



Iron Academy
Parent and Student Handbook

Revised: July 2026

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Welcome to Iron Academy

We know that making the decision about which school will be the best fit for your son is extremely important. Schools change lives, and you want your son to be in an environment where he will be encouraged and inspired to be the man God has designed him to be. At Iron Academy, your young man will be well-prepared to enter university and to be a strong, ethical leader in a global economy that values the ability to operate in a variety of subject matters with fluency. As you ally with the Iron faculty, your boy will also be forged into a veritable young man ready to embrace the rigors of biblical manhood. We embrace and share the high expectations you have for your young man. In a world that expects very little of adolescents, we think our young men—all of them—are quite capable of great things.

Iron Academy is a special place due to its educational philosophy designed specifically for the unique needs of developing male minds, for its programs created to build biblically-grounded young men who embrace hard work and service, and for its tight alliance with families. Our programs are precisely designed to help young men focus on their development at a time in life when distractions abound and when society barrages them with erroneous portraits of modern manhood. We believe that young men learn best in an environment where they have the confidence to explore new and different ideas in a context that leads them to embrace the rigors of biblical manhood. We know boys. Their potential, energy, and passion are celebrated here.

Core Values

That we may glorify God in everything that we do, we will:

- Love every student so that every student knows it *John 13:34, Rom. 12:10*
- Complement the family and the church, never displacing either *Prov. 22:6, I Cor 12:24b-27*
- Honor the Code *I Cor 10:31, Prov. 22:10*
- Community: build and embody a discipleship community by biblically resolving conflict, eliminating gossip and slander, and loving the IA family *Eph 4:16*

Vision and Mission

Our vision is to be recognized as a world-renowned educator and developer of biblically-driven, Christian young men.

The Mission of Iron Academy is to shape Christian boys into exceptionally educated and biblically-grounded young men who are maximally developed for a life of leadership, self-discipline, and service.

Our Passions:

- Deliver a superb, gender specific education for young men
- Furnish meaningful, daily leadership training that empowers students to make significant decisions and builds effective leaders primed for action

The thing at which we will be the best:

- In active alliance with families and churches, we will build God-honoring discipleship communities for young men.

Accreditation

Iron Academy is accredited by the Association of Christian Schools International (ACSI).

School Facts

School Verse:	As iron sharpens iron, so one man sharpens another. Proverbs 27:17
Year Founded:	2013
School Mascot:	Swordsmen
School Colors:	Crimson, Gray, and Black
Honor Code:	I will always conduct myself as a gentleman, live pure, speak true, right wrong, and follow the King.
Grade Levels:	To teach and mentor our students well, Iron Academy endeavors to maintain a target of 15 exceptional young men per grade, 6 th to 12 th
Tribes:	Eleazar, Josheb, Shammah
School Phone:	919-977-8811
Location Address:	3510 Edwards Mill Road, Raleigh, NC 27612
Website:	ironacademy.org
Seal:	



Statement of Faith

We believe the Bible to be the inspired, authoritative Word of God, and every word is true (II Timothy 3:16). We believe that there is one God, Creator of all things, evident in the trinity (Father, Son, and Holy Spirit) and He is omnipotent, omniscient, and omnipresent (Deuteronomy 6:4; Genesis 1:1; I John 5:7). We believe in the deity of our Lord Jesus Christ as affirmed by his virgin birth, sinless life, miracles, atoning death through his shed blood, bodily resurrection, ascension to the right hand of the Father, and in his personal, imminent return in power and glory (John 10:30; Matthew 1:18; Hebrews 4:15; John 10:32; Romans 3:25; Matthew 28:6; Romans 8:34; Luke 21:27). We believe the Holy Spirit empowers us to live a Godly life (Galatians 5:16). We believe that salvation is by grace through faith alone (Ephesians 2:8,9).

Both Adam and Eve were created in God's image, equal before God as persons and distinct in their manhood and womanhood (Gen 1:26-27, 2:18). Distinctions in masculine and feminine roles are ordained by God as part of the created order and should find an echo in every human heart (Gen 2:18, 21-24; 1 Cor 11:7-9; 1 Tim 2:12-14). Adam's headship in marriage was established by God before the Fall and was not a result of sin (Gen 2:16-18, 21-24, 3:1-13; 1 Cor 11:7-9). The Old Testament, as well as the New Testament, manifests the equally high value and dignity which God attached to the roles of both men and women (Gen 1:26-27, 2:18; Gal 3:28). Both Old and New Testaments also affirm the principle of male headship in the family and in the covenant community (Gen 2:18; Eph 5:21-33; Col 3:18-19; 1 Tim 2:11-15). Redemption in Christ aims at removing the distortions introduced by the curse—harsh or selfish leadership by husbands, biblically forbidden sexual indulgence, male passivity, and un-nurturing love. In all of life Christ is the supreme authority and guide for men and women, so that no earthly submission (domestic, religious, or civil) ever implies a mandate to follow a human authority into sin (Dan 3:10-18; Acts 4:19-20, 5:27-29; 1 Pet 3:1-2). We are convinced that a denial or neglect of these principles will lead to increasingly destructive consequences in our families, our churches, and the culture at large.

Iron Academy is an all-male, Bible-believing institution providing education in a distinct Christian environment, and it believes that its biblical role is to work in conjunction with the home to mold students to be godly men. On those occasions in which the atmosphere or conduct within a particular home is counter to or in opposition to the biblical lifestyle that the school teaches, the school reserves the right, within its sole discretion, to refuse admission of an applicant or to discontinue enrollment of a student. This includes, but is not necessarily limited to, living in, condoning or supporting sexual immorality; practicing a homosexual lifestyle or alternative gender identity; promoting such practices; or otherwise having the inability to support the biblical principles of the school (Leviticus 20:13a; Romans 1:21-27; Matthew 19:4-6; I Corinthians 6:9-20).

Faculty and Staff Directory

Name:	Role(s):	Phone: (919) 977-8811	Email:
Alan Hahn	CEO	Ext 101	hahn@ironacademy.org
Rich Anderson	Teacher	Ext 102	randerson@ironacademy.org
Candace Armogida	Administrative Coordinator	Ext 105	carmogida@ironacademy.org
Shawna Lew	Office Manager	Ext 104	administration@ironacademy.org
Bethany Benson	Teacher		bbenson@ironacademy.org
Adam Arnold	Teacher		jarnold@ironacademy.org
Scott Jordan	Teacher		sjordan@ironacademy.org
Patrick Billinghamurst	Teacher		pbillinghurst@ironacademy.org
Ben Lapinskes	Teacher		blapinskes@ironacademy.org
Jon Mitchell	Athletics & Extracurricular Director, PE, Coach	Ext 103	jmitchell@ironacademy.org
James Parker	Guidance Counselor		jparker@ironacademy.org
Eden Ondachi	Teacher Coach		eondachi@ironacademy.org
Thomas Overton	Teacher Coach		toverton@ironacademy.org
Emily Chuchta	Teacher		echuchta@ironacademy.org
Garrett Gregory	Teacher		ggregory@ironacademy.org
Julie Schroeder	Field Trip Coordinator		jschroeder@ironacademy.org
Other:			
IPF	Iron Parent Fellowship		ipf@ironacademy.org

Who Do I Contact?

Our Commitment to Biblical Communication

At Iron Academy, we seek to follow the principle of Matthew 18:15 by encouraging direct, gracious, and Christ-honoring communication whenever concerns arise.

In most situations, the first conversation should occur between the individuals directly involved. For example:

- A parent with a classroom concern should first contact the teacher.
- A student who has a conflict with another student should first attempt to address it directly and respectfully.
- A family with a concern about a program, activity, or school matter should first contact the person responsible for that area.

One of the questions we frequently ask is:

"Have you spoken with the person involved first?"

Except in situations involving safety, abuse, health concerns, or other serious matters requiring immediate intervention, we encourage members of the Iron Academy community to seek resolution person-to-person before involving others.

Most questions and concerns can be resolved quickly and effectively through direct communication.

If additional assistance is needed after speaking with the primary person responsible, parents are encouraged to include Alan Hahn or another appropriate Leadership Team member in the conversation so that we can help bring clarity, support, accountability, and resolution.

Our goal is not simply to solve problems, but to strengthen relationships, promote understanding, and honor Jesus in the way we communicate with one another.

Class/Academic Communication – Equipping young men to respectfully address questions to teachers

Parents are encouraged to equip and enable their sons to speak respectfully to their teachers first for questions about grades, projects, tests, assignments, and classroom activities. Only after a student is not able to have his concern addressed effectively by the teacher, then the parent may contact the teacher for areas of concern.

Administrative Communication

Attendance: Please email attendance@ironacademy.org.

Intellectual Formation: Bethany Benson Teaching, Learning, and Academic Excellence

- Curriculum
- Grades and assessments
- Academic concerns
- Classroom instruction
- Targeted Learning

Spiritual Formation: Rich Anderson Discipline, Honor Code, ForgePoint, and Biblical Manhood

- Discipline concerns
- Honor Code questions
- Student behavior
- ForgePoint identities
- Biblical manhood
- Student discipleship
- School culture

Shepherd Formation & School Operations: Jon Mitchell

- Athletics
- Extracurricular activities
- Operational questions

Academic Planning & Future Readiness: Jamie Parker

- Student schedules and course selection
- Graduation requirements and academic planning
- Transcripts and academic records
- College and career counseling
- College applications and recommendations
- Standardized testing (Iowa, PSAT, ACT, AP)
- Dual enrollment and concurrent enrollment
- Scholarships, NCAA eligibility, and academic documentation

Experiential Learning & Future Pathways: Julie Schroeder

- Field trips and experiential learning
- Senior Trip
- High-adventure experiences
- Apprenticeships and internships
- Trip logistics
- Student travel forms and documentation

School Communications: Candace Armogida

- School calendar and event logistics
- Daily proceedings and events
- Admissions and enrollment
- Visitor and guest coordination
- Tuition and Invoices
- Student records, transfers, and enrollment documentation
- School announcements
- Parent communications
- Event information
- General information

Executive Leadership: Alan Hahn

- School mission, vision, and strategic direction
- Executive escalations and major concerns
- Generosity, stewardship, and major donor relationships
- Board relations and strategic partnerships

*To schedule a meeting with Alan Hahn or for matters requiring the CEO's direct involvement, please contact **Shawna Lew, Executive Assistant to the CEO.***

- Scheduling business meetings with Alan Hahn
- Executive calendar management
- School financial administration
- Scholarships and Financial Aid
- Board and executive meeting coordination
- Donor, ministry, and strategic partner appointments
- Executive correspondence and follow-up
- Contracts, signatures, and executive documents
- Routing matters requiring the CEO's direct attention

Not Sure Who to Contact?

- Questions about school communications, announcements, or who owns a particular issue? Contact **Candace Armogida**.
- Need to schedule time with Alan Hahn or have a matter requiring the CEO's direct attention? Contact **Shawna Lew**.

ADMISSIONS AND RE-ENROLLMENT

Nondiscrimination Statement

Iron Academy shall admit students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarships, athletic programs, or other school-administered programs.

Admissions Procedures

Admission to Iron Academy will be determined by submission and review of the completed application, review of the prospective student's previous academic preparation, previous school disciplinary actions, and an interview with the parents and student to determine their interest in academic and spiritual matters and by the prospective student's general attitude toward the school and its policies. To teach and mentor our students well, Iron Academy endeavors to maintain a target of 15 exceptional young men per grade.

Required Enrollment and Re-Enrollment Forms

All students must submit these forms EVERY year: Enrollment/Re-Enrollment Packet, and Immunization Records or Exemptions. Immunization Records with current vaccinations or letters of exemption are required when all students enter Iron Academy and updated as needed. Students with diabetes, asthma, or allergies must submit plans for their treatments.

Tuition and Fees

It is our goal that you will quickly grow to find that your investment in Iron Academy provides the best return you ever make. The Iron Academy experience is, after all, the greatest discipleship community for young men we know of in the world! We are committed to keeping our tuition and fees as affordable as possible while still maintaining our small class sizes, individual attention and mentoring, superior faculty who are master teachers, student leadership development program, and rites of passage. We welcome the opportunity to talk to you if you have concerns about affording an Iron Academy education for your son.

Enrollment/Re-Enrollment and Resource Fees

To secure a student's place at Iron Academy, the \$750 Enrollment Fee must be paid as soon as possible. The Re-enrollment Fee is due each January to ensure a student's seat in next year's class. Failure to pay either fee may result in the student's seat being filled by an applicant. This fee is non-refundable.

If full payment is a hardship for any family, then we have 2 options for payment plans. See below.

Tuition

Annual tuition rates for middle school and high school students can be found on the school's website at <https://www.ironacademy.org/admissions/tuition-fees.cfm>. Please see below for information on payment plans.

Additional Fees

Crucible Camp and Forging Camp have fees to pay for the cost of the activity. Extracurricular programs will also have associated fees in order to participate. Once per year, families are assessed a Resource Fee that will cover all textbooks, supplemental texts, field trips, and workbooks. Students who withdraw anytime between July 1 and May 10 of the school year will be assessed a Withdrawal Fee, as well as owing a full month's tuition for any month in which a student attends one day. More details about our Fees can be found on the school's website at <https://www.ironacademy.org/admissions/tuition-fees.cfm>.

Annual Iron Family Giving

Tuition and fees do not cover the cost of an Iron Academy tuition. We MUST rely on the generous donations of the Iron Academy community – parents, grandparents, faculty, and other friends of the school – to help close the gap that exists between tuition and the actual cost of an Iron Academy education. Our deepest hope is that 100% of our parents and Iron Academy friends will see fit to participate in this effort – at a level appropriate to his or her circumstances.

Financial Assistance Options

1. Obtain a tuition loan from America's Christian Credit Union. To learn more about this option and to apply, please visit AmericasChristianCU.com/Parents
2. Families are encouraged to visit NCSEAA.edu to determine if they qualify for any assistance through this program.
3. Fill out a Financial Aid application through FACTS which will assess your family's financial situation and need for further assistance through a Tennyson Scholarship.

Failure to uphold payment arrangement will result in the following actions:

- At 30 days overdue, you will receive a call from the Iron Academy Administration gently reminding the family of what happens at 60 days.
- At 60 days you lose access to the Parent Portal on FACTs and if you are unable to pay at that time then we will suggest you use America's Christian Credit Union. When using ACCU you can pull an unsecured personal loan and request the loan money go directly to Iron Academy. This way we receive the money that we had already budgeted for teacher pay, according to enrollment.
- At 70 days, without arrangements satisfactorily made, the student may be withdrawn. Re-enrollment may be possible only with special arrangement between the administration and the family.
- By the end of May of each school year all fees should be paid or re-enrollment won't be possible for the following school year.

- School records, including transcripts, will not be released until all accounts are paid in full. Seniors will not be allowed to walk at graduation or participate in graduation activities if their accounts are not paid in full.
- Students will be removed from extracurricular activities if the associated fees are not paid in full at the beginning of the season.

Re-Enrollment Policy & Procedure

Submission of the re-enrollment packet and payment will be due in January to secure your son's seat for the following school year. No tuition payment is collected in January in lieu of the re-enrollment fee. You may also indicate that you do not wish to re-enroll. In December, families will receive an email reminding them about the re-enrollment process.

Families will receive an open invitation to re-enroll based on two conditions:

1. Your son has shown a positive trajectory and has received an Honor Code marker or Challenge Coin based on eligibility or is in good standing to continue receiving the Iron Academy markers of manhood
2. Your family is in good financial standing

For those families for which a condition above is not true, that family will receive an invitation to meet with the administration to discuss re-enrollment OR will not be allowed to re-enroll based on:

- a. Financial delinquency
- b. Missional, academic, theological, moral, cultural (Iron Academy), or other misalignment between Iron Academy and the student or family
- c. Negative impact upon the class, tribe, or Iron Family
- d. Excessive demerits: 30-demerit maximum prior to re-enrollment deadline, 50-demerit maximum thereafter for the whole year
- e. Inadequate attendance per policy guidelines
- f. Demonstrably inadequate effort, grit, will, or capacity to pursue the virtues of the Bible and the Iron Academy Honor Code
- g. Failure to pursue and earn (or be in good standing to earn) the markers of manhood or the Challenge Coin as anticipated of Iron students

IRON ACADEMY EXPECTED STUDENT OUTCOMES

Iron Academy exists in alliance with intentional Christian families and their local churches that we may reveal God's perfect design for their sons and build young men maximally developed for a life of leadership, self-discipline, and service. That we may remain focused, Iron Academy maintains expected student outcomes that reflect our mission, our passions, and the Iron Academy Honor Code. We aim to send young men into the world who will:

Conduct Themselves as Christian Gentlemen by:

- accepting responsibility for their actions
- being dependable

- being coachable
- rejecting passivity
- being civil in all environments and aware of the needs and well-being of others
- tempering the urge to lead with wisdom, humility, and love

✠ **Live Pure by:**

- walking with GOD and wise people
- searching for wisdom in the Scriptures
- living with integrity

✠ **Speak True by:**

- understanding that Christ and the words of Scripture should be considered first in all communication
- encouraging others to walk with integrity
- being true to their word
- being ever-present sources of truth

✠ **Right Wrong by:**

- devising good
- seeking the best choice in all situations
- looking out for those in need
- standing up for biblical justice in all things
- being gracious to all, even those who have wronged them in some way

✠ **Follow Christ the King by:**

- loving GOD with all heart, soul, mind, and body
- consistently studying and applying the Word in order to live submissively

✠ **Operate Successfully at the Highest Thinking Levels by:**

- evaluating data to make upright, moral, or otherwise beneficial decisions
- synthesizing increasing amounts of information into something productive or generative
- being able to create a product or make an effective and convincing presentation
- conducting all intellectual pursuits within the framework of a biblical worldview

✠ **Lead (Shepherd) Well by:**

- actively devising good for those within their spheres of influence--serving
- rejecting passivity
- passionately owning outcomes while working heartily for the Lord
- accepting the responsibility of filling voids in leadership
- living well in community with others and loving people well
- being consistent sources of wisdom
- living generative, God-honoring lives that communicate they have been called by the Creator to glorify Him

EDUCATIONAL METHODOLOGY

The importance of a well-defined educational philosophy cannot be overestimated. Without one, a school is academically rudderless. With the wrong philosophy, education is inconsistent and potentially destructive. It is not enough to be Christian. Hiring, evaluating, and developing a superior staff cannot happen without consistent expectations rooted in an educational philosophy that guides and defines the educational culture of the institution. Building veritable scholars is highly unlikely without an understanding of how to best develop higher-order critical thinking skills and how to take advantage of God-designed differences in young men and women.

Targeted Learning provides Iron Academy with an exceptional educational philosophy that staff, students, and families can embrace, understand, and evaluate.

Targeted Learning Philosophy

Targeted Learning addresses the four most important questions:

1. How does the brain learn?

MRI technology has revealed what may seem obvious, albeit woefully unaddressed, to effective educators. Knowledge builds upon knowledge and intellectual skills build upon previously developed intellectual skills. Knowledge is the first step of building true learning. Next comes the capacity to sort, classify, and organize newly gained knowledge into more useful information. Afterward, the brain can further elicit pattern recognition to include such faculties as recognizing complex similarities and differences, comparing/contrasting, identifying underlying assumptions, and identifying most/least essential arguments. Finally, the brain is ready to begin tackling the most complex thinking skills—synthesis, evaluation, and creation.

Iron Academy's Targeted Learning methodology for optimizing learning and matching how God designed the brain to learn is the most accurate methodology we know of.

2. What is the best way to teach the higher-order critical thinking skills so highly esteemed by universities, businesses, churches, and the global market economy?

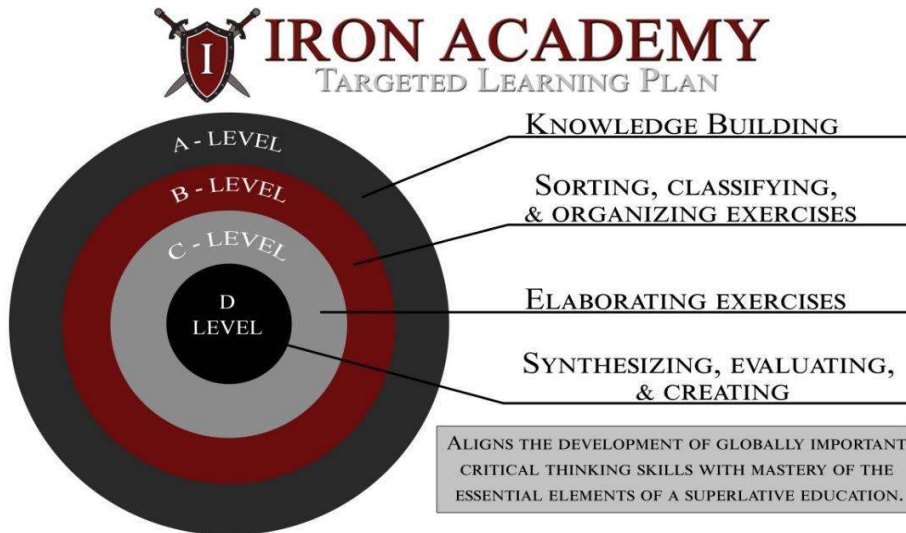
Each unit of study at Iron Academy begins with targeting the higher-order critical thinking skills to be developed within the context of the curriculum. The development of those skills is what informs the teacher's development plan for the entire unit. Success is measured largely in terms of how successful the student is in achieving the identified critical thinking skills. If a unit of study does not specifically target those skills and there is no methodology in place to hit that target, the achievement of those skills is accidental at best. A superb education is never an accident.

3. How should an academic environment address differences between young men and women?

Academic environments must recognize the differences in development and learning preference between young men and women. Intellectual optimization cannot happen in a one-size-fits-all, unisex educational environment. An institution can achieve good outcomes, but not truly superb results. Young men learn better when instruction is highly engaging, often correlates with real-life application, is frequently interrupted with vigorous exercise, is delivered by teachers who are known to care deeply for their students, occasionally incorporates competition and teamwork, and regularly engages in open inquiry.

4. What should academic content be?

Academic content should promote a biblical worldview, transfer an appreciation of and facility with the treasures of Western cultural heritage, prepare a young man to thrive in university, and build a well-educated and capable citizen.



We pray that through God's grace our SWORDSMEN will:

- Be fully devoted followers of Jesus Christ
- Be academically prepared for the college or career of their choice
- Be service minded to make a positive impact on the world using their own unique talents and abilities
- Develop a Biblical Worldview and thorough knowledge of the scriptures to share and defend their faith
- Possess the critical thinking skills, self-discipline, and confidence to be a leader within the community

Curriculum Guides

Middle School Curriculum Guide			
	6 th	7 th	8 th
Language Arts	English Language Arts and Grammar: Reading and Writing	English Language Arts and Grammar: Reading and Writing	English Language Arts and Grammar: Reading and Writing
Math	Saxon Math 2	Saxon Math 3 (Pre-Alg)	Algebra I
Science	Anatomy and Physiology	General Science	Physical Science
History	Ancient and Medieval History	World History	U.S. History
Bible	Intro to Christian Worldview	Odd Yr: Survey of OT Even Yr: Life of Christ	Odd Yr: Survey of OT Even Yr: Life of Christ
P.E.	Physical Education and Health	Physical Education and Health	Physical Education and Health

High School Curriculum Guide				
	9 th Grade	9th Grade 10th Grade 11th Grade 12th Grade	9th Grade 10th Grade 11th Grade 12th Grade	12 th Grade
Literature	St./Hon. Archetypal Literature	Literature *Odd Yr: St./Hon. Archetypal Literature *Even Yr: St./Hon. Contemporary Literature *Odd Yr: St. American Literature/Hon. Composition 1 *Even Yr: St. British Literature/Hon. Composition 2	Literature *Odd Yr: St./Hon. Archetypal Literature *Even Yr: St./Hon. Contemporary Literature *Odd Yr: St. American Literature/Hon. Composition 1 *Even Yr: St. British Literature/Hon. Composition 2	<u>St./Hon. Language & Composition 2</u>
Math	St./Honors Geometry (Prerequisite: Algebra 1)	Math St./Honors Geometry (Prerequisite: Algebra 1) St./Honors Algebra 2 Advanced Functions and Modeling - AFM or Honors Pre-Calculus Honors	Math	Honors Pre-Calculus
			St./Honors Geometry (Prerequisite: Algebra 1) St./Honors Algebra 2 Advanced Functions and Modeling - AFM or Honors Pre-Calculus Honors Pre-Calculus AP Calculus or AFM	AP Calculus or AFM

		Pre-Calculus AP Calculus or AFM		
Science	*Odd Yr: St./Honors Biological Sciences 1 - Biology *Even Yr: St./Honors Chemistry		Science *Odd Yr: St./Honors Biological Sciences 1 – Biology *Even Yr: St./Honors Chemistry *Odd Yr: St./Honors Physics *Even Yr: St./Honors Biological Sciences 2 - Anatomy	
History	St./Hon. <u>World Geography</u>	History *Odd Yr: St./Hon. World Geography *Even Yr: St./Hon. World History *Odd Yr: St./Hon. U.S. History *Even Yr: Honors U.S. Constitution	History *Odd Yr: St./Hon. World Geography *Even Yr: St./Hon. World History *Odd Yr: St./Hon. U.S. History *Even Yr: Honors U.S. Constitution	<u>Honors U.S. Constitution</u>
Bible/ Philosophy	*Odd Yr: Honors Apologetics *Even Yr: Honors Christian Worldview Foundations		Bible/	
Foreign Language		Philosophy *Odd Yr: Honors Apologetics *Even Yr: Honors Christian Worldview Foundations *Odd Yr: Honors Engaging the Culture *Even Yr: Honors Intro to the Christian Religion and Competing Worldviews	Philosophy *Odd Yr: Honors Apologetics *Even Yr: Honors Christian Worldview Foundations *Odd Yr: Honors Engaging the Culture *Even Yr: Honors Intro to the Christian Religion and Competing Worldviews	
P.E.	Physical Education/Health	Foreign	Foreign	
Electives	Teacher Assistant, High School PE, Communication Studies, Facilitated Dual Enrollment Options for Psychology and Philosophy (\$400 per course payable to Judson College).			
		Std versus Honors offerings are dependent on enrollment and individual grade level needs. *Odd Yr and Even Yr refers to an academic year in which the fall semester starts in an odd numbered year or an even numbered year. We have this rotation for courses in which the sequencing does not matter. <u>Underlined courses have an accompanying dual enrollment option with Judson College for an additional fee of \$300 paid to C@SE upon enrollment.</u>		

Student Leadership Credit

As noted in the section on Student Leadership Opportunities, students may receive elective credit for serving in school leadership positions. Students will receive .25 credits for each term served. Students will need to “pass” in their leadership role in order to receive transcript credit for an Elective. This is not factored into a student’s GPA.

Community College Dual Enrollment

Iron Academy students with a 3.0 unweighted GPA can participate in Career and College Promise, a dual enrollment program at NC community colleges. Students may not substitute outside courses for those that are offered at Iron Academy, except when given explicit administrative permission prior to enrollment. All courses taken will be counted as elective credits unless approved prior to enrollment by school administration. Students may use a study hall to work on such courses, but must remain in the study hall classroom. Only seniors may seek administrative and parental permission to complete dual enrollment courses that are held off the Iron Academy campus.

Standardized Testing

Standardized testing is an important part of how we evaluate how well we are teaching and how much our students are learning. Standardized testing dates will be published ahead of time for staff, students, and parents. To protect the integrity of the testing, we must have all students in attendance. Failure to attend established testing days for any reason will require attendance on an alternate posted date. Students attending on the alternate date will be assessed \$75 to pay for the proctors needed to administer the exams.

Literary Selection Policy

The goal of Iron Academy educators in both discipleship and education is to prepare students for life. Reading texts together in a class setting, and through a Biblical worldview, allows for collective discussion of issues that are spiritual, moral, social, political, and philosophical. Our desire is for the reading, activities, and discussions to draw students closer to a relationship with Jesus Christ even though the stories and characters studied may reflect flaws in that relationship. We believe the texts selected for instruction at Iron Academy should accomplish these goals.

Guiding Principles

At Iron Academy, our guiding principle is to apply a Biblical worldview while we examine the features of literature that may include ‘broken’ characters facing conflicts within a fallen world. Works are selected for literary merit, student interest, cultural awareness, and for their ability to depict virtue in action. We believe that reading great works of literature can help us to live more virtuously. When we read characters that are

courageous, kind, faithful, diligent, and chaste, we learn to reflect those qualities. Likewise, when we read about characters void of virtue, we read the consequence of a life of vice. We believe that the virtues are qualities that are unique to human beings exactly because we are made in God's image. We read to understand experiences that relate to our status as both image-bearers of God and humans born with a sin nature, and allow us to develop intellectual, emotional, and spiritual maturity. We believe stories are a way that we can learn from the experiences of others, whether real or fictional, without having to go through a particular experience ourselves. By hearing and reading stories we are able to put ourselves into the shoes of others to determine what we would do in a given situation and learn the best way to respond and react to real-life when faced with similar choices or challenges.

Selection of Materials

At Iron Academy, materials are thoughtfully selected for appropriateness and effectiveness in meeting educational and spiritual goals. Non-Christian materials will be included for literary merit and educational value. Parents should be aware that not all items selected for the curricular goals will be Christian or comfortable to every family. It is the school's desire to teach students to critically evaluate what they read through a Biblical worldview. It is important for parents to know that they should be actively involved in helping their children evaluate what they read and discuss the issues presented.

Criteria

The selection of literary texts will be chosen on the list of primary objectives and other general factors listed below:

Primary Objectives

- Allow us to illuminate truth: Ultimate truth exists and is based on the Word of God, and all information can be measured by it.
- Affirm biblical authority: Iron Academy recognizes the authority of the Bible and the order God established through government, church, school, and home. All literary text we read will again be used to prove the Bible's authority.
- Allow us to explore and understand virtue: Literary works will be chosen based on their demonstration of the virtues and the conflict of choosing between good and evil. We believe that students learn by reading characters who display virtue in the face of suffering just as they do by reading characters who fail under pressure.

General Factors

- Educational significance
- Contribution the subject makes to the curriculum and to the students' interests
- Reputation and significance of the author, producer, and publisher
- Contribution the material makes to breadth of representative viewpoints on controversial issues
- High aesthetic quality and/or literary contribution, including:
- keen awareness of the subtleties of thought and language that promote the students' creative use of language
- characters and plot that are convincing, with evidence of growth and character development
- sensitivity to others and their needs that gives insight to personal relationships and feelings.
- Timeliness or permanence
- Is the item high in literary merit and/or factual content and presentation?
- Is it grade-level and/or age-appropriate?

Selections will contribute to the breadth of representative viewpoints on controversial issues and noted for strengths rather than rejected for weaknesses. They may have words or ideas that deal with issues or human qualities not recommended as ways for a Christian to speak or act, but are identified as important for students to understand within the storyline. At Iron Academy, we believe exposure to controversy in a controlled environment persistent in teaching a Biblical worldview is critical in the spiritual and emotion growth for young men hoping to become Godly leaders.

These additional criteria will be used to determine conformity to our standards.

Language: Inappropriate language is defined as profanity or obscenity. If a significant amount of inappropriate language is found in a book under consideration, the book will be rejected. If the offensive language is infrequent or appropriate in context, the selection may be considered based on other merits for acceptance or rejection.

Sex: In materials in which the subject of sex is taught, described or mentioned: Is the element of sex functional and necessary to the story? Is it mentioned or explicitly described? What is the moral tone of the entire work? Materials of sexual identity exploration will be considered on its other merits for acceptance or rejection. Iron Academy has no interest in including literature of any explicit sexual content. In regard to sexual content, Iron Academy will always use chosen materials to reinforce and affirm the biblical standards of man and woman.

Doctrine: Concerning Christian doctrine, the adopted materials should be reasonably balanced on those matters in which Christians differ by denominational traditions. Selected materials will not be used to advocate justification by works, express disrespect for the local church, and/or any other doctrine contrary to Iron Academy's Statement of Faith. In addition, selected material will allow for the integration of a distinctively Christian perspective and Christian discernment on issues and are not openly or covertly hostile to a Christian perspective. Discussion is encouraged so students will know the full spectrum and depth of the doctrinal teaching.

Presentation of God: Works that show God as unfair or mythical or misrepresent the person, and nature of Christ (such as Night) will not be taught as Truth, but will be taught in context of Christ's role as Savior, Redeemer, and the Son of God.

Fantasy/Science-fiction: Unless books of fantasy contain a significant amount of evil or evil triumphs over good, they will be considered separately on their other merits for selection or rejection. We believe that fantasy is integral to cultivating the imagination of a student. Fantasy books that contain magic, witches/wizards, or fantastic creatures (such as Narnia) will be selected primarily based on their demonstration of virtue and read in a Biblical worldview that rejects the veracity of such powers, while simultaneously acknowledging the creativity and imagination of the human mind.

Historical Fiction: Reading Historical Fiction is a venue for learning from characters who are challenged and shaped by the world in which they lived. At Iron Academy, we desire our young men to learn the virtues of Godly manhood from a variety of sources. By studying historical fiction, we will be able to glean some insight from literary characters in each historical context in order to learn what it means to be a man in an ever-changing and fallen world as we play our part in the historical narrative of God's creation.

Treatment of Controversial Subjects: Whether fiction or nonfiction, works will be evaluated by the Iron Academy faculty and staff. Materials dealing with drugs, suicide, immoral lifestyle, violence, etc. will be evaluated by these questions:

- Is the element informative or sensational?
- Is it instructively descriptive or explicitly descriptive?
- Is it accepted as the norm?

- What is the moral tone of the work?

Diversity

Believing that God created man in His image, Iron Academy wants to utilize materials that reflect the community it serves. Therefore, it will make intentional decisions to adopt curricular materials that represent many religious, ethnic and cultural groups and their contributions to our national heritage and global community while maintaining a Christ-centered worldview. The selected materials on different lifestyles, i.e. sexual orientation, will be limited.

Challenged Materials

Materials will be chosen with thoughtful attention to their appropriateness for a Christian school. The school should provide a wide range of resources on all levels of difficulty with a diversity of appeal and different points of view.

Currently the process for handling complaints requires a written complaint emailed to humanities@ironacademy.org. Challenges of materials will be viewed by the entire Humanities Department. A prompt response and resolution will be communicated to the person questioning the material.

ACADEMIC POLICIES

Grading Policy to Match our Educational Philosophy

The goal of our grading policy is to promote an exemplary and life-changing level of scholarship and to help the faculty better stretch each student appropriately. Our system, Targeted Grading, perfectly matches what we are trying to achieve with our educational philosophy, Targeted Learning. In particular, scores of “97-100” will be the result of truly exceptional scholarship. Students who are not yet capable of fully achieving our Targeted Learning goals will have ample opportunity to achieve significant learning and acceptable grades.

Our rubric-based system is verified by extensive research to be the most effective and is based on the work by Robert J. Marzano, et al, in their book Formative Assessment and Standards-Based Grading. See especially chapters 2-4.

Grade Weights

Summative: 30%

This category will be for summative grades only. Summative grades by definition are designed to assess how much a student has retained at the end of a unit. Tests are not the only method for doing this, but they are the primary means. Weighting in this category should remain at a 1. It is incumbent upon the teacher to ensure that all summative grades are as comparable as possible. Teachers must have at least 3 grades in this category but no more than 5 to preserve the intended importance of summative assessments. No drops are allowed in this category.

Pre-Summative: 30%

This category will be for grades that directly lead up to a summative grade. This category could include quizzes that lead to a test, a rough draft leading to a major writing assignment, etc. Weighting in this category should remain at a 1. Teachers must have around 5 assignments in this category but no more than 15. No drops are allowed in this category.

Formative: 40%

This category is for homework, classwork, participation grades, etc. that are entered frequently. The weighting will be a 1, and there will be a minimum of 15 grades in this category. One drop for every 20 grades is permissible at the discretion of the teacher.

Semester/Year Course and Exam Weights

Comprehensive exams for each course will be scheduled in the last 2 or 3 days of each semester.

Final Grade weighting for 90-minute class

For classes that complete a year's worth of material in 90-minute class periods over half of a school year, there is one final exam at the end their term. The grade weighting for the final grade will come from:

- 45% weighting for first term grade for middle school.

- 45% weighting for second term grade for middle school.
- 10% for Final Exam at end of course for middle school.
- 40% weighting for first term grade for high school.
- 40% weighting for second term grade for high school.
- 20% for Final Exam at end of course for high school.

Final grade weighting for 45-minute class

For classes that complete a year's worth of material in 45 minutes class periods over the entire school year, there is a midterm exam at the end of the first semester and a final exam at the end of the school year. The grade weighting for the final grade is the same as above.

Year grade weighting:

- 50% Fall semester grade
- 50% Spring semester grade

Grading Scale

Letter Grade	Numeric Grade	Academic Level GPA	Honors Level GPA
A	90 to 100	4	5
B	80 to 89	3	4
C	70 to 79	2	3
D	60 to 69	1	2
F	0 to 59	0	0

Grade averages are rounded to the nearest whole number. Quality points will be applied as the chart above shows. Students in AP courses must take the AP exam in order to receive the AP quality points. Students in AP courses who do not take the AP exam will receive honors quality points. It is expected that students will attempt their best effort on the AP exam.

Homework Policy

Iron Academy teachers make every effort to ensure the homework is efficient practice or preparation for the student. The following time targets are for the average student per class by grade:

- 6th grade: less than 20 minutes per class for 1st semester, less than 25 minutes for 2nd
- 7th grade and 8th grade: less than 30 minutes per class
- 9th grade and 10th grade: less than 45 minutes per class
- 11th grade and 12th grade: less than 60 minutes per class

The Low or Failing Grade Report

Student grades will be reviewed weekly to ensure that all students are in good academic standing. If a student's grade in any class falls to a 69 or below, they will be placed on the Low or Failing Grade Report. Teachers and parents will be notified each week of who is on the Low or Failing Grade Report. This is an effort to identify areas of concern and address any issues before the student falls too far behind. If parents receive an email stating their

son is on the report, they should use the app or Family Portal to check his grades.

If a student is also on an athletic team and has more than one course grade at a **64** or lower after two consecutive weeks, he will be officially placed on **Academic Probation**. The Athletic Director and Coach of the team will speak with the student about a plan of action for bringing up his grades. Participation in practices and games may be revoked until the grades are brought up.

Frequent appearances on the Low or Failing Grade Report may result in other disciplinary processes, such as: loss of Leadership position, loss of Challenge Coin, loss of any Tennyson Scholarship or other scholarship money, etc.

Academic Integrity Policy

Academic Integrity is an integral part of school culture at Iron Academy. A student cannot live up to our Honor Code unless he is also committed to academic integrity. A student who lies, cheats, plagiarizes, copies work or otherwise fails to uphold academic integrity is, by default, not upholding the portion of the Honor Code stating he will “speak true”. Any student who is found to be in violation of Iron Academy’s standards of academic integrity, either by engaging themselves or enabling others, will receive a Heavy Rod and all consequences associated with a Heavy Rod, including but not limited to, a suspension. A second offense will result in dismissal from Iron Academy.

Repeat Courses Policy

Any student may request to repeat a completed course to either improve their final grade or to improve overall understanding of the subject material. The student must make this request to the executive leadership team. Prior approval must be received if students prefer to make outside arrangements to retake a course at an alternative accredited institution. If the previously completed grade was passing, then both grades will show on the student’s transcript, but only the higher grade will factor into the student’s unweighted and weighted GPA. If the previously completed grade was failing, both grades will show on the transcript and both grades will factor into the student's unweighted and weighted GPA.

Honor Roll

At the end of each quarter, students will be recognized for all A honor roll and A/B honor roll. A student can have any combination of both A and B grades to be on the A/B honor roll. A student must have only A grades to be recognized for A honor roll. Note, that this is based on the letter grade in the class and not the GPA calculation. While a C in an Honors class is equivalent to a B in a standard course based on GPA, the Honor Roll is based on letter grade so the student would not qualify for the A/B Honor Roll.

Student Records

Student records are kept securely and in accordance with NC Law. Applications, enrollment packets, academic, and attendance records are kept online via FACTS SIS. Copies of these items, as well as any additional records in paper form, are kept in a student file in a locked, fireproof cabinet in a secured office.

Students who transfer to another school will have their records send upon request from the new school once their financial account with Iron Academy is cleared. Parents who owe a balance on tuition, fees for lost or

damaged property, etc will need to pay in full before records are released.

Promotion to the Next Grade

Middle School Promotion: Students must pass English, math, *and* either history or science in order to be promoted to the next grade level. If the student makes more than 2 F's in a major subject area, the student will be required to repeat the grade. No more than 2 subjects that are failed during a school year may be made up during a summer course. Summer courses should be arranged and paid for by parents.

High School Promotion: High school students must successfully acquire the number of course credits necessary to move up to the next grade level or to graduate. Each 90-minute half year course or 45-minute year long course is 1 credit. If the school is unable to accommodate a modified schedule to repeat a course, students may be unable to be promoted to the next level unless courses are made up over the summer. Summer courses should be arranged and paid for by parents. Please note that the graduation requirements in another section of the handbook. To ensure students stay on track to graduate, high school promotion requirements are as follows:

- Freshman to Sophomore: 6 credits including 1 English and 1 Math
- Sophomore to Junior: 12 credits including 2 English and 2 Math
- Junior to Senior: 18 credits including 3 English and 3 Math
- Senior to Graduate: 24 credits of Iron Academy's minimum graduation requirements that meet our distribution requirements

High School Graduation Requirements and Honors Distinctions

1. Academic records from grades 9 through 12 will be used as criteria for graduation.
2. To graduate from Iron Academy, a student must earn a minimum of 24 credits that are distributed according to the chart, "Iron Academy High School Graduation Requirements and Honors Designations."
3. Honors, Advanced Honors, and Highest Honors awards will be earned as prescribed in the chart below. A student must meet both the requirements for unweighted GPA and the specified minimum distribution of credits to receive a specific honors recognition.
4. Students are required to attend Crucible Camp and Forging Camp for their graduation requirements unless granted a waiver if the student first enrolled in IA in 11th or 12th grade.
5. Students must take the SAT or ACT exam and Iron Academy must receive results prior to graduation.
6. Students who are transferring credits to Iron Academy may receive credit for previously completed work when Iron Academy receives sufficient documentation of their previous work. Secondary Principals and/or the Chief Executive Officer are authorized to accept this work toward Iron Academy graduation requirements so long as the courses have similar course objectives and similar time of study.
7. Students must be entrusted with their Challenge Coin to graduate formally from Iron Academy. Please see Challenge Coin policy for more information regarding Juniors and Seniors.
8. Due to the intentionally small size of our graduating classes, Iron Academy does not use or report Class Rank.
9. The student earning the highest weighted GPA in each graduating class will be named Valedictorian. The student earning the second highest weighted GPA will be named Salutatorian. This determination will be made at the end of the senior year. In the event of a tie, Valedictorian and Salutatorian will be determined by the average of their numeric grades from 9th through 12th grade. Study Hall course grades are not factored into student Grade Point Averages.

Iron Academy High School Graduation Requirements and Honors Designations

Type of Diploma:	Minimum HS College Preparatory Curriculum	<i>Honors Graduate</i> 3.25+ GPA	<i>Advanced Honors Graduate</i> 3.5+ GPA	<i>Highest Honors Graduate</i> 3.75+ GPA
Minimum Total Credits:	24	24.4 24*	25.8 25.4*	26 25.8*
English	4	4	4	4
Math	4	4	4	4
Science	4	4	4	4
History	4	4	4	4
**Bible/Philosophy	4	4	4	4
***Required Foreign Language	2	2	2	2
***Elective: Additional foreign language or pre- approved elective	1	1.4 1*	1.8 1.4*	2+ 1.8+*
**P.E.	1	1	1	1

**Students transferring into Iron Academy after the ninth grade may have the Registrar approve electives and extracurriculars to be substituted for PE or Bible credits.

***For all students, at least 2 credits of foreign language must be successive in the same language. Students may choose to take additional foreign language courses to fulfill their graduation credit requirements or take a pre-approved elective course. See the section on Electives and Dual Enrollment for more information on these types of courses.

Policy on Accelerating High School Math

IA is already on an accelerated schedule for math, offering Algebra 1 in the 8th grade. This track naturally culminates in the opportunity for AP calculus as a senior, which is the highest level of high school math offered by IA. Should any student accelerate further, for example, by taking math courses over the summer, the families will need a plan for what will happen when the student is a senior (or possibly earlier) and could potentially be out of HS Math options.

- Although HS math credits can be achieved during middle school (although not factoring in a high school GPA), many colleges will want to see a math course each year of high school, and these courses need to follow a logical progression of thought.
- Taking a class that is not grade level often affects other parts of the schedule and sometimes may not be possible at all (for us to accommodate). Additionally, if IA can't fit the higher level into the student's schedule, options outside of IA would have to be pursued (by the family involved) for the course. Any cost associated with these non-IA courses would be the sole responsibility of the family involved.
- If acceleration is still desired, the following criteria must be met:
 1. The student must have an average of 97 (or higher) in their current math course.
 2. The student must have a stanine of 9 for a composite math score as well as a national percentile ranking of 97 or higher. This test must be nationally recognized and is subject to the approval of Iron Academy.
 3. The student must have a recommendation from their current math teacher to accelerate.
 4. The student/family must submit a plan of action to IA (Academic Affairs Coordinator or Principal) for how they plan for a) ensuring their son will have a math course each year of high school and b) being able to provide the needed accelerated math if IA cannot fit it into the student's schedule.

Transcript Revision Policy

If a student or parent believes an error has been made on his official transcript, the family must submit a written request to the front office for the revision. After being reviewed by the Registrar and executive leadership team, approval for corrections and/or revisions may be made to the official transcript.

Study Hall Policy and Procedures

- Study Hall is an opportunity to reduce the homework load. It must be a quiet, peaceful time with no interruptions unless certain school related circumstances are deemed necessary.
- Students must enter Study Hall ready to be productive with all the materials needed to be productive, quiet, and self-contained.
- Students may use their personal laptop computer in study hall to work on assignments, study, pursue approved dual enrollment coursework, college research, etc. Students may not use computers to watch videos, play games, or engage in non-academic activities.
- Students may use headