

Flatirons Academy Parent/Student Handbook

2017-18

Version 1.0



Purposes and Use of the Parent/Student Handbook

The purpose of the Parent/Student Handbook is to provide to all parents, students, members of the faculty and staff, and those inquiring about Flatirons Academy a concise presentation of the mission, philosophy, policies and practices of Flatirons Academy. The Handbook provides students and their parents a set of guidelines for citizenship and behavior in and around Flatirons Academy. We recognize that the handbook is imperfect and silent on some issues which may arise. In cases of disagreement about a particular interpretation, the Administration and the Lead Team of Flatirons Academy will render decisions that they deem fair to both the students and the school.

NOTE: The Administration and Lead Team of Flatirons Academy reserve the right to establish new policies and to modify existing policies contained herein upon written notice to all parents and students by the Administration.

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FLATIRONS ACADEMY GOALS FOR A CHRIST-CENTERED AND CLASSICAL EDUCATION

Our Vision- Flatirons Academy seeks to educate students in Christ, through Christ, and for Christ.

(Colossians 1)

Our Mission-Coming alongside parents in the education of students to glorify God in truth, goodness and beauty by providing a Christ-centered and classical education, so that they may bring the awesome life of Christ to a lost and broken world.

CHRIST-CENTERED

In all its levels, programs, and teaching, Flatirons Academy seeks to:

- A. Teach all subjects as an integrated whole, since God is the creator of all things, and all knowledge is interconnected.
- B. Encourage students to begin and develop a relationship with God through Jesus Christ. The most important truth in the Bible is that Jesus came to reconcile us back to God. It is vital that all students have the opportunity to hear the Gospel proclaimed. It needs to be abundantly clear that Jesus came to seek and save the lost – in other words, everyone.
- C. Create an environment where grace is encountered, extended, and experienced. We should continually strive to see when and where grace is needed and extend it freely to others so they receive the truth. We all need truth and grace.

CLASSICAL

In all its levels, programs, and teaching, Flatirons Academy seeks to:

- A. Utilize grammar, logic, and rhetoric in all subjects.
- B. Create an enthusiasm for life-long learning and passion for truth, goodness, and beauty.
- C. Encourage students to reach their God-given potential in all areas of life.
- D. Guide students in becoming virtuous people who not only know the truth, but also act accordingly.
- E. Provide a peaceful, orderly environment which enables students to attain the above goals.

Definitions

Grammar: the fundamental rules of each subject.

Logic: the ordered relationships of the particulars in each subject

Rhetoric: clearly expressing what has been gleaned in the grammar and logic of each subject.

THE GOAL OF CLASSICAL CHRISTIAN EDUCATION FURTHER EXPLAINED

The goal of Christian and classical education is to equip students to evaluate knowledge in the light of Scripture, achieve academic excellence, to be thoughtful, and glorify God. Classical Christian education develops in the student a desire to know God more and to share the love of God with others, not only in word but also in action. Students develop a passion for seeking wisdom and knowledge, and have an intellectual foundation built on the tools of learning and utilize them in all walks of life. Skills are developed that promote students to courageously engage the culture to proclaim and express the love, grace and mercy of Jesus to a world that is broken.

Discernment guides students as they look at the worldview of the surrounding culture and assess what lines up with Scripture, and clearly see the deceptions that do not. They are able to carefully consider an idea without blindly accepting it. Using knowledge, reason, and discernment, they are careful to ponder ideas in light of God's Word before accepting it as true. In this classical model, Christ is central in all aspects and the acquisition of knowledge is purposed in order to grow in wisdom and virtue.

Christ is Central

The truth of Scripture, and the very nature of God, is the basis of all knowledge and governs all that is taught. As Scripture is the ultimate authority for our lives, students and teachers alike should live in accordance to its teaching and use it to test all knowledge and experience. It is understood that there is a Truth and God is the revealer of this truth. Whether it is the Pythagorean theorem, the second law of thermodynamics, Latin conjunctions, or a Shakespearian sonnet, all truth, goodness, and beauty has its origination in God. Since God is the creator of all things, and all knowledge is interconnected, all subjects should be taught as part of an integrated whole.

The most important truth in the Bible is that Jesus came to reconcile us back to God. It is vital that all students have the opportunity to hear the Gospel proclaimed by their teachers. It needs to be abundantly clear that Jesus came to seek and save the lost – in other words, everyone. No matter what your past holds, salvation is yours by grace through faith in Jesus Christ, and those who repent find a better way to live. Those already in a personal relationship with God are to be nurtured and brought up to know him better. Students should be encouraged to see that God has a purpose for their lives and following his instructions for their lives is the best way to go about fulfilling that purpose. Simply knowing Truth without understanding the equal importance of experiencing and giving Grace would be incomplete. If our students are only taught about the truth and leave out grace we may create pompous, elitist people that care more about being right and winning an argument rather than the wellbeing of their neighbors. A classical Christian education should be available for all children regardless of their background, upbringing, or their economic status. We all have things in our lives that could disqualify us without the grace God gives us – we need to show that grace to others in the same way. Students and teachers should endeavor to look at others the same way Christ did. He saw more than the present circumstance, He saw their hearts and their needs. We should

continually strive to see when and where grace is needed and extend it freely to others so they receive the truth. We all need both!

Classical Methodology

There are three distinct phases that people progress through naturally when learning any new idea or concept. These stages are the basis for the classical education method and approach learning by utilizing the God-given developmental design of a child. The three stages are grammar, logic, and rhetoric.

Younger students begin their education in the grammar stage, which consists of learning the fundamental rules of each subject. These are the basic facts of what needs to be learned: from phonics and spelling rules, to math facts and key historical events. Middle school students build on the knowledge gained in the grammar stage and discover the ordered relationships of the particulars in each subject. In this stage students learn how to think and reason by linking the fundamentals already learned in the grammar stage with new knowledge and the discovery of the relationships between the two. Finally, the students arrive at the rhetoric stage where they learn to clearly express what has been gleaned in the grammar and logic of each subject. In this final stage, students are able to clearly and effectively articulate their knowledge to others.

When students are young, they thrive on rote memorization, songs, and chants. As they get older they use the memorized knowledge and basic skills learned to gain an understanding of the various relationships in their world. Their thoughts become more sophisticated as they try to find their place in their world by first figuring out who they are, which is more easily discovered if they know Whose they are. They progress from simply believing at face value what adults have told them is true, to figuring out why something is true, or why it is not, for themselves. A classical Christian education gives them the ability to do so in a safe, biblically based environment.

The world and culture are replete with lies meant to deceive these young people who are searching for answers. A classical and Christian school should be a place where students can ask questions, share their doubts, and work together with teachers and peers to arrive at the Truth, which now becomes truth for the student, not because someone told them to believe it as true, but because they have logically worked it through. For the rest of their lives, students will continue the process of determining what is true, good and beautiful since learning should never end.

As students gain insight, they will want to share what they know. While in the logic stage, students may be a bit argumentative in the way they convey their developing knowledge. Thankfully, in the rhetoric stage they learn to communicate the interrelated thoughts and concepts forming in their mind effectively and poignantly. This final stage builds on the first two. At this point, students develop advanced writing and speaking skills to apply the rules of logic learned in middle school to the foundational information learned in the early grades vigorously, clearly, and with growing wisdom.

Education is accomplished best in a disciplined environment full of joy and love. There is great delight in learning something new, gaining new insights about what was learned previously and sharing that knowledge with others.

The classroom should be peaceful and free from distractions. Students should respect the teacher, giving focused attention, maintaining self-control, listening well, and being eager to participate. Teachers are considerate of the pupils and maintain well-managed classrooms by not engaging in intimidation, harshness, or by demeaning the students. Teachers affirm what the students are doing well and when needed will move toward a student that is experiencing a time of weakness to lend the student strength, so the behavior will not inhibit the child's learning or the learning of others. When the atmosphere is free of distractions, teachers and students can be engaged in the rigorous business of learning with the students doing most of the work of the mind.

Students acquire the tools of learning in classical Christian education. Unlike earthly tools that wear with use, these tools become sharper and more effective each time they are utilized. These tools are not limited to school, but also apply in any endeavor they choose to undertake; whether it be a new job, hobby, sport, or in anything they seek to become proficient or accomplished.

What is learned in elementary and secondary education forms the mind, body, and soul. Jesus, being well educated, grew in wisdom, in stature and in favor with God and men. His education touched all areas of His life and our schools should strive to do the same. We are aiming our efforts to educate the whole child, not just limiting ourselves to the intellect alone. The purpose of education is not just to achieve good grades or get into a prestigious college. It is a life-long process that leads us to become virtuous and wise, and to an intimate relationship with Jesus, loving Him, and loving others.

LOST TOOLS OF LEARNING CHART

The following material is drawn from the essay “The Lost Tools of Learning” by Dorothy Sayers, which illustrates the applications of the Trivium (Grammar, Logic, Rhetoric) we use.

