

Ascent Classical Academy of Douglas County

Family and Site Guidelines

Updated August 2026

2026-2027 School Year

ASCENT
Classical Academy of Douglas County

VISION

Ascent Classical Academy of Douglas County 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.

MISSION

Ascent Classical Academy of Douglas County 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

10004 Park Meadows Drive
Lone Tree, CO 80124
Interim Headmaster: Aaron Southwick
Contact: office@dc.ascentcolorado.org

This document collects the procedures that ACADC uses to implement the policies identified in the Family Handbook. The material in this document is site-specific and will not apply to other Ascent schools.

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Classical Academy of Douglas County

Table of Contents

2026 - 2027 School Calendar	4
Introduction to Guidelines & Education Philosophy	5
Carline Procedures	7
Attendance	10
Academic Support	12
Testing	17
Fees and Finances	19
Parent Engagement	21
Student Discipline	25
Student Health	28
Student Life	30
2025-2026 ACADC Staff Directory	34
Family and Student Acknowledgement Page	39

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Classical Academy of Douglas County

2026-2027 School Calendar

Ascent Classical Academy of Douglas County

- FIRST DAY UPPER
- FIRST DAY GRAMMAR
- NO SCHOOL
- EARLY RELEASE (Harvest Fest)
- NO SCHOOL (Faculty/Staff Work Day)
- EARLY RELEASE (Finals Week)
- NO SCHOOL (Parent-Teacher Conferences)
- EARLY RELEASE (Parent-Teacher Conferences)

Important Dates

SEP. 7	LABOR DAY
OCT. 15-16	FALL BREAK
OCT. 19	PARENT-TEACHER CONFERENCES
NOV. 23-27	THANKSGIVING BREAK
DEC. 19 - JAN. 1	WINTER BREAK
JAN. 18	MARTIN LUTHER KING JR. DAY
FEB. 12	PARENT-TEACHER CONFERENCES
FEB. 15	PRESIDENT'S DAY
MARCH 15-19	SPRING BREAK
APRIL 16 & 19	SPRING INTERMISSION (MAKE-UP DAYS)

JULY 2026

S	M	T	W	TH	F	S
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AUGUST 2026

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SEPTEMBER 2026

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OCTOBER 2026

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NOVEMBER 2026

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DECEMBER 2026

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JANUARY 2027

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FEBRUARY 2027

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MARCH 2027

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APRIL 2027

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MAY 2027

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JUNE 2027

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Introduction to the Family Guidelines

The ACADC Family Handbook is a site specific document that details the policies and procedures of our campus. This document complements and is in alignment with the Ascent Classical Academy Charter Schools Board Policy Handbook. For Board level policies, which include grievance policies, expulsion, retention and promotion, etc. please see the ACACS Board Policy Handbook. In the event of any conflict, inconsistency, or ambiguity between these administrative procedures and Governing Board policy, the Governing Board policy shall be the final authority. Nothing in these administrative procedures shall be construed to amend, supercede, or diminish the authority of the Governing Board or its duly adopted policies. For all Ascent Classical Academy of Douglas County, site related policies, please review this handbook in detail.

ACA Educational Philosophy

Philosophy

Ascent Classical Academy Charter Schools' mission is derived from the history and philosophy of liberal education in Western Civilization and in America. Currently, traditional, classical education is experiencing a renaissance in this country after decades of neglect. Within this broader reform, Ascent Classical Academy Charter Schools follow the principles and curriculum of what might be called an American classical education, whose mission encourages the formation of human beings and citizens who will flourish in life and serve their communities and country in a manifold way. To embrace the mission, the school holds certain essays and texts to be the foundation. Among these are the following:

- *The Schools We Need and Why We Don't Have Them* by E.D. Hirsch
- *The Making of Americans* by E.D. Hirsch
- *The Great Conversation* by Robert Maynard Hutchins
- *A Classical Education for Modern Times* by Terrence O. Moore

Important Historical Sources:

- *Proposals Relating to the Education of Youth in Pennsylvania* by Benjamin Franklin
- *Virginia Bill for the More General Diffusion of Knowledge* by Thomas Jefferson
- *A Plan for the Establishment of Public Schools* by Benjamin Rush

Notice of Non-Discrimation

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. See also Policy SE-4.0 ("Enrollment") in the Family Handbook.

Compliance Officer

NAME: Chris Scott

EMAIL: chris.scott@ascentcolorado.org

Americans with Disabilities Act (ADA), Section 504 Coordinator

NAME: Diana Randall

EMAIL: diana.randall@dc.ascentcolorado.org

Title IX Coordinator

NAME: Chris Lenhart

EMAIL: chris.lenhart@dc.ascentcolorado.org

Annual Notification of Rights (Link below)

Family Educational Rights and Privacy Act (FERPA) Notice of Rights and Directory Information

Protecting Student Privacy

Hillsdale College Candidate Member School

Ascent Classical Academy of Douglas County is proud to be a Hillsdale College Candidate Member School. As a candidate member school, ACADC employs the Hillsdale College K-12 curriculum and receives training and support from the Hillsdale K-12 academic team. Hillsdale College was founded to provide the kind of sound learning necessary to preserve the blessings of liberty. For over 175 years, it has offered an outstanding liberal arts education for undergraduate students. Restoring excellence to American K-12 education is a natural extension of the College's mission, and Hillsdale has been helping K-12 schools for over three decades.

