

**Ascent Classical Academy
of
Northern Denver**

Family and Site Guidelines

Revised October 2025

2025-2026 School Year





ASCENT CLASSICAL ACADEMY *of* NORTHERN DENVER

THE VISION

Ascent Classical Academy of Northern Denver develops the moral and intellectual skills, habits, and virtues upon which independent, responsible, and joyful lives are built, in the firm belief that such lives are the basis for a free and flourishing republic.

THE MISSION

Ascent Classical Academy of Northern Denver trains the minds and improves the hearts of young people through a classical, content-rich education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue in an orderly and disciplined environment.

CORE VIRTUES

Courage • Moderation • Justice • Responsibility • Prudence • Friendship • Wonder

MOTTO

Ad maiora ex tenebris
Out of the darkness towards the greater things

LOCATION

5061 E. 160th Ave
Brighton, CO 80602
Headmaster: Dr. Thomas Tacoma
Contact: office@nd.ascentcolorado.org

Disclaimer:

These site guidelines are subject to revision as needed to accommodate changes in the facility and/or school needs.



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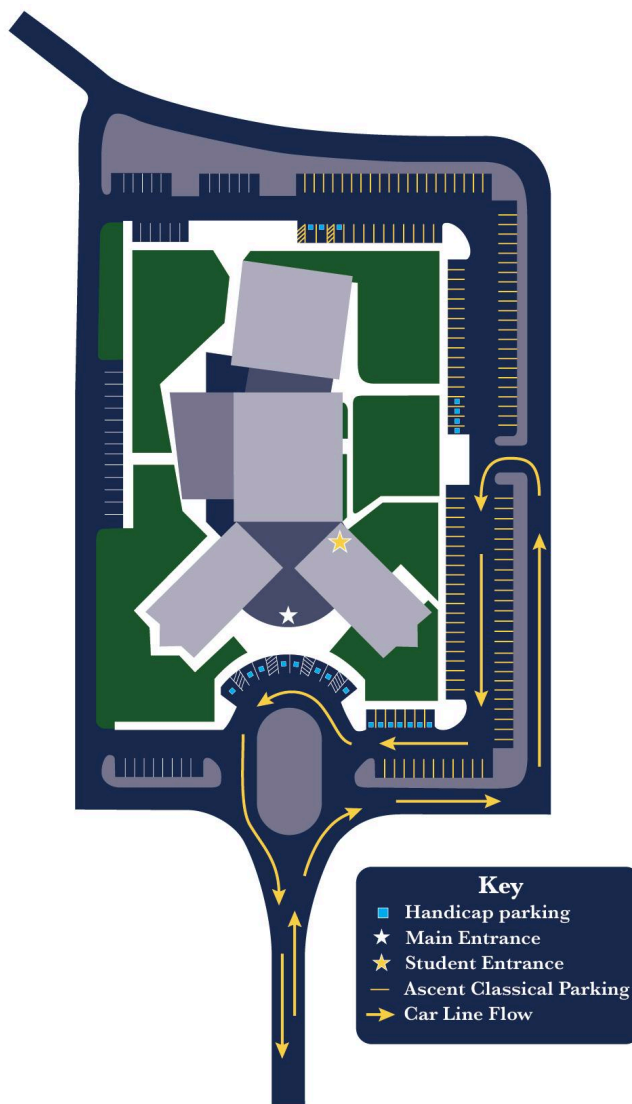


Arrival and Dismissal Procedures

Morning Drop-off Carline:

Start Time: 7:20

End Time: 7:40



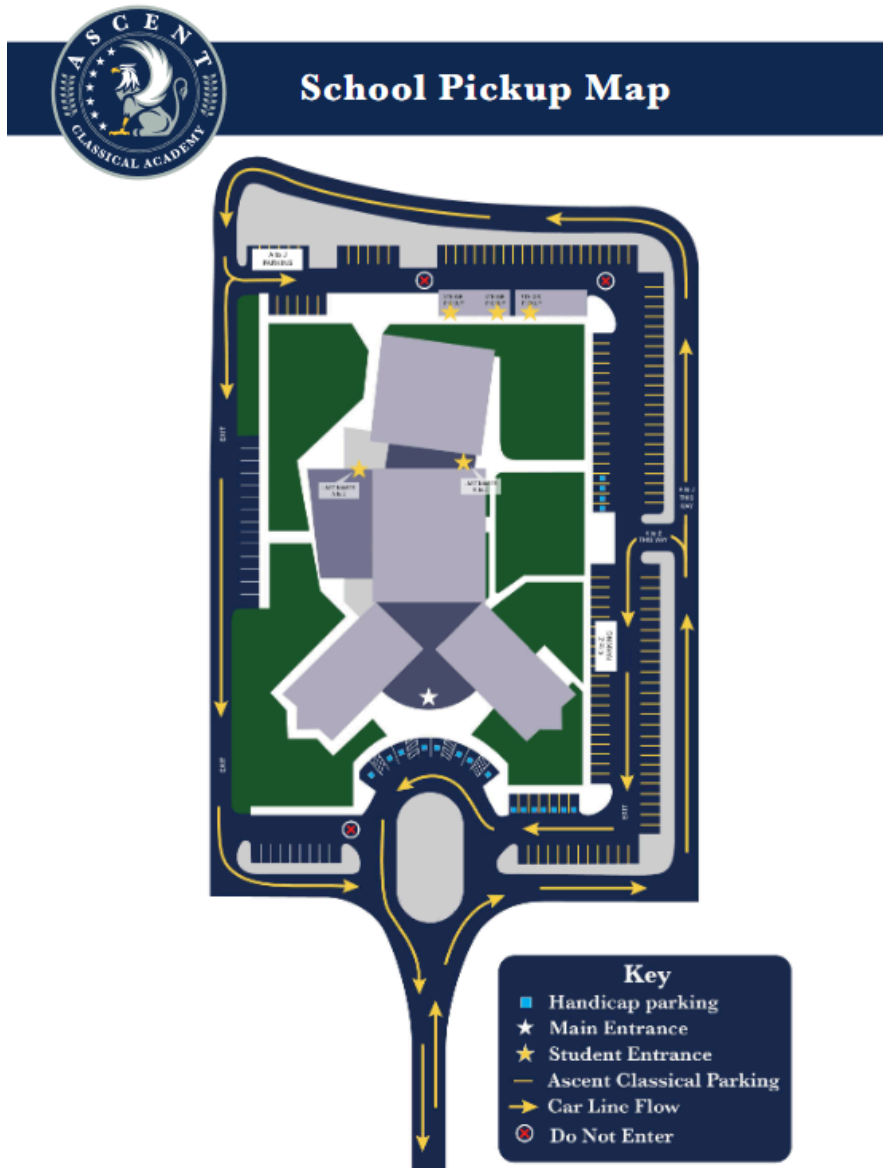


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Afternoon Pick-up:

Start time: 3:00 p.m.

End time: 3:15 p.m.



Drop Off Procedures



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Student drop-off runs from 7:20 to 7:40. Parents who wish to park and walk their child to the door should park on the north side of the carline loop so as not to disrupt the drop-off flow. Parents who wish to take their child to class must check in at the front office.

Late Arrivals

Routine morning drop-off ends at 7:40. Parents of students arriving after 7:40 will be asked to sign their child in at the front office before going to class. Students are tardy if not present and ready for school to start by 7:45.

Per Board Policy SE-2.0, three tardies are considered a single absence for attendance purposes.

End of Day Pick-Up

Pick-up is from 3:00 to 3:15 p.m. If a last-minute change in the person picking students up happens, please call the front office directly at 720-501-5000.

If you are picking up for another family, please go to their pick-up door to retrieve those students.

Carpooling

We understand that many of our families are driving great distances to reach our school, and we encourage them to coordinate carpooling with each other. Parents will need to add carpool drivers to their approved list of pick-ups by contacting our Registrar, Mrs. Rachelle Burke (rachelle.burke@nd.ascentcolorado.org) or calling the front office.

Carline Safety

Parents in carline are expected to be cautious and alert whenever driving on campus, especially during carline, following all traffic regulations and rules of the road unless otherwise directed by ACAND staff. Technology should never be used while in carline. ACAND staff will direct parents using technology in carline to put the device away before the vehicle proceeds.

Highway 7 is very busy. Unfortunately, we don't have the \$2 million we were quoted to install a traffic light there. We encourage parents and guardians to exercise caution whenever turning onto it.



Attendance

Early Pickup

Parents wishing to pick up students early from school must pick their child up before 2:30 PM. Our office staff are unable to assist with early pickups after 2:30 PM as they are preparing for carline and general dismissal. Pick-ups after 2:30 PM will need to follow routine pick-up procedures.

To pick up your child, please park and walk into the Front Office with your photo ID. A staff member will verify your identity and call your child down to the office. Please note that we do not pull students early from class to wait for early pickup in order to maximize their learning time: anticipate up to a five minute wait for your child to walk to the office from class.

Late Pickup

To respect the time of our teachers and staff who must remain on site to supervise students, parents must pick up their students promptly at the end of the school day and/or afterschool activities. Late pickup is defined as arriving on site to pick up a student after regular pick-up doors have closed, OR 15 minutes after the end time of the after-school activity should it extend past the time the office closes (e.g., if sports practice ends at 5 PM, parents must pickup by 5:15 PM).

School staff will make every effort to contact parents and emergency contacts by phone once this window has passed.

Students who are not picked up on time may be suspended from attending tutoring or other after-school activities following the second occurrence of late pickup.

If no guardian or emergency contact contact for a student be established within 15 minutes after the school office has closed or an after-school activity has ended, parents will be charged a \$25 late pick-up fee and asked to register with our after-care provider. In cases of excessive lateness or no contact, Child Protective Services may be notified.

Elective Absences

Per Family Handbook policy SE-1.0, ACAND tracks student attendance in order to comply with state and federal expectations for student contact and expected academic progress. Whether excused or unexcused, repeated or extended absences from school are detrimental to a student's



ability to succeed academically. Assignments may be made up or notes copied, but the benefit of learning directly from the teacher can only be accomplished in the classroom.

Obviously situations arise necessitating that students miss school (e.g., illness), and we are not insensitive to mitigating circumstances. Of greater concern are repeated absences for elective or unexcused reasons, e.g., tardies or vacation. While parents are welcome to take their children from the classroom at any time, they must understand that doing so negatively impacts their child's education and may impact their ability to proceed to the next grade level.

Makeup Work

Per Family Handbook policy SE-1.0, it is the student's responsibility to coordinate makeup work due to absence. Work that is missed due to unexcused absences may not be made up for credit. Makeup work is not to be coordinated during class time. Class time is intended for the instruction of all students, not to coordinate one student's missed work.

Students are expected to inquire about missing work as soon as they return, and they have one day for each day they were absent to complete and turn in those assignments.

For example, if a student misses Tuesday, he should ask about missed assignments on Wednesday and turn that work in on Thursday. Assignments turned in on Friday would not receive credit. Likewise, if a student misses a Thursday and Friday, she would have Monday and Tuesday to inquire about, make-up, and submit missing work, which would be due at the start of class on Wednesday.

Questions about makeup work should be directed to your child's teacher. Questions about our makeup work policies should be directed to the Headmaster.

In Upper School, final exams taken at the end of the semester are required for all students. All upper school students in grades 6 and higher are expected to take final exams or receive a zero for them, to be waived only at the headmaster's discretion in cases of bereavement or documented medical emergency.

Advance work

Sometimes parents will ask for assignments for their children in advance of an extended absence. It is the school's policy not to provide classwork in advance. Rather, students should collect their work when they return. When work is already compiled and readily accessible, as in a book for literature or a workbook for math, it can be given at the teacher's discretion. Quizzes and tests should be made up after a student's return rather than prior to departure.