Beginning Grammar (Pre-Polly)	GRAMMAR (Poll-Parrot)	LOGIC (Pert)	RHETORIC (Poetic)
Grades K – 3	Grades 3 – 6	Grades 7 - 9	Grades 10 - 12
Approx. ages 4 – 8	Approx. ages 9 – 11	Approx. ages 12 - 14	Approx. ages 15 - 18
Student Characteristics:	Student Characteristics:	Student Characteristics:	Student Characteristics:
<ol style="list-style-type: none"> 1. Obviously excited about learning 2. Enjoys games, stories, songs, projects 3. Short attention span 4. Wants to touch, taste, feel, smell, see 5. Imaginative, creative 	<ol style="list-style-type: none"> 1. Excited about new, interesting facts 2. Likes to explain, figure out, talk 3. Wants to relate own experiences to topic, or just to tell a story 4. Likes collections, organizing items 5. Likes chants, clever, repetitious word sounds (e.g., Dr. Seuss) 6. Easily memorizes 7. Can assimilate another language well 	<ol style="list-style-type: none"> 1. Still excitable, but needs challenges 2. Judges, critiques, debates, critical 3. Likes to organize items, others 4. Shows off knowledge 5. Wants to know “behind the scenes” facts 6. Curious about Why? for most things 7. Thinks, acts as though more knowledgeable than adults 	<ol style="list-style-type: none"> 1. Concerned with present events, especially in own life 2. Interested in justice, fairness 3. Moving toward special interests, topics 4. Can take on responsibility, independent work 5. Can do synthesis 6. Desires to express feelings, own ideas 7. Generally idealistic
Teaching Methods:	Teaching Methods:	Teaching Methods:	Teaching Methods:
<ol style="list-style-type: none"> 1. Guide discovering 2. Explore, find things 3. Use lots of tactile items to illustrate point 4. Sing, play games, chant, recite, color, draw, paint, build 5. Use body movements 6. Short, creative projects 7. Show and Tell, drama, hear/read/tell stories 8. Field trips 	<ol style="list-style-type: none"> 1. Lots of hands-on work, projects 2. Field trips, drama 3. Make collections, displays, models 4. Integrate subjects through above means 5. Teach and assign research projects 6. Recitations, memorization 7. Drills, games 8. Oral/written presentations 	<ol style="list-style-type: none"> 1. Time lines, charts, maps (visual materials) 2. Debates, persuasive reports 3. Drama, reenactments, role-playing 4. Evaluate, critique (with guidelines) 5. Formal logic 6. Research projects 7. Oral/written presentations 8. Guest speakers, trips 	<ol style="list-style-type: none"> 1. Drama, oral presentations 2. Guide research in major areas with goal of synthesis of ideas 3. Many papers, speeches, debates 4. Give responsibilities, e.g., working with younger students, organize activities 5. In-depth field trips, even overnight 6. World view discussion/ written papers

OUR VALUES/STATEMENT OF FAITH

The following are the foundational beliefs on which Flatirons Academy is based. They are the same beliefs of Flatirons Community Church that will be unapologetically taught in all levels and in all areas. On these foundational beliefs, we will not waiver.

Acts 2:42-47

1. Biblical Authority – “A Better Way to Do Life”

The Bible is God’s Word and it is our authority for life. If we will adjust our lives (submit) to it, we will find a better way to live. (John 1:14)

2. Relational Intimacy – “Grace and Truth”

No matter what you have done wrong, we believe that by grace through faith in Jesus alone, it is still possible to be reconnected back into an intimate relationship with God. (Ephesians 2:8-9, Romans 6, 8)

3. Intentional Apprenticeship – “More Like Jesus”

Apprenticeship is the process whereby one person becomes more like another person. We believe that the ultimate goal in life is to become more like Jesus. This involves working on the inside of your life to align it with God’s love and truth. It also requires eliminating any automatic responses you have that go against God’s good intentions for you.

4. Authentic Community – “Me Too”

We believe that living life together in a safe “me too” community is the best opportunity for pursuing truth and grace through intentional apprenticeship to Jesus. Acts 2:42-47 and 4:32-35

5. Gifted Service – “Purpose and Personality”

We are committed to being the kind of people who reflect both the purpose and the personality of Jesus by leveraging the gifts Jesus has given us for the benefit of others both inside the church and outside the church. (Romans 12, Galatians 5)

6. Excellent Environments – “Bump Into Jesus”

Using our spiritual gifts, talents, abilities, resources, passions and creativity, we believe that it is our role and responsibility to create excellent environments and eliminate any and all obstacles so that people have the best opportunity to encounter (bump into) Jesus so that He can do what only He can do. (Colossians 3:17)

7. Relational Evangelism – “Come and See”

Because of what Jesus has done for us we believe the most loving thing we can do for others is to go to them and invite them to come and see who Jesus is and what He has done for them. (Mark 2, Matthew 28)

GUIDING PRINCIPLES

Our guiding principles stem from our #1 Core Value – Biblical Authority. Because we are holding on to what God says is right, true, and good, we hold to the following guiding principles.

1. In Loco Parentis – in the place of the parent

Flatirons Academy recognizes that God has established spheres of earthly authority, including the family. He has entrusted specifically to parents the responsibility to educate their children. Therefore, Flatirons Academy is established to operate as an extension of the family to cooperatively assist parents to carry out their God-given educational duty (*In Loco Parentis* – Latin for *in the place of the parent*) by providing the particular type of Christian education outlined in the school’s vision and mission statement. (Deuteronomy 6:4-9, Ephesians 6:4)

In holding on to this guiding principle, we come alongside parents as they seek the best education for their child(ren) and parents trust Flatirons Academy to provide an excellent classical and Christian education for their child. Working together with the family, students at Flatirons Academy receive thorough instruction for life.

The Christian school is a “3-walled institution that cannot stand alone, it shares as its fourth wall the Christian home.” (Jay Adams)

2. Devotion to Unity

“If possible, so far as it depends on you, live peaceably with all.” Romans 12:18

Flatirons Academy welcomes like-minded families who share similar goals in training their children in the discipline and instruction of the Lord. Families who attend the academy value God’s word and encourage their children to grow in wisdom, stature, and in favor with God and men. While the Flatirons community shares these common goals there are times that conflict will arise. When disagreements occur, we endeavor to resolve the issue and live at peace with everyone. Based on this foundational belief we will not tolerate gossip and expect all members of the school to seek reconciliation with others based on God’s instructions in Matthew 18.

3. Statement on Marriage and Gender

Flatirons Academy believes that the word “marriage” has only one meaning: the joining of one biological man and one biological woman in a single, exclusive union, legally recognized and as defined in God’s Word (Gen. 2:18-25). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other.

Flatirons Academy believes that God wonderfully and immutably creates each person as biologically male or biologically female as one’s genetic composition expresses. These two distinct, complementary genders together reflect the image and nature of God. The biological realities must be lived out through gender expression that is consistent with one’s biological sex.

4. Respect for Authority

Biblical authority is the first Core Value of Flatirons Academy. In Scripture it is clear that God is

our Ultimate Authority and he commands us to respect those that are in authority over us which includes, parents, teachers, administrators, political leaders, etc. Since we are called to respect those in authority, we will hold our students to do so as well. Disrespect will not be tolerated. (1 Peter 2:13-17) While it is understood that people do not always agree with authority, we should always respect authority and handle grievances in a biblical manner, not with gossip or name calling. Out of respect for others, and a desire to respect others and maintain unity, families and staff will utilize the instructions found in Matthew 18 whenever there is conflict.

4. Children are Highly Valued

Children are created in the image of God and are complete persons from the moment of conception (Jeremiah 1:5). While they still have much to learn and will develop physically and mentally as they mature and grow, they are completely persons. As such, we want to see each as a unique masterpiece of God and celebrate the originality God used in creating them. All children have inherent value and because God values and loves them, we do as well. All children are able to learn. While they learn in different ways and have differing strengths and weakness, we are to come alongside them to help them to reach their God-given potential for the glory of God. (Psalm 139:14)

FLATIRONS ACADEMY WARRIORS' CREED

The instilling of virtue will be based on the Warriors' Creed which will guide the character of all in the Flatirons community which includes students, staff, and families.

As we strive to live our lives in Christ, through Christ, and for Christ we...

Live with humility!

Live with integrity!

Live with joy!

Live with excellence!

Live with hope!

Live with courage!

Live with love!

All for the glory of God!

Basis for the Warriors' Creed

Live with Humility!

Do nothing from rivalry or conceit, but in humility count others more significant than yourselves.

Philippians 2:3

Likewise, you who are younger, be subject to the elders. Clothe yourselves, all of you, with humility toward one another, for "God opposes the proud but gives grace to the humble."

1 Peter 5:5

We think of others before ourselves.

We encourage one another, instead of trying to build ourselves up by tearing others down.

Live with Integrity!

Whoever walks in integrity walks securely, but he who makes his ways crooked will be found out.

Proverbs 10:9

He stores up sound wisdom for the upright, he is a shield to those who walk in integrity.