Hillsdale teaches K-12 schools to provide an education that is both classical and American in its orientation; one that is rooted in the liberal arts and sciences, offers a firm grounding in civic virtue, and cultivates moral character.

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Classical Academy of Douglas County

Arrival and Dismissal Procedures

Morning Arrival Carline:

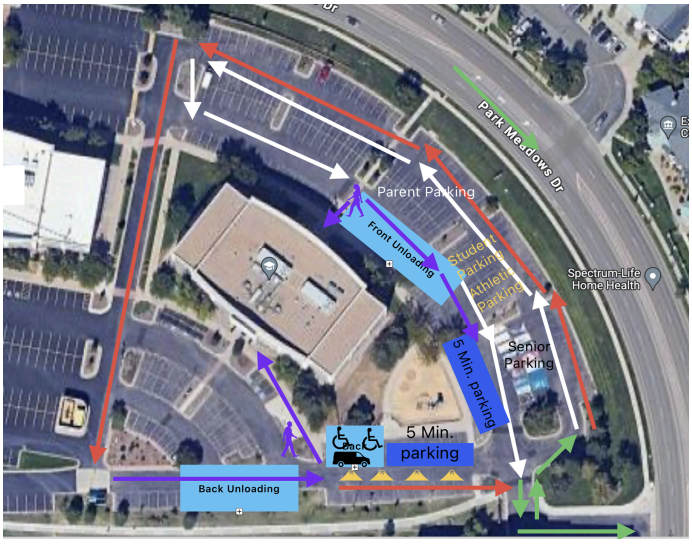
- All vehicles enter through our main entrance on Park Meadows Drive. This is located between our property and the apartments next door near the sign that says Park Meadows Corporate Center.

- All vehicles will follow along the parking lot to the very right (red or white arrows in the diagram below). As drivers follow the north edge of the parking lot, parallel with Park Meadows Drive, the route will split into two lanes. Choose either lane depending upon your tag color. If you have a red tag this means you are dropping off and picking up behind the gymnasium (*Note, the gymnasium is not pictured but stands where the back parking lot is in the photo below). If you have a white tag this means you are dropping off or picking up in front of the main school building.

- The lane on the left (white arrows) is for drop off and pick up in the front loading zone. The front loading zone is from the front crosswalk extending to the front five minute parking zone before the route continues to the main exit.

- The lane on the right (red arrows) drops off in the back loading zone which is located between our building and the Canvas building next door. The back unloading zone is from the south side of the gymnasium starting at the turn and extending to the back five minute parking zone before the route continues to the main exit

Both loading zones are marked with purple arrows and light blue rectangles on the diagram.



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 ACADC staff. Cell phones and other personal electronic devices should *never* be used while driving in the carline. If a parent or driver is using a phone or other device, ACADC staff will direct the individual to put it away before allowing the vehicle to proceed.

Parents arriving before the specified carline start time may be asked to leave the property and return at the appropriate time. When arriving in the carline, there will be a wait as we load students into cars. While parents are waiting, they are expected to help ACADC fit as many cars in the driveline as possible by getting as close to the car in front of them as possible. When students are loading or unloading in the loading loop, cars *must* be in park.

Afternoon Pick-up:

VEHICLES WITH ONLY *UPPER SCHOOL* STUDENTS

Driver Instruction: Drivers of these students may enter the lot no earlier than 3:25 p.m. These drivers should pick up their students in the assigned loading zone according to the grades of the students in their vehicle.

Student Instruction: Upper School students will be released at 3:30 p.m. Students should head directly to the pick-up waiting areas upon release. For the front loading zone, this is the sidewalk area just east of the main front doors. Students heading to the front loading zone should exit out the main front doors. For the back loading zone, the pick-up waiting area is near the outdoor classroom along the south side of the gym. Students heading to the back loading zone should exit out the back door (from the vestibule between the main building and the gym.)

VEHICLES WITH *UPPER & GRAMMAR SCHOOL* STUDENTS

Driver Instruction: Drivers of these students may enter the lot at 3:25 p.m. Pick-up can be in the front or back loading zone, see the section below regarding pick-up locations depending on the grade(s) of your child(ren).

Student Instruction:

- Grammar School Students: Beginning at 3:30 p.m., these students will be released according to the arrival of their driver (as indicated by the Pikmykid app).

- Upper School Students: Beginning at 3:30 p.m., these students will be released according to the arrival of their driver (as indicated by the Pikmykid app). Upper School students who drive themselves may leave at 3:30 p.m. to retrieve their Grammar School sibling/carpooler then depart campus.

VEHICLES WITH ONLY *GRAMMAR SCHOOL* STUDENTS

Driver Instruction: Drivers of these students may enter the lot at 3:05 p.m. Pick-up can be in the front or back loading zone, see the section below regarding Grammar School pick-up locations depending on the grade(s) of your child(ren).

Student Instruction:

- **Kindergarten**: Beginning at 3:05, students will wait outside with their class and direct supervision until their vehicle arrives (as indicated by the Pikmykid app).
- **Grade 1 - 6**: Beginning at 3:05, these students will be released according to the arrival of their driver (as indicated by the Pikmykid app).