Academic Support

Parent-Teacher Conferences

Communication between parents and teachers is of critical importance in supporting student learning. In addition to routine communications through the online gradebook (PowerSchool), newsletter, teacher, website, and parent emails, parents are encouraged to reach out to teachers to schedule phone conferences or in-person conferences as needed to support their child.

Twice a year, ACAND hosts formal parent-teacher conferences. These conferences typically take place between quarters and allow parents and teachers to discuss habits of conduct and patterns of success or struggle seen throughout the previous quarter. Parents will be sent information about how to sign up for these formal conferences through the school newsletter. Please note that teachers are unable to accommodate walk-in or last minute conferences on these formal days. Appointments allow teachers to prepare materials to make conferences as productive as possible.

Homework

One of the best ways for parents to be involved in their child's education is to provide support and structure for homework. As a general guideline, the homework assignments set by our teachers should be tasks the average student could complete in ten minutes times their grade level. This number represents the total homework time across ALL subjects that the average student should spend per grade level.

Average Time for ALL Homework Assignments, By Grade:

K-1st: no more than 10 mins (other than parent read-aloud)
2nd: 20 min (other than parent read-aloud)
3rd: 30 min
4th: 40 min
5th: 50 min
6th: 60 min
7th-8th: 80 min
9th-10th: 100 min
11th-12th: 120 min

These times include time required for a student to complete a literature/history reading assignment.



Note that a student could take more or less time to complete all their assignments. Students requiring far more time than these guidelines to complete their work should talk with their teacher.

Grades and PowerSchool

The PowerSchool Parent portal is the primary means of communication regarding student academic progress. Parents have 24-hour access to their child's online gradebook through the parent portal, and are able to see scores as well as teacher comments on assignments. Parents are encouraged to check PowerSchool regularly to make sure they are aware of their child's progress and potential academic needs.

ACAND encourages parents to provide gradebook access to students in grades 6-12 so that students can take responsibility for their own academic success. A student who can see his missing assignments and scores is better equipped to seek out additional support from their teacher. Upper School students grades 9-12 are also invited to visit the Post-Graduate Advisor to check their grades during lunch time or conference.

Should parents be unable to log into PowerSchool, they should immediately contact our front office to have their password reset.

Promotion Requirements and Non-Promotion to Next Grade Level

Our goal is to do all we can to help all of our students succeed. Per Board Policies AP-7.0 and 8.0, our primary goal in grammar school grades is promoting solid literacy skills. A student may be promoted to the next grade if he reads above grade instructional level. A child who lacks adequate reading skills may not pass to the next grade level.

Students in grammar school must also demonstrate competence in all core subjects (shown in a C average) over the course of the year.

Students in Upper School must earn a GPA average of 1.7 in core courses in order to be promoted to the next grade level.

Non-promotion of students with IEPs or other specialized learning plans will be made by a grade placement committee, including the parent(s), general education teacher, case manager, relevant service providers, and a school administrator.

As a school, we do everything we can to help all of our students succeed. If a student is deemed at risk of failing, we want to communicate and partner with parents to change direction. At the



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end of the Fall Semester or beginning of the Spring Semester, teachers or administrators will contact the parents of students who are at risk of repeating a grade level to build a plan to help that student demonstrate sufficient growth to continue on to the next grade.



Testing

Philosophy and Purpose of Standardized Testing at Ascent

When standardized state assessments are used as accountability measures, schools are incentivized to prioritize test results, “teaching to the test” to ensure tested standards are mastered above all else. We don’t do this. It has the potential to limit the breadth and depth of a school’s curriculum, as well as place undue pressure on students to perform within a narrow set of prescribed standards. At Ascent, we are fortunate to have a classical, content-rich curriculum that more than meets the limited scope of state requirements, and we trust that our students will perform well on the standardized assessments as a matter of course.

State tests can offer a useful snapshot of student achievement to help us identify potential holes in our instruction. This is also an opportunity for our students to practice virtue in pursuing excellence in anything they work to accomplish, as well as aid in preparation for high-stakes tests, such as the PSAT, SAT, CLT, or ACT, that our students will take in the future. These assessments are often how our school is judged in the public arena, including in the charter renewal process.

Opt-Out

Per Family Handbook policy AP-13.1, parents may opt their children out of the PSAT and CMAS state assessments. Opt-out instructions are provided by ACAND in the weeks leading up to CMAS testing. Parents are not able to opt their children out of internal school assessments or WIDA ACCESS. Due to limited internal resources, especially on testing days, students that have opted out of testing and are attending school on the day of the test will be required to remain with their peers doing silent work or reading.

Standardized Tests at ACAND

ACAND participates in several different tests throughout the school year, including Acadience, NWEA MAPs, CMAS, CLT, and WIDA ACCESS. Ascent does not teach to the limited scope of these tests, but we use the data collected from these assessments to evaluate and improve the delivery of our classical education program. Recent changes in Colorado law require that CMAS testing be done online, and students will be prepared to use chromebooks solely for these testing purposes.

Questions about standardized testing at ACAND should be directed to our Testing Coordinator (Mr. Dylan Leebrick) or Dean of Faculty (Mrs. Jessica Knowles).



Fees and Finances

School Supplies

ACAND purchases school supplies for its students using a portion of student fees. Students are expected to treat school supplies with respect to ensure that supplies last for the expected life of that particular item. Students will be provided with required materials at the start of the school year. Replacement or additional supplies are made available by request through the teacher.

Intentional destruction or misuse of supplies will result in disciplinary action, including fines to replace school materials.

Student Responsibility for Textbooks

Per Family Handbook policy SE-30.0, students who lose textbooks or return them in damaged condition may be held responsible for replacing the item. Allowances are made for normal wear and tear on textbooks. Teachers will expect students to legibly write their names on the inside front cover of their textbooks, using a ballpoint pen, to indicate responsibility for each particular textbook. Teachers will also train students in how to properly and respectfully handle books and other school materials.