Proverbs 2:7

Do what is right, even when no one, but God, is watching.

Be prepared.

Obey right away, all the way, and with a cheerful attitude every day.

Live within God's plan of what God says is best for our lives, which includes what goes on in our hearts and minds.

Live with Joy!

May we shout for joy over your salvation, and in the name of our God set up our banners! May the LORD fulfill all of your petitions!

Be glad in the LORD, and rejoice, O righteous, and shout for joy, all you upright in heart!

Psalm 32:11

Shout, and sing for joy, O inhabitant of Zion, for great in your midst is the Holy One of Israel.

Isaiah 12:6

Sometimes things do not go the way we had hoped, even in those times look to the Lord and his purposes.

All we do and say should bring glory to the Lord.

Learning, growing, and maturing are all things to celebrate.

Live with Excellence!

His divine power has granted to us all things that pertain to life and godliness, through the knowledge of him who called us to his own glory and excellence.

2 Peter 1:3

Whatever you do, work heartily, as for the Lord and not for men.

Colossians 3:23

Anything worth doing is worth doing with excellence.

Do all work to the best of your ability, be careful to create beautiful complete work.

Do what it takes to prepare for assessments, projects, presentations, etc.

Doing your very best is honoring to God.

Live with Hope!

For God alone, O my soul, wait in silence, for my hope is from him.

Psalm 62:5

For you, O Lord, are my hope, my trust, O LORD, from my youth.

Psalm 71:5

May the God of hope fill you with all joy and peace in believing, so that by the power of the Holy Spirit you may abound in hope.

Romans 15:13

We go through trials and tribulations with an optimistic hope, knowing that God keeps his promises and He will faithfully fulfill his purposes.

Live with Courage!

Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go.

Joshua 1:9

Be of good courage, and let us be courageous for our people, and for the cities of our God and may the LORD do what seems good to him.

2 Samuel 10:12

We courageously step out of our comfort zones to do what is right and what God has called us to do, with God there is no need to be afraid. Courage is not the absence of fear, but rather the assessment that something else is more important than fear. - Franklin D. Roosevelt

We are told repeatedly in Scripture not to be afraid. We go boldly forth in the confidence that God is with us. We can try new things, make new friends, and perform in front of an audience. Be courageous!

Live with Love!

By this all people will know that you are my disciples, if you have love for one another.

John 13:35

This is my commandment, that you love one another as I have loved you.

John 15:12

Love one another with brotherly affection. Outdo one another in showing honor.

Romans 12:10

Beloved, let us love one another, for love is from God, and whoever loves has been born of God and knows God.

I John 4:7

Kindness and compassion for other is to be extended.

Consideration for others should always be considered.

Respect those in authority.

Take care of what God has given you.

They will know we are Christians by our love. This is not just with classmates, but with older students, younger students, parents, teachers and anyone else God puts along your path.

All for the Glory of God!

Say also: "Save us, O God of our salvation, and gather and deliver us from among the nations, that we may give thanks to your holy name, and glory in your praise."

I Chronicles 16:35

Help us, O God of our salvation, for the glory of your name, deliver us, and atone for our sins, for your name's sake!

Psalm 79:9

Through him we have also obtained access by faith into this grace in which we stand, and we rejoice in the hope and the glory of God.

Romans 5:2

So, whether you eat or drink, or whatever you do, do all to the glory of God.

I Corinthians 10:31

*To the King of ages, immortal, invisible, the only God, be honor and glory forever and ever.
Amen.*

I Timothy 1:17

As Colossians 1 proclaims, ALL things belong to God and ALL things exist for His glory. All good things are from God, therefore we are grateful and praise him for all things.

Live your life for His glory by following His instruction, so others see Christ in you and in turn glorify him.

GOVERNANCE

Flatirons Academy is governed primarily by the Bible, as understood and applied by the elders of Flatirons Community Church, Flatirons Academy's Lead Team and Administration. The Elders of Flatirons Community Church are the top organizational authority which governs the Flatirons Academy Lead Team. The Flatirons Academy Lead Team is comprised of three permanent members. The team operates under the by-laws of Flatirons Community Church, the vision, mission and goals statements of Flatirons Academy, and provides policies to the principal for implementation in the school.

Affiliation with the Association of Classical and Christian Schools (ACCS)

Flatirons Academy is a member of the Association of Classical and Christian Schools (ACCS). As members, the academy is committed to supporting others as they labor toward common classical and Christian education goals. Find out more about the Association of Classical and Christian Schools by visiting their web site at www.accsedu.org. Since ACCS accreditation requires schools to offer Kindergarten through grade 12, Flatirons Academy will move toward accreditation as we complete our K-12 educational program.

SCHOOL IMPROVEMENT/GRIEVANCE POLICY

These guidelines are to be followed whenever there is a school improvement idea, dispute, or grievance concerning any aspect of Flatirons Academy's operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and the academy's lead team.

General Guidelines

1. It is understood that if any disputes arise which are not covered by this policy, the Academy's lead team will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy.
2. It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 will be followed.
3. In no event is gossiping about a situation an acceptable alternative. This involves conversation, social media posting or other reports involving other people and including unconfirmed information.

Students or Parents to Teacher

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
2. If the issue is not resolved, the parents or student may bring the concern to the principal. If the student brings the concern, he must have permission from his parents to do so.
3. If the issue is still not resolved, the parents may put their concern in writing. The concern will be passed through the principal to members of the Academy's lead team.

Parents to Principal

1. If parents have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the principal.
2. If the situation is not resolved, the parents may put their concern in writing. The concern will be passed through the principal to the members of the Academy's lead team.

Volunteers to Staff/Administration

1. If any volunteer has a concern about volunteer work, he will present that concern to the staff member responsible for his oversight (teacher, office staff, principal, etc.).
2. If the problem is not resolved, the volunteer may appeal the decision to the principal
3. If the situation is not resolved, the volunteer may put their concern in writing. The concern will be passed through the principal to the members of the academy's lead team.

Parents to the Flatirons Academy's Lead Team

1. If the parents purpose to put their concern in writing, it will be considered by members of the lead team at the next regularly scheduled meeting. The lead team will determine if the issue needs to be dealt with at their policy-making level.
2. If the board determines that the issue should not be resolved at their policy-making level, a member of the lead team will notify the concerned parent and inform him or her that it was discussed at the lead team meeting and that no further action will be taken.
3. If the lead team determines that the issue should be addressed at their policy-making level, a member of the lead team will notify the concerned parent and inform him or her that it was discussed at the meeting and will relay the next steps to be taken to resolve the issue to the parent and any other party the lead team deems to be necessary to resolve the conflict in a Christ-like manner.

ADMISSIONS AND FINANCIAL INFORMATION

Flatirons Academy admits students of any race, color, national, or ethnic origin, to all the rights, privileges, programs, and activities generally made available to our student body. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, athletic, artistic, or other school administered programs except where

necessitated by specific religious tenets held by Flatirons Academy or Flatirons Community Church.

Application Procedures-

Step 1: Understanding Who We Are

We want your family to fully understand and embrace our classical Christian program, so it is required that all families read the Flatirons Academy Parent Handbook and *An Introduction to Classical Education: A Guide for Parents* by Dr. Christopher Perrin, which is available as a PDF on our webpage. This reading will give you insights on what we do and why we do it. The reading of the Flatirons Academy Parent Handbook needs to take place before the application is signed and reading Dr. Perrin's guide needs to take place prior to the family interview.

Step 2: Application Forms

Complete the attached application. It must be filled out completely and signed before it can be processed. **A copy of the student's most recent report card, achievement test scores, teacher recommendations, birth certificate, and a family picture must accompany this application.**

Step 3: Testing

Testing for all incoming students is required before admission. At the administration's discretion students may be exempt from this testing. Kindergarten testing is completed in the spring of the year of the anticipated start of kindergarten.

Step 4: Interview

An administrator will meet with the entire family to discuss the completed application. This meeting provides an opportunity for both the family and FA to ask questions.

Step 5: Notification of Acceptance

After the above steps have been completed the Admissions Committee will review and make the final admission determination. Families will be notified in writing of the Admissions Committee's decision.

Step 6: Records and Tuition Arrangements

Before the student will be allowed to attend class, all required records and method of tuition payment form must be submitted to the school office. Required records are permanent records from your child's previous school, health form completed by a physician, immunization records or waiver, and emergency contact form. Parents will enroll with FACTS, our online tuition management service. Tuition may either be paid in full in August with a 10% discount, in two payments (July and January), or monthly.

Admission is offered in the following priority order after applications have been approved:

- 1) Children of Flatirons Academy/FCC faculty and staff
- 2) Early registration families (Year One Only)
- 3) Siblings of current students
- 4) Those on the previous year's wait list

Wait List

If there are more applicants than spaces available, names of approved applicants will be placed on a wait list in the order the applications were processed. The priority order listed above applies to the waitlist.

Financial Responsibility Policy

Flatirons Academy relies on tuition income to meet annual operating expenses. Therefore, it is necessary that the financial obligations of enrollment be for the entire school year. Once the student attends the first day of school, the financial obligation remains for the entire school year regardless of voluntary withdraw or suspension.

Parents are responsible for the timely payment of the full annual tuition and other fees due Flatirons Academy. The only exception to this policy is if another student fills the vacated seat in a full class. If the seat is replaced in this manner, the exiting family is only responsible for tuition through the last day prior to the new student's start day. All tuition and fees paid up to that date remain with Flatirons Academy.

Tuition Assistance

Flatirons Academy provides tuition assistance to families that are unable to afford full tuition. The tuition assistance process can provide up to a 50% reduction in tuition. Flatirons Academy uses the services of a third-party provider to assess need for tuition assistance and all information will be kept confidential. Information on applying for tuition assistance is available in the office.

ENROLLMENT

Grade Placement

Flatirons Academy reserves the right to place students in the appropriate level as determined by test data and developmental maturity. Students must be five years of age by June 1 of the year they would be entering Kindergarten.

Mid-Year Enrollment

With respect to Flatirons Academy's mission of academic excellence and high academic standards, it is difficult for students to enroll in classes during the middle of the school year. Flatirons is committed to the success of all students and carefully considers circumstances which could impede that success such as mid-year enrollment.

Student admission *grades K-3* after the first nine-week grading period is at the discretion of administration. Solid academic mastery must be reflected on the Flatirons Academy

assessment, a strong faculty/administrative recommendation for entry given per evaluation of the assessment results and evaluation of the student's ability to transition easily into FA are needed in order for consideration of enrollment.

RE-ENROLLMENT OF STUDENTS: Priority re-enrollment of students already attending Flatirons Academy is contingent on tuition and fees being current at the time of re-enrollment. If the family account is in arrears, and class enrollment reaches capacity, space cannot be assured. Students are eligible to begin the new school year only if all charges from previous years have been satisfactorily cared for.

Permanent Withdrawal and Financial Obligations

If a student withdraws prior to the end of the school year, all financial obligations such as library fines and monthly invoices must be met before student records can be forwarded to the transfer school.

PARENT INVOLVEMENT

God, through His Word, indicates that the family is the most important human institution designed, comparing it to the relationship believers have with Christ. As an extension of and support for the family unit and because the responsibility for the education of children rests with the parents (Deut. 4:9 and 6:6-9), Flatirons Academy continually seeks to actively involve the parents and all other family members of students in the functions of the school. (There are instances when siblings are not permitted to participate, such as classroom field trips and classroom activities because of the need of parents to act in a supervisory capacity.) Parents are encouraged to participate within the life of the school.

Parents are welcome to attend all assemblies, to visit in classrooms, and to join their child for lunch. Flatirons Academy reserves classroom participation and student interaction to parents and grandparents within the school. Classrooms are not open to third parties.

Please note: When parents are serving in a volunteer capacity within the school, siblings are not permitted to accompany them.

A few examples of opportunities for involvement include the following:

1. Pray regularly for the faculty and staff at Flatirons Academy and possibly join the Flatiron Academy Prayer Warriors (see explanation below).
2. Visit the school/class at any time. (Simply call ahead to schedule visits and check-in at office upon arrival.)
3. Assist in the classroom, regularly or infrequently. (Arrangements must be made with the classroom teacher.)

4. Act as chaperone on field trips.
5. Share your special talents, experiences, and knowledge as it relates to an area of study in a class.
6. Be a parent coordinator for your child(ren)'s class.
7. Attend all Parent-Teacher Conferences. Informal conferences may be held anytime at the parent's request.
8. Take note of ways to engage in your child's learning through the reading of class newsletters.
9. Enhance the development of the Flatirons Academy family through positive, supportive relationships built with faculty, staff and families in the school.
10. Be an active participant in FAV (see explanation below).

FA Prayer Warriors

Flatirons Academy has a group of FA Prayer Warriors comprised of parents, relatives and friends of families at Flatirons Academy. This group meets weekly to pray for our school.

FAV- Flatirons Academy Volunteers

Membership in FAV, consists of all parents of students at Flatirons Academy, and anyone else that chooses to devote their time to the ministry of Flatirons Academy. The purpose of FAV is to enhance the educational experience at school for students, teachers, and parents by assisting in communication efforts, recruiting and providing volunteers, and creating opportunities to celebrate all that is going on in the FA community. Volunteers are our FAV!

COMMUNICATION WITH PARENTS

RenWeb

Flatirons Academy is proud to offer its families RenWeb, the cutting-edge school management software. RenWeb is a web-based tool that provides secure access to your child's grades, school directory, lesson plans, homework and more. Each parent is able to establish a 'ParentsWeb' account online to access published information by the school.

Directory Information

Flatirons Academy publishes parent addresses and home phone numbers through RenWeb for the convenience of communication for our families. This information may only be accessed by our parents with ParentsWeb logins and passwords. Email account addresses and cellular phone numbers are not published by the school. Parents may request address and home phone information not be published by sending a written request to the school office. Parents may opt out of having their information published.

Parent Orientation

Parent Orientation is scheduled each year during the days prior to the first day of school. Parents have an opportunity to visit classrooms at this time, meet the teacher, and learn about the specific operations of your child's classroom. The date of this orientation is announced to families in writing prior to the opening day of school.

Back to School Night

Back to School Night is held at the beginning of the school year during the first nine week grading period so that the school administration can officially welcome everyone and communicate various important facts regarding the new school year. This is also a time that parent groups, faculty members, and the academy's lead team members are introduced to the parent body.

Associational Meeting

The Flatirons Academy Lead Team holds an Associational Meeting in the spring of each year in order to reflect upon the current year and communicate relevant information regarding the short- and long-term future of Flatirons Academy. Reports are also given by the school administration, FAV, and other organizations within the school.

Weekly Communication Folders

Student folders are sent home weekly to be reviewed and signed by parents and returned to teachers. These folders may contain student's work from the previous week, a letter from the student's teacher, and other school information from the office. Consistent communication between school and home is essential in providing an educational process that is as productive as possible for the student.

Parent/Teacher Conferences

Twice a year, in the fall and winter, time is set aside for conferences between parents and teachers. Parents are required to schedule a conference with their child(s) teacher(s) for the fall conference and encouraged to schedule a conference for the winter conference. Communication between home and school is essential. Conferences are always encouraged throughout the school year and may be scheduled by contacting your child's teacher.

Report Cards

The school year consists of four quarters. Report cards are posted the week following the last day of the quarter during the school year. All school fees must be paid and all school materials returned for the student's final report card of the academic year to be posted.

Telephone Communications

Parents may contact teachers during the school day by calling the office. Teachers will return calls as soon as their daily schedule allows. Parents are asked to refrain from calling faculty and staff at their homes or on their cell phones unless it is an emergency.

School Website

HEALTH POLICIES

Should a student become ill or injured during the school day, the staff will make efforts to care for him/her so that the student may return to class. If necessary, students will be allowed to rest 15 – 20 minutes before deciding if they will return to class or if a parent will be contacted to pick the student up from school.

A student whose temperature is 100.0 degrees F or higher, who experiences vomiting or diarrhea at school, or whom the teacher feels has excessive coughing or nasal drainage will be sent home and should not return to school until he/she has not experienced these symptoms for 24 hours. **Students with fevers, flu, or other contagious illnesses are not allowed in class.**

Students that have experienced fever greater than 100^oF, vomiting, diarrhea, excessive coughing, excessive nasal drainage, or lice infestation within the previous 24 hours are to be kept at home so that conditions that are contagious are not spread to classmates, faculty, and staff.

While Flatirons Academy strives to create a healthy environment for all of its students, it is not an “allergy-free” school and cannot guarantee an allergy-free environment.

Student Health Requirements

All students attending Flatirons Academy must have on record with the school office, either a current immunization record or an exemption statement, before entering school in the fall. Standard immunization forms may be obtained from the family physician or the local health department and a copy given to the school office.

Medication Policies

The policies regulating the administration of medication during school hours are for the students’ safety. Academy personnel will only administer provided medication once all medical forms are signed. If you or your child’s physician decides it is necessary for your child to receive medication during the school day, including self-administered medication, authorization must be on file in the office.

Forms listed below are used as needed. These forms are available in the Flatirons Academy office.