TWO-LANE PICK UP IN LOADING ZONES

Beginning at 3:05, there will be two lanes in both loading zones picking up students at the same time. ALL VEHICLES must be stopped and in PARK prior to any students entering the loading zones. Drivers will confirm that they have picked up all their students by removing their carline placard from their front mirror. Carline attendees will confirm that all vehicles are filled appropriately before instructing vehicles to exit the loading zone. The next batch of vehicles can then enter the loading zone and the process repeats until all students have departed.

Any vehicles who have not yet received their students when other vehicles in the loading zone are ready to depart will be directed to the 5-minute parking area for assistance. Students will be directed to this area by radio.

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 or the Front Office.

Attendance

Late Arrivals

Students arriving after their official start time (8:00am) will be asked to check in at the front office before going to class. Parents **must** sign students in if they are late.

Three late arrivals are considered a single unexcused absence for attendance purposes.

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 join the carline.

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. We encourage parents to email the teacher ahead of time to notify them that the child will be leaving early. 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 the school office has closed (4pm), 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).

Front office staff will contact parents/emergency contacts by phone once this pickup window has closed. After a third late pickup, a student may lose the privilege of participating in tutoring or other after-school activities.

Elective Absences

ACADC 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. If students will be gone 5 or more consecutive days, parents will need approval from the appropriate Dean to be counted as excused. Parents must also notify the teacher.

Makeup Work

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 have one day for each day they missed to inquire about, complete, and submit missing work. 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 late will receive % off their grade. Assignments or assessments of which students are aware in advance are still due on the scheduled date, with possible exceptions for extreme circumstances. For example, if a student is aware of a test on Friday and misses school on Thursday, the student is still responsible for taking the test on Friday (provided they are in school).

Questions about makeup work should be directed to your child's teacher.

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, weekly newsletter, 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, ACADC 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, the Courier. 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, plus reading. 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

Note that a student outside of the average 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.

ACADC encourages parents to provide gradebook access to students in grades 7-12 so that students can take responsibility for their own academic success. A student who can see their missing assignments and scores is better equipped to seek out additional support from their teacher. Upper School students 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 Registrar to have their password reset.

Ascent Classical Academy offers a rigorous education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. In keeping with the rigor of the ACA curriculum, each high school course is officially designated as an Honors course and, as such, is reflected in official transcripts by a 5.0 GPA scale. However, we strive for rigor in prudence, with an eye for inspiring a love of the classics.

Graduation Requirements

"These history courses incorporate instruction in Holocaust and Genocide Studies in alignment with Colorado law (C.R.S. § 22-1-104.7) and the Colorado State Board of Education's adopted standards. This ensures all graduates meet the state requirement for Holocaust and Genocide education."

In order to graduate, all students are required to:

1. Meet the credit requirement and complete the core courses as reflected in the below chart;
2. Complete a senior thesis with a grade of C- or higher; and
3. Either of the following: Score at least 500 on the math section of the SAT, score at least 50 on the AFQT (Armed Services Vocational Aptitude Battery), or complete a math capstone.

In the following chart, one credit is equivalent to one year of study (or two semesters).

Subject Area	Credits Required
English Core courses: Classical Literature (2 semesters), British Literature (2 semesters), American Literature (2 semesters), Modern Literature (2 semesters).	4
Math Within the credit requirement, students must successfully complete Geometry (2 semesters) and Algebra II (2 semesters).	4
Science Within the credit requirement, students must successfully complete Biology (2 semesters), Chemistry (2 semesters), and Physics (2 semesters).	4
History Core courses: Western Civilization I (2 semesters), Western Civilization II (2 semesters), American History (2 semesters), Modern History (2 semesters).	4
Government Core course: American Government (2 semesters) This course meets the state requirement for civics.	1
Economics Core course: Economics (1 semester)	.5
Latin/Foreign Language Within the credit requirement, students must complete a full year of Latin. Students may choose to complete the remaining two years in Latin or another foreign language.	3

Logic and Rhetoric Core course: Logic (1 semester) and Rhetoric (1 semester). Depending upon readiness, a student may be required to complete as a prerequisite a basic Composition course, that will be counted as an elective.	1
Moral and Political Philosophy Core courses: Moral Philosophy (1 semester), Political Philosophy (1 semester)	1
Senior Thesis (Capstone)	.5
Fine Arts	1
Physical Education/Health	1
Electives	2
Total	27

Seventh or eighth grade students enrolled in a high school class or higher may receive high school credit. However, this does not diminish the requirement applicable to all high school students, to complete at the required credits while in high school as set forth in the chart above.

At the discretion of the Headmaster, a student may be required to complete remedial courses to graduate.

The headmaster has the authority to waive any graduation requirement except those required by law.

Once enrolled full-time, a student will not receive credit from any other institution without the prior approval of the Headmaster.

Any student who attends the school part-time, then becomes a full-time student, must have the Headmaster's approval to graduate.

ACA will work with parents and students to develop and maintain an individualized post-graduation advisement plan.

