may be found by visiting [School Report Cards | NC DPI](#).

Isaac Dickson Elementary School is dedicated to equal opportunity. Accordingly, activities and procedures within the school are governed by the philosophy of simple fairness to all. Therefore, the policy of the school is that all activities regarding students, employees, or applicants will be performed without regard to race, sex, national origin, religion, disadvantage, or handicap.

We are happy you are part of our Isaac Dickson School Family! Let's make it an extraordinary year!