- **Medication Parental Consent Form**
- **Asthma Action Plan – if applicable**
- **Severe Allergy Response Plan – if applicable**

All Medications

A completed Medication Parental Consent form for either a prescription or non-prescription medication must be on file and include the following:

- Child's name
 - Name of medication
 - Amount to be given
 - Route of administration
 - Time of day to be given
 - Date started
 - Discontinuation date
 - Diagnosis or reason for medication
 - Medication Expiration Date
 - Possible side effects
 - Parent's/guardian's signature
 - Date
 - Emergency Phone Number
1. All medications must be kept in the school office. The only exceptions are asthma inhalants and insulin/glucagon for diabetics. The school office needs to be informed if a student is carrying these medications and if the student takes the medication during the school day. A prescription/nonprescription medication consent form must be on file in the office for each medication.
 2. The parent or guardian is responsible for reporting any changes in a student's health or medication needs. A new Medication Parental Consent form must be completed and on file for any new medication or any changes in a medication. These forms are available in the school office.
 3. The parent or guardian is responsible for delivering in person the medication and Medication Parental Consent form to office personnel. No student is allowed to bring in or pick up his/her medication. If a medication must be sent home daily, then the parent or guardian must pick it up daily from the school office. If a medication is long-term, the parent or guardian is responsible for removing any unused medication from the school after discontinuation of treatment or at the end of the school year.
 4. The parent's or guardian's signature on the Medication Parental Consent form verifies that their child is able to self-administer his/her medication after school personnel has measured the appropriate dose.
 5. All medications must be picked up by the parents at the end of the school year. Any medications left after the school year has ended will be discarded.

Prescription Medications

1. A licensed prescriber must prescribe all prescription medications given at school. The medication must be in the original pharmacy labeled container, which displays the following:
 - Child's name
 - Prescription number
 - Administration route or directions

-Date

-Licensed prescriber's name

-Pharmacy name, address, and phone number

2. A Prescription Medication Parental Consent form must be completely filled out with the parent's or guardian's signature and on file in the school office.
3. School personnel cannot give a student a prescription medication unless it is in the original pharmacy labeled container and accompanied by a completed Medication Parental Consent form. If this criterion is not met, the parent or guardian is responsible for coming to school and giving his/her child the medication.
4. All prescriptions for long-term medications must be renewed annually.
5. Changes in prescription medications must have written authorization from the licensed prescriber.
6. If the student has a prescription for an Epi-Pen, the student must have a completed Severe Allergy Response Plan on file that has been signed by a Parent/Guardian and a Physician. This is available at the front office.
7. If the student has a prescription for an Inhaler, the student must have a completed Asthma Action Plan on file that has been signed by a Parent/Guardian and a Physician. This is available at the front office.

Non-prescription medications

1. Non-prescription medications must be in the manufacturer's packaging with the ingredients listed and the child's name clearly labeled on the container.
2. A Medication Parental Consent form must be completely filled out with the parent's or guardian's signature and on file in the school office.
3. The medication will be administered according to the manufacturer's instructions. A parent may request a lesser dose than the manufacturer's instructions, but must complete a Medication Parental Consent form with the request. A greater dose cannot be given without a physician's written consent on file in the school office.
4. A non-prescription medication will be given according to the student's age and/or weight.
5. Requests for non-prescription medications to be given at school must be renewed annually.
6. Tylenol and/or Ibuprofen will be given only if the parent/guardian has given permission.

Health Insurance

Flatirons Academy requires families to provide health insurance information to the school. Flatirons Academy does not carry coverage for student accidents and/or injuries.

CRISIS MANAGEMENT

Flatirons Academy has developed a comprehensive plan to address emergency instances that could occur such as fire, tornado, intruder, gas leak, bomb threat, etc. These procedures are

reviewed, discussed and often times enhanced on a quarterly basis. Drills are conducted on a regular basis throughout the school year, with fire drills being conducted on a monthly basis. Parent volunteers are expected to take part in the drills if they are on campus during a called drill.

GRAMMAR SCHOOL ACADEMIC GOALS

Philosophy of Bible Instruction

We seek to assist parents in the discipline and instruction of their children by providing an environment in which students learn about God. The Bible is God's Word and it is our authority for life. If we will adjust our lives (submit) to it, we will find a better way to live. (John 1:14) Biblical integration underlies all instruction at Flatirons Academy as we seek to assist each student to develop a Christian worldview and understand that ALL things are in Christ, through Christ and for Christ (Colossians 1). Students are encouraged to begin and develop a relationship with God through Jesus Christ. Students are guided to be the kind of people who reflect both the purpose and the personality of Jesus by leveraging the gifts Jesus has given them for the benefit of others both inside the Flatirons community and outside the Flatirons community. (Romans 12, Galatians 5)

In daily Bible classes, students study the Bible sequentially from Genesis to Revelation during the Grammar Stage (Grades 1-5). As we complete our program, students will again sequentially study the Bible, but at a deeper level in the Logic Stage (Grades 6-8). More extensive biblical and theological studies will be completed during the Rhetoric Stage (Grades 9-12). Through the study of God's Word, students develop an understanding of the main events and people in Scripture, basic theological concepts and major biblical themes, the attributes and characteristics of God, and the plan of salvation. Students are immersed in the lives of those faithful to the spreading of the Gospel, are encouraged to develop the Christian discipline of regular memorization of Scripture and consistent prayer, and are encouraged and equipped to become life-long students of the Word of God.

“All Scripture is God-breathed and is useful for teaching, rebuking, correcting, and training in righteousness, so that the man of God may be thoroughly equipped for every good work.”

II Timothy 3:16 – 17 (NIV)

In **English**, we seek to:

- Equip every student with the skills necessary for good writing, including spelling, grammar, style, clarity, etc.
- Emphasize good writing by requiring the students to write often and correctly in each subject area.
- Encourage clear thinking by the students through requiring clear writing.
- Introduce the students to many styles of writing using the Bible and other high quality literature.

- Train students in good writing habits by having students imitate excellent examples of writing.
- Encourage clear speech by having students to stand and clearly give an answer in complete sentences and other oral exercises done in class.
- Cursive instruction will begin in Grade 2.

In **Latin**, we seek to:

- Instruct students in vocabulary and grammar to increase their fundamental understanding of English.
- Reinforce the students' understanding of English grammar.
- Cultivate study and logical thinking through the study of Latin.
- Unlock a plethora of English vocabulary through the study of Latin vocabulary and derivatives.
- Encourage delight, curiosity, and attentiveness in students by teaching them to see the world through the eyes of another language.
- Train students' minds with a discipline toward detail which will better prepare the students for advanced subjects later in their education

In **Reading and Literature**, we seek to:

- Use phonics as the primary building blocks for teaching students to read.
- Encourage the students to read correctly as soon as possible.
- Introduce the students to high quality children's literature as soon as possible.
- Carefully monitor the student's reading abilities to ensure he is at a reasonable level, is comprehending adequately, and is reading fluently, both orally and silently. This includes the proper use of word-attack skills.
- Foster a life-long love of reading and high quality literature, after being taught to recognize the characteristics of such literature.
- Instill a love for learning through reading. Encourage students to seek knowledge on their own through the reading of the Bible and other sources of quality literature.
- Teach what is good, true and beautiful through literature.

In **History and Geography**, we seek to:

- Teach the students that God is in control of history and He will determine its ultimate outcome.
- Enable the students to see God's hand in the history of the world and the United States.
- Broaden the students' understanding of history and geography as the students mature.
- Give an understanding of the scope of history and how it is interrelated with the use of timelines.
- Give the students an appreciation and passion for those who have gone before us to learn from their successes, struggles and failures.
- Make history and geography "come alive" for the students through the use of many forms of information and research (i.e. biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc.).

In **Science**, we seek to:

- Teach that the biblical account of Creation (six 24-hour days) is true and that the theory of evolution is just that – a theory.
- Teach the students the basic elements of both origin accounts and that both systems are based on either sound or unsound faith.
- Teach the differences between scientific fact, theory, and faith.
- Show the students that because God made the universe *ex nihilo*, it has inherent order which in turn makes it possible to hypothesize and experiment (scientific method). Guided inquiry will reveal to the student the intrinsic laws, systems, and truths God put into creation.
- Guide students to understand that science is simply the study of creation and how it works. Since God has given us the entire earth and universe to discover and it was created by him, creation teaches us about the character of God, the One who made it all.
- Treat the study of science as a “means to an end,” not an end in itself. That is, curiosity, experimentation, demonstration, and research should be emphasized as the *process* and way of *using* science, as opposed to the study of facts. Facts should be attained as the *result* of research and discovery, versus lecture.
- Use many forms of instruction to teach scientific concepts and methods (i.e. a large variety of experiments, demonstrations, research projects, illustrations, field trips, guest speakers, etc.).

In **Mathematics**, we seek to:

- Ensure that the students have a thorough mastery of basic mathematical functions and tables.
- Put an emphasis on conceptual, as well as practical understanding of math through the frequent use of story problems and manipulatives.
- Illustrate God’s unchanging character through the timeless, logical mathematical systems He gave to man through His gift of reason.
- Demonstrate that practice is good and worthy as math facts and concepts are solidified.
- Develop an appreciation for math and its value to the Christian and uses in various areas of life.
- Teach the beauty of mathematics as a universal language that God put into place to communicate truth.

In **Art**, we seek to:

- Teach all students the basic fundamentals of drawing to enable them to create adequate renderings.
- Instruct students to imitate great artists through reproducing their work.
- Encourage the students to appreciate and imitate the beauty of the creation in their own works.
- Equip the students to use a variety of art media knowledgeably.
- Ensure that the students have a thorough understanding of Art history and an appreciation of Art as a God-given form of expression.
- Guide students in what is true, good and beautiful.
- Teach students the value of carefulness, attention to detail, patience, etc. as they endeavor to create art with excellence to the glory of God.

In **Music**, we seek to:

- Train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.
- Systematically instruct the students in the fundamentals of vocal and instrumental music.
- Enrich the teaching of Scripture through the teaching of many classical, meaningful hymns.
- Encourage the students to select some area of music, vocal or instrumental, to pursue on their own.
- Expose students to, and equip them with, a broad range of musical genres and styles.
- Guide students in knowing what is true, good and beautiful with regards to music.

In **Physical Education**, we seek to:

- Systematically work with the students to teach them basic exercises and game skills (i.e. throwing, hitting, kicking, catching, etc.).
- In cooperation with families, encourage the students to establish and maintain good health and nutritional habits.
- To enhance biblical patterns of behavior through activities requiring cooperation, team work, and general good sportsmanship.
- Instill in the students a desire to exercise, play, and compete with excellence focusing not only on skill, but effort and attitude as well.
- Teach students how to win with gracious humility and lose with dignity.
- Give students an understanding of the importance of caring for their bodies and staying fit, so they may be prepared at all times to do what God has set before them.

LATIN AT FLATIRONS ACADEMY (Beginning in Grade 2)

“I will say at once, quite firmly, that the best grounding for education is the Latin grammar. I say this not because Latin is traditional and medieval, but simply because even a rudimentary knowledge of Latin cuts down the labor and pains of learning almost any other subject by at least 50 percent.” –Dorothy L. Sayers

Considering the sheer number of years and amount of quality schools wherein the teaching of Latin was an integral part of any good academic training, the instruction of Latin at Flatirons Academy should need no explanation or defense. However, like many traditional particulars of good education lost in the name of modern or progressive education, Latin’s advantages have been neglected and forgotten by recent generations. Latin was commonly taught even in American high schools as late as the 1940’s. It was considered necessary to a fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.

Flatirons Academy teaches Latin for the following reasons:

- Latin is not a dead language, but rather a language that lives on in almost all major western languages, including English. Instruction in Latin not only gives the student a better

understanding of the roots of English vocabulary but also lays the foundation for learning other Romance languages, such as French, Spanish, Italian, Romanian, and Portuguese.

- Learning the grammar of Latin reinforces the student's understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English grammar class work.
- Latin is a language which requires attention to detail. Therefore, instruction in Latin will train a mind with a discipline toward detail which will better prepare the students for advanced subjects later in their education.

HOMEWORK GUIDELINES

Philosophy

Flatirons Academy may assign some amount of homework to students at any given time. Students often need some amount of extra practice in specific subjects, new concepts, skills, or facts. Reasonable in-class time will be given to complete these assignments at school; however, depending on the work study skills of the student and various other factors, these assignments may not be fully completed at school and time at home may have to be given to complete these assignments. Homework at Flatirons Academy during the grammar school years will be limited so as to encourage after school playtime, church involvement, sports, outside interests, family time, etc. The most common type of homework will be reviewing what has been taught and reading.

Below are the policies and guidelines for homework:

- Students often need some amount of extra practice in specific subjects, new concepts, skills, or facts. In certain subjects (i.e., math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
- Since Flatirons Academy recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies.
- Repeated short periods of practice or study of new information is often a better way to learn than on long study period.
- Normally, homework will not be given over the weekend, and over holidays and vacation periods. Students will have no assigned homework on nights that Flatirons Academy has special events, such as the Christmas Concert, Science Fair, etc.
- Homework is due at the beginning of the class.
- Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, do not use the time wisely. The homework in this situation serves a corrective as well as practical purpose.
- Any homework assignment submitted after the teacher requests it, receives an automatic 10% off the earned grade. If the assignment is two or more days late, the student only receives a maximum of 50% on the completed assignment.
- Should a student be absent on the day an assignment is assigned or due, the teacher may give a reasonable extension for the assignment to be completed. The extension will not

exceed the number of school days missed during the absence. It is the student's responsibility to find out what work was assigned. In the case of extended illness, parents should contact the teachers directly.

- If a student misses part of a day due to a planned event (doctor appointment, dentist, etc.) all homework for that day is due that day and should be turned into his teacher before departure.
- Regular homework during the grammar school years, becomes a disciplined habit that will serve students well as they progress in their academic careers as well as being beneficial for life.

Homework Estimated Time Guidelines

The necessity for doing homework will vary from grade to grade and from student to student. The following schedule is an *estimation* of the amount of time required per night for students to complete assignments:

<u>Grade</u>	<u>Approximate time guidelines per weeknight</u>
Kindergarten	10 minutes (as needed)
Grade 1	15 minutes
Grade 2	20 minutes
Grade 3	30 minutes
Grade 4	40 minutes
Grade 5	50 minutes

Late Assignment / Make-up Test Policy

If a student is present the day an assignment is given, the student is required to have the work completed upon return to school or on the due date. When a student is absent, work assigned before the absence is due the day that he or she returns. For work assigned during the absence, the student is allowed one day per day absent to make up the work. For all absences, students are still required to complete work missed during their absence by the assigned due dates.

Assignments not turned in on the due date will be counted late and graded accordingly.

It is the student's responsibility to get the missed assignments and turn them in during the allotted make-up time. Tests will be administered the day a student returns, unless prior arrangements have been made with the instructor, or there has been a serious illness. For example:

1. If a student has advance knowledge of an upcoming test, and he or she has missed it due to family travel, a scheduled doctor appointment, etc., then the student must take the test upon return to school. No make-up days will be allowed.
2. If a student has been sick or has experienced some type of family emergency, then the student will have two days from the first missed day to take the test. In addition, the student will have one make-up day for each additional day of school missed.
3. In the case of a long period of absence, students will be encouraged to take care of missed tests as soon as possible.

Unless specified otherwise in a course syllabus, homework assignments which are not completed may receive a grade of zero (0) for the first day. If the assignments are turned in the next day, a maximum grade of 75 will be assigned. After the second day a zero (0) may remain in the grade book.

Excused and Unexcused Absences and Tardy Policy

Each student is expected to be present every day that school is in session. It is recognized that sometimes students must miss school for a variety of legitimate reasons. Parents must contact the teacher of record and school receptionist by 8:30 a.m. either through email or by phone to notify of student's absence.

Excused Absences –

Excused absences include absences for the following reasons:

- Medical appointments (please try to schedule regular appointments after school hours or during vacations)
- Medical/dental emergencies
- Personal illnesses (extended illness will be handled on a case-by-case basis)
- Death in the immediate family
- Family emergencies

Make Up Work for Excused Absences – Make up work for credit will be allowed for all excused absences. The student will be granted the same number of days missed plus 1, to make up any assignments (being absent three days equals three school days +1 to make up the assignments and missed tests). Parents and students must coordinate with each teacher to make up all missed work.

Unexcused Absences - Unexcused absences occur when a student is absent from all or any part of a school day without meeting the criteria for excused absences. Family vacations not scheduled during Academy vacations are considered unexcused absences with regards to the make-up policy. If a student is excessively absent, the school reserves the right to remove the student from school. In such cases, the parents of the student remain obligated to fulfill all financial commitments of the Academy enrollment agreement.

Notification of School Year Vacations - When families choose to take vacations while classes are in session, it is the parents' responsibility to notify the teachers seven days prior to the start of vacation.

Make Up Work for Unexcused Absences– Make up work for credit will be allowed for family vacations and participation in non-school related academic, artistic, and athletic competitions. All work missed is due one school day after the student returns unless previous arrangements have been made with the teacher.

Late Arrival

Students are considered tardy when not present for morning assembly at 8:15 AM. Parents dropping students off at the academy after 8:15 AM will need to sign their student in at the front desk.

Parental Monitoring of Academic Performance, Conduct, and Assignments

Flatirons Academy uses an online gradebook. Parents will receive a unique login ID to allow them to access their student’s grades via the parent portal on the academy website. Teachers will post grades no later than 7 days following an assignment’s due date. The online grade book enables parents and students to check assignments, grades, attendance, conduct, and schedule, as well as print report cards and transcripts — all conveniently from the web. Parents are expected to view student grades bi-weekly.

GRADING

Elementary Grading Guidelines

Grade level assessment is made in the areas of academics and conduct for all elementary students each grading period. Grades are based on various types of assignments such as tests, quizzes, homework, classwork, book reports, compositions, presentations, research, projects, class participation, etc. Grades for projects may count as test grades. No single assignment should be worth more than 25% of the students’ total grade for any one grading period.

Midterm Reports

To ensure complete understanding and communication, midterm reports are issued during each grading period for students in grades 2 – 5 who have an average of “C” (2.0 GPA) or below in any subject area.

Report Cards

Report cards are issued at the end of each grading period for all elementary students in grades K - 5.

These cards contain grades for academic achievement and for conduct. A check list of objective mastery is used for assessment at the Kindergarten level only.

Elementary Grade Scale Academics	A+ = 100	S+ = Excellent
	A = 99 - 93	S = Satisfactory
	A- = 92 - 90	S- = Needs Improvement
	B+ = 89 - 87	U = Unsatisfactory
	B = 86 – 83	
	B- = 82 – 80	
	C+ = 79 – 77	Conduct Grades K - 5 S+, S, S-, U
	C = 76 – 73	
	C- = 72 – 70	
	D+ = 69 - 67	
D = 66 - 63		
D- = 62 - 60		

$$F = < 60$$

Academic Probation Grades 3 - 5

The academic probation policy is intended to motivate students toward doing their best academically. It also gives notice to the parents and student that a serious academic problem exists. This early notice will enable both school and home to work together toward improving the student's academic progress.

Academic probation will be implemented as follows:

- If a student falls below a "C" average (2.0 GPA) in any grading period, he/she will be placed on academic probation.
- The student's parents will receive a written notice of academic probation status.
- A conference will be held with the parents to give an explanation of the probation and develop a plan of action for improvement.
- The academic progress of the student will be closely monitored by the principal during the subsequent grading period.
- A student who improves to a "C" average (2.0 GPA) in the subsequent grading period will be removed from academic probation.
- A student who remains below a "C" average (2.0 GPA) and/or receives "F's" in the subsequent grading period will be subject to expulsion, at the discretion of the administration.
- Following removal or withdrawal for academic reasons, a student may re-apply for enrollment at the beginning of the next school year.

Student Promotion

To be promoted to the next successive grade, a student must:

- Pass reading, math and grammar with a minimum of a 70% (C) yearly average at their current grade level.
- Show academic maturity in all areas by not having frequent failing grades in multiple subjects.

Final determination regarding student promotion will be at the discretion of the elementary principal, with the chief goal to do what is ultimately in the best interest of the student, the parents, and the teachers.

Transfer Students, Grades 2 – 5

Students transferring into elementary grades 2 – 5 may be exempt from grading in the following specific subjects for a minimum of three weeks to ensure adequate integration by the student into these subject areas:

Latin	Grades 4 – 5
Cursive Penmanship	Grades 2 - 3

The minimum exemption period of three weeks may be extended if deemed necessary *by the teacher* in order for adequate transition of the student to take place.

During the three-week transitional period, grades may be taken and incorporated into a final grading period average if deemed beneficial to the student *by the teacher*.

Students with Special Needs

Flatirons Academy has been established for several reasons, one of which is to provide an environment that promotes excellence in education for all students. Because of our high academic and behavioral standards, the administration and faculty are charged with seeing that these standards are consistently upheld by all students and not compromised. Students who have learning disabilities such as dyslexia, ADHD, etc. may find it more difficult to reach these academic and behavioral standards.

All people are made in the image of God and all have their strengths and weakness. By God's grace it is the desire of Flatirons Academy to educate all students well to the best of our ability. We pray for God's wisdom and guidance as we employ methods and techniques that enable each student to persevere and reach their potential.

The learning disabilities policy is intended to address what provisions, if any, can be made at Flatirons Academy within the classroom for those students who are learning disabled. Regardless of what adjustments are or are not allowed, the Flatirons Academy faculty and administration are committed to challenging each and every student toward academic excellence and loving God with their minds.

Due to the absence of resources required to provide for their educational needs, students with severe learning disabilities will not be admitted, at this time. Admitting students with learning disabilities will be evaluated on a case-by-case basis depending on the extent of the disability, the student's willingness to learn, and parental support. The two categories of learning disabilities are listed and defined below:

Severe Learning Disability: Any condition in a potential incoming student which would require a separate classroom, program, and staff to provide the educational services desired by the parents. Examples include Down's syndrome, deaf / mute, blind, etc. Flatirons Academy does not have a separate LD classroom, program, or staff to serve these students.

Learning Disability: Any condition in a current or potential incoming student which does not require a separate classroom, program, and staff to provide the educational services desired by the parents. Examples include hyperactivity, attention deficit disorder, AD/HD, dyslexia, etc.

Evaluation & Diagnosis

If a parent or teacher is concerned that a student might have a learning disability that either is affecting or could affect their performance in the classroom and seeks a professional evaluation, there are two ways that this can be accomplished:

1. A parent may, at their own expense, seek an evaluation for their child through an independent child/educational psychologist.

2. A parent may go to the school system that they are geographically zoned to attend and ask for an evaluation.
3. If the student is already enrolled at Flatirons Academy, it is recommended that the parents involve the teacher(s) in the evaluation process either by keeping them informed or asking them to sit in on the final consultation with the child psychologist. If the final evaluation indicates a positive LD diagnosis, the school's official Learning Disability Policy will be in effect.

Learning Disability Policy

Flatirons Academy has adopted the following guidelines for addressing students with diagnosed learning disabilities:

1. School administration will make the final determination as to what accommodations can and cannot be allowed for the good of the student with disabilities, the teacher, and the students in the classroom.
2. Due to the lack of adequate staff and facilities, students with severe disabilities will not be admitted to Flatirons Academy, at this time.
3. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.
4. Children who have been diagnosed as having learning disabilities will be given as much individual instruction and encouragement as their classmates.
5. Children who have been diagnosed will be held to the same behavioral standards as the other children at Flatirons Academy.

CONDUCT AND DISCIPLINE

Discipline Policy

"All discipline for the moment seems not to be joyful, but sorrowful; yet to those who have been trained by it, afterwards it yields the peaceful fruit of righteousness." Hebrews 12:11

The school discipline policy has four aspects which reflect God's principles of human behavior, given so that His children may function harmoniously in all aspects of human endeavor.

- Order is the organization which provides a good environment for learning.
- Training is the process of practicing what is right.
- Correction is the discouragement of wrong behavior.
- Praise or affirmations are used to encourage students to continue in obedience.

Appropriate Christ-like behavior is required from all students to effectively provide the opportunity for a good, quality education. Attendance at Flatirons Academy is a privilege, not a right. Disruptive behavior by a few students may impede the progress of other students. Therefore, we have instituted behavior guidelines and penalties for disruptive students. The vast majority of discipline problems are dealt with at the classroom level. The kind and amount of discipline will be determined by the teachers, and if necessary, administration.

Basic School Rules

Students are required to adhere to the following list of school rules. *The purpose of these guidelines is not to promote legalism, but to create an orderly atmosphere conducive to learning.*

- Students are expected to cooperate with basic Christian standards of behavior and conversation.
- There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
- Chewing gum, electrical music devices, guns, knives, or other distracting toys/tools are not allowed on the school grounds. Cell phones may be used only when not in class or school events.
- Students are expected to be aware of and avoid the off-limits areas of the building or grounds.
- Students are expected to treat all of the school's materials or facilities with respect and care. This includes all textbooks distributed to the students. Students will be charged for lost or damaged textbooks.
- Cheating is widespread in academia today. We believe that teaching students to do their own work and keep their eyes on their own papers should begin in the elementary years. Cheating is unacceptable at Flatirons Academy and is defined as the following:
 - plagiarism or copying an answer
 - working together on an assignment that was intended to be completed individually
 - looking on another student's paper during a test

All school rules apply on all field trips and on all school-sponsored events on the school campus and away from it.

Telephone Policy & Devices Not Permitted on Campus

Students are not permitted to bring audio players, MP3 players, iPods, iPads, laser pointers, and such items to school. These items may be confiscated by the teacher and turned over to the office. Parents may make arrangements to pick up the item from the Principal.

Flatirons Academy recognizes the value of cellular telephones. However, **students may not use cellular telephones during the school day.** They may be used before 8:15 a.m. and after 3:30 p.m. If student brings a cell phone it should remain turned off in their backpack throughout the day.

If you need to reach your child during the day, please call the school office and they will relay your message.

Office Visits for Conduct

Five basic behaviors will automatically necessitate discipline from administration. The nature of the discipline will be determined during the visit with administration. Parents of the student will always be contacted by administration whenever a student is sent to administration for disciplinary reasons. The five behaviors are:

- **Disrespect** shown to *any* staff member. The staff member will be the judge of whether or not disrespect has been shown.
- **Dishonesty** in any situation while at school, including lying, cheating, and stealing.
- **Rebellion**, i.e., outright disobedience in response to instructions.
- **Fighting**, i.e., striking in anger with the intention to harm the other student(s).
- **Obscene, vulgar, or profane language**, as well as taking the name of the Lord in vain.

As a result of an office visit, the principal will determine the nature of the discipline for the infraction in question. The principal may require restitution, janitorial work, one day suspension, parental attendance during the school day with the child, or any other measures consistent with biblical guidelines which may be appropriate. If for any of the above or other reasons, a student receives discipline from the principal, the following accounting will be observed within the school year:

- The first two times a student is sent to the principal for discipline the student's parents will be contacted afterward and given the details of the visit. The principal will make a note of each occasion when the parents are contacted after an office visit, and enter that record in the student's file. The parents' assistance and support in averting further problems will be sought.
- The third office visit will be followed by a meeting with the student's parents, principal.
- Should the student require a fourth office visit, he will be suspended for two days
- If a fifth office visit is required, the student will be expelled from the school.