*Students who desire early graduation may receive a diploma from the school if they have earned 27 credits, a minimum of 16 received from Ascent Classical Academy Charter Schools,

and the requirements for the core classes met as outlined in the charter agreement or a subsequent revision. In addition, early graduation students must complete all graduation components required in statute, including:

- An Individual Career and Academic Plan (ICAP);
- Career and College Readiness Demonstrations in English Language Arts and Mathematics;
- A course in the Civil Government of the United States;
- Coursework covering the Holocaust and Genocide Studies standards adopted by the Colorado State Board of Education

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 because 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 future assessments, including PSAT, SAT, CLT, or ACT. These assessments are often how our school is judged in the public arena, including in the charter renewal process.

Opt-Out

Parents or guardians may opt their children out of state assessments (PSAT and CMAS). Please stop by the school office to pick up a copy of the opt-out form. This form must be returned in-person to the front office**.** Students will not be subject to negative consequences based on not taking these assessments, such as prohibiting such students from in-school or extracurricular activities or requiring them to remain at home during testing. Parents are not able to opt their children out of internal school assessments, ACCESS, or READ Act assessments.

Due to limited internal resources, especially on testing days, students that have opted out of testing but are still attending school on testing day, will be required to silently read while their peers are testing.

With that being said, we would like to highly encourage all students to participate in the various assessments listed above. ACADC is evaluated at the state level by the CDE based on our overall scoring and participation rates. Lower scores and/or lower participation rates can have an adverse effect on the school's rankings and how we are perceived (in terms of academic success) by prospective families.

Standardized Tests at ACADC

ACADC participates in several different standardized tests throughout the school year, including CMAS, DIBELS and CLT testing. 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.

Assessment Format

As publicly funded charter schools, Ascent Classical Academy Charter Schools is required to offer and administer several assessments, to include the Colorado Measures of Academic Success (CMAS), the Scholastic Aptitude Test (SAT), and the Pre-SAT (PSAT). In accordance with H.B. 25-1278, state assessments will be administered online, unless a student's IEP or 504 plan allows for a paper-based accommodation.

Questions about standardized testing at ACADC should be directed to our Grammar and Upper School Deans and/or our Testing Coordinator.

Fees and Finances

Financial Support

ACADC 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 should be directed to our Registrar. Questions about paying student fees, including payment plans, should be directed to our Finance Lead.

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 over email from our Inventory Specialist and Finance Lead. We offer a variety of payment options. If payments represent an undue financial burden for your family, please speak with our Inventory Specialist and Finance Lead regarding alternate arrangements.

Questions regarding lost or damaged textbooks should be directed to our Inventory Specialist.

School Supplies

ACADC 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.

Student Responsibility for Textbooks

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 (i.e. Dimensions 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.

Student Fees

ACADC 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 Specialist and Finance Lead.

Fees can be paid online through the registration process.

Field trips or extracurricular activities such as athletics, clubs, or House activities may involve additional fees, to be paid through the Front Office or the RevTrak system. Elective classes such as band, orchestra, or studio art may also charge additional fees to cover the cost of specialized instructional materials.

Parent Engagement

Classroom Observations

Parents are always welcome to visit our campus and observe classes in session. Please notify teacher(s) at least 24 hours in advance of observation. 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. Please visit the front office to sign the Classroom Observation Agreement prior to observing in a classroom.

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.

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 our Front Office.

Questions about visiting campus can be directed to our Front Desk.

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 strive to respond to all concerns within 24 to 48 business hours; please allow additional time when a concern is submitted over a weekend, holiday, or other non-business day.

Parent-Teacher Communications

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 24 to 48 business hours; please allow additional time when a concern is submitted over a weekend, holiday, or other non-business day.

The Headmaster and Deans may have pressing responsibilities that prevent immediate response, but they will make every effort to reply within a reasonable amount of time.
The Headmaster and Deans may have pressing responsibilities that prevent an immediate response, but they will make every effort to reply within a reasonable amount of time.

Out of respect for our employees, we ask parents to use official ACADC communication channels (school email accounts) to discuss school business. As a close community, many ACADC teachers and staff may have personal connections to our families from outside of school. ACADC 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, ACADC 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, ACADC will support 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.

Responding instead of Reacting:

In general, we would never recommend AGAINST someone taking a 24-hour pause before reaching out. This is especially important if you find yourself in a situation where you are upset at an event or decision, and have all the facts and information. Choosing to pause is an exercise in wisdom, reflection, and self-control. You can then initiate contact to make a 'Wise Appeal', which in itself already leans more towards a *Response* instead of a *Reaction* to any given situation.

Newsletter

To maintain communication with our families about upcoming events and important announcements, ACADC publishes our e-newsletter (*The Courier*) 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 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.

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 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, procedures, and information about volunteering on our site and can be gathered from the Front Office.

Student Discipline

ACADC's Mission and Vision Drives ACADC's Discipline Policy

Ascent Classical Academy of Douglas County's (ACADC) Mission is to train the minds and improve 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 a disciplined environment**. ACADC's Vision is to develop within its students 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.

Accordingly, one of ACADC's primary goals for educators is to create orderly and disciplined learning environments so that one day students will live independent, responsible and joyful lives. ACADC's educational calling contains both short-term and long-term goals as goals incorporate student character development, which can often take years to fully fortify. From a discipline perspective, we must honor both the short -term and long-term goals.

