

**Ascension Middle School
Policies and Procedures**



Ascension Middle School Policies and Procedures 2026-2027

Supplement to the Ascension Parent Student Handbook

It is required that students and parents read this guide, sign the last page and return the bottom portion to Mrs. Passons by **August 14, 2026**. The Middle School faculty team looks forward to partnering with parents to ensure students receive a quality education at Ascension.

Home-School Partnership

Ascension Catholic School believes that students thrive when parents, teachers, and school leaders work together in a spirit of mutual trust, respect, and shared purpose. The success of a child is greatly enhanced when the adults in that child's life communicate openly, assume positive intentions, and remain focused on what is best for the student.

Parents are the primary educators of their children, and the school is honored to partner with families in the spiritual, academic, social, and emotional development of each student. While differences of opinion may occasionally arise, all members of the school community are expected to approach concerns in a respectful and constructive manner. Healthy partnerships are built through honest communication, active listening, mutual respect, and a willingness to work together toward solutions.

Students benefit most when they see the important adults in their lives supporting one another, especially during challenging situations. Disrespectful communication, public criticism, hostile behavior, or actions that undermine the professional judgment and authority of school personnel can damage the collaborative relationship necessary for student growth and success.

Ascension Catholic School is committed to addressing concerns in a fair, respectful, and timely manner. Parents are expected to follow the school's established chain of communication, beginning with the individual most directly involved and working collaboratively toward resolution before elevating concerns to administration.

Because a strong partnership between home and school is essential to student success, the school reserves the right to determine whether a productive and cooperative relationship continues to exist between the school and a family. When the school determines that a relationship has deteriorated to the point that it significantly impairs the school's ability to effectively serve a student or fulfill its mission, the school may require a conference, establish conditions for continued enrollment, or determine that continued enrollment is no longer appropriate.

Our shared goal is, and always will be, to create the best possible environment for every child to learn, grow, and flourish.

Midterm and Final Examinations (Grades 7–8)

Beginning with the 2026–2027 school year, teachers will give a **final examination for 7th graders and Mid-term and final examinations for 8th graders in Mathematics and Language Arts only**. This new initiative is designed to better prepare students for the academic expectations they will encounter in high school and beyond.

These cumulative assessments will help students develop essential study habits, organizational skills, time management, and test-taking strategies while reinforcing key concepts and skills taught throughout the year. By introducing students to a more rigorous assessment structure, we hope to build confidence, encourage greater academic responsibility, and ease the transition to high school coursework.

Additional information regarding exam schedules, expectations, and grading procedures will be shared with students and parents during the school year. We believe this addition will further strengthen our commitment to academic excellence and help prepare our students for future success.

Expectations

The Ascension faculty are firm believers that parents play a crucial role in their child's academics. As Jane D. Hull, American politician and former Governor of Arizona, nicely explained "At the end of the day, the most overwhelming key of a child's success is the positive involvement of parents." As educators, we are committed to creating a partnership with parents that will facilitate your child's learning throughout the year. Our vision is to guide students into becoming well rounded individuals who are able to succeed in the 21st century. It is a blessing to be able to teach within the Catholic Faith and we feel honored to be part of the Ascension community.

Whether your child is beginning their 6th grade year or going into their 8th grade year, middle schoolers are expected to be the role models to the elementary school students. A middle schooler's behavior, words, leadership, respect and conduct must set a positive example

whether in school or out of school. Through collaboration, the teachers promise to work diligently to ensure that all middle school students are positive ambassadors of Ascension Catholic School.

Communication

Ascension School utilizes the following platforms to keep communication ongoing with parents:

FACTS: our online parent and student portal for grades and personal information (address, phone, medical, etc.). You should have received an email from Melissa Passons over the summer with instructions on how to login. Please call the office if you need assistance (451-2535). **FACTS is where you go to keep track of your child's overall grades.** Middle school teachers will update grades regularly.

Google Classroom: homework and classwork assignments. Google Classroom has a calendar feature that tracks assignment due dates for students. Parents are strongly encouraged sign up to receive daily email updates from Google Classroom.

Please ask your child to explain teacher communication to you first before contacting the teacher. This teaches the student responsibility and accountability.