Workbooks (e.g. for math) and literature books are considered textbooks that students use during the year for their education. If a student loses their workbook or literature book and needs a replacement, a parent/guardian will need to pay for a replacement book.

Lost and Damaged Textbooks Procedures

Should an item not be returned, school staff will contact the parent via email to note the missing item and offer a window for the book to be found and returned. A form will also be sent home with the student for the parent to sign and return acknowledging the book is lost.

Should an item be returned in a damaged condition, school staff will note the damage and provide evidence of the damage to the parent, as well as evidence that the book was assigned to their student. School staff will determine if damage reaches a level beyond regular wear and tear that requires replacement.

An invoice for lost or damaged items will be sent to parents by email from the school. Student fees for lost or damaged books may also be posted in the parent portal for PowerSchool. We offer a variety of payment options.



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If payments represent an undue financial burden for your family, please speak with our Director of Family Engagement regarding alternate arrangements.

Student Fees

Per Family Handbook policy SE-30.0, ACAND collects student fees from families each year to provide expendable supplies and materials to students. A detailed description of what items are covered by the student fee is available to parents by emailing the Inventory and Finance Specialist (Mr. Josh Hunt).

Fees can be paid online through the registration process. Please contact the school Purchasing Finance Specialist (Mrs. Jade Rush) with questions.

Field trips or extracurricular activities such as athletics, clubs, or House activities may involve additional fees, to be paid through the online portal. Elective classes such as band, orchestra, or studio art may also charge additional fees to cover the cost of specialized instructional materials. Students with unpaid fees are not eligible to participate in field trips or other extracurriculars.

Financial Support

ACAND does not wish student fees to present a financial hardship or obstacle to attendance for families in need. To that end, we waive student fees and offer additional financial assistance towards uniforms and lunches for qualifying families. Families interested in receiving financial assistance may complete the Family Economic Data Survey, which can be found in the front office. Families may qualify for either Tier 1 or Tier 2 assistance. This is based on the same rubric as Free and Reduced Lunch standards.

Questions about exemptions to student fees or paying student fees, including payment plans, should be directed to our Purchasing Specialist (Mrs. Jade Rush).



Parent Engagement

Visitor Expectations

Class observations must be scheduled ahead of time through the Front Office.

- Visitor dress is appropriate for a school setting and non-distracting, keeping within the spirit of our student uniform and faculty/staff dress code.
- Observations should be for a set time and not the whole day. Visitors may not wander the building to observe other classes unannounced. Visitors found doing this will be asked to leave by a member of our administration and visiting will not be permitted again.
- Visitors should not interject into the class discussion or offer to assist students in their learning during class time.
- Visitors are not permitted to grade assignments at any time.
- Visitors should not at any time take photographs or videos during their observation. This is a direct breach of student privacy and visitors will be removed immediately. Exceptions will be made only for parents attending an Opening Ceremony where their student is performing or being recognized for an award. At that time, photos and videos must be only of their student(s).
- Observations are different from volunteering in a class. Those desiring to volunteer on campus should reach out to Mrs. Bretz.

Questions about visiting campus can be directed to our Front Office staff.

Campus Meetings

Drop-in or same-day requests for meetings of any kind cannot be accommodated at our campus. Parents wishing to schedule a meeting with a teacher should contact that teacher directly and understand that such meetings are likely to be scheduled after school rather than during the school day. Parents wishing to schedule a meeting with an administrator should contact the administrator by email to request an appointment. Please be sure to provide a short summary of what needs to be discussed so that the meeting can proceed productively.

We often find that phone calls can be accommodated in a shorter turnaround time than in-person meetings. If there is a concern that a meeting will take too long to arrange, a phone call may be requested instead. We want to be sure to address any concerns as soon as we can!



Classroom Observations

Parents are always welcome to visit our campus and observe classes in session. Visiting a classroom can be a great way for parents to gain perspective, see our faculty in their elements, as well as have a framework for which they can speak to their children about what they are learning.

Before visitors arrive, they must understand the expectations in order to have a valuable observation experience, but also allow for continued decorum in our classrooms. The purpose of a classroom visit should never be to critique the teacher.

Parent-Teacher Communications

Per Family Handbook policy SE-32.0, communication regarding school behavior or academic performance rests primarily on the student, as behavior and performance is a direct result of their work and effort. As a school, we recognize that if a parent's and a student's story differ, it is natural and fitting that the presumption be on the side of the parent. Similarly, it is natural and fitting that the presumption be on the side of a teacher when assignments are missing, homework is late, or other circumstances arise over the course of a school year.

Teachers and office staff will make every effort to respond to parent communications within 24 hours, with 48 hours allowance over the weekend. The Headmaster and Deans may have pressing responsibilities that may prevent immediate response, but will make every effort to reply within 48 to 72 hours.

Out of respect for our employees, we ask parents to use official ACAND communication channels (school email accounts) to discuss school business. As a close community, many ACAND teachers and staff may have personal connections to our families from outside of school. ACAND employees are not permitted to discuss school business through personal channels, such as social media accounts and text messaging.

Communications and “Hand Grenades”

As a campus, ACAND has adopted a “no hand grenades” approach to communications. A “hand grenade” is a communication sent in haste and/or heightened emotional state that is intended to cause harm rather than bring about a solution to a problem.

What we have found is that such communications are not only unproductive but damaging to the parent-teacher partnership, and indicative of a buildup of frustration or breach of trust and respect in the relationship. When “hand grenades” are sent or received, ACAND will support



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parents and staff in pausing all communication until a face-to-face meeting can be had and these interpersonal issues resolved. Only when parents and teachers are working together for the betterment of students can real progress be made on solving problems.

Newsletters

To maintain communication with our families about upcoming events and important announcements, ACAND publishes our e-newsletter once a week. Parents are strongly encouraged to read it carefully. Out of courtesy to our busy office staff, please make sure to consult it and/or any of our handbooks and guide documents, such as these guidelines, before reaching out with questions.

Parental Code of Conduct

Every effort is made to hire a faculty and staff of the highest moral character so as to set examples of virtue and wisdom for our students. We ask our parents to partner with us in upholding the following standards of conduct:

- Demonstrate good character at all times and in all circumstances
- Understand the mission and philosophy of Ascent Classical Academy
- Not speak poorly of teachers or other staff in order that students may have the best opportunity to learn from all teachers
- Follow school procedures as outlined in the School Policies and this Site Guidelines document
- Hold high expectations of student performance - regardless of final grades, students should be putting forth their best effort in all their educational endeavors
- Encourage students in their learning by asking questions and discussing what they have learned on a regular basis
- Help your children develop effective study skills and work habits
- Oversee your child's progress
- Support the school by getting children to school on time.
- Treat office staff and all school personnel respectfully.

Any visitors who fail to treat office staff and all school personnel respectfully may be asked to leave and not permitted to return to the school until arranging a meeting with the Headmaster.

Volunteering

Volunteers are critical to the success of Ascent Classical Academy, and we are deeply appreciative of the time and effort our parents and community members invest in us. We know



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that children enjoy greater success in school when the adults they admire most take an interest in their education. No matter what kind of volunteer work a parent does, or who they do it for, there are some common qualities that will help them be a successful volunteer at Ascent Classical Academy.

Volunteers must complete a background check through our Raptor system before they may volunteer on campus. Volunteers must also read and sign the Volunteer Agreement and the Student Privacy and Confidentiality Agreement before volunteering. These documents provide important expectations, policies, and information about volunteering on our site.

Annual Notification of Parental Rights

Details about parental rights under federal and Colorado law can be found on the school website at this link: <https://nd.ascentcolorado.org/annual-notices-for-parents/>.



Student Discipline

Goals of Discipline

Our mission is to educate students in virtue and character with the aim of graduating responsible, independent, and joyful citizens. In light of this goal, we believe that the ideal relationship between the school and parents is one of *partnership*. We take this partnership seriously and emphasize its importance, especially in the context of student discipline.

School discipline cannot stand alone. Rather, it works best when it supports the parents' relationship with the student.

Our disciplinary philosophy is informed largely by the classroom management text *Teaching with Love and Logic*. For more information on our disciplinary procedures, refer to the ACACS Family Handbook, SE-10.0 through SE-14.0 (available on our website).

As a rule, parents can expect teachers to communicate with them regarding disciplinary issues that rise above routine classroom management corrections.

Security camera system

Ascent has multiple cameras located throughout the building. These are

Dress code Infractions

Students with *missing* or *incorrect* attire must call their parents from the office to retrieve the appropriate items. Missing items may include belts, ties, or formal wear; incorrect items may include shoes, socks, shirts, sweaters, or formal wear.

Students who are *wearing the uniform incorrectly* or who are wearing *non-uniform additions* to their attire should be asked to correct or remove these items. Correctable infractions may include tucking shirts in, tying shoes, buckling belts, tying ties, buttoning shirts or pants. Non-uniform additions may include sweaters, headbands, armbands, bracelets, patches, hair ties, hats, etc.

Flagrant or repeat offenses can be punishable by parent note or detention. Teachers are welcome to use informal incentives to enforce dresscode, such as pushups, explanations, house points, etc.



Any teacher or staff member may enforce the dress code of any student.

The Clip System

In kindergarten through 2nd grade, teachers will use the clip system to monitor behavior. Students will move their clips up and down on their behavior chart at their teacher's discretion. The clip system allows teachers to create a common vocabulary and set of standards in lower grammar school, and to communicate general behavioral patterns with parents on a weekly basis.

At the end of each week, each student's status will be shared with parents in the student's Friday folder. Teachers are encouraged to email parents if challenging behaviors persist, or if behavior is challenging beyond the effectiveness of the clip system.

After recess, lunch, or co-curriculars, teachers and TAs will communicate clip system changes to the student's homeroom teacher.

Any teacher or staff may clip any student up or down.

Reflection Forms

A common means of addressing misbehavior is with a *reflection form*. Reflection forms may be issued at the teacher's discretion. When a student fills out a reflection form, he is removed from the situation, which gives him time to focus and to consider what he did wrong and how he might have acted better.

Students should take reflection forms home at the end of the day. Parents should sign them, and students should return them to their teacher the next day. This system allows teachers to communicate with parents, and for parents to discuss behavior with their students. Students who fail to return their reflection forms will incur additional consequences.

Any faculty or staff may issue any student a reflection form.

Office Referrals

For more serious misbehavior, students may be sent to the Dean of Students or another administrator to discuss their actions. Often, situations such as these involve multiple parties and may require time for investigation. If so, the Dean of Students will investigate and communicate with parents as quickly as he is able.



We respect the confidentiality of all students involved. The consequences of misbehavior (i.e., the specific punishments) remain a private matter between the student, his parents, and the school.

Detention

Detentions will be assigned at the discretion of the teacher. Usually, detentions will be given after a warning or a note home. Teachers will give students a detention slip; students will have a parent sign it and return it the following day. If the student does not return the slip the next day, a call will be made notifying the parent. Teachers will log detentions in PowerSchool.

Detentions will not be given to students in kindergarten, first, or second grade, unless the teacher and parent discuss this option and agree upon it. Detention lengths will be *thirty minutes* for third, fourth, and fifth graders, and *one hour* for six through twelfth grades.

Detention will be held every Friday from 3:00 to 4:00 pm. If Friday is a half day or a scheduled day off, then detention will be held the day before on Thursday, or if needed, on Wednesday. All detentions missed for snow days or other school closures will be served the following Friday.

If a student fails to attend detention they will accrue an additional detention to be served on the next two consecutive Fridays. If a student misses a second detention, he or she will be suspended for one day, which will satisfy the missed detentions.

Three tardies will earn a student a detention, issued by the front office or the Dean of Students.

Detentions take priority over sporting events, house activities, or field trips.

To allow parents to plan accordingly, detentions given Monday through Wednesday will be served on the Friday of the week they are assigned. Detentions given Thursday or Friday will be served on Friday of the following week.