The discipline policy should first and foremost provide and foster a safe learning environment. All students should be, and feel, safe at all points while on campus to maximize their learning potential. With this environment established, the discipline policy should help create order and structure in the classroom while simultaneously laying the foundation for the realization of joy in the student's character. The end goal of discipline at ACADC is to develop students of character who embody our seven virtues (Courage, Moderation, Justice, Responsibility, Prudence, Friendship, and Wonder) and, as a direct result, live productive, flourishing lives.

We are not in the punishment business as punishing students corrodes trust and is counterproductive to both the mission and vision. Our goal is to build relationships, to hold students accountable for their behavior and decisions, and to facilitate the change of negative behaviors to positive behaviors. If a student needs corrective action based on their disruption of a safe, orderly, and disciplined environment, which will impede virtue development, then the discipline policy is implemented, which will be outlined below.

Grammar School Discipline Policy:

Level One: Classroom Discipline – The vast majority of everyday discipline problems are dealt with at the classroom level. At the discretion of the teacher, time may be subtracted from recess, a community service project may be assigned, or a written reflection may be assigned. Teachers in K-3 will use a visual reminder (such as a clip chart) to keep students aware of their behavioral standing for that day. Teachers in 4-6 will keep a behavior log. Teachers may use email, notes, calls home, or a behavior log as the primary means to communicate with parents about a student's behavior. Details about the specific classroom policies and rules are given by teachers to students and parents at the start of each school year.

Level Two: Detention/Community Service Project – A student's continued inability to act in accordance with the ACADC standards warrants an escalation in consequences.
In addition, more serious behaviors (listed in the Grammar School Escalation Policy below) automatically necessitate discipline in the form of a detention or community service project:
Levels Three through Five: Office Visit– If the actions outlined above do not result in improved behavior, the student will be sent to the Dean's office. The Dean will help the student reflect on his or her behavior and will help the student, teacher, and parents identify a plan and strategies for improvement. Consequences may include detention(s), a community service project, In School Suspension, or Out of School Suspension.

In addition to continued disruptiveness/disrespect, extreme behaviors (listed in the Grammar School Escalation Policy below) will automatically necessitate an office visit.

For more details on Grammar School discipline, please refer to our Grammar School Escalation Policy.

Upper School Discipline Policy:

Three Strikes and Escalation Activation

To maintain an orderly, respectful, and disciplined learning environment, Upper School faculty and staff will use a consistent, progressive approach when addressing Level 1 classroom behaviors. The purpose of this process is to provide students with clear feedback, opportunities to correct their behavior, and appropriate communication between the school and home before the Upper School Escalation Policy is activated.

Level One: Classroom Behavior Progression

For Level 1 classroom behaviors, teacher will generally implement the following progression:
To maintain an orderly, respectful, and disciplined learning environment, Upper School faculty and staff will use a consistent, progressive approach when addressing Level 1 classroom behaviors. The purpose of this process is to provide students with clear feedback, opportunities to correct their behavior, and appropriate communication between the school and home before the Upper School Escalation Policy is activated.

1. Verbal Warning

The teacher provides the student with a clear verbal reminder or redirection and identifies the behavior that needs to change.

Example: "[Student Name], please stop talking out of turn."

2. Written Warning

If the behavior continues after a verbal warning, the teacher provides a written warning.

Example: “[Student Name], your name is going on the board for being disruptive to the learning environment.”

3. Strike Issued

If the behavior continues following the verbal and written warnings, the student will receive a strike and will be directed to report to the Dean of Upper School’s office.

Example: “[Student Name], please report to the Dean of the Upper School’s office. I am issuing you a strike.”

Any student who is directed to report to the Dean of Upper School’s office for a Level 1 classroom behavior will be issued a strike.

What Constitutes a Strike?

A strike represents a documented instance in which ordinary classroom management strategies have not been sufficient to correct a student's behavior. Before issuing a strike, faculty and staff should ordinarily have used appropriate classroom management techniques, including reminders, redirection, verbal warnings, and written warnings.

A strike should not be the first response to a typical Level 1 classroom behavior.

Examples of behaviors that may result in a strike after appropriate warnings and redirection include, but are not limited to:

- Repeated classroom disruptions
- Talking out of turn or inappropriate classroom behavior
- Repeated dress code violations
- Failure to follow teacher or staff directions
- Horseplay
- Passing notes or similar classroom disruptions
- Other repeated Level 1 behaviors that interfere with an orderly learning environment

Warnings, interventions, and strikes should be documented in the school's Discipline Tracking document so that the student's behavioral history and interventions are clearly recorded.

Parent/Guardian Communication

Communication with parents and guardians is an important part of the Upper School discipline process and should occur both for positive recognition and behavioral concerns.

For a student's first Level 1 strike of each semester, the classroom teacher will notify the student's parent(s)/guardian(s) by email and copy the appropriate Upper School administrators, including the Dean of Upper School.

For a student's second and subsequent Level 1 strikes during the semester, the Dean of Upper School and/or the designated Upper School administrator will contact the student's parent(s)/guardian(s) by phone.

The purpose of this communication is to partner with the student and family, clearly identify the behavior of concern, review previous interventions, and establish expectations for improvement.

Three Strikes: Escalation Activation

When a student accumulates three strikes, the student will be placed on the school's Upper School Escalation Policy in accordance with Upper School discipline procedures.

Escalation activation should occur only after the student has received three documented strikes for Level 1 behaviors. The Discipline Tracking document should demonstrate the progression of interventions, warnings, strikes, and parent/guardian communication that led to the escalation.

When the third strike is issued, the appropriate Upper School administrator will communicate with the student's parent(s)/guardian(s) and provide written follow-up indicating that the Upper School Escalation Policy has been activated. The communication should include a summary of the behavioral history and interventions that resulted in the activation.

Exception for Higher-Level Behaviors

The three-strike progression applies to Level 1 classroom behaviors and is not intended to replace the school's response to more serious misconduct.

The Escalation Policy, or other appropriate disciplinary procedures, may be initiated immediately when a student's conduct constitutes a Level 2 or higher policy violation, as defined by the

Upper School Discipline Policy. In these circumstances, the school is not required to complete the verbal warning, written warning, and three-strike progression before taking appropriate disciplinary action.

Important Clarification

The Upper School's three-strike process is intended to create consistency while preserving appropriate professional judgment. Faculty and staff are expected to use ordinary classroom management, redirection, and communication before issuing strikes for Level 1 behaviors.

Level One: Classroom Progression:

Verbal Warning → Written Warning → Strike

Strike Progression:

- First Strike: Teacher emails parent(s)/guardian(s) and copies Upper School administration.
- Second Strike: Upper School administration contacts parent(s)/guardian(s) by phone.
- Third Strike: Upper School Escalation Policy is activated.

All warnings, strikes, communications, and relevant interventions should be documented consistently so that students, families, faculty, and Upper School administration have a clear understanding of the behaviors of concern, the interventions that have occurred, and the expectations moving forward.

Consequences

The escalation policy is clearly outlined in both the Grammar School Discipline Policy and the Upper School Discipline Policy. In closing, the discipline policy at ACADC should provide a clear code of conduct, allow for clear tracking of behavior concerns, and maintain consistent consequences based solely on the student's behavior and no other factors (i.e. gender, grade, etc.).

Please, reach out to the Dean of Grammar School or the Dean of Upper School for further questions.

Student Health

Health Office

Our Health Office strives to create a safe and healthy environment for all of our students. Per the Family Handbook, 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 when 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

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. Middle school and high school students may carry a one day supply of over the counter medication without a form.

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 Office. The student must then meet with the Health Aide 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 Aide. 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 Colorado state law, all Ascent Classical Academy students are required to be immunized against specific diseases. Ascent Classical Academy of Douglas County complies with state law regarding exemptions from immunization requirements.

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

Common Uniform Concerns

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 (Uniform Guidelines) with pictures of the different pieces of the uniform. To help parents understand uniform expectations, this short list provides an example of the most common uniform violations:

All Students:

- Belts are required for all students wearing pants or shorts in Grades 3 and up.
- Collars of uniform shirts must be visible under sweaters and jumpers.
- Jackets and non-Ascent hoodies may not be worn indoors.
- Long sleeve undershirts may not be worn with short sleeve uniform shirts.
- Polo shirts are not part of the formal uniform.
- Shirts must be tucked in.
- Ascent hoodies are permitted, but the hood must remain down.
- Shoes may not have open toes, open heels, or other accents, and shoe colors must be aligned with dress code requirements.
- Socks with bright colors or patterns may not be worn to school, exceptions may be made on announced spirit-themed dress days.
- Students may not write or draw on their skin.
- In grades 7 and up, students must change out of their PE uniform at the conclusion of PE class.
- Even on field trips, students should be in uniform. Exceptions may be made for which dress expectations will be communicated in advance.

Boys:

- Khaki pants must be worn, not shorts, on formal days.
- Shirt length should be long enough to tuck in.
- Undershirts must be in uniform colors.

Girls:

- Earrings must be stud only - no dangling or drop earrings (1 inch hoop earrings okay).
- Nails should be a natural length so as not to interfere with school activities (e.g., PE or handwriting in class).
- Piercings on parts of the face or body besides ears are not permitted.
- Hair color should be natural and not include sparkles or additions.

Formal Day

Each Wednesday of the school week is designated as Formal Day. We ask students to wear their formal uniforms on this day. On the other days of the school week, students may wear formal day attire but are welcome to wear other uniform clothing.

Students who forget or are missing formal-day attire will be asked to call their parents from the front office to bring them the missing garments.

Opening Ceremonies

Each grade holds opening ceremonies once/twice a week. These include the grades reciting the Pledge of Allegiance and the Student Pledge. Often these opening ceremonies include a teacher-led reflection on virtue and character, frequently through reading a short story or poem, and award ceremonies.

Opening ceremonies are also a time for class recitations. If a class is reciting a poem or performing a short scene from a play, parents of students in that class are invited to join us to watch.

Lunch and the Lunchroom

The MPR is used for lunches between 11:25 and 1:55pm. ACADC has partnered with an outside lunch provider, Grateful Plate, for parents to purchase meals in advance. Links for this can be found in our weekly school newsletter and on our website. Families who qualify for financial assistance for meals should contact our Registrar with questions about payment for school lunches.

Many of our students bring their own lunches. We provide basic utensils, napkins, and cups of water as-needed to students without them.

Our lunchroom is managed by a lunch supervisor, a handful of teachers and staff on rotation, and parent volunteers. While lunch is free time in the students' day, we expect our students to maintain the decorum proper to our school and to respect each other and the building.

Due to food allergies, students may not share or trade food with each other. Grammar school students do not have access to microwaves in the lunchroom.

Recess

Our playground is the enclosed gated space on the south side of the building. Students in 6th grade and lower may play on the playground equipment. All students are welcome to play with recess equipment (balls, jump ropes, etc.).

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

We expect students to remember and live out our core virtues while at recess. This includes:

- Treating others the way you would like to be treated.
- Respecting school property.
- Staying in the designated playground area, in the sight of an adult.
- Reporting injuries or mishaps as soon as possible to an adult.
- Lining up quickly and silently when the whistle blows to end recess.
- Taking responsibility for personal items brought to recess.

ACADC 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)
- Electronic devices
- Digital watches that make noise
- Board games
- Anything expensive or fragile
- Anything your child values deeply or holds special
- Personal sports equipment–soccer balls, footballs, frisbees, etc.

Lost and Found

Items left outside at recess or in the lunchroom or classrooms will be gathered at the lost and found in the lobby. If you discover your child is missing something, please check there first. We recommend labeling clothes on the tags so that you can identify which items belong to you. Sweaters, fleeces, jackets, and water bottles are frequently left behind at recess.

Periodically throughout the school year, items in the lost and found will be donated.

Special Events and Parties

Special events or parties must be directly tied 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. Any special event or party must be approved in advance by the Headmaster or Dean.

Instructional time should not be interrupted for birthday parties. Parents may bring a treat to their child/class to enjoy at the end of the day or stop by the lunchroom to spend time with their child. 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.

We recognize that birthdays are important and significant events, especially for younger children, and teachers are able to recognize them in smaller, non-distracting ways at the teacher's discretion.

Invitations to parties or events that are brought to school for distribution must include an invitation for each student in the class. Invitations for exclusive parties or events may not be handed out on campus.

Field Trips

Teachers schedule field trips for their classes. We encourage our teachers to plan 1 field trip per year for their class. Classes have been to the 4 Mile Park, the Denver Museum of Science and History, Cheyenne Mountain Zoo, and the Denver Aquarium.

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 license and insurance before the day of the field trip.

For additional information regarding field trips, please refer to Board Policies AP 14.0 and AP 15.0.

ASCENT
Classical Academy of Douglas County

2026-2027 ACADC Staff Directory

Faculty/Staff Name	Position / Department	Email Address
Aaron Southwick	**Headmaster**	**Aaron Southwick**
	Support Staff	
Angela Ulfers	Finance Lead / Purchase Finance Specialist	Angela Ulfers
Briana Thompson	Attendance / Front Office Assistant	Briana Thompson
Cassie Rothermich	*Executive Assistant / Office Manager*	*Cassie Rothermich*
Ellyn Schwaiger	Family Engagement Coordinator	Ellyn Schwaiger
Hannah Hoogland	Fundraising Coordinator	Hannah Hoogland
Renee Rogers	Registrar	Renee Rogers
Tammi Flemming	Marketing / Communications Director	Tammi Flemming
	Operations Staff	
Chris Lenhart	**Director of Operations**	**Chris Lenhart**
Amy Rheinfrank	Copy Room Assistant	Amy Rheinfrank
Jessica Ingram	Inventory Finance Specialist	Jessica Ingram
Jessica Katz	Copy Room Assistant	Jessica Katz
Josiah Dickerson	Facilities Manager	Josiah Dickerson
Lindsey Sann	Lunch and Recess Aide	Lindsey Sann
Vicki Cohn	Lunch and Recess Aide	Vicki Cohn
	Student Services	
Kendra Harris	**Dean of Student Services**	**Kendra Harris**

Andrea Yost	Health Aide	Andrea Yost
Ashley Sellers	Testing Coordinator	Ashley Sellers
Bob Schmidt	School Psychologist	Bob Schmidt
Catherine Merill	Math Intervention	Catherine Merrill
Catherine Swehla	Paraprofessional	Catherine Swehla
Diana Randall	GT Coordinator / 504 Coordinator	Diana Randall
Gina Repke	Paraprofessional / Medical	Gina Repke
Heather Ryan	Special Education Teacher/Case Manager	Heather Ryan
Julia Steele	Student Services Coordinator	Julia Steele
Kathy Jones	*Assistant Dean of Student Services*	*Kathy Jones*
Kelly Taylor	Health Aide	Kelly Taylor
Libby Beightol	School Social Worker	Libby Beightol
Linda Young	ELD Teacher	Linda Young
Lori Hutchins	Health Aide	Lori Hutchins
Megan Anderson	Reading Intervention	Megan Anderson
Michelle Howard	School Nurse	Michelle Howard
Natasha Bosman	Student Education Teacher / Case Manager	Natasha Bosman
Perri Schmitt	Speech Language Pathologist	Perri Schmitt
Robin Poston	Occupational Therapist	Robin Poston
Roy Jones	Student Services Teacher	Roy Jones
Samantha Lucero	Student Education Teacher / Case Manager	Samantha Lucero