Behavior Expectations and Consequences

Administrative consequences **may** result in the following:

- Probation
- In-school suspension
- Out-of-school suspension
- Any other consequences listed in the parent and student handbook.

Students will be referred to the principal for the following negative behaviors:

- Fighting
- Inappropriate Language
- Vulgar or Rude Actions (disrespect)
- Bullying
- Harassment
- Weapons
- Threats
- Drugs or Alcohol
- Gang Activity Theft
- Vandalism/Destruction of Property Technology Violations
- All other negative behaviors listed in the parent and student handbook.

Purposeful Homework

Homework is a necessary part of your child's education. Homework is important to give the student adequate practice and time to comprehend and learn the material outside of their class time. However, teachers do realize that many of these talented students have extracurricular activities that do not allow them much free time after school. The middle school team wants every child to have time for their activities, dinner, family time, and early bed before their next day begins. The middle school team is in communication to ensure that each child has a fair amount of homework.

Late Work Policy

6th/7th Grade - All late work will be penalized. No late work will be accepted for credit/points beyond **1 week (5 school days)** from the original assignment due date unless there are extenuating circumstances (teacher discretion).

8th Grade - All late work will be penalized. No late work will be accepted for credit/points beyond **3 school days** from the original assignment due date unless there are extenuating circumstances (teacher discretion).

Ms. Mary Crush (6th-8th Religion/Spanish) policy:

Most work in Religion/spanish class will be completed during class time, and homework is generally not given. There will be a chapter test after each chapter. Most tests will be open note; this will be discussed in class prior to the test.

If a student misses a class, it is their responsibility to come see, Ms. Crush, once they return to school and check what they missed. Students will be given until the next class day to make up missing work or take a test that was missed. Test can be made up before school, during recess or after school.

8th Grade

It is the student's responsibility to make up missing notes from a trusted classmate. If a student misses more than one class and was absent for the teaching of the entire chapter, they are excused from the chapter test.

6th & 7th Grade

Each absence will be handled on a case-by-case basis, in the way best fitted for the student.

Ms. Jackel (6th-8th Science) policy:

Each day an assignment is late will result in a deduction of 10% (an assignment turned in 2 days late will have a maximum possible grade of 80%). Assignments not turned in on time will receive a placeholder zero in FACTS. Once that assignment has been turned in, the zero will be replaced with the late grade.

Additional time will be given to students who are absent. Per the school handbook, students have the number of days they were absent plus two days to make up assignments they have missed (3 days absent + 2 make up days = 5 days to turn in makeup work before it is considered late).

Mr. Farris (6th, 7th & 8th grade Social Studies) policy:

Mr. Farris understands that extenuating circumstances sometimes warrant consideration, but the general rule for all classwork and homework/projects is that it is expected to be turned in on time. Most of the time, that means classwork will be collected as soon as it is completed. Homework and projects should also be turned in by the assignment due date.

6th/7th Grade S.S. Late Work Policy - All late work will be penalized. Any work turned in after the deadline will receive a late penalty (the amount of points deducted will vary depending upon the value of the assignment; it's generally around 10%, but can be as much as 50% depending on when the assignment is submitted and the quality of the work). No late work will be accepted for credit/points beyond 1 week (5 school days) from the original assignment due date unless there are extenuating circumstances (teacher discretion).

Assignments that are not turned on time will be marked as "Missing" (M) in the FACTS online grading portal. Those assignments are the student's responsibility to turn in either on paper or online, depending on the assignment. Missing assignments will count as zeros towards the final grade, but will be adjusted, with late penalties, if/when the work is finally submitted and scored.

Several times (almost weekly) during the course of the Trimester, Mr. Farris will hand a "Missing Work" slip to the students during class that lets them know about any missing/incomplete assignments they may have as a reminder to get those items submitted.

Near the end of each Trimester, Mr. Farris will announce a deadline to all classes for submitting any missing work that may still be turned in for credit/points. Typically, the deadline is a few days prior to the end of the Trimester to allow time for the teacher to score and submit scores for that late work before the deadline for teachers to input grades leading up to the report card distribution.

The intent of this grading policy is not to be punitive. The FACTS online grading portal is one form of communication intended to give students the opportunity to identify missing assignments, understand the impact of their missing work on their overall grade, and help them take more ownership of their education. Middle school is a time of transition and we, as a middle school faculty, want to ensure students have the tools and skills necessary to be successful in the next phases of life.