Bullying

Definition of Bullying: Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

In order to be considered bullying, the behavior must be aggressive and include:

- An imbalance of Power: Kids who bully use their power – such as physical strength, access to embarrassing information, or popularity – to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.
- Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and/or excluding someone from a group on purpose.

Investigation of Harassment and Bullying Reports - The teacher or principal shall promptly and thoroughly investigate all complaints of harassing or bullying behavior by students.

If allegations are substantiated, the actions taken in response to evidence of harassment or

bullying behavior should be reasonably calculated to end any harassment or bullying by eliminating a hostile environment if one has been created, and prevent harassment from occurring again.

Serious Misconduct

If a student commits an act with such serious consequences that the principal deems it necessary, suspension may be imposed immediately. Examples of such serious misconduct could include, but are not limited to: acts endangering the lives of other students or staff members, gross violence, vandalism, violations of civil law, or drug abuse. Students may also be subject to school discipline for serious misconduct, even if it occurs after school hours or off academy property. If the principal desires to seek expulsion, the principal will meet with the academy's Lead Team, receive their counsel, and ask them to make the final decision.

Re-enrollment

At the discretion of the principal, a student may be refused re-enrollment. Such refusal to re-enroll is not considered a direct disciplinary act, requiring accumulated office visits in order to be taken. Refusal to re-enroll is not the equivalent of suspension or expulsion.

Child Abuse Guidelines

Staff and administration are obligated to report if they know or have reasonable cause to suspect, as a matter of information they receive, that a child is abused or neglected. Notification is to be made to the Department of Public Health and Human Services (1-800-820-5437).

SCHOOL UNIFORMS

The desire of Flatirons Academy is to create and promote an environment of learning where dress is not a distraction to the educational process. The motivation for the policy has grown out of the following principles:

1. Since our vision is to educate students in Christ, through Christ and for Christ, we need to acknowledge him in all of our choices.
2. All human actions, including outward manifestations such as clothing, reveal and communicate the disposition of the heart at some level. It is our desire to address these heart issues in one uniform policy rather than seeking to anticipate and curb the numerous manifestations of it that surface throughout a year with a looser dress code.
3. Clothing represents the vocational calling of a person, and inherent in the uniform policy is a desire to create an environment where undue attention is not drawn to specific students. The neat appearance created by a uniform enhances a ready-to-learn atmosphere.
4. Uniforms help engender a cohesive presentation of the students in our school. When our students are in uniform, it communicates, aesthetically, that they are part of the

same team, working toward the same goals. The student is part of a group identity that strives for excellence and the code establishes a tradition toward that end.

5. The uniform code should save parents money. The uniform code de-emphasizes the social impact of dress and helps focus the student on character and academic issues.
6. The uniform code addresses security. On field trips, students in uniform aid the teachers in keeping track of everyone. On the playground or in the school, teachers and staff can clearly identify students from outsiders.

Students are expected to be in uniform while on campus unless specified otherwise by the administration. The administration is responsible for the interpretation of the policy, and the enforcement of the policy is the responsibility of parents, administration, and staff.

Notes: We want to allow parents to be good stewards of their finances, therefore you may select from two vendors – Lands’ End and French Toast which both have great sales throughout the year. All shirts with logos and plaid jumpers must be purchased from Lands’ End.

FLATIRONS ACADEMY UNIFORM

MEN	Elementary
Pants/shorts	Khaki/navy
Shirts	white or navy polo / white oxford <i>*all students must have at least one short sleeve, classic navy polo with logo</i>
Sweaters	navy vest or pullover
Shoes	conservative athletic or dress – no light-ups, bright colors or holes
Socks	conservative, solid colors, coordinated with clothing
LADIES	Elementary

Pants /shorts	· khaki/navy
Skirts/Skorts Jumpers	Khaki/navy skirts or skorts · White plaid jumper (Lands' End only)
Shirts	white or navy polo, white oxford, white peter pan shirt <i>*all students must have at least one short sleeve, classic navy polo with logo</i>
Sweaters	· navy vest, pullover, or cardigan
Shoes	· conservative athletic or dress – no light-ups, bright colors or open-toes/holes ·
Socks/Tights	white/navy

Clarifications

1. Skirts must be no shorter than the top of the knee.
2. Shorts must be no shorter than the top of the knee.
3. Shirts must be tucked in for all students.
4. Exclusions: embroidery (other than the Flatirons Academy logo), sandals, clogs, corduroy, denim, capris, cargo pants/shorts, leggings, hooded sweaters, sweatshirts, hats, scarves, bandanas or distracting styles (e.g. dyed or unkempt hair, boys' earrings, torn or soiled clothes, overdone makeup or jewelry, immodesty, visible undergarments or camisoles, over or undersized clothing, long hair for boys, etc.).
5. Jackets and non-uniform sweaters may not be worn in the classroom.
6. Flatirons Academy fleece pullovers, jackets, and vests may be worn in the classroom.

OTHER INFORMATION

Chapel

On the first and third Fridays of the month, there will be a school-wide chapel service beginning at 8:15 AM and concluding at 8:45 AM. Parents are encouraged to attend. Chapel speakers may include Flatirons Community Church staff, faculty, parents, and suitable public speakers. Often students will give presentations based on classroom learning.

Post Chapel Community Coffee

On the first and third Friday of the month, following chapel, parents are invited to meet for coffee, prayer, and fellowship.

Field Trips

Field trips are an extension of classroom instruction. Since trips are an integral part of the curriculum, students are expected to attend. Parent drivers and chaperones will be utilized to provide safety and maximize the learning opportunity for the students.

Anyone driving/chaperoning field trips must meet the following items on file in the school office prior to the trip

- Photocopy of current driver's license for all drivers and chaperones
- Proof of liability insurance for all drivers
- Accurate cell phone number

Drivers will also be required to fill out a Field Trip Driver form the day of the field trip.

Field Trip Guidelines

Since field trips are part of the Flatirons Academy learning experience, unless otherwise noted, students will wear their school uniform for most field trips. There are some field trips that necessitate wearing something other than uniform. If this is the case, your child's teacher will let you know of the proper attire.

Field trips are planned for the benefit of Flatirons Academy students and designed as an educational experience and social outing for the class. There are drivers and chaperones for each trip and they are assigned a group of students for whom they are responsible. Due to the responsibility given to the drivers and chaperones, they may not bring siblings or other students as this may distract from their primary task of supervising the children assigned to them and be a distraction to the learning of the students.

- Chaperone and drivers will be responsible for paying their own fees for the field trip, if there are any. Often times chaperones receive discounted prices.
- The teacher and guidelines of the facility to be visited will determine the number of chaperones for each field trip.
- Students are to adhere to the same standards on field trips as they do at school. As one of the purposes of a field trip is positive social interaction between the students, the following instructions are to be followed:
 - The use of individual electronics will not be permitted on field trips.
 - The playing of DVDs, electronic games/devices, and popular radio is **not** permitted on academy related trips. Drivers may play classical music, or Christian music.

- All drivers should be careful to obey all traffic laws (speed limits, parking, etc.) (Romans 13:1).
- All students must use the proper safety restraint in the vehicle. Parents are responsible for providing appropriate safety seats identified with the student's name.

Lunch and Recess

Students will eat lunch in the designated dining area. On certain occasions the teacher may have the students eat in the classroom or outside.

Lunch Expectations

- Students are not to share lunch with others to minimize health concerns with students with food allergies. This is also to honor the parent that made the lunch specifically for the child.
- Students are expected to use good table manners and social graces as they eat together.
- To be considerate of the gifts God has given, students are expected to clean up after themselves and leave the lunchroom as nice or nicer than they found it.
- All students are expected to respect the lunchroom volunteers and follow their instructions.

Recess Expectations

- Students are to use the recess equipment in the way it was intended to be used.
- Students are to obey the recess supervisor.
- Students must remain within the recess boundaries.
- Treat others the way you wish to be treated.

Class Celebrations

At Flatirons Academy, celebrations are purposefully planned and can be for holidays, special class events, and as part of academic study. Learning is something to celebrate! The focus of any celebration should be the love of God extended to all and what He has revealed to us about himself through our learning.

- . Student birthdays may be celebrated with the class during lunchtime in the academy dining area.
- . Students may not distribute invitations at school for a private party, that should be done outside of the school setting.
- . Special feasts that are related to the curriculum, such as Thanksgiving, or historical feasts will be structured to reflect the academy's educational goals.
- . Historical learning about various holidays is allowed, however anything that distracts from focusing on God and his love for us will not.

NOTE: The Administration and Lead Team of Flatirons Academy reserve the right to establish new policies and to modify existing policies contained herein upon written notice to all parents and students by the Administration.