Stephanie Adams	Paraprofessional	Stephanie Adams
Tammy Bass	Paraprofessional / Medical	Tammy Bass
Vanessa Huston	ELD Coordinator / US Spanish Elective	Vanessa Huston
	Upper School Staff	
Robert Blaha	**Dean of Upper School**	**Robert Blaha**
Tim Salcedo	*Dean of Academics / History Teacher*	**Tim Salcedo**
Alexander Frank	History and Humanities	Alexander Frank
Angela Igielinski	Journalism and Yearbook	Angela Igielinski
Angela Pennington	Director of Student Life	Angela Pennington
Christopher Benson	Literature and Humanities Department Chair	Christopher Benson
Christopher Ubing	Math and Science	Chris Ubing
Colton Flechtner	Literature and Science	Colton Flechtner
Craig Sandeno	Science	Craig Sandeno
Derek Bitter	History and Humanities	Derek Bitter
Ian Glueckert	Literature and Humanities	Ian Glueckert
Dr. Joseph Turner	History and Literature	Joseph Turner
Kate Wilcox	Languages Department Chair	Kate Wilcox
Maria Redman	Math / Fine Arts	Maria Redman
Mary Kate Leonard	Humanities	Mary Kate Leonard
Dr. Paula Wilderman	Math Department Chair	Paula Wilderman
Dr. Rick Battenfield	Latin / Fine Arts	Rick Battenfield

Seth Spykstra	*Assistant Dean of Students / Science Department Chair*	*Seth Spykstra*
Dr. Steven Flink	Math	Steve Flink
Tom Gray	History Department Chair	Tom Gray
Dr. Tyler Denton	Languages Department Co-Chair	Tyler Denton
	Fine Arts Staff	
Tyson Repke	**Dean of Fine Arts**	**Tyson Repke**
Ashley Wright	Theater / Senior Thesis Director	Ashley Wright
Candaise Young	Art Teacher	Candaise Young
Joe Walsh	Band Director	Joseph Walsh
Laura Plantell	Art Teacher	Laura Plantell
Mia Pippert	Art Teacher	Mia Pippert
Rayana McKee-Pauley	Choir Teacher	Rayana Pauley
Sian Battenfield	Orchestra Director	Sian Battenfield
	Athletics Staff	
Brian Glotzbach	**Director of Athletics**	**Brian Glotzbach**
Christopher Neiman	PE Teacher / Coach	Christopher Neiman
Gregory Kidder	PE Teacher / Coach	Mr. Kidder
Issac Hutchins	PE Teaching Assistant	Isaac Hutchins
Mike Burke	*Assistant Athletic Director / PE Teacher*	*Mike Burke*
Rachel Graham	Athletics Assistant	Rachel Graham

	Grammar School Staff	
Julia Sherman	**Dean of Grammar School**	**Julia Sherman**
Sean O'Melia	*Assistant Dean of Grammar School*	Sean O'Melia
Adrienne Hobbs	First Grade Teacher	Adrienne Hobbs
Carin Bremer	Kindergarten Teacher	Carin Bremer
Christina Gulley	Kindergarten Teacher	Christina Gulley
Diana DiNatale	Fourth Grade Teacher	Diana DiNatale
Jessica Lemont	First Grade Teacher	Jessica Lemont
Kathleen Davis	Fifth Grade Teacher	Kathleen Davis
Katrina Martin	Kindergarten Teacher	Katrina Martin
Kayla Malone	Fourth Grade Teacher	Kayla Malone
Kierney Kidder	Fifth Grade Teacher	Kierney Kidder
Laura Bissonette	Third Grade Teacher	Laura Bissonnette
Maria Van Noordt	Second Grade Teacher	Maria Van Noordt
Melissa Nguyen	Second Grade Teacher	Melissa Nguyen
Paige Walker	Fourth Grade Teacher	Paige Walker
Pamela Rossouw	Fifth Grade Teacher	Pamela Rossouw
Rebecca Sheffie	First Grade Teacher	Rebecca Sheffie
Sarah Marmaro	Third Grade Teacher	Sarah Marmaro
Sarah Merrill	Sixth Grade Teacher	Sarah Merrill
Sarah Reiter	Third Grade Teacher	Sarah Reiter
Savannah Chang	Second Grade Teacher	Savannah Chang

Ted Nagy	Sixth Grade Teacher	Ted Nagy
Yvette Adele-Spratt	Sixth Grade Teacher	Yvette Adele Spratt
	Teaching Assistants	
Jessica Skagerberg	**Director of Teaching Assistants**	**Jessica Skagerberg**

ASCENT
Classical Academy of Douglas County

ACADC Family and Student Acknowledgement Page

By signing below, I acknowledge that I have received and read the guidelines for students at Ascent Classical Academy of Douglas County. I agree to adhere to and abide by the procedures and guidelines outlined in this document.

_____
Parent Printed Name

_____
Parent Signature

_____
Date

_____
Student Printed Name

_____
Student Signature

_____
Date