Additional time will be given to students who are absent. Per the school handbook, students have the number of days they were absent plus 2 days (2 days absent, 2 make up days = 4 days to make up an assignment). If a student is absent and Mr. Farris has entered grades from the date that the student missed, the assignment will be marked as "Incomplete" (I) or "Missing" (M) in the FACTS online grading portal. Incomplete and Missing assignments will count as zeros toward the final Trimester grade, but will be adjusted if/when the work is turned in as directed. Work turned in from being absent will NOT BE penalized, so long as it is turned in within the time frame listed above.

8th Grade Late and Missing Work Policy

8th Grade S.S. Late Work Policy - All late work will be penalized. Any work turned in after the deadline will receive a late penalty (the amount of points deducted will vary depending upon the value of the assignment; it's generally around 10%, but can be as much as 50% depending on when the assignment is submitted and the quality of the work). The 8th grade late work policy is stricter than the other middle school grades in order to increase students for the increased expectations of high school, which is right around the corner. No late work will be accepted for credit/points beyond 3 school days from the original assignment due date unless there are extenuating circumstances (teacher discretion).

Assignments that are not turned on time will be marked as "Missing" (M) in the FACTS online grading portal. Those assignments are the student's responsibility to turn in either on paper or online, depending on the assignment. Missing assignments will count as zeros towards the final grade, but will be adjusted, with late penalties, if/when the work is finally submitted and scored.

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Additional time will be given to students who are absent. Per the school handbook, students have the number of days they were absent plus 2 days (2 days absent, 2 make up days = 4 days to make up an assignment). If a student is absent and Mr. Farris has entered grades from the date that the student missed, the assignment will be marked as "Incomplete" (I) or "Missing" (M) in the FACTS online grading portal. Incomplete and Missing assignments will count as zeros toward the final Trimester grade, but will be adjusted if/when the work is turned in as directed. Work turned in from being absent will NOT BE penalized, so long as it is turned in within the time frame listed above.

Mrs. Ash's (6th-8th LA) policy

All late missing and incomplete work will receive a 50% deduction from the available grade points for the assignment. No late work will be accepted after one week from when it is due. Assignments that are not turned in will be marked as missing and will receive a **placeholder** zero in FACTS. Those assignments are the student's responsibility to turn in. The **placeholder** zero will be adjusted once the student has turned in the missing assignment. Simple Solutions lessons will be worth 4 points per week (4 lessons, each worth 1 points). Each lesson that is not completed will deduct 1 point from this overall score.

Mrs. Wagner's (Library/Tech) policy:

Students are responsible for completing their assignments on time. Most work will be completed in class and homework is generally not given. If an assignment is not finished during class, it will need to be completed as homework. Assignment due dates will be listed on Google Classroom. Any work turned in after the due date will receive a late penalty. The late penalty depends on the assignment but should be around 10% each day. Assignments not turned in will be marked as missing in FACTS and will received a zero. Once the work has been turned in, the zero will be replaced with the grade earned.

Pendarvis (6,7,8 math) policy:

Placeholder Zeros: Any missing assignment will immediately receive a placeholder zero in FACTS.

Grade Penalty: Work turned in after the due date will receive a 50% penalty on the earned grade once submitted. Deadlines for

Late Work:

- Grades 6 & 7: Late work is accepted up to 1 week after the original due date.
- Grade 8: Late work is accepted up to 3 school days after the original due date to help prepare students for high school expectations.

Permanent Zeros: Assignments submitted after the late work window closes will not be accepted and will remain a permanent zero.

****Exceptions may be made for extenuating circumstances at the discretion of the teacher****

Communication & Student Responsibility:

Tracking Assignments: Due dates are communicated in class and posted online for families. Students are expected to check FACTS and Google Classroom regularly.

Getting Help: Students should reach out with questions before the due date.

Absences: Students with excused absences will be granted make-up time per the school handbook policy (2 days + number of days missed). Work not completed within the absence window will fall under this late work policy.

Classroom Management

The middle school team feels that students should receive an immediate consequence for their bad choices and those choices should not transfer to parents, nor impact the time of teachers having to come in early to proctor detentions. This policy will be explained to all middle school students on the first day of school.

Students who choose to be disrespectful of their classmates, teachers, others in the building or facilities will receive a non-verbal warning in the form of their name written on the board (lesson continues uninterrupted). If the behavior continues, their name will be circled (lesson continues). Continued issues will lead to a checkmark next to their name meaning the student is to complete a written assignment that night and turned in the next morning at beginning bell. If writing assignment not complete by the next school day, the assignment will be doubled and will be due on the following school day. If the student fails to complete the doubled assignment by the next school day, he/she will be sent to principal; the student may be sent home at that point. The written assignment will be educational (passage from the Bible, history essay, poem, etc.). The piece must be legible and written in entirety, including punctuation. Students will **not** receive multiple written assignments in the same day but instead will be sent to the office. If behavior continues throughout multiple classes, parents may be asked to pick their child up (suspension). Our intent is not to be punitive, simply to ensure all students receive their right to an uninterrupted learning environment. This approach applies to behavior in hallways, café, playground, etc..

Parents will **not** be notified of written assignments as students are given the choice to discuss their behavior with their parents. We are approaching it this way to help students build character and establish mutual respect between teacher and student (allowing them the opportunity to discuss at home).

If a student receives three or more writing assignments during any trimester, they are ineligible to receive Principal's list, 1st or 2nd honors for that trimester.

Houses

The House System will be used for grades 3-8. The purpose of the House System is to promote character, community service, school spirit, academic success, a family atmosphere between grade levels, and an overall culture of excellence in our school. The four houses are based on character traits that we believe are important for all of our students to uphold. These include Integrity, Leadership, Respect, Loyalty.

Absent

If a student is absent for any reason, it is the student's responsibility to find out what assignments they missed. All work that they missed should be turned in no later than the number of days they were absent + 2 days. For example, if a student misses 2 days then they have no more than 4 days to turn in all missing work. For shadow days: no more than three students per day, per grade will be allowed to shadow at a high school.

Respect

Students are expected to behave in a respectful, Christ-like manner at all times. Absolutely no disrespectful behavior will be tolerated.

Dress Code

Hoodies, jackets, and coats that are not part of the Ascension uniform must be removed before the bell rings at 7:55 AM. Students are allowed to wear outerwear to outdoor PE pockets and recess, but must remove it upon entering the building. Outerwear cannot be worn in the cafeteria. A short writing assignment will be given to students violating the dress code. Continued infractions may lead to further disciplinary action.

Shirt tails must be tucked in except during PE pockets and recess. Students are expected to wear a belt with their uniform shorts or pants.

Hair must be worn in a way in which it does not hang over eyes.

Students who are not in dress code may be asked to wait in office for uniform to be brought to them.

On non-uniform days, students are expected to dress modestly: no crop top shirts or shirts covering shorts. Please see Uniform section of Parent Student Handbook.

Restroom Use During Class

Students are expected to use the restroom during scheduled breaks: PE Pockets, lunch and recess. If a parent feels their child needs to use the restroom at any time for medical reasons, contact the homeroom teacher.

Grammar & Sentence Structure

Students are expected to use correct grammar, punctuation and sentence structure in all classes. Students should feel free to ask for help, before submitting work, from any teacher and/or Principal.

Student Asked to Leave Class

If a student is asked to leave a classroom at any time for behavior, they will be sent to Principal's office and may be sent home (suspended).

Class Materials

Students are expected to have all class materials with them at all times. They may or may not be allowed to return to their homeroom to collect materials during class time (teacher discretion). Disrupting other classes to retrieve forgotten items may result in a consequence.

Honor Roll

Students who receive three writing assignments, are suspended, or other behavior infractions will not be eligible for honor roll during that trimester.

Grading

To be promoted from one grade level to the next, a student shall attain an overall average of 70 or above for the year in all courses taken.

Absent Work

The attendance policy can be found Parent-Student Handbook. The student is responsible for any missed assignments. Because of our technology (iPads) students can check Google while they are out and, if capable, should try to complete as much work as possible. Teachers are not responsible to compile absent work.

Academic Intervention

Parents of students requiring academic assistance should contact the Learning Coordinator and appropriate teachers to set-up a meeting.

