Shelby Academy

Ascension

Handbook for Students and Families

2026-2027

Shelby Academy
Find Your Path

We are responsible.
We are respectful.
We are safe.

Shelby Academy-Ascension
Created 2022-2023 School Year
Updated July 2026

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About Us

a. What is Ascension?

Shelby Academy- Ascension				
Alternative School	Ascension Virtual Program	Credit Recovery Program	GED Pathway	Short-Term Room (INDR)

Within Ascension, you will find three options for students:

1. Alternative School Setting
    a. Ascension-For middle and high school students who need a school experience different from the "traditional" school-setting to be successful due to a variety of reasons.
    b. Ascension Virtual-For middle and high school students that are *referred* by District and/or Ascension Administration due to being unable to be in-person for various reasons.
2. Credit Recovery Program
    a. For high school students who are struggling to recover credits and need an intensive program to make gains.
3. GED Pathway
    a. For students in SCPS who are 17 or older and significantly behind on credits who want to obtain a GED certificate.

Additionally, we have an In-District Removal (INDR) classroom called "Short-Term" that functions within our campus. Students from all five secondary schools stay with us as part of their INDR.

b. Why Ascension?

At Ascension, we recognize that a traditional school-setting is *not* for every student learner. Our school community embraces the opportunity to meet each student where they are as an individual in terms of skills related to academics, behaviors, social settings/interactions, and mental health needs. We create an individualized goal-based plan to equip each student with the skills needed to be successful throughout their educational career

and beyond as they find positive connections within their communities.

c. Admission Process

We accept students grades 6 through 12 from the five secondary schools within SCPS. Students are placed into our school through a comprehensive referral process.

At Ascension, we work closely with the “home” school (district-assigned) to create an integration plan as well as a reintegration plan if a student has successfully made progress toward their goals in order to successfully transition back to a traditional school setting.

d. Contact Information

Ascension Academy
1361 Frankfort Road Shelbyville, KY 40065
502-272-9293

Mission and Vision

a. District Mission and Vision

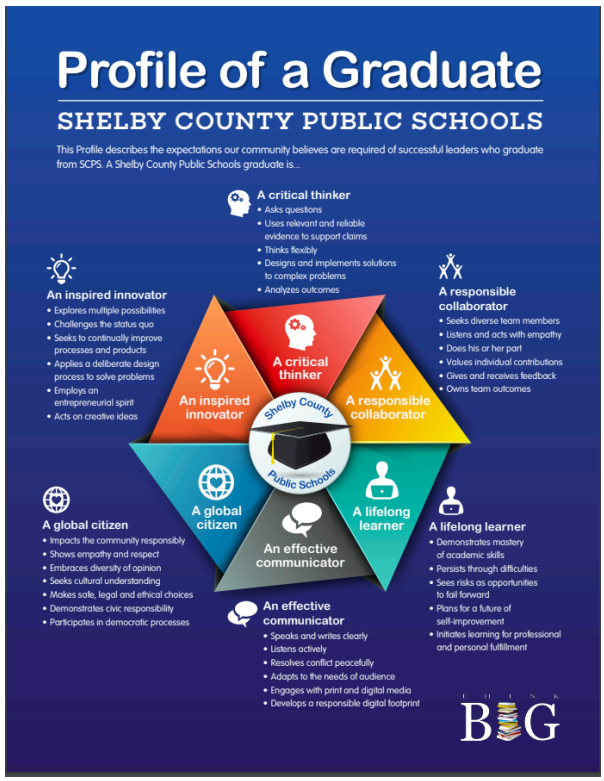
Vision Statement:

Inspired Learning, Leading, and Living

Mission Statement:

To empower students to see their value and potential by meeting them where they are:

Profile of a Graduate and Core Values





b. School Mission and Vision

Vision Statement:

Inspired Learning, Leading, and Living

Mission Statement:

Our mission is to empower students to see their value and potential by meeting them where they are.

Meet Our Staff

Administration	Kayla Peege, Principal
Counseling Center	Lindsey Sever, School Counselor Beth Cathcart, Mental Health Consultant
GED Pathway	Brittany Money, GED Specialist
Teachers	Evan Partin Heather White Jeff Bracken Brooke Coffman Matt Axline
Short-Term	JP LaVertu, Out-of-School Suspension Teacher Liaison, Ascension Virtual Teacher
Classified Staff	Gigi Wheeler, Attendance and Front Office Frank Conway, SRO Ashley Murphy, Instructional Assistant Ray Young , Day Custodian Greg Hunter, Night Custodian

School Logistics

a. 2026-2027 School Year Calendar
   i. Students will receive four progress reports and four report cards per school year.
   ii. Last Day for Student is 5/28/27
   iii. Closing Day for Staff 5/29/27

b. Daily Schedules

All students are divided into “clusters” based on grade-level and program.

Cluster					
6-8 MS	9-10 HS 1	11-12 HS 2	Credit Recovery	Short-Term	GED
All middle school students grades 6 through 8	All high school students grades 9 and 10 who are “on track” to graduate	All high school students grades 11 and 12 who are “on track” to graduate	All high school students grades 9 through 12 who are not “on track” to graduate	All students grades 6 through 12 who are assigned INDR	All students aged 17+ who are pursuing their GED credential

Ascension Bell Schedule	
8:30-9:15 am	SEMINAR
9:15-10:00 am	1st period
10:00-10:45 am	2nd period
10:45-11:30 am	3rd period
11:30-12:45 pm	4th period and Lunch -11:30-11:55 am (MS, HS 1, GED) -12:15- 12:40 pm (CR, HS 2, ST)
12:45-1:30 om	5th period
1:30-2:15 pm	6th period
2:15-3:30 pm	7th period

c. Entering the Building

Upon arrival, students must enter through the Ascension entrance and will begin the check-in process. The check-in procedure is as follows:

- ➔ All students walk through a weapons detection system.
- ➔ A staff member will “wand” you to ensure the safety of all students.
- ➔ You will turn in your phone(s) and backpacks/bags (These items will be locked in a storage closet. Students will not have access to any items until dismissal).
  - ◆ You are not required to bring a phone or any type of electronic (i.e SmartWatches) as well backpacks/bags.
- ➔ You are expected to be in dress code.
- ➔ Follow school guidelines for safety.

Exiting the Building

Students will be dismissed based on their mode of transportation home (bus or car rider). During dismissal, a staff member will return personal items collected during check-in and students will be escorted to their bus or car.

d. Cell Phones

Cell phones are not permitted during school hours and must be turned in upon entry to the building. Refer to page 17 of our handbook for consequences if a student violates the “no cell phone” policy.

e. Visiting and Supporting Our Students

Instructional time for our students is most important at our school. Due to our schedule and need to maximize instruction for all students, classroom visits must be scheduled and approved in advance by administration. If a parent wants to bring outside food, the parent must coordinate with administration and/or front office staff.

i. Guardian/Teacher Conferences

If you would like to set up a guardian/teacher conference, you may contact your student’s school counselor or teacher.

ii. Guests and Visitors

To help ensure the safety and security of our students and staff, all visitors (including parents/guardians/family members) must follow these procedures:

- All parents/guardians, guests and visitors must press the entry buzzer to request access to the building.
- Before being admitted, visitors must display a valid photo ID to the security camera.
- Upon entering the building, all visitors must report directly to the front office, sign in with the attendance secretary and p[resent a valid photo ID.
- Visitors must wear a school-issued visitor badge at all times while in the building, with the badge clearly visible.
- Parents/guardians who wish to meet with a staff member should call the school in advance to schedule an appointment

Dress Code

Purpose

Ascension Academy expects that all students will dress in a way that is appropriate for the school day. The primary responsibility for a student's attire resides with the student and the guardian(s). The school is responsible for seeing that student attire does not interfere with the health or safety of any student, student attire does not contribute to a hostile or intimidating atmosphere for any student, and dress code enforcement does not reinforce or increase marginalization or oppression of any group.

Minimum Requirements

Headgear including, but not limited to, hats, hoods (including jackets with hood), hoodies and caps are not allowed unless permitted for religious, medical, or other reasons by school administration.

Shoes must be worn at all times and should be safe for the environment.

Clothing must cover all private parts/areas as well as undergarments (including bra straps) and must not be see through.

- NO tank tops.

Shorts MUST be to the knee in length.

Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.

Clothing may not depict or imply pornography, nudity, or sexual acts.

Clothing may not contain or imply any hate speech or violence of any kind.

Clothing and shoes must be suitable for all scheduled classroom activities and events.

Smartwatches must be placed in backpack or on cart.

Dress Code Enforcement

Students in violation of dress code will be counseled. The guardian will be notified and bring a change of clothes. If the guardian cannot bring a change of clothes, the student will be placed in ISSP.

School-Wide Expectations

At Ascension...

➔ We are responsible.
➔ We are respectful.
➔ We are safe.

	We Are Responsible	We Are Respectful	We Are Safe
When entering the building, we are...	• Turning in our phone • In dress code	• Positively greeting and checking in with staff and other students	• Following school guidelines for safety at the check in table
When we are eating lunch, we are...	• Handling food appropriately • Getting all needed items the first time	• Using positive language when speaking to staff and other students	• Cleaning up your area (pick up floor / wipe table)
When we are in the hallways, we are...	• Handling class work/materials with care	• Using a voice level 1	• Moving quickly and safely to our next location

When we are in the restrooms, we are…	• Using proper washing habits (soap, water, paper towels) • Cleaning up any mess we made	• Using voice level 1 • Following the directions of your escort	• Quickly using the restroom and returning to our next location
When exiting the building, we are…	• Moving to our car/bus quickly and safely • Keeping hands, feet, and objects to ourselves	• Using appropriate / positive words and actions	• Aware of our surroundings

Positive Behavioral Interventions and Support (PBIS) PBIS is the behavior component of a Multi-Tiered System of Support (MTSS) that provides schools with a framework for increasing prosocial behaviors, which in turn increases academic success, appropriate social outcomes, and decreases bullying, drug/alcohol abuse, and exclusionary discipline incidents. This framework is based on the belief that clarity of expectations in all school settings, explicit instruction of those expectations, and acknowledgment of positive behaviors are major preventative measures in behavioral misconduct. PBIS also uses data-based decision making practices to ensure that schools respond to the most current social and behavioral student needs. Explicit instruction in social-emotional competencies is also a foundation for the success of PBIS.

Please refer to our PBIS Handbook for more information. A copy will be provided upon request.

Discipline Process
Reactive Systems (Tiered)

a. District Policy (District Discipline Code Handbook)

District Policy 09.4 - Student Behavior
The Board requires high standards of personal conduct from all pupils and embraces the concept that each pupil shall respect the rights of others and

abide by the administrative procedures of the school district and the laws of the community and state.

District Behavior Management Philosophy
Shelby County Public Schools believe that student success, both academically and behaviorally, hinge on the depth of relationships, ownership of learning, and engagement of learning processes. We believe that at the core of student success lies a strong collaboration with and among schools, families, and community partnerships. We believe that the best approach to student behavior is positive, proactive, and instructional in nature to prevent inappropriate behaviors before they happen.

The following Board Policies and Procedures may be viewed on the Shelby County Public Schools website, www.shelby.kyschools.us or https://www.shelby.kyschools.us/page/policies-and-procedures .
Use of Alcohol, Drugs and Other Prohibited Substances – 09.4232
Absences and Excuses – 09.123
Assault and Threats of Violence- Notice of Provisions- 09.425 AP .22
Care of School and Personal Property – 09.421
Citizen Complaints and Suggestions – 10.2
Conduct on Bus – 06.34 and 06.34 AP1
Corporal Punishment – 09.433
Discipline Code Procedures – 09.438 AP124
Disrupting the Educational Process – 09.426
Dress and Appearance – 09.427
Due Process – 09.431
Expulsion – 09.435 and 09.435 AP1
Harassment/Discrimination (Including Sexual Harassment)- 09.42811 and 09.42811 AP1
Possession and/or Use of Controlled Substances/Paraphernalia – 09.423 AP1
Search and Seizure – 09.436
Search and Seizure (Use of Trained Dogs) – 09.436 AP1
Suspension – 09.434 and 09.434 AP2
Telecommunication Devices – 09.4261
Tobacco – 09.4232
Weapons – 05.48

Assault and Threats of Violence - Notice of Penalties and Provisions
In accordance with KRS 508.078 (making it a crime to make the described threats against school-affiliated persons and persons lawfully on school property or against school operations), please be advised that there are

serious penalties for this second-degree terroristic threatening offense. Potential penalties upon conviction of this Class D felony include a term of imprisonment of not less than one (1) year nor more than five (5) years and a fine of not less than one thousand dollars ($1,000) and not greater than ten thousand dollars ($10,000) as provided in KRS 532.060 and KRS 532.030, respectively. In addition, a court in a juvenile case dealing with charges based on security threats or other criminal threats that disrupt school operations may order the child or his parent(s) to make restitution (pay expenses) caused by the threat to parties such as the District or first responders (KRS 635.060).

KRS 508.078 (TERRORISTIC THREATENING, SECOND DEGREE)

1. A person is guilty of terroristic threatening in the second degree when, other than as provided in KRS
508.075, he or she intentionally:

a. With respect to a school function, threatens to commit any act likely to result in death or serious physical injury to any student group, teacher, volunteer worker, or employee of a public or
private elementary or secondary school, vocational school, or institution of postsecondary
education, or to any other person reasonably expected to lawfully be on school property or at a
school-sanctioned activity, if the threat is related to their employment by a school, or work or
attendance at school, or a school function. A threat directed at a person or persons or at a
school does not need to identify a specific person or persons or school in order for a violation of this section to occur;

b. Makes false statements by any means, including by electronic communication, for the purpose Of:

    i. Causing evacuation of a school building, school property, or school sanctioned activity; or

    ii. Causing cancellation of school classes or school sanctioned activity; or

    iii. Creating fear of serious bodily harm among students, parents, or school personnel;

c. Makes false statements that he or she has placed a weapon of mass destruction at any location other than one specified in KRS 508.075; or

d. Without lawful authority places a counterfeit weapon of mass destruction at any location other than one specified in KRS 508.075.

2. A counterfeit weapon of mass destruction is placed with lawful authority if it is placed as part of an
official training exercise by a public servant, as defined in KRS 522.010.

3. A person is not guilty of commission of an offense under this section if he or she, innocently and
believing the information to be true, communicates a threat made by another person to school
personnel, a peace officer, a law enforcement agency, a public agency involved in emergency
response, or a public safety answering point and identifies the person from whom the threat was
communicated, if known.
4. Terroristic threatening in the second degree is a Class D felony.

BULLYING

Bullying includes behavior commonly understood as bullying, as well as cyberbullying, hazing, menacing, harassment, harassing communications, stalking and other abusive behavior toward students or staff members. This behavior will not be tolerated because every student and staff member deserves a safe environment in which to work and learn. This School District is committed to dealing with bullying behaviors in our schools to create a safe environment.

Bullying encompasses a continuum of behavior that involves the attempt to gain or assert power and dominance over another, with no legitimate purpose. Bullying involves repeated negative behavior, carried out
over time with a purpose to harm another person physically or mentally, or to benefit oneself through behavior which causes such harm to the other person. Bullying involves either taking advantage of a real or perceived imbalance of power, or is used to create an imbalance of power. Bullying may involve an attempt to cause fear.

Examples of behaviors that fall into this category include, but are not limited to:
inappropriate and unwanted physical contact (including hitting, kicking, shoving, and pushing); intimidating and threatening comments (oral, written, or electronic); name calling or put-downs (selecting or using a nickname which is intended to embarrass or humiliate); manipulation or coercion of another student to do something he/she does not want to
do; setting someone up to be bullied or encouraging a student to engage in bullying; sharing or starting rumors or gossip; hurtful teasing or making fun of someone; hiding or destroying someone's belongings; or shunning or excluding someone from a group or activity in order to embarrass or humiliate the person.

Bullying incidents which occur on school premises, on school-sponsored transportation, or at school-sponsored events or which disrupt the education process, see 09.426, shall be investigated by the school principal/designee and resulting information, if bullying is substantiated, reported to the Superintendent/designee. Students who believe they are victims of bullying or who witness acts they believe to constitute bullying of others should report those incidents to school personnel. Any school personnel who knows or has reasonable cause to believe bullying has occurred shall report it to the principal/designee. When bullying has been reported, the school principal/designee shall interview the claimed victim(s), potential witness(es), and accused student(s). For each report of bullying that is substantiated, the school principal/designee shall take steps to document measures reasonably intended to protect the victim(s) from retaliation related to a bullying report, such as separating students, taking appropriate disciplinary and/or corrective action, referring students for educational or counseling services, advising personnel as needed of the report of bullying and results of the investigation substantiating bullying, or other appropriate measures. In situations of substantiated bullying, the parents, legal guardians, or other persons exercising custodial control or supervision of the involved students shall, without undue delay, receive written notice (including fax or email) of the bullying incident, that an investigation has occurred, and that consequences have been taken as believed to be warranted under all of the circumstances made known during the investigation.
The following Board Policies and Procedures may be viewed on the Shelby County Public Schools website, www.shelby.kyschools.us or Discipline Code 26-27:
Cyberbullying
Hazing
Menacing
Harassment
Harassing Communications
Sexual Harassment
Stalking

Tobacco, Alternative Nicotine, or Vapor Products
Students shall not be permitted to use or possess any tobacco product, alternative nicotine product, or vapor product as defined in KRS 438.305 on or in all Board property at all times, including any vehicle, owned, operated, leased, or contracted for use by the Board and while attending or participating in any school-related student trip or student activity. Violations

of Board Policy 09.4232 regarding Tobacco, Alternative Nicotine, or Nicotine Vapor Products shall constitute disciplinary action including suspension and expulsion. Disciplinary action for vapor products containing drugs or other “look like” substances shall be administered according to Board Policy 09.423 (Use of Alcohol, Drugs and Other Prohibited Substances).

KRS 158.165 Possession and use of personal telecommunications devices by public school students.

(1) (a) The board of education of each school district shall adopt a policy regarding the possession and use of a personal telecommunications device by a student while on school property or while attending a school-sponsored or schoolrelated activity on or off school property, and shall include the policy in the district's written standards of student conduct. (b) The policy shall, at a minimum, prohibit a student's use of a personal telecommunications device during instructional time, except during an emergency, if directed to do so by a teacher for an instructional purpose, or if authorized by a teacher. (c) A student who violates the policy shall be subject to discipline as provided by board policy. (2) As used in this section, "personal telecommunications device": (a) Means a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor, including but not limited to a paging device and a cellular telephone; and (b) Does not include any device a student is authorized to use pursuant to the Individuals with Disabilities Education Act, 20 U.S.C. sec. 1400 et seq., the Americans with Disabilities Act, 42 U.S.C. sec. 12101 et seq., or the Rehabilitation Act of 1973, 29 U.S.C. sec. 701 et seq., or successor acts.

b. School Procedures

Our Approach

We employ a supportive discipline model. We focus on identifying student strengths and struggles in order to help them develop the skills needed to be a successful student. If proactive systems have not worked, our first step is to determine the function of behavior in order to best support all students impacted by a behavior. Throughout our processes we emphasize skills related to reflection, growth, and communication. We model the behavior and actions expected of all students, staff, and community members and see variances as teaching opportunities to better equip students with skill deficits.

Overview of Common Behaviors and Accountability

Out of Classroom Behaviors Handled by Administration	In the Classroom Behaviors Handled by Teachers

● Disorderly conduct ● Insubordination/defiance ● Fighting ● Threats (verbal/written safety concerns) ● Bullying ● Hands on someone else ● Cell phone Note: This list is not exhaustive. Other issues may be addressed by administration as needed.	● Late to class ● Profanity ● Disrupting class ● Refusal to work ● Sleeping ● Misuse of technology ● Horseplay Note: Chronic behaviors and issues will be referred to administration for added support.

Mental Health and Substance Counseling

The Kentucky Department of Juvenile Justice (DJJ) integrates mental health and educational services by mandating individualized treatment teams and continuous behavioral health interventions. Ascension Academy is considered a day treatment program under the DJJ umbrella.

- All students that are enrolled at Ascension Academy that are under the DJJ umbrella will participate in individual and group counseling sessions every week. Those students that have court involvement or are *referred* to Ascension for substances will also have weekly interventions addressing substance use.
- Treatment Teams: For youth in school, treatment teams—which include counselors, mental health staff, and educational personnel—meet weekly. Each student's progress and mental health needs are reviewed collaboratively at least every 14 school days. Every 60 days, the treatment team and the guardian will review progress in person. These meetings will be scheduled when the student and guardian come for the intake and orientation meeting.
- Transitional Planning: Upon a student's transition or discharge, detailed transition plans summarizing their academic progress and mental health needs are provided directly to educational personnel to ensure continued success in a traditional school setting.
- Students that require mental health counseling and support interventions ***that are not*** considered a DJJ student at Ascension Academy can be *referred* for these services by Administration, staff, or guardian request.

District Policies

a. Grievances

Upon the completion of an investigation, any party may appeal in writing any part of the findings and corrective actions to the Superintendent. If a supervisor is an alleged party in the harassment/discrimination complaint, procedures shall also provide for addressing the complaint to a higher level of authority. Failure by employees to report, notify, and/or initiate an investigation of alleged harassment/discrimination as required by this policy, or to take corrective action shall be cause for disciplinary action.

Retaliation Prohibited

No one shall retaliate against an employee or student because s/he submits a grievance, assists or participates in an investigation, proceeding, or hearing regarding the charge of harassment/discrimination of an individual or because s/he has opposed language or conduct that violates this policy.Upon the resolution of allegations, the Superintendent shall take steps to protect employees and students against retaliation.

False Complaints

Deliberately false or malicious complaints of harassment/discrimination may result in disciplinary action taken against the complainant.

Other Claims

When a complaint is received that does not appear to be covered by this policy, administrators shall review other policies that may govern the allegations, including but not limited to, 09.422 and/or 09.426.

Academics

a. Grading

Beginning in the 2026-2027 school year, there will be a newly implemented grading scale for the SCPS.

A: 90-100

B: 80-89

C. 70-79

D: 60-69

F: 0-59

b. Our Instructional Approach

We believe that all students should have access and opportunity to materials and curriculum that aligns to the Kentucky Academic Standards and prepares them for their future paths. We utilize the digital platform, Courseware Edmentum, within our classes coupled with a Project Based Learning approach.

i. Reporting

Our school year is divided into four quarters (approximately 9 weeks each). Teachers will input academic grades weekly on Edmentum. These will reflect a combination of student work from Edmentum, project-based learning, and other classroom assessments. At the time progress reports and report cards are due, a copy of Edmetum progress will be mailed home. At the end of each semester, we post an academic grade for each course on Infinite Campus and mail those reports home.

c. Middle School

Each grade level offers the following courses: grade-level science, social studies, math, english, and elective as well as a daily advisory class centered around the Profile of a Graduate. In addition, we offer a daily intervention time for students to work on skills (at all levels – meeting them where they are).

d. High School

i. Credit Requirement for Grade Promotion (HS)

Credits	Grade-Level
0-5	9th / Freshman
6-10	10th / Sophomore
11-15	11th / Junior
16+	12th / Senior

ii. Opportunities

We partner with Area Technology Center to offer students the opportunity to take classes at their location as well as participate in work-based learning for seniors.

iii. Graduation Requirements (HS)

Course Subject	Credits Required
English/Language Arts	4
Math	4
Social Studies	3
Science	3
Health	0.5
Physical Education	0.5
Arts + Humanities	1
Other Electives	6
TOTAL	**22**

1. Defense of Learning

Each student grades 8 and 12 will complete and present a Defense of Learning to a panel of school and community stakeholders in which grade 8 students will demonstrate their readiness to transition to high school and grade 12 students will demonstrate their readiness to transition to post-secondary endeavors.

2. Civics Test

KRS 158.141(1) provides that "[b]eginning with the entering ninth grade class of the 2025-2026 school year, and each year thereafter, graduation requirements for each student in every public high school in Kentucky graduating with a regular diploma shall include successful completion of either:

(a) A one-half (1/2) credit course in civic literacy that includes instruction in the areas required in subsection (5) of this section; or

(b) A civics test composed of one hundred (100) questions drawn from those that are set forth within the civics test administered by the United States Citizenship and Immigration Services to persons seeking to become naturalized citizens."

This requirement also applies to students participating in the Early Graduation Program (EGP) established under KRS 158.142.

To meet the civic literacy requirement, districts shall implement at least one of the following options:

1. A one-half (1/2) civic literacy credit in addition to the existing 3 social studies credits required for graduation;

2. A one-half (1/2) civic literacy credit embedded within the existing 3 social studies credits required for graduation;

3. A civics test composed of one hundred (100) questions drawn from those that are set forth within the civics test administered by the United States Citizenship and Immigration Services to persons seeking to become naturalized citizens.

3. Other State Graduation Requirements

Completion of instruction in the following areas: financial literacy, essential workplace ethics, and technology competency. These requirements can be fulfilled via specific courses, subject related courses, during internship/apprenticeship, through work-based learning, or within advisory.

College and/or Career Readiness (CCR)

College Readiness
Is achieved by...

Subject	ACT Score
English	18
Math	19
Reading	20

OR

Subject	SAT Score
Reading/Writing	490
Math	510

OR

-1 Qualifying score of 3, 4, or 5 on ONE AP exam

OR

	-Earning 3 credit hours of dual credit in a KY BoE course
Career Readiness Is achieved by...	● Industry Certification ● Passing an EOP assessment with 2 credits in that area & enrollment in a third (our pathways) ● Passing specific CTE dual credit courses ● Completing a CTE co-op/internship with 300 working hours.

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Ascension Handbook
Signature Page

a. Transportation

My student is a car rider or bus rider (circle one).

My student has my permission to be transported via private automobile for purposes of transportation to/from Ascension Academy, scheduled outings, and emergency situations. _____ (guardian initial here)

b. Infinite Campus and Edmentum

I understand how to use Infinite Campus and Edmentum as a guardian in order to see my student's grade. _____ (guardian initial here)

I understand Edmentum will be used for core instruction and will show the most current progress/grade of my student. _____ (guardian initial here)

c. Grievances

I understand the grievance process (outlined in policies within the handbook).
_____ (guardian initial here) _____ (student initial here)

d. Statement Rights + Responsibilities and Student Discipline Code

I know how to access the district's Statement on Rights and Responsibilities and Student Discipline Code online and/or have been given a physical copy (upon request).
_____ (guardian initial here) _____ (student initial here)

Continue to next page

Ascension Handbook
Signature Page Continued

e. Commitments

As a student of Ascension Academy, I sign this contract to agree I will abide by the expectations and school/district policies described within this handbook. If I fail to meet these expectations for any reason, I understand I will receive an appropriate consequence for each violation.

As guardian of a student attending Ascension Academy, I agree to expect my student to meet the expectations and school/district policies contained within this handbook. Furthermore, if problems should arise due to my student's unwillingness to cooperate, I agree to meet with school personnel in an attempt to resolve the conflict.
By signing this contract, each person acknowledges their part in making Ascension Academy a school where learning is not only possible, but expected, for all students. Unsafe conditions do not provide an environment effective for learning. Furthermore, each signature below states that the handbook has been reviewed and that each party agrees to abide by the rules and expectations outlined in the handbook.

Student Signature: _____ Date: _____

Guardian Signature: _____ Date: _____

Administrator Signature: _____ Date: _____