We understand that detentions affect parents' time and schedules, and we encourage parents to direct communication about this inconvenience to their students, not to Ascent faculty and staff.

Suspension

For more serious misbehaviors, students may receive a suspension. Suspensions can be assigned both in school and out of school.



Suspension lengths range from one to five days. Suspended students and their parents must meet with the Dean of Students for a reentrance meeting upon returning to school. This meeting will be held the morning the student returns to school.

Behavior Tracking Forms/Plans

Students who repeat problem behaviors may be asked to complete a Behavior Tracking Form. These forms track behavior usually for two to three weeks. The goal of this form is to help the student become aware of how frequently he or she engages in the specific behavior.

Parents will be notified by the Dean of Students if their child is given a behavior tracking form.

When the tracking form is complete, the student, his teacher, and his parents will meet with the Dean of Students to develop a Behavior Improvement Plan, and to discuss strategies to help the student redirect or prevent disruptive behaviors.

Expulsion

Expulsion may be a possibility for more extreme or persistent behaviors. Common grounds for expulsion include possessing a weapon, possessing or distributing drugs, making credible threats of violence, or for persistent patterns of defiance and disrespect. For details on our expulsion policies, please refer to the Family Handbook SE-11.0.

Student Health

Health Office

Our Health Office strives to create a safe and healthy environment for all of our students. Per Family Handbook policy SE-26.0, students who are sick with contagious illnesses or communicable diseases may not attend school. Common signs of contagious illness include:

Coughing/Sneezing - if a student has a persistent cough, he or she must remain at home until it eases. If a student comes to school with a cough or sneeze that is a disruption to the class, he or she will be sent home.

Diarrhea - if a student is having diarrhea at home or school, he or she needs to remain at home for 24 hours after he or she stops having symptoms. Please do not bring your child to school with diarrhea.



Fever - If a student has a fever above 100.4 degrees Fahrenheit, keep him or her at home. Students with fevers above 100.4 degrees at school will need to be picked up immediately. Students must be fever-free without the use of fever-reducing medications for 24 hours before returning to school.

Vomiting - If a student is vomiting at home, he or she must remain at home for at least 24 hours from the last time he or she vomited. If a student vomits at school, he or she will need to be picked up immediately.

Medications on Campus

Per Family Handbook policy SE-26.0, in order to have student medication on-campus, the Health Office must have a medical, allergy, and/or asthma form completed by the student's doctor. Authorized providers who can complete this form are MD, DO, PA, NP, NPP, DDS. No other types of providers are accepted on this form.

Once this form has been completed, parents may bring the form and medication into the Health Office and sign a medication form. Medications must be in their original bottles and be labeled with the student's name. All forms of medication, including Tylenol or ibuprofen, must have a doctor's note.

Students may not self-medicate.

If a student would like to carry an inhaler or epi-pen, parents must still have the student's doctor fill out a form to bring to the Health Technician. The student must then meet with the Health Tech and School Nurse to sign a self-carry form and demonstrate knowledge of use for the inhaler or epi-pen.

Any student who has a health condition that needs medication may warrant a meeting with the Nurse and Health Tech. If parents have a plan from their student's doctor, this must be brought into the Health Office for record-keeping and adherence to the plan.

Immunizations

Per Family Handbook policy SE-26.0 and Colorado state law, all Ascent Classical Academy students are required to be immunized against specific diseases. Ascent Classical Academy of Northern Denver complies with state law regarding exemptions from immunization requirements.



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Parents seeking a certificate of non-medical exemption may be required by state law to complete an online government course and submit proof of completion to the Health Office. Information on non-medical exemptions may be found online through the Colorado Department of Education at <https://cdphe.colorado.gov/nonmedical-exemption-nme>.

“Frequent Flyers”

Students who are found repeatedly visiting the health office during the course of a school day will have their parents contacted and may need to be picked up if they cannot remain in the classroom.

Students who repeatedly visit the health office over multiple days may have their parents contacted about missing excessive class time. School administrators may ask for a meeting with parents, students, and teachers to discuss strategies to improve a student’s class attendance.



Student Life

Formal Day

Every Wednesday, students will wear formal attire. Students not in formal attire will be in violation of the dress code. Students may wear formal attire any additional day of the week if they desire.

Students missing formal-day attire will be sent to the front office to call their parents and ask them to bring the missing garments.

Opening Ceremonies

Each class holds opening ceremonies every day. The class will recite the Pledge of Allegiance and the Student Pledge, and then observe a 30-second moment of silence. Teachers may use the opening ceremonies to lead reflections on virtue and character, or to read a short story or poem.

On Wednesdays, faculty will hold *all-school* opening ceremonies in the Garage space. In addition to the daily elements (pledges and moment of silence), we use this ceremony to recognize birthdays, to honor students who modeled our core virtues in the past week, and to recognize patriotic holidays, such as Constitution Day, Veterans Day, or Presidents Day.

All-school ceremonies are also a time for class recitations. We invite parents of reciting students to attend. We ask that parents stand behind the students during this time.

Lunch and the Lunchroom

Lunch is held in the Cafe space. ACAND has partnered with a lunch provider, and parents may purchase meals for their students in advance. Links for this can be found in our weekly school newsletter. Families who qualify for financial assistance should contact our Purchasing Specialist (Mrs. Jade Rush) with questions about payment for school lunches.

Students should verify they have a packed lunch as part of their morning classroom routine. If a student forgets his lunch, he should go to the front office to call home. If a parent is not available to bring his lunch, the parent may arrange a delivery. We will accommodate his schedule to allow him time to eat before returning to class. If neither option is available, the school will provide a free lunch for the first incident. For additional incidents, the school will charge a fee to the parents equal to the cost of hot lunch for that day.



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Many of our students bring their own lunches. We provide basic utensils, napkins, and cups of water to all students as needed.

Our lunchroom is managed by a lunch supervisor, teachers, staff on rotation, and parent volunteers. Even though lunch feels like free time, we expect students to maintain our school's standard decorum, which includes respecting each other as well as the building as a space shared with New Hills Church.

Due to food allergies, students may not share or trade food with each other.

For liability reasons, microwaves will not be available for student use. Students may purchase hot lunch through our provider, or may bring food intended to stay warm in a thermos.

Please ensure that your student is able to open the food in his packed lunch under his own power. Lunch items should not require scissors or adult strength or dexterity to open.

Recess

Our playground is the turf space on the east side of the building. Students in classes K-4 may play on the playground equipment. All students are welcome to play with recess equipment (balls, jump ropes, etc.).

Recess is supervised by a rotation of teachers, staff, and parent volunteers. Students have recess periodically throughout the day.

We expect students to live by our core virtues while at recess:

- Treat others the way you would like to be treated.
- Respect school and church property.
- Stay in the designated playground area, in the sight of an adult.
- Report injuries or mishaps to an adult as soon as possible.
- Line up quickly and silently when the whistle blows to end recess.
- Take responsibility for personal items brought to recess.

ACAND is not responsible for items lost or damaged at school. We recommend parents be aware of what their children bring to school and avoid sending them with valuable or sentimental items that may be damaged or lost. Common items that are best left at home include:

- Money
- Trading cards (including Pokemon cards)



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- Electronic devices
- Digital watches that make noise
- Board games
- Anything expensive or fragile
- Anything your child values deeply or holds special

Students may bring personal sports equipment to school for outdoor recess use, including soccer balls, footballs, frisbees, etc. Make sure to label these items with your child's name. Balls must be filled with air (like a soccer ball, tennis ball, racquet ball, football, etc.) and not solid (like a baseball, softball, lacrosse ball, billiard ball, etc.).

We want children playing outside as often as possible. Ascent will hold recess outdoors as long as the "feels like" temperature is 15 degrees Fahrenheit or above. Heavy rain, strong wind, or snow may require indoor recess. Please check the weather and plan to send your child to school with the necessary outdoor clothing, such as a winter coat, snow boots, snow pants, gloves, and ear protection.

If the temperature is 32 degrees or less and your child does not have a coat, they will be instructed to call home and have someone bring them a jacket.

Lost and Found

Students frequently lose sweaters, fleeces, jackets, and water bottles. Items left outside at recess or in the lunchroom or classrooms will be gathered outside the front office at the lost and found. Please check there first if your child is missing something. *We strongly recommend labeling clothes on the tags so that you can identify which items belong to your family.*

We encourage parents to check the lost and found for personal items frequently.

Periodically throughout the school year (usually quarterly), items in the lost and found will be donated.

Special Events and Parties

Any special event or party must be approved in advance by the Headmaster or his designee. Special events or parties must be directly related to the curriculum and add to the instructional environment. Typically, we do not change our routines to commemorate historical holidays out of the context of their historical period. We may recognize these as part of our opening ceremonies in the classroom. For more information on parties, see the Family Handbook policy AP-16.0.



We recognize that birthdays are important and significant events, especially for younger children, and teachers are able to recognize them in small, non-distracting ways at their discretion. Instructional time should not be interrupted for birthday parties (Family Handbook policy AP-16.0).

Invitations for exclusive parties or events may not be handed out on campus. Party or event invitations that are distributed at school must include an invitation for each student in the class.

Due to health concerns, students may NOT bring birthday treats to share with other students. Parents may bring a treat to their child to enjoy or stop by the lunchroom to spend time with their child, but parents may not distribute candy, toys, or other items to students. Balloons, flowers, or other gifts delivered to the Front Office for a student's birthday will be kept there until the end of the school day if deemed distracting for a classroom.

Our school holds Wonder Days throughout the year to celebrate the virtue of wonder and to engage the whole school in a variety of activities related to our curriculum and mission. These may include games, competitions, art shows, crafts, costumes, recitations, field-days, or in-class activities. We will announce these activities in advance and welcome parents and parent volunteers to attend.

Field Trips

Teachers schedule field trips for their classes. We encourage our teachers to plan one field trip per year for their class. Classes have been to the Denver Zoo, the Butterfly Pavilion, the Denver Museum of Science and History, and on mountain hikes.

Teachers will request parent chaperones and parent support with transportation. All chaperones will be required to complete a background check with our front office. All parents driving students for field trips will be asked to submit proof of driver's license and insurance before the day of the field trip.

Under Colorado law, all students under nine years old must bring a child restraint system or booster seat to school on the day they plan to attend a field trip. Students without a proper seat may not be able to participate in their class field trip. Please remember to label all seats and boosters with your child's name.

Common Uniform Concerns



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Our dress code expectations provide an opportunity for our students to practice virtue in the small things. Our dress code is available on our school website, with pictures of the pieces of the uniform. To help parents understand uniform expectations, this short list provides an example of the most common uniform violations:

All Students:

- Must wear a belt (grades 3 and up)
- Must have visible shirt collars under sweaters and jumpers
- May not wear jackets or hoodies indoors
- May not wear long sleeve undershirts with short sleeve uniform shirts
- May not wear polos on formal attire days
- Must keep their shirts tucked in
- May not wear open-toed shoes, heels, or other accents. Shoe colors must be aligned with dress code requirements
- May not wear socks with bright colors or patterns
- May not write or draw on their skin
- Must change into PE clothes for P.E. (grades 6 and up)
- Wear uniforms on field trips. Exceptions may be made for extended trips, such as Outdoor Lab, for which dress expectations will be communicated in advance.

Boys:

- Must wear pants, not shorts, on formal attire days
- Must wear shirts that are long enough to stay tucked in
- Wear undershirts of a uniform color
- Trim their hair above the collar of their shirt.

Girls:

- May only wear stud earrings, no hoops, nothing dangling
- Must have nails of a natural length so as not to interfere with school activities (e.g., PE or handwriting in class)
- May not have visible piercings beyond stud earrings (no nose, eyebrow, lip, etc)
- May have hair of a natural color only, and may not have additions such as glitter
- May only wear heels of no more than one inch in the upper school only.

Refer back to the section on student discipline for information on how dress code will be enforced.

Students who have PE first period may arrive in their PE uniforms. If the student forgets or does not have their regular uniform, he or she must remain in in-school suspension until their uniform can be brought to them.



Student Data Privacy

Ascent Classical Academy Charter Schools is committed to protecting the privacy and security of student information in compliance with applicable federal and Colorado laws. The School will collect student data only as necessary for educational purposes, to meet reporting requirements, and to support student academic success. Collection practices shall comply with FERPA and C.R.S. § 22-16-107. The School will maintain administrative, logical, and physical security measures to protect against data breaches or unauthorized disclosures, including but not limited to:

- Annual staff training on student data privacy.
- Secure storage and transmission of student data.
- Password-protected access to digital systems.
- Locked filing cabinets or rooms for physical records.

The School may designate certain student information as “directory information” in accordance with FERPA. Directory information may include name, grade level, participation in activities, and honors received. Parents will be notified annually of their right to opt out of the disclosure of directory information.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend their child's or their education record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information



regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. Among other exceptions, FERPA permits disclosure without consent to school officials with legitimate educational interests.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.

Notice of Nondiscrimination and Harassment Policies

Ascent Classical Academy Charter Schools (ACACS) admit students of any race, creed, color, sex, national origin, religion, sexual orientation, or ancestry, and without regard to a student's disability or need for special education services, to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Further, ACACS does not discriminate on any such basis in administration of its educational or admissions policies, scholarship or athletic programs, other school-administered programs, or in its employment practices.

For questions, contact the school's ADA/504 Coordinator: Ms. Anna Long (anna.long@nd.ascentcolorado.org) or the school's Harassment and Discrimination Compliance Officer (matthew.summers@nd.ascentcolorado.org - for harassment complaints outside of Title IX).

ACACS Harassment and Discrimination investigation procedures (for complaints outside of Title IX) are available on the school website (here: <https://nd.ascentcolorado.org/wp-content/uploads/sites/7/2024/12/ACACS-Harassment-and-Discrimination-ND.pdf>).

For questions, contact the school's Title IX Coordinator, Mr. Matthew Summers (matthew.summers@nd.ascentcolorado.org)

ACACS Title IX policies may be reviewed on the school website (here: https://nd.ascentcolorado.org/wp-content/uploads/sites/7/2024/10/ACAND-TitleIX-Procedures-9_2024.pdf).

For questions, contact the school's Title IX Coordinator, Mr. Matthew Summers (matthew.summers@nd.ascentcolorado.org)



2025-2026 ACAND Staff Directory

Faculty/Staff Name	Position	Email Address
Adam, Millie	First Grade Teacher	millie.adam@nd.ascentcolorado.org
Arcand, Lauren	Teaching Assistant	lauren.arcand@nd.ascentcolorado.org
Bigger, Nicole	Speech Language Pathologist	nicole.bigger@nd.ascentcolorado.org
Bretz, Amber	Front Office Attendance Specialist	amber.bretz@nd.ascentcolorado.org
Burgess, Andrea	Third Grade Teacher	andrea.burgess@nd.ascentcolorado.org
Burke, Rachelle	Registrar	rachelle.burke@nd.ascentcolorado.org
Caum, Laura	Composition Teacher (Upper School)	laura.caum@nd.ascentcolorado.org
Conte, Ashlei	Kindergarten Teacher	ashlei.conte@nd.ascentcolorado.org
Cooke, Ella	Apprentice Teacher	ella.cooke@nd.ascentcolorado.org
Coors, Laura	First Grade Teacher	laura.coors@nd.ascentcolorado.org
Daniels, Malaina	Second Grade Teacher	malaina.daniels@nd.ascentcolorado.org
Disney, Sharon	School Occupational Therapist	sharon.disney@nd.ascentcolorado.org
Domenico, James	School Custodian	james.domenico@nd.ascentcolorado.org
Dressler, Apryl	PE Teacher	apryl.dressler@nd.ascentcolorado.org
Duncan, Autumn	Fifth Grade Teacher	autumn.duncan@nd.ascentcolorado.org
Esch, Krista	Humanities Teacher (Upper School)	krista.esch@nd.ascentcolorado.org
Ferbrache, Amanda	Special Education Paraprofessional	amanda.ferbrache@nd.ascentcolorado.org
Fernandez, Tony	Dean of Operations	antonio.fernandez@nd.ascentcolorado.org



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Flores, Michelle	School Psychologist	michelle.flores@nd.ascentcolorado.org
Guild, Marit	Art Teacher and Marketing Lead	marit.guild@nd.ascentcolorado.org
Hahn, Jessica	Latin and Literature Teacher (Middle School)	jessica.hahn@nd.ascentcolorado.org
Hernbloom, Lisa	Multi-Lingual Learner Program Manager	lisa.hernbloom@nd.ascentcolorado.org
Hewitt, Samantha	Teaching Assistant	samantha.hewitt@nd.ascentcolorado.org
Hunt, Josh	Inventory Specialist	joshua.hunt@nd.ascentcolorado.org
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Johnson, Kristjan	Latin Teacher (Upper School)	kristjan.johnson@nd.ascentcolorado.org
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Long, Anna	Special Education Teacher	anna.long@nd.ascentcolorado.org
Moyer, Carrie	Dean of Student Services	carolyn.moyer@ascentcolorado.org
Ngo, Dani	Teaching Assistant	dani.ngo@nd.ascentcolorado.org
Owen, Angela	Lunch/Recess Supervisor	angela.owen@nd.ascentcolorado.org



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Roberts, Shelby	Music Teacher	shelby.roberts@nd.ascentcolorado.org
Rush, Jade	Purchasing Specialist	jade.rush@nd.ascentcolorado.org
Ryan, Rebecca	School Nurse	rebecca.ryan@nd.ascentcolorado.org
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Simmons, Vicky	Special Education Paraprofessional	victoria.simmons@nd.ascentcolorado.org
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