Mass and Special Activities

School Mass is celebrated every Wednesday, Holy Days of Obligation, and other special days. Students who are an Altar server, lector or have any other formal participation must be at school on time.

Middle School students are expected to behave appropriately: setting an example for our younger students, singing, participating, etc..

Service Hours

Service is a ministry, not an activity. It is something you step into and actively do for someone because you care. It is the critical verb that makes us Christian. It is work... spiritual work that is a quest to discover God and encounter Christ in those we serve. It is about putting faith in action and living the Gospel message. It is about faith connections.

Students in grades 6 and 7 are expected to complete 12 hours of community service each year (4 hrs. per trimester- at least two different experiences) with a written reflection on each experience turned in to teacher before the end of each trimester.

Examples of acceptable community service include: sandwich Sundays, altar server, nursing home visits or any other volunteer work which directly helps members of any community such as family and friends, our school parish or local, national, global community. As students progress and grow through service, we ask you to expand your experiences and choose diverse options to prepare for 8th grade service year. Service hours and written assignments may be graded.

If you are not certain about a service opportunity, please email the religion teacher. Service record forms are available from religion teachers and should be turned in to them.

8th Grade Service Hours

SERVICE IS... A ministry, not an activity. It is something you get involved in and risk doing for someone because you care. It is the critical verb that makes us Christian. It is work... spiritual work that is a quest to discover God and encounter Christ in those we serve. It is measured not in hours but by experiences, which help the candidates gain a deeper understanding of "why" we serve. It is about putting faith in action and living the Gospel message. It is about faith connections.

OBJECTIVE: To provide meaningful service experiences that are intended to stretch and challenge the candidates as they are invited to step out of their “comfort zones” and serve others who may be on the margins of our community. To foster a sense of Catholic social justice and its relationship to service and faith.

GOAL: To expose the candidates to outreach opportunities that educates them and increases their awareness of human need and injustices in the world. To help Confirmation candidates make a connection between service and faith; while deepening their understanding of “WHY” we serve.

HOW: By offering a comprehensive approach to the Confirmation service component that includes an introduction, actual service experiences, processing, and reflection.

SERVICE REQUIREMENTS

Candidates MUST complete a total of 5 service experiences in the following areas:

~COMMUNITY/OUTREACH	2 experiences
~PARISH SERVICE	2 experiences
~FAMILY/FRIENDS	1 experience

***NOTE:** Candidates are expected to be responsible for choosing and completing service experiences **ON THEIR OWN**. The experiences that they choose should be something that they are passionate about; like a favorite charity or marginalized group of society. It is most important that they choose an experience that is meaningful and important to **THEM**.

The service requirements are NOT measured in time/hours, but in valuable experiences that are worthwhile. The focus is not on quantity, but on quality; as this is what is important.

There will be opportunities for candidates to reflect and share about their service experiences and these may be written and/or verbal in a group setting. They will keep track of their service requirements in a binder and signatures are acceptable but not necessary, as the experience is what is most important.

Technology Policy

The purpose of use of electronic media and telecommunications at Ascension is for education and research. Parents of children in all grades will be asked to sign the *Statement of Acceptable Use*, which applies to educational use of electronic images and the Internet. Instructional applications may include distance learning and video-conferencing. “Acceptable use” includes proper iPad, and computer usage (including on-task vs. off- task behaviors), e-mail etiquette, prevention of copyright violation, plagiarism, cyber bullying, texting, or access of non-approved materials, and other potentially harmful actions. Teachers will supervise and instruct students in these areas to achieve high moral, ethical, and social practices in use of electronic communications.

Consequences for a serious or repeated violation of Acceptable Use Policy will result in banning the student from all technology use for a designated period, as deemed by the principal. Alternative assignments will be provided if regular technology use is part of class work.

AI Usage Policy

Generative Artificial Intelligence (AI) is a rapidly changing technology that uses LLMs (large language model) to create new content, including text and images. Some examples of generative AI sites include Chat GPT, Google Gemini, and SchoolAI. Generative AI uses data gathered from various sources as the base for answers, which can often include biases and incorrect information.

Generative AI can be conducive to student learning through enhancing prior knowledge and guiding introductory research for projects. While helpful, generative AI is a tool for students, but should only be used as such to uphold academic integrity. Using generative AI for purposes other than as a tool is not in compliance with Ascension handbook policy. Using content directly copied from generative AI, without correct citations, is considered plagiarism. Using AI can violate other current school policies, including, but not limited to, technology usage, acceptable use and privacy.

As it is a tool, there are ways to responsibly use generative AI as a tool to enhance learning, such as: using a generative AI to jumpstart research for projects (while using your own creativity and words)

To use AI, it must be cited as a source and information verified using reliable sources, similar to any other research materials used. It is up to each individual teacher if AI is allowed on an assignment or in the classroom. Some AI tools require parental consent for students under 13 since it collects student data. It is also important that students do not share personal or sensitive information with AI, as it collects and stores such data for future reference. AI must not be used for cyberbullying or harassment of any kind.

Social Media for Parents of Children 13 and Over

Eight rules of engagement for social media use (Garrido2) call adults to a conscious and conscientious use of social media. These rules guide an individual's use of social media. The collection of individuals creates a community that believes in respect for all persons; one that believes in fostering positive relationships with others by honoring their human dignity; one that believes in fact checking stories before passing them along as truth; one that believes that each of us has biases and we need to be aware of the biases and attempt to balance our views; a community that believes it is important to learn from others with differing views and avoid inflammatory content; one that recommends balance in the use of social media to provide time for rest, silence and reflection.

Parents of young adults can enumerate and model these behaviors with their own social media use and teach their children to do the same. The first step is for students to decide what their digital image will be. This should happen before the first social media app is used since what is posted regardless of the platform is public and permanent. By being conscious of what they post and how those posts might affect others, children are creating their online brand or purpose.

Children should be taught to stand behind what they say. This implies that the child will post truthful information that is appropriate to share. Children need to be taught boundaries in sharing family information and friend information. Asking the question, "May I share this?", can prevent a host of problems. The child also has the right to ask parents not to post personal information such as photos or to share information the child would prefer not be shared. What children post should be consistent with their online brand or purpose.

Children need to be conscious of their audience. If posting regarding a school or club event, the students should be aware that the same rules apply online that apply in school. Children need permission to tag others (students or school personnel) in photos or videos. It is inappropriate for them to make unkind remarks regarding the school, another student, or school personnel. Not only do these cause immediate problems, but online posts are never truly deleted.

Children should be conscious of their audience from a safety perspective as well. Students should only accept friend requests from people they know. If students interact online with someone they do not know, they should not meet that person in real life without first discussing this with a parent or other trusted adult.

Bullying of any kind, including cyberbullying, is not tolerated. If your child is being cyberbullied, or someone you know is being cyberbullied, report the behavior to the school to get help. Students involved in bullying may be subject to school discipline.

The guiding principle is that you the parent are the primary teacher when teaching ethics to your child. However, the school will partner with you to help students have information that will keep them personally safe, teach them how to create their online image, teach them how to respond to others in a kind and thoughtful way, and what to do when a bullying or uncomfortable event occurs.

Social Media for Middle and High School Students 13 and Older

This policy aims to guide students aged 13 and older in the responsible and respectful use of social media platforms, recognizing the impact their online actions can have on themselves, their peers, and the school community. While acknowledging the increased independence of older students, it emphasizes the importance of maintaining a positive online presence.

Most social media platforms are created for students 13 years of age and older. Navigating in the world of social media has consequences for students. Students need to consider everything associated with social media as personal and permanent. As students use social media more and more, it is important for them to understand they are building their personal brand. Every effort should be made by students to be the same person online as they are in real life. As students mature, they are exposed to more social media that must filtered through their Catholic lens. Students will be expected to participate in annual school sponsored updates on the use of social media and the consequences for individuals violating the social media policy.

1. Individual Accountability: Students are expected to recognize the connection between their real-world and virtual personas. Online behavior should align with the values and principles upheld by the school community. Students should strive to be consistent in their character both offline and online.

2. Responsible Social Media Use: Students are encouraged to utilize social media responsibly, understanding that their actions contribute to the overall reputation of the school community. Students will have access to more social media as they mature. The skills learned in earlier years regarding responsible online behavior should be applied in each of these new environments.

3. Guidance: Building on previous prompts, students are encouraged to apply the "T-H-I-N-K" framework (Alan Redpath) before posting any content:

- True: Ensure the accuracy of information before sharing.

- Helpful: Share content that adds value, explains, or promotes positive engagement.
- Inspiring: Encourage the sharing of uplifting and motivational content.
- Necessary: Share timely information that holds relevance.
- Kind: Reflect Catholic values and school principles regarding respect for individuals.

4. Online Safety: Students are responsible for managing their online safety, including adjusting privacy settings on social media platforms. It is appropriate to share content with classmates and approved individuals. Students should not meet individuals in real life that they have encountered online without discussing this with a parent or trusted adult. Passwords must remain confidential in all circumstances.

5. Cyberbullying Prevention: Cyberbullying in any form is strictly prohibited. Students should refrain from sending mean or harassing messages, posting untrue comments, or spreading rumors. Sharing embarrassing photos of others is unacceptable. Incidents of cyberbullying should be reported to teachers or other trusted adults promptly.

6. School Internet Systems: Students have no expectation of privacy while using school internet systems. The school monitors online activities and reserves the right to access, review, copy, store, or delete electronic communications or files as needed for maintaining a secure and respectful online environment.

7. Disclosure to Authorities: The school retains the right to disclose any electronic activity, including communications, to law enforcement officials or third parties when deemed appropriate and consistent with applicable law. This includes cases of potential harm, illegal activities, or violations of school policies.

8. Consequences for Violations: Violations of this social media policy may result in disciplinary actions, ranging from warnings to more severe consequences such as suspension or expulsion, depending on the severity and frequency of the infraction.

Acceptable Media Use Policy for Students

Access to Electronic Mail, the Internet, and other digital resources will enable students to explore thousands of libraries and databases and gather and process information, learn new skills, and communicate with others around the world. While our intent is to make access available to further educational goals and objectives, students may find ways to access objectionable materials as well. We believe that the benefits to students from this access, in the form of information, resources and opportunities for collaboration, exceed the disadvantages. To that end, the Archdiocese of Louisville has set the following standards for using electronic resources.

1. Students are responsible for good behavior on all digital devices and school networks, just as they are in the classroom. Communications and activities on the network are public in nature. The network is provided for students to conduct research and communicate with others. Access to network services and digital resources is given to students who agree to act in a responsible manner. Parent permission is required, and access is a privilege -- not a right.
2. Network administrators may review files and communications to maintain system integrity and ensure that users are employing the system responsibly. Network and Internet storage areas may be treated like school lockers; while generally private, they may be searched under certain circumstances. Users should not expect that files stored on school servers or in school accounts will be private.
3. Access to information will be honored within reason. During school hours, teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility as they would when guiding their children with information sources such as books, periodicals, television, telephones, movies, radio and other potentially offensive media.
4. Students participating while hybrid or remote learning is taking place may be part of classroom video, streamed and/or recorded by the teacher for the express purpose of teaching and learning. Students may not use other students and teachers' images from these recordings.
5. The following are not permitted:
 - Doing anything illegal or unethical
 - Revealing personal information online (name, phone number, address)
 - Sending, receiving, or displaying offensive messages or pictures
 - Using obscene language
 - Harassing, insulting or threatening others
 - Damaging devices, computer systems or computer networks

- Changing network or system settings
- Violating copyright laws
- Submitting documents from the Internet as personal work without attribution (including artificial intelligence)
- Using another person's password or trespassing in someone else's folder, work or files
- Intentionally wasting limited resources
- Using the network for commercial purposes
- Propagating chain messages
- Making unauthorized downloads
- Using virtual private networks (VPN)
- Viewing, uploading, downloading, or transmitting material that is pornographic, hateful, or obscene
- Participating in chat or instant messaging for non-educational purposes
- Accessing social networking sites on school computers or the school network without teacher permission
- Sexting or distributing personal information or pictures of others

6. Violations may result in loss of access or other disciplinary action.

7. The student, parent, and teacher must sign this form for the student to gain access to school equipment and the school network.

iPad

Students are expected to have a charged iPad in class every day. If a student forgets their iPad at home, they will not be allowed to call home to get it: they will be responsible for completing all work they could not do in school at home that night. If there is a quiz or test that day on the iPad, they cannot make it up. If a student fails to have their iPad charged, they are not allowed to charge it at school: they are responsible for completing all work that they could not do in school at home that night. Exceptions may be made for known technical issues.

Student iPad use is monitored by the teacher using Apple Classroom. Teachers can see a student's screen at any given time. If a student is not on what they are supposed to be on, they will lose the privilege of using their iPad. This may result in them not being able to complete their work during class. In that case, the student is to complete the work that they could not do in class at home that night.

Cell Phones/Smart Watches/Toys

Cell phones should never be out in the school building. Smart watches are NOT allowed in school.

For the first offense, the student may pick it up at the end of the school day in Principal's office. For a second offense, a parent must pick up the cell phone in the principal's office. These policies also apply to a cell phone ringing in their backpack. Continued infractions with cell phones may lead to meeting with parents, student and Principal.

Toys/Fidgets/meta glasses are not allowed unless they are explicitly included in a student's SAP/SSP plan. Any item deemed by the teachers/administrators as a significant factor in distracting students is prohibited.

Daily Procedures

1. Late students must go to the office and receive a late slip in order to enter the classroom.
2. As they enter the class, students are to respect the learning environment and have all materials for the class.
3. The school begins each day with morning prayer, pledge of allegiance and announcements. Students are to stand during this time and may sit only when the teacher instructs them to do so.
4. As the students begin their day of courses, they will be expected to speak in a low voice in the halls, line up at the door in silence, enter the classroom quietly, sit down at their desk, and wait until the teacher gives them instructions.
5. Students will not be allowed to leave the classroom without teacher permission.
6. When students are transitioning from class to class, the halls are to remain quiet and horseplay is not allowed.
7. LUNCH – Middle School lunchtime is from 12:05-12:30 each day. This may be later than he/she is used to eating, and teachers know that students get hungry! If your child would like, they may bring a healthy snack to eat during the morning so they will be able to focus in each class before lunch. Students are encouraged to have a water bottle – to be filled during class breaks: PE pockets, lunch, recess and before school.
8. When students are in the cafeteria, students are to speak quietly and eat their lunch. They are to remain seated at all times.

STUDENT PLEDGE

1. **I will conduct myself like a Christian at all times.** I will treat myself and others with respect, and will expect to be treated fairly. The words I say are real, they are powerful, and I am responsible for them.
2. **I am a free thinker.** I understand that I will be challenged to think. I will be honest if I do not know an answer. I will not be afraid to ask questions, take risks, express my respectful opinions or offer an educated guess.
3. **I will take ownership of my workspace.** I will hold myself, my classmates and my teacher accountable for keeping the classroom clean, neat and orderly. I will do my part to clean up and organize after each class period.
4. **I will take ownership of my work.** I will make every effort to turn in my assignments completed and on time.
If I cannot complete an assignment on time, I will inform my teacher as soon as I realize I will miss the deadline. If I must miss a deadline, I understand that my teacher will consider my explanation but does not have to grant me extra time, even if I feel I have a good reason.
5. **I will take ownership of myself.** I will accept the consequences for my actions, both good and bad.
6. **I will have integrity.** I am responsible for my own work. I may help my classmates when it is appropriate, but I will not do their work for them, nor will I ask a classmate to do my work for me. I will not cheat.
7. **I will be proactive.** If I have a disagreement with a classmate, we will try to resolve it peacefully before bringing it to the teacher.
8. **I will be courageous.** I will stand for what is right, even if I am standing alone.

Thank you for your continued support of Ascension teachers and students. We look forward to a great 2026-2027 school year with your middle schooler!

Sincerely,

Mr. Steve Farris Jr.	sfarris@ascension-parish.com
Mrs. Madison Miles-Kruer	mmiles@ascension-parish.com
Mrs. Hannah Ash	hpennington@ascension-parish.com
Ms. Donna Jackel	djackel@ascension-parish.com
Mr. Matt Henson	mhenson@ascension-parish.com
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Mrs. Paige Stettler	pstettler@ascension-parish.com
Ms. Mary Crush	mcrush@ascension-parish.com
Mrs. Taylor Pendarvis	tpendarvis@ascension-parish.com
Mr. Terrence Mullaney	terry@ascension-parish.com

After you have read and discussed the handbook with your student, please sign below and return the signed portion to Mrs. Passons. Thank you!

Student Signature
Date

Parent Signature _____

Date _____

