



# Student-Parent Handbook

# TABLE OF CONTENTS

## 1. SCHOOL HISTORY

## 2. IDENTIFICATION SECTION

2.1 Statement of Faith

2.2 Statement of Purpose

2.3 Expected Student Outcomes

2.4 Mission Statement

2.5 Values: Salt, Light, Family, Community

Salt: Preserving Against Decay through Education

Light: Proclaiming the Gospel through Education

Family: Reinforcing the Family through Education

Community: Cultivating Community through Education

2.6 Distinctives

2.6.1 A K-12 Program

2.6.2 Scheduling with Purpose

2.6.3 Growth Over Performance

2.6.4 Universal Access vs. Individual Plans

2.6.5 Block Schedule

2.6.6 Bison Day

2.6.7 Computers Not Central

2.6.8 Freedom from Distraction

2.6.9 Definition of Marriage

## 3. POINTS OF INTEREST

3.1 Non-Profit Status

3.2 Board of Directors

3.3 Accreditation Status

3.4 Traditional Classroom Approach

3.5 Discipleship-Oriented

3.6 Funding

## 4. EDUCATION MODEL

## 5. ACADEMIC PROGRAM

5.1 Curriculum Philosophy and Guidelines

- 5.2 Curriculum
- 5.3 Grading Scale
- 5.4 Late Work Policy 9-12th Grade
- 5.5 Make-up Course Policy 9th-12th Grade
- 5.6 Report Cards
- 5.7 Promotion and Retention
- 5.8 Graduation Requirements
- 5.9 High School Advanced Offerings
- 5.10 College Days
- 5.11 Counseling Opportunities

## **6. SCHOOL STANDARDS**

- 6.1 New Enrollment
- 6.2 Credit Transfer Policy
- 6.3 Reenrollment
- 6.4 Wait Lists
- 6.5 Class Drop/Withdrawal Policy
- 6.6 Attendance
- 6.7 Tardies
- 6.8 Attendance and Finals
- 6.9 Discipline Overview
- 6.10 Disciplinary Actions and Procedures
- 6.11 Dress Code for K-12
- 6.12 Athletics Program
  - 6.12.2 Eligibility
  - 6.12.3 Physicals
  - 6.12.4 Athletic Fee Schedule
  - 6.12.5 Communication
  - 6.12.6 Play-Time Philosophy
  - 6.12.7 Varsity Letter Policy
- 6.13 Student Drivers
- 6.14 Leaving School Grounds
- 6.15 School Phone
- 6.16 Network-Connected Devices

- 6.17 Personal Music
- 6.18 Student Relationships
- 6.19 Off-Campus Behavior
- 6.20 Searches
- 6.21 Video Surveillance
- 6.22 Alcohol, Tobacco, Marijuana and Illegal Drugs
- 6.23 Immunizations
- 6.24 Medication Administration
- 6.25 Student Commitment
- 6.26 Harassment and General Grievance
  - 6.26.1 Harassment Policy
  - 6.26.2 Grievance Procedures

## **7.0 Registration, Tuition, and Other Fees**

- 7.1 Annual Enrollment Fee
- 7.2 Tuition and Fees
- 7.3 Delinquent Accounts
- 7.4 Debt and Reenrollment
- 7.5 Family Enrollment Form

## **8.0 Miscellaneous Policies**

- 8.1 Business Promotion
- 8.2 Conflict Resolution

## **9. NONDISCRIMINATORY POLICY**

## **10. POLICY CHANGES**

## **1. SCHOOL HISTORY**

The school began operations in the fall of 1996 as an outreach ministry of Faith Bible Chapel North. The school was then known as Rocky Mountain Christian School, located at 120th and Sheridan in Broomfield.

From 1996 to 1998, God drew the student families and staff together. Through hands-on parental involvement, there came a growing realization of the school's unique blessings. Students, staff, and parents became a community, joined together for the purpose of educating our children - both academically and spiritually. This sense of community and unity is one of the defining characteristics of the school.

Over the summer of 1998, we became an independent school and the school was renamed Cornerstone Christian Academy (CCA). We moved from Broomfield to a church facility near 120th and Washington, in Northglenn. The school was incorporated under Colorado's Non-Profit Corporations Act and we obtained a 501(c)(3) designation from the IRS. A board of directors was elected and remains the supervising body for the school.

From August 1998 until 2004, the school enjoyed a working ministry relationship with New Life Community Church. In 2004, we were welcomed with open arms by Harvest Worship Center in Federal Heights for what was to become a six year relationship.

Plans were made to renovate and move into the Arabian Horse Center at 12000 Zuni St. in Westminster for the 2009-2010 school year. Due to unexpected delays in zoning and construction, the school instead resided in two temporary locations during the 2009-2010 school year. Grades K-8 returned to Harvest Worship Center, and the high school was welcomed to the north campus of Crossroads Church.

At the completion of a two year project in Fall 2010, we were thrilled to move into our own building at 12000 Zuni Street in Westminster, CO. The building had adequate square footage to accommodate approximately 350 students. A 15,000 square foot gymnasium

addition was completed in the fall of 2018.

In the Spring of 2019, the school entered into a relationship with Flatirons Community Church. This happened as a result of Church and School leaders discussing and eventually collaborating to join forces in carrying out a shared mission and vision for Christian education in the North Suburban Denver Area. The church was already operating Flatirons Academy, a K-4th grade school. Flatirons Academy and Cornerstone Christian Academy were merged, and the combined K-12 school was renamed Flatirons Academy.

The Lord has consistently shown His hand of mercy and blessing as we work side by side for the enrichment of our students' lives, spiritually and academically. We are grateful to Christ who sustains us, and to God the Father who goes before us, and who has laid our foundation: "Thus saith the Lord God, 'Behold, I am laying in Zion a foundation stone, a tested stone, a precious cornerstone of sure foundation; He who believes will never be dismayed.'" ( Isaiah 28:16).

We pray that God will be glorified in all that we do.

## **2. IDENTIFICATION SECTION**

### **2.1 Statement of Faith**

Consistent with the denominational diversity present within the school community, our Statement of Faith as determined and adopted by the board of directors is only a partial expression of our beliefs; it is a reflection of our unity in essential Christian doctrine, and it is from this Statement of Faith that policy is set for the school in an effort to maintain a unified community of believers.

2.1.1 We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God. (II Timothy 3:16; II Peter 1:20-21; Revelation 22: 18-19)

2.1.2 We believe there is one God, eternally existent in three persons - the Father, Son, and Holy Spirit. (John 10:30; John 17: 20-23; John 8:58; Deuteronomy 6:4)

2.1.3 We believe in the deity of Jesus Christ (John 10:33); His virgin birth (Isaiah 7:14; Matthew 1:23; Luke 1:35); His sinless life (Hebrews 4:15; Hebrews 7:26); His miracles (John 2:11); His vicarious and atoning death (I Corinthians 15:3; Ephesians 1:7; Hebrews 7:26); His resurrection (John 11:25; I Corinthians 15:4); His ascension to the right hand of God the Father (Mark 16:19); and His personal return in power and glory. (Acts 1:11; Revelation 19:11)

2.1.4 We believe that Jesus Christ is the only way of salvation, having made full and complete payment for sin when He died on the cross at Calvary. His resurrection is proof that God the Father accepted this payment on our behalf. (I John 4:2,15; John 3:16; I John 1:7; Romans 5:8)

2.1.5 We believe that the Holy Spirit brings us to faith in Jesus Christ, indwells us, and keeps us in faith day by day. We believe that the Holy Spirit is consistently at work to bring us into spiritual maturity. We believe that as Christians we are to submit to the Holy Spirit and to cooperate with Him as He produces spiritual fruit in our lives. (I Corinthians 12:13, 6:11; Galatians 5:22-24; Ephesians 1:13-14, 5:18)

2.1.6 We believe it is our privilege and duty to share the good news of God's grace and salvation, through the atoning blood of Jesus Christ, with all people, for all have sinned and fall short. We believe in the resurrection of both the saved and the lost; the saved to everlasting life and the lost to eternal judgment. (Matthew 28:18-20; Acts 1:8; Luke 24:46-47; John 5:28-29; Ephesians 2:8-9; Romans 3:23-24)

2.1.7 We believe that marriage matters to both God and society. God designed marriage as the union of one man and one woman, defined biologically, and should reflect Christ's relationship with His Church/Christian community (Genesis 2:18-25; Ephesians 5:21-33; I Corinthians 7:2)

2.1.8 We believe that gender also matters to God. God created Man and Woman as unique, complementary halves of the "One Flesh" unions of marriage as defined by God (Genesis 1:26-27; 2:18-25).

2.1.9 We believe that God intends sexual intimacy to be solely reserved for those who are married as defined by God. (Genesis 1:26-27, 2:18-25, I Corinthians 6:9-10 & 18; 7:2-5; Hebrews 13:4; Romans 1:18-28; Matthew 15:18-20).

2.1.10 We believe that we ALL fall short of God's standards and that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ (Acts 3:19-21; Romans 3:23, 10:9-10; I Corinthians 6:9-11).

2.1.11 We believe in the spiritual unity of the believers in our Lord Jesus Christ. (Romans 8:9; I Corinthians 12:12-27; Galatians 3:26-28)

2.1.12 We believe that parents have a God-given responsibility to bring their children up in the nurture and admonition of the Lord. (Ephesians 6:4; Deuteronomy 6:4-9; Proverbs 22:6)

2.1.13 We believe that prayer is a vital part of every Christian's life. In prayer, we praise God, seek His guidance, bring Him our needs, and intercede for others. When we pray in faith, God has promised to hear our prayers and answer us. We are to pray with the heart and mind of Christ in accordance with His divine will and purpose; and we are to pray without ceasing. (I Thessalonians 5:16-22; Philippians 4:6-7; I John 5:14; James 1:5-8, 5:13-18; I Timothy 2:1-4)

Because it is God's desire that parents and school staff have unity, the school does not take an official position on potentially divisive doctrinal issues (such as the form of baptism or communion) that presently exist in the greater Christian community. Due to the secular climate in our country, we feel compelled to state that we are unequivocally pro-life and pro-marriage (between one man and one woman). Our teaching is Bible-based and designed to direct the student to a personal relationship with Jesus Christ, who is the source of life, wisdom, and eternal salvation.

## **2.2 Statement of Purpose**

Flatirons Academy exists so that K-12 Christian students in the local area possess the knowledge, skills, and dispositions for lifelong

involvement in the establishment of the Kingdom of God as participants of the church, creators of culture, and citizens of the republic.

### **2.3 Expected Student Outcomes**

- a) The ability for wide-ranging, critical reading
- b) The ability to create cogent, meaningful writing
- c) The ability to reason logically
- d) The ability to think theologically
- e) A coherent personal philosophy that is born out of biblical truth, human history, and personal experience
- f) A life of following Jesus and serving His church

### **2.4 Mission Statement**

The Mission of Flatirons Academy is to provide a transformative Christian liberal arts education that unifies knowledge through Christ, expands human capacities, and results in the abundant life of following Jesus and doing the things he said to do.

### **2.5 Values: Salt, Light, Family, Community**

#### **Salt: Preserving Against Decay through Education**

As an educational institution rooted in God's Word, we affirm and promote a biblical worldview including philosophical positions explicitly and implicitly represented in the Bible. We hold a correspondence view of truth, that the laws of logic are necessarily true, that faith and knowledge are complementary, that there is objective right and wrong, and that the meaning of a text can be known through investigating authorial intent.

#### **Light: Proclaiming the Gospel through Education**

The purpose of education at Flatirons is primarily a proclamation of the Gospel--the good news that the awesome life, death and resurrection of Jesus reconciles and restores lost and broken people to the good Creator of the universe. We believe every activity is an

opportunity to apply the good news with specific thoughts, attitudes, and actions. In the context of education, this means that teaching and learning is a way to reflect, worship, relate to, and obey our Creator.

### **Family: Reinforcing the Family through Education**

The family is the primary social structure created by God as the foundation for society and culture. Parents are the primary educators and programs, schedules, and calendars are designed with families in mind.

### **Community: Cultivating Community through Education**

The primary platform for making connections among students and families are the ordinary activities and events of the school year. It is our goal to create a small town environment for people who live in the metro-area so students grow through commitment as they belong and engage. In God's plan, parents have the primary responsibility for training their children. School is merely an extension of this God-given parental authority. Schools, in turn, must respect and exercise with care the parental authority so given. In Christian schools, such as Flatirons, there can be unity in the training of children when both parents and staff submit to the spiritual authority of Jesus Christ. This unity, which arises out of our mutual submission to Christ, is another hallmark of the school.

## **2.6 Distinctives**

Like other high-performing schools, we believe in our quality teachers, academic excellence and strong community. The primary difference at Flatirons Academy is we are serving students and families by providing a distinctively and Comprehensively Christian education. In addition to our Biblically integrated curriculum and culture, we seek to design every aspect of the student experience to promote a flourishing life for each student through education. Below are some of the ways we seek to accomplish this task that are different from other school options.

### **2.6.1 A K-12 Program**

While we have an elementary school, middle school, and high school designed to meet the specific developmental needs of

students, we are first a K-12 program designed to partner with families and the Church to raise up generations of students in the way that they should go. Each school in our K-12 program dovetails together to provide students with a first class education with a Christian Worldview in the context of committed long-term relationships. This long-term view provides a transformative education for students from childhood to young adulthood.

### **2.6.2 Scheduling with Purpose**

The annual calendar maximizes the number of full, five-day weeks to create a consistent routine for students and families. A longer Christmas break provides more time for families to travel, and simultaneously gives our teachers strategic professional development time to improve the academic program.

Middle school athletic practices are scheduled to partially overlap PE/Co-curricular times during the end of the school day so practices are completed by 4:00 PM. The schedule preserves family dinner times with greater frequency, provides student athletes more flexibility for completing homework, and makes it possible for parents to make a single trip to school, even if they are picking up students in both elementary and middle school.

School start times are also staggered in a way to provide the options for parents to drop-off students at one time, even if they are in different grade levels.

### **2.6.3 Growth Over Performance**

STEM, magnet, gifted and talented--the school landscape has increasingly focused on specialization and grouping by ability. Students in the same family with different interests and skills go to different schools, and those who do not perform well early may have limited access to opportunities and a disjointed community.

Instead of specialization in one area, Flatirons Academy focuses on developing the skills of a Christian liberal arts education necessary to access all fields of study and careers, and more importantly, to live a meaningful life. This means serving families who have students with a range of interests and skills, and measuring success

primarily by how much students grow, whether they are behind, on track, or advanced. The result is that Flatirons consistently grows all students in math and reading better than 90% of all schools in the U.S.

Students performing in the 99th percentile and average students are both experiencing above average growth at Flatirons. This focus on growth leads to high performance and greater access to post-secondary opportunities. Compared to national norms, Flatirons Academy has double the number of students who are on pace for college and career readiness.

#### **2.6.4 Universal Access vs. Individual Plans**

At Flatirons Academy, we provide an academic program designed to create a shared student experience that provides the greatest opportunities for all students. Teachers focus on the use of universal-design-for-instruction strategies to provide a meaningful learning experience to a broad spectrum of learners during classroom instruction instead of “pulling out” students from core instruction for remedial or accelerated activities or employing formal academic plans. This occurs in a traditional classroom setting with a single teacher and without individual accommodations.

In some other systems, students are either placed on a remedial track or required to gain special designations early in life in order to access the most rigorous learning in high school. Our K-8 program emphasizes balanced student development while creating full access to our Advanced Placement ® offerings in high school. This means that high school students have the opportunity to engage in advanced level coursework in each academic area they want based on their future goals, not because, or in spite of, a label.

This results in meaningful student engagement with a diverse community of learners instead of a series of individualized experiences. As students mature, they are expected to develop a deep understanding of learning strategies that they will use for lifelong learning.

### **2.6.5 Block Schedule**

Flatirons Academy designs schedules with the student experience in mind. In middle school and high school, students have a modified block schedule with three core courses on Monday and Wednesday, and three different core courses on Tuesday and Thursday. The block schedule lengthens the time between when work is assigned and when it is due, decreasing stress around homework. It reduces the number of subjects each day, providing longer periods for sustained focus, and training students to engage more deeply. It limits the number of books and notebooks students are carrying and the number of daily transitions, reducing passing periods and the inefficiencies at the beginning and end of classes. The net effect is a calmer, more academically focused environment.

### **2.6.6 Bison Day**

In many modified block schedules, students rotate through all of their classes one day a week, but Flatirons Academy uses Fridays differently. On Fridays, middle school and high school students focus on English and math, since competency in these subjects makes other subjects more accessible. For math, students execute a tutorial program where they select content for additional focus and work together in groups to problem solve. Students present to the group and math teachers moderate discussions. For English, a research based reading program is used to cultivate a love for reading and lifelong learning. Fridays also include time for make-up work and teachers do not assign new homework. This additional challenge and support for each student maximizes individual growth and provides a more authentic education for students.

Students worship together on Friday. Elementary, middle school, and high school students have separate chapel times where they worship through song and hear from God's word. In middle school and high school, there is a focus on corporate times of prayer, silence for individual prayer, and applying the Gospel to the issues facing students. The time of silence can be a rare commodity in a culture dominated by unending videos, music, and social media.

For middle school and high school students, Fridays begin approximately an hour later than normal and also include Societies,

a version of clubs where students engage with friends in co-curricular activities. The result is Fridays begin a transition to the weekend, providing students with a meaningful close to the week and a greater opportunity to fully engage family life and other activities on the weekend. Bison Day presents an alternative vision for education, where students can engage the type of learning that will extend beyond the formal classroom.

### **2.6.7 Computers Not Central**

In an era where many schools require a computer for every student and push instruction into online mediums, Flatirons Academy continues to focus on the proven model of in-person classroom instruction. Computers are used when they are the best tool for an educational objective, but that significantly limits use in comparison with other environments. Even in the middle school and high school program, where class notes and objectives are regularly posted online, the online content plays a back-up role for students.

### **2.6.8 Freedom from Distraction**

Students don't bring phones and smartwatches to school. Any educational advantage accrued from the use of these personal devices is far outweighed by the effect of the notifications that repeatedly call students to focus on something else. At Flatirons Academy, students are released from these real interruptions and also the phantom interruptions that result from possessing a device even when not using it. The effect is an increased capacity for linear and deep thinking, including reflection, critical thinking, and imagination.

### **2.6.9 Definition of Marriage**

Flatirons Academy affirms God designed marriage as the union between one man and one woman, defined biologically, and that families are the primary structure of society. School policies, instruction, and culture are defined by these beliefs.

There is increasing pressure for schools to step into roles belonging to parents, and Flatirons Academy consciously works to resist this movement.

### **3. POINTS OF INTEREST**

#### **3.1 Non-Profit Status**

Flatirons Academy is an independent 501(c)3 which is a ministry partner of Flatirons Community Church.

#### **3.2 Board of Directors**

The business and affairs of Flatirons Academy are managed under the direction of the Flatirons Academy Board of Directors. The board represents followers of Christ concerned about and committed to establishing the kingdom of God through K-12 education in the local area.

#### **3.3 Accreditation Status**

Flatirons Academy is a fully accredited K-12 institution holding accreditation from the Association of Christian Schools International (ACSI) and from Cognia.

#### **3.4 Traditional Classroom Approach**

Flatirons Academy offers a traditional classroom approach for grades K-12. Though self-paced and other non-traditional educational programs exist, we believe God's plan for the school is for us to improve the quality of our classroom-based education.

#### **3.5 Discipleship-Oriented**

Flatirons Academy is decidedly more "discipleship-oriented" (vs. evangelistic) in evaluating student applicants for admission. Before a student is accepted for enrollment, a family interview is required.

#### **3.6 Funding**

Traditionally, a significant portion of the school's annual operating budget is met by faithful reliance upon God. This "faith" portion of our budget is met through fundraising and contributions to the school.

### **4. EDUCATION MODEL**

Flatirons Academy is a K-12 Christian Liberal Arts School. With the apostle Paul, we believe that all things were created through Christ

and for Christ, in whom all things hold together (Colossians 1:15-17). The Liberal Arts model emphasizes a language-based education, the interconnectedness of knowledge with Theology as the Queen of the Sciences, and learning as a form of worship. As we explore the wonders of the world through mathematics and the sciences and ponder the mysteries of the human condition in the humanities, we come to a deeper knowledge and greater love of our Creator-God and Savior-Lord. Along with traditional content, and multiple Advanced Placement opportunities, we recognize the importance of aesthetics and embodiment through the arts, physical education, and co-curricular team opportunities.

## **5. ACADEMIC PROGRAM**

### **5.1 Curriculum Philosophy and Guidelines**

5.1.1 We consider the Bible to be our most important textbook. The truth, as revealed in Scripture, is the foundation for the school program as a whole. Therefore, curriculum materials include the Bible. Classes are enhanced by hands-on-activities, field trips, athletic events, educational and mission trips, and the use of community resources. Students will have opportunities to participate in community service.

### **5.2 Curriculum**

Flatirons Academy implements a biblically integrated, product-based traditional curriculum model with a language-based focus. Through unity of purpose and desired student outcomes, the school seeks to provide a coherent, guaranteed, and viable curriculum that serves as a catalyst for innovation and continual improvement.

### **5.3 Grading Scale**

5.3.1 The general elementary grading scale is as follows:

|               |                |     |
|---------------|----------------|-----|
| A (90-100%)   | Excellent      | (4) |
| B (80-89%)    | Good           | (3) |
| C (70-79%)    | Satisfactory   | (2) |
| D (60-69%)    | Unsatisfactory | (1) |
| F (below 60%) |                |     |

5.3.2 The grading scale for secondary grades is as follows:

| Percentage/Points     |                |
|-----------------------|----------------|
| A (90-100%) / (4.0)   | Excellent      |
| B (80-89%) / (3.0)    | Good           |
| C (70-79%) / (2.0)    | Satisfactory   |
| D (60-69%) / (1.0)    | Unsatisfactory |
| F (below 60%) / (0.0) | Failure        |

5.3.3 For select courses in the high school, a weighted grade point scale will be applied as follows:

| Percentage/Points    |                |
|----------------------|----------------|
| A (90-100%) / (5.0)  | Excellent      |
| B (80-89%) / (4.0)   | Good           |
| C (70-79%) / (3.0)   | Satisfactory   |
| D (60-69%) / (2.0)   | Unsatisfactory |
| F (below 60%)/ (0.0) | Failure        |

#### 5.3.4 Academic Honor Roll

The Honor Roll recognizes those 6th-12th grade students who maintain a semester GPA of 3.5-3.75 for a semester; High Honor Roll recognizes those 9th-12th grade students who maintain a semester GPA of 3.76 or higher.

Academic Lettering is offered to those high school students who maintain a weighted 3.85 GPA for both semesters of a school year and meet both attendance and conduct guidelines.

### 5.4 Late Work Policy 9-12th Grade

Typically only assignments turned-in on or prior to the due date for the assignment will be accepted. In the case of an absence, students should complete and turn in assignments/assessments in a timely fashion in coordination with classroom teachers and the natural flow of the class. In most cases, students are expected to submit any missing assignments via the next Access time on Bison Day before entering the weekend. Administration reserves the right to grant an extension for a due date on a case-by-case basis.

### 5.5 Make-up Course Policy 9th-12th Grade

5.5.1 Flatirons does not typically provide opportunities for repeating courses that students fail during high school. Students will likely

have to seek out online or summer school options outside of Flatirons Academy, potentially at additional cost, when they receive a failing grade in a course required for graduation.

5.5.2 Although the school does not typically provide an opportunity for repeating courses, if the opportunity arises, a Flatirons Academy course may be repeated in order to improve a student's GPA. The previous grade for the course will remain on the transcript, but the lower of two grades for the same course will not be calculated as part of the GPA.

5.5.3 If a student repeats a course, it may not be taken into consideration should the student become eligible for any academic awards.

5.5.4 A non-Flatirons course may also be repeated as long as Flatirons Academy offers the same or highly similar course.

## **5.6 Report Cards**

Flatirons operates on the semester system for grades 6-12. Therefore, there are two separate grading periods. Once during each semester, parent/teacher conferences will be scheduled. Flatirons operates on a quarter system for grades K-5. Therefore, there are four separate grading periods. There are two parent/teacher conferences that are offered after the first and third quarters.

Progress reports will be issued during these conferences. We encourage both parents to attend these conferences if at all possible. At the end of each semester a report card will be made available.

## **5.7 Promotion and Retention**

5.7.1 Promotion and retention of students will be decided by the Flatirons Academy administration. Flatirons Academy does not typically retain students.

5.7.2 If a teacher is concerned about a student's academic progress, the parents and Principal will be informed as soon as possible. The

initial recommendation or consideration should come no later than the reenrollment period.

## **5.8 Graduation Requirements**

5.8.1 A minimum of 24 credits is required to graduate from Flatirons Academy.\* Each credit is equivalent to one school year, or 2 semesters, of class time.

| <u>Department</u>                                     | <u>Required Credits</u> |
|-------------------------------------------------------|-------------------------|
| Theology                                              | 4.00*                   |
| English                                               | 4.00                    |
| Mathematics (Alg. I or higher)                        | 3.00                    |
| Science (including Biology)                           | 3.00                    |
| History (including World History<br>and U.S. History) | 3.00                    |
| World Language                                        | 1.00                    |
| Arts and Technology                                   | 1.00                    |
| Physical Education                                    | 1.00                    |
| Liberal Arts Seminar                                  | 1.00*                   |
| Electives                                             | 3.00                    |

\*Students must complete 1.0 credit of Theology and .25 credits of Liberal Arts Seminar for each year they attend Flatirons Academy unless an exception is approved by administration.

5.8.2 The top student in each graduating class will be named valedictorian. The valedictorian will be the student with the highest grade point average who has attended Flatirons Academy a minimum of three semesters and is in good behavioral standing at the school. When calculating GPA for the purpose of valedictorian status, replacement grades will not be considered, the original grade in the course will be used in the GPA calculation.

## **5.9 High School Advanced Offerings**

All high school courses at Flatirons Academy are College Preparatory. Standardized testing, GPA, and student interest are used to determine placement in available honors courses. AP, honors, and honors extension courses are more challenging, therefore, have weighted GPAs scored on a 5.0 scale.

### **5.10 College Days**

Flatirons offers college days for students who would like to visit a college that they are interested in attending in order to learn more about the school. For students to use college days and have these days count as a school sponsored activity, they must adhere to all of the following requirements:

- a) Students may only take two days during each of the student's junior and senior years for college visitation.
- b) The office must be notified at least a week in advance of an absence to be considered a college day and therefore, a special event.
- c) Prior and follow up contact with Flatirons' college counselor is required.
- d) College days may not be taken during the ten school days prior to finals.
- e) Parent(s) must accompany student(s) on college day visits.

### **5.11 Counseling Opportunities**

The school has a Masters Level, Licensed Professional Counselor on staff who works directly with administrators, faculty, parents/guardians and professional community resources in order to meet the specific needs of the student. All students may meet with the school counselor on an "as needed" basis as various issues arise. Appointments may be arranged by students themselves or in response to requests from parents/guardian, faculty and/or other students who report concerns.

School-based counseling is intended to be brief and oriented towards immediate problem solving or crisis intervention. If initial meetings with a student indicate that more intensive, ongoing counseling is needed, the student will be referred to an outside professional. Although parents/guardians may not be advised of every student-counselor interaction, they will be notified when

there is any question of student safety. Parents of students under the age of 15, will also be notified if there are more than two meetings with a student where a plan of action needs to be determined.

The school counselor offers emotional, academic and behavioral support from a Christ-centered perspective where the Bible is the authority. Some services that are offered include:

- a) Brief solution-focused counseling pertaining to school related issues (offered during school hours).
- b) Referrals for emotional and/or special needs support.
- c) College and Career counseling.
- d) Advice and recommendations for scholarships.
- e) College visits with juniors and seniors.

## **6. SCHOOL STANDARDS**

### **6.1 New Enrollment**

6.1.1 Flatirons Academy is available for Christian education, from Kindergarten through grade 12. The School admits students of any sex (for purposes of this document, “sex” refers a person being male or female as determined by said person’s x and/or y chromosomes), race, color, and national or ethnic origin, and affords them all the rights, privileges, programs and activities generally accorded or made available to students at the School. The School does not discriminate on the basis of sex, race, color, or national or ethnic origin in the administration of its educational programs, admissions policies, scholarship policies, employment practices or other school-administered programs.

6.1.2 The following standards have been established for student entrance into Flatirons Academy:

- a) Parents/guardians agree to submit their children to the basic

objectives and statement of faith of Flatirons Academy and must be willing to actively support the educational program.

b) Students must have a sincere desire to comply with the Flatirons Academy program, and must be willing to cooperate with all standards and policies of the school.

c) All students entering grades 6 through 12 must sign and be willing to live in agreement at all times with the Flatirons Academy Student Commitment and the standards outlined in the handbook.

d) A student transferring from another school must be in good academic standing and must be eligible to return to the previous school. The previous school may be called to determine if a student meets these criteria. Should the student's accomplishments be below grade level as evidenced by recent grade reports and/or standardized achievement test scores or he/she is ineligible to return to previous school for some other reason, said student may be enrolled on a conditional basis.

e) Transfer students may be required to pay all financial commitments to previous schools attended before enrollment in Flatirons Academy is finalized.

f) Reenrolling students must be current on all financial obligations to Flatirons Academy prior to reenrolling.

g) Students must be able to learn in a traditional classroom with minimal intervention from staff and with minimal distraction to other students.

h) The Kindergarten enrollment threshold for incoming students is five years of age by October 5.

## **6.2 Credit Transfer Policy**

6.2.1 Most class credits from institutions attended prior to enrollment at Flatirons Academy will be transferable upon the receipt of an official transcript. Class credits will be applied toward

Flatirons graduation requirements if they meet the same academic objectives of an equal or similar class required by Flatirons.

Once enrolled at Flatirons Academy, students seeking to receive transfer credits from outside Flatirons Academy must receive administrative approval prior to taking the course. Transfer credits will primarily be accepted to replace failed credit of classes already attempted at Flatirons.

6.2.2 All of the Flatirons Academy core credits must be fulfilled in order to graduate from Flatirons.

### **6.3 Reenrollment**

Each year it is necessary for parents/guardians to re-enroll their students for the coming school year. Although interviews are not always required for returning students, school administration may request an interview. Families must be current with all financial obligations to Flatirons Academy in order to re-enroll.

### **6.4 Wait Lists**

Students who are not enrolled due to limited classroom space, will be included among a pool of applicants on the waiting list for that grade level.

### **6.5 Class Drop/Withdrawal Policy**

There will be a one week drop/add period at the beginning of each semester. After the drop/add period, students failing to attend or withdrawing from a class will receive a failing grade for the class. Exceptions discussed with administration due to incorrect placement based on ability or undue hardships will be considered.

### **6.6 Attendance**

6.6.1 In order for an absence to be excused, it must be approved by a parent via a note or call to the office. When a student misses a day and a parent has not notified the school, the absence will be unexcused. Situations where a student is absent without parent permission will be treated as discipline issues.

6.6.2 Flatirons Academy permits a maximum of ten (10) total absences per semester (1st & 2nd quarter or 3rd & 4th quarter), regardless of the reason for the absence. The total absences will be the combination of excused and unexcused absences

6.6.3 Students with more than ten (10) absences will be placed on an attendance contract, and may not be eligible for matriculation or may fail a course.

6.6.4 For any excused missed day of school or class, parents and/or students should communicate with the appropriate teacher(s) as well as administration to make-up any required missed work.

6.6.5 K-5th grade students not present for school will receive an absence for the day.

6.6.6 6th-12th grade student attendance will be tracked by period. 6th-12th grade students arriving after the first 20 minutes of a class period will be counted absent for the period.

6.6.7 We use block scheduling, with long passing periods, to intentionally strengthen attention spans, self-regulation, and intellectual focus. To that end, students are expected to take care of needs/use restrooms at appropriate times to maximize their learning.

## **6.7 Tardies**

6.7.1 A student is tardy when he or she is late or unprepared for class. K-5th grade students who arrive after the start of the day will be counted tardy. 6th-12th grade who arrive late or unprepared for any period of the day will be counted tardy.

6.7.2 Students with repeated tardies may be placed on an attendance plan to address the issue. 11th and 12th grade students who are repeatedly tardy will likely have open-campus privileges suspended.

6.7.3 Parents of all grade level students should make every effort to have their students to school on time each morning. Students

arriving late create a distraction to the teaching process already underway that results in diminished learning for all students. Each classroom teacher has the authority to establish a reasonable tardy consequence policy to encourage “on time” arrival.

## **6.8 Attendance and Finals**

It shall be the policy of Flatirons Academy that all high school students take final exams at the end of each semester. Students will not receive a passing grade for a class if they fail to take the final. Exceptions must be approved by the administration.

## **6.9 Discipline Overview**

At Flatirons Academy, we believe that education is about more than academic achievement; it is about forming young people who possess the knowledge, skills, and dispositions necessary for lifelong participation in the Kingdom of God as participants in the church, creators of culture, and citizens of the republic.

Because we believe true growth occurs through discipleship and habit formation, student discipline is viewed as an opportunity for instruction, growth, learning, and Christlike character development.

We strive for students to live a comprehensively Christian way of life by following Jesus, serving His Church, and practicing the virtues and behaviors taught in Scripture. God's Word serves as our ultimate guide for how we treat others; respect self, others, and authority; exercise self-control, pursue integrity, and take ownership of our learning.

To support these goals, Flatirons Academy utilizes a Positive Behavioral Interventions and Supports (PBIS) framework within a Biblical worldview. Through Tier 1 instructional practices, communicated expectations, positive reinforcement, relationship-building, and daily habit formation, we seek to help students Belong and Engage in healthy, positive ways within the school community.

As members of the Flatirons Academy community, students are expected to adhere to the attendance, dress code, and network

device policies, as well as, but not limited to:

- Honor God
- Respect authority
- Treat others and self with respect as image-bearers of Christ
- Responsibly steward personal belongings and school property
- Practice academic and personal Integrity
- Exercise self-control
- Be responsible for one's own learning and actions
- Demonstrate safe conduct, including hands to self

When student behavior falls short of these expectations, school personnel will determine appropriate interventions based on the nature, severity, frequency, and circumstances of the behavior, as well as the student's age, developmental needs, and disciplinary history. Parents are expected to partner with Flatirons Academy and support student progress toward success and away from negative behaviors.

Disciplinary responses may include, but are not limited to, redemptive conversations, re-teaching and skill-building opportunities, proactive resets, loss of privileges, parent communication, behavior plans, conferences, incident reports, behavior referrals, or other corrective actions deemed appropriate by school administration. The school reserves the right to bypass progressive disciplinary measures when circumstances warrant and to determine disciplinary responses on a case-by-case basis. Not all behaviors will result in the same consequence, and disciplinary actions may vary according to the unique circumstances of each situation.

Demerits are typically issued for behaviors that are egregious, immoral, unsafe, harmful, destructive, dishonest, or chronically continuing an action beyond correction. Depending on the severity, frequency, or circumstances of an incident, consequences may range from an incident report or demerit to suspension, re-interview, or disenrollment. The administration reserves the right to determine the appropriate response in each case.

Our goal in every disciplinary situation is not just behavior

correction, but to, alongside parents as primary educators, continue the cultivation of wisdom, training in positive behaviors, learning how to belong and engage within our community, and grow in honor, integrity, responsibility, self-governance, and Christlike character.

## **6.10 Disciplinary Actions and Procedures**

### **6.10.1 Incident Reports and Demerits**

In tracking behavior issues, the school uses Incident Reports to record events and operates on a demerit system. An Incident Report may be accompanied by one or more demerits depending on the nature and extent of the issues.

The result of accumulated demerits during each school year is as follows:

1st Demerit: Parent/guardian is contacted through the Incident Report.

2nd Demerit: Parent/guardian is contacted through the Incident Report. With the second demerit, administration will determine whether or not a suspension is in order. Suspensions may last one (1) day or longer. At this point, a parent-administrator conference (in person or over phone) may also be held.

3rd Demerit: Parent/guardian is contacted through the Incident Report. If the student did not receive a suspension on the second demerit, then the third demerit will result in an automatic suspension. If the second demerit resulted in a suspension, then administration will determine whether or not a second suspension is in order. The administration may contact the parent by phone or e-mail. The student's status for the following school year is now tentative. The student will be required to reinterview prior the next school year if he or she is planning to reenroll. The reinterview will take place after the end of the school year and is required even if parents have already completed reenrollment paperwork.

4th Demerit: Parent/guardian is contacted through the Incident Report. The administration may contact the parent by phone or

e-mail.

5th Demerit: Parent/guardian is contacted through the Incident Report. If one has not already taken place, a parent-administrator conference, (in person or by phone) will be scheduled. The administration will recommend that the student is withdrawn from the school. Parents are not required to withdraw the student, but the previous demerits are evidence that the student will not likely be successful moving forward.

6th Demerit: Parent/guardian is contacted through the Incident Report. The student is automatically disenrolled. The parent/guardian has the option to appeal this disenrollment to the executive administration within 10 days. If parents do not appeal within 10 school days the disenrollment becomes final.

If the parent does choose to appeal the disenrollment, the parent and student must meet with the executive administration and present their appeal for reinstatement. Following the appeal, if, in the opinion of the executive administration, it is in the best interest of both the student and the school for the student to be reinstated, the student will be reinstated with probationary status. The student will need to reinterview for the next school year following the end of the current school year, in concert with the result of the 3rd Demerit.

Following the appeal, if, in the opinion of the executive administration, it is not in the best interest of both the student and the school for the student to be reinstated, the disenrollment becomes final.

6.10.2 A staff member may fill out a negative behavior report without it resulting in a demerit.

6.10.3 The administration reserves the right to make discipline decisions on a case-by-case basis. The school generally follows its discipline procedures contained herein; however, there are circumstances in which the school administration, in their sole discretion, that it is appropriate not to follow progressive discipline

steps. In cases in which a student has engaged in egregious, immoral, or other unacceptable behavior, the school reserves the right to suspend or disenroll the student immediately.

6.10.4 Attending Flatirons Academy is a privilege. Administration may deny that privilege to a student who continues to resist correction and whose attitude and behavior is detrimental to the spiritual and academic progress of other students.

## **6.11 Dress Code for K-12**

6.11.1 At Flatirons Academy, one of our goals is to create a safe and focused learning environment for all students. A part of this task is communicating guidelines for student behavior including attire. This is a challenging task as styles and sensibilities vary and change. We have attempted to create a consistent, reasonable, and useful dress code that serves its purpose: promoting an effective learning environment. We simply ask that students find a way to dress in casual attire that represents appropriate decorum for education; attire should not be distracting, revealing or offensive. When students come to school in attire that does not meet dress code, we will inform parents and ask that they work with their students to correct the issue. We think this issue is best addressed initially by families rather than faculty or administration

The dress code applies to the school day, all extra-curricular school activities including athletics, and any school-sponsored function even if it is held outside of regular school hours or off-campus. While not exhaustive, below is a list of items typically considered outside of school dress code.

- Muscle shirts or tank tops for boys
- Pajama bottoms or “onesies”
- House slippers or socks without shoes
- Any exposure of undergarments
- Shorts that do not cover the bottom and upper thigh at all times, including reaching, squatting, bending, or participating in athletics.
- Dresses and skirts that do not cover the bottom and upper thigh at all times including reaching, squatting, and bending.

- Clothing that is too tight or clings outlining the figure
- Leggings worn as pants. Legging should be worn with a covering similar to the requirement for dresses or skirts above.
- Strapless, spaghetti strap, backless or halter tops or dresses (except for formal events)
- Low-cut or crop tops. Tops should not expose the midriff when reaching squatting, bending, or participating in athletics.
- Clothing promoting alcohol, tobacco, marijuana or any inappropriate message
- Body, eyebrow, or septum piercings
- Extreme hair colors, styles, or make-up
- Visible tattoos
- Ear piercings and nose rings for boys

6.11.2 In light of societal changes surrounding sexual orientation and gender identity and consistent with the Flatirons Academy Student-Parent Handbook Sections 2 & 3, Flatirons Academy students must dress in conformance with one's biological sex, and use all restrooms, locker-rooms, and changing facilities in conformance with one's biological sex.

6.11.3 The administration reserves the right to interpret the dress code. School administration may determine, in their sole discretion, what is appropriate concerning any specific situation.

## **6.12 Athletics Program**

6.12.1 It shall be the policy of Flatirons Academy to set its own goals and objectives for all school athletic programs. The school may join one or more athletic associations and shall thereafter abide by the association's rules; however, neither association rules nor the "culture" present in middle and high school athletics shall be used to set Flatirons policy in this matter. All participants, coaches, and spectators shall abide by the school's Student Commitment and shall behave in a sportsmanlike manner at all athletic events. All Colorado High School Activities Association (CHSAA) rules will apply.

### **6.12.2 Eligibility**

All CHSAA eligibility rules will apply. Any student grade 6-12 who receives one or more "F's" at a weekly eligibility check will be

ineligible for all sports for one week. Students may practice during the week of ineligibility. If a student fails to pass five classes at the close of a semester, he/she is subject to CHSAA eligibility restrictions for his/her next sports season.

### **6.12.3 Physicals**

Students who would like to play a sport need to have a physical done annually. The physical date can be no older than one year at the end of the season in which the student would like to play.

### **6.12.4 Athletic Fee Schedule**

The fee schedule is available on the website. Fees are to be paid prior to the first season game. Students may also be charged for any lost or damaged equipment and/or uniforms that were issued to them.

### **6.12.5 Communication**

Coaches have complete control of lineups, playing time, position assignment and discipline when it pertains to their teams. Coaches are allowed the flexibility to make necessary changes as a team develops. Confrontations or interruptions during practice or the day of a game are not acceptable. If a parent or athlete wishes to speak to a coach about an issue he or she is to make an appointment with the athlete's coach. The chain of command for meetings over issues concerning playing time, team rules, team play, etc. is

- a) Make an appointment with the athlete's coach.
- b) If an issue is not resolved, then an appointment is to be made with the Athletic Director.
- c) If the issue is still not resolved, the issue may be taken to the Executive Administration via a written explanation and request for a meeting.

### **6.12.6 Play-Time Philosophy**

Athletes earn playing time just as students earn academic grades through their God given gifts and abilities paired with hard work,

discipline and a positive attitude. Each athlete will receive ample opportunity to improve upon his or her skills during practice. We also believe that each athlete plays a key role in the team no matter the playing time.

#### **6.12.7 Varsity Letter Policy**

It will be left to the discretion of each individual coach or sponsor as to the standards required to receive a varsity letter. Students failing to complete a season or activity will not be awarded a letter or the credit hours typically assigned to participation in an activity.

#### **6.13 Student Drivers**

It shall be the policy of Flatirons that all students with valid, unrestricted, minors' drivers' licenses are allowed to commute to and from school. Any student driver exhibiting careless or reckless driving shall not be allowed to bring his/her car onto school property.

#### **6.14 Leaving School Grounds**

6.14.1 During regular school hours, no student shall be permitted to leave the school grounds without the approval of a school official and/or authorization from a parent or guardian.

6.14.2 Administration authorizes Juniors and Seniors to leave school grounds during the lunch period. This privilege may be revoked if the student's grades or behavior indicate that the privilege is being abused.

6.14.3 Students who enter school property after school is in session must sign in at the school office.

#### **6.15 School Phone**

When necessary, students will be permitted to use the school phone to call a parent/guardian with staff permission.

#### **6.16 Network-Connected Devices**

Students are not permitted to have or use network-connected devices on campus between 7:00 AM and 5:00 PM on school days unless they are devices owned and issued by the school for school

use. This policy includes, but is not limited to, smartphones, cellular phones, smartwatches, laptops, tablets, gaming systems, music devices, earbuds and any device designed to connect to one or more networks, including, but not limited to, the internet, an intranet, and mobile networks. Phones kept in cars will not be considered subject to the policy.

### **6.17 Personal Music**

Typically, students are not permitted to play personal music using headphones or speakers on campus or during school events. Music played on campus or during school events should at minimum represent a worldview in its lyrical content that does not contradict a Christian worldview.

### **6.18 Student Relationships**

Students are encouraged to seek and develop Christian friendships with the opposite sex as opposed to romantic, “boyfriend-girlfriend” relationships. During school hours and activities, students should not engage in public displays of affection (including, but not limited to, holding hands, embracing, and kissing). All student relationships should be honoring, both within the relationship and to God. Flatirons Academy students should not promote relationships that do not align with the biblical definition of marriage.

Consistent with the Flatirons Academy Statement of Faith and 6.19 below, Flatirons Academy students who choose to have “boyfriend-girlfriend relationships” should abstain from all sexual intimacy and maintain a Christian lifestyle 24 hours a day, 7 days a week, 365 days a year.

### **6.19 Off-Campus Behavior**

As members of a Christian community, students enrolled at Flatirons Academy are expected to submit their lives to biblical standards and exhibit a Christian lifestyle both in school and outside of school. As such, misbehavior off-campus may result in consequences at school. Students are expected to maintain a Christian lifestyle 24 hours a day, 7 days a week, 365 days a year.

## **6.20 Searches**

All school owned equipment—i.e. lockers, desks, and computers—are subject to random or individualized search at any time. If a student is suspected of specific wrongdoing, the student may be required to empty his or her pockets, handbag, wallet, or book bag for school personnel or turn over his or her cell-phone to be searched. If a student is suspected of specific wrongdoing, the student may also be required to open his or her vehicle for search.

## **6.21 Video Surveillance**

Flatirons Academy reserves the right to videotape students in common areas for the purposes of safety and security. Footage is not made available to parents to remain consistent with the Family Educational Rights and Privacy Act.

## **6.22 Alcohol, Tobacco, Marijuana and Illegal Drugs**

6.22.1 Students are not permitted to possess alcohol, tobacco, marijuana or illegal drugs on their persons, in their belongings or in their vehicles. Furthermore, Flatirons Academy reserves the right to perform random or individualized drug and/or alcohol testing at any time.

6.22.2 Whether on or off campus, underage drinking, use of tobacco, marijuana, or illegal drugs will be considered violations of the student commitment and the school's expectation that students will exhibit a Christian lifestyle.

6.22.3 When deemed appropriate, Flatirons Academy reserves the right to require drug testing for any student.

## **6.23 Immunizations**

The Colorado School Entrance Immunization Law requires that all students provide proof of immunizations or a signed exemption. Immunization records for all students must be presented by the first day of attendance. If the school does not have either proof of immunizations or a signed exemption card within 14 days of enrollment, attendance in school may be denied for any student according to the Colorado Statutes 25-4-902.

#### Immunization Requirements:

- a) Hepatitis B- Three shot series. The school requires proof that the series has begun. The shots should be completed within the school year. (Required for all students)
- b) Measles, Mumps, Rubella (MMR)- Two doses of MMR. (Required for all students)
- c) Diphtheria, Tetanus, and Pertussis (DtaP/Td)- (Required: 5 doses, High School – current tetanus recommended.)
- d) Chickenpox (Varicella)- If the student has had chicken pox, and a licensed health care provider provides the date, the vaccine is not required. (Required: 2 doses for K, 1, 2 and 1 dose for all other students)
- e) Polio- requirements can vary depending on age. Required: 4 doses.
- f) Tdap- Required for: 6th,7th, 8th, 9th, 10th, 11th and 12th.

### **6.24 Medication Administration**

Please be aware that Colorado State Law guides our medication policy. If a student must take medication during school hours, he or she must provide the following before we will administer it:

6.24.1 A written doctor's order that must include: student name, drug name, dosage, purpose of medication, time of day medication is to be given, anticipated duration of treatment and doctor's signature. The order may be emailed to the school by the physician. PLEASE NOTE: The pharmacy label applied to the medication bottle will NOT suffice for a doctor's order.

6.24.2 Written permission from a parent or legal guardian must be on file at Flatirons Academy. A form that may be completed by both physician and parent is available in the front office.

6.24.3 Medication must be in the original pharmacy bottle, complete with label. Medication cannot be given if it comes in a

baggie, envelope, plain bottle, etc.

6.24.4 The medications provided to the front office will not be available outside of school hours.

6.24.5 Students are not allowed to carry any other type of medication on their person or in their backpack at any time, and students may not transport controlled substances (such as Ritalin, Concerta, Adderall, and other stimulants) to and from school.

6.24.6 The medication policy applies to ALL medications, including over-the-counter medicines (Tylenol, cough syrups, decongestants, etc.), homeopathic remedies and inhalers. Cough drops require written permission from a parent and must be kept in the front office.

6.24.7 Students may receive necessary medication during field trips and day trips occurring during school hours and off campus if the medication is authorized in writing (as stated in section 6.24.1) and the school has arranged for a trained person to administer it, or the student is approved to self-carry/self-administer when allowed by law and school policy. The school will delegate a trained staff member to carry and administer emergency medications. If a parent/legal guardian chaperones the field trip or off-campus trip, they may carry and administer their own student's medication.

## **6.25 Student Commitment**

In conjunction with and addition to the other policies listed in the Student-Parent Handbook, all 6th-12th grade students are required to affirm the Student Commitment listed below:

a) I submit to the basic objectives and statement of faith of Flatirons Academy and actively support the educational program.

b) I agree that I have read the Flatirons Academy Student-Parent Handbook. I agree to comply with and support the policies and procedures included in the Student-Parent Handbook, 24 hours a day, 7 days a week, 365 days a year, both on and off of campus.

c) I agree to use the principles outlined in Matthew 18 (approaching the person with whom there is an issue myself, prior to taking the issue to others) in resolving conflicts with parents, administration, teachers, and staff.

d) I will not lie, cheat, steal or plagiarize.

g) I will not use alcohol, tobacco, marijuana, or illegal drugs.

h) I will not engage in inappropriate physical conduct, especially of a sexual nature.

i) I will take an active role in supporting the values in the Student Commitment and Student-Parent Handbook.

## **6.26 Harassment and General Grievance**

### **6.26.1 Harassment Policy**

Flatirons Academy is committed to maintaining an environment in which all individuals treat each other with dignity and respect and that is free from all forms of intimidation, exploitation, and harassment, including sexual harassment. The school is prepared to take action to prevent and correct any violations of this policy. Anyone who violates this policy will be subject to discipline, up to and including termination or disenrollment.

Sexual harassment is prohibited at Flatirons Academy. All employees, volunteers, parents and students are expected to conduct themselves at all times in a way that provides an atmosphere free from sexual harassment.

### **6.26.2 Grievance Procedures**

All matters involving a grievance shall remain confidential, to the extent possible and provided by law. Filing a grievance shall not reflect upon the individual's status, except in the case of knowingly making a false allegation.

a) Anyone who wishes to file a grievance may do so by scheduling a meeting with an administrator of Flatirons Academy and reporting the incident. A grievance may also be filed by writing a letter to any

administrator of Flatirons Academy and delivering it to the school office.

b) The Administrator with which the grievance is filed will report to Flatirons Academy executive administration.

c) Depending upon the nature of the grievance, the executive administration will investigate the claims of the grievance or instruct staff to undertake an investigation. Upon conclusion of the investigation, the executive administration will prepare a written report and recommend a course of action.

d) The person filing the grievance shall not be entitled to a copy of the written report, but shall be apprised from time to time as to the status of the investigation and course of action.

## **7.0 Registration, Tuition, and Other Fees**

### **7.1 Annual Enrollment Fee**

It shall be the policy of Flatirons Academy that upon the school's acceptance for enrollment and payment of a student's annual enrollment fee, such fee shall thereafter become non-refundable.

### **7.2 Tuition and Fees**

7.2.1 Tuition is payable through several payment plans. All tuition payment plans must be completed by May 31 of the current school year. Terms of tuition payment will be according to the Enrollment Form.

7.2.2 Unpaid tuition and fees shall be grounds for disenrollment.

### **7.3 Delinquent Accounts**

It is the policy of Flatirons Academy that a past due account shall be grounds for disenrollment. Furthermore, academic records (i.e. transcripts or grade reports) will not be released for students whose accounts are past due.

### **7.4 Debt and Reenrollment**

It is the policy of Flatirons Academy that all tuition and fees responsibilities are current, and the family account is in good

standing, prior to reenrolling a student. A pattern of delinquent payment may prevent reenrollment.

## **7.5 Family Enrollment Form**

The Family Enrollment Form may contain additional terms and conditions regarding tuition and fees.

## **8.0 Miscellaneous Policies**

### **8.1 Business Promotion**

It shall be the policy of Flatirons Academy that neither the school, its board, nor staff, sponsor, endorse, or promote any member or nonmember businesses (home-based or otherwise). This policy shall not be construed in any manner so as to prohibit individual members from personal solicitations, endorsements, or promotions within the school community and/or on school grounds.

### **8.2 Conflict Resolution**

8.2.1 Flatirons Academy, like most Christian schools, is made up of a diverse group of people (parents/guardians, administrators, teachers, and students). Like all organizations, wherever fallen people gather together, misunderstanding and disagreement will also be present. Scripture commands us to “Live in harmony with one another...; Repay no one evil for evil... [and] If possible, so far as it depends on you, live peaceably with all.” Romans 12; 16-18 (NIV)

8.2.2 It is God's will for Flatirons Academy that we live and work in harmony. However, when conflicts come or offenses are committed, let us love one another, as Christ loves us; for it is by this love that the world will know we are His.

8.2.3 The principles of Matthew 18:15-17 shall guide the school in resolving all conflicts that may arise. Matthew 18 provides a three-step process of conflict resolution, which is intended to bring about restoration. Unrepentant offenders or those unwilling to submit to discipline shall be asked to leave Flatirons Academy.

8.2.4 The following principles shall be employed and guide the school once a conflict or offense is made known:

- a) The matter is to be kept confidential. Information should be shared only on a “need to know” basis at all three steps in the process.
- b) The matter should be communicated clearly, lovingly, and as objectively as possible at all three steps in the process.
- c) Upon a sincere confession, put on an attitude of forgiveness and seek restoration at all three steps in the process.
- d) The first step is one-on-one. Failing to resolve the matter one-on-one, the parties should seek a mediator as the second step. Each person should prepare a statement of the issues in a spirit of prayer and humility. Both parties should willingly submit themselves to the mediator’s decision as the Lord’s will in the matter.
- e) Failing mediation, the final step is a hearing before a committee of administrators. A written record of the meeting shall be made, and all administrator decisions on the matter shall be final.

## **9. NONDISCRIMINATORY POLICY**

The School admits students of any sex (for purposes of this document, “sex” refers a person being male or female as determined by said person’s x and/or y chromosomes), race, color, and national or ethnic origin, and affords them all the rights, privileges, programs and activities generally accorded or made available to students at the School. The School does not discriminate on the basis of sex, race, color, or national or ethnic origin in the administration of its educational programs, admissions policies, scholarship policies, employment practices or other school-administered programs.

## **10. POLICY CHANGES**

The information contained in this handbook and any other Flatirons Academy policy is subject to change with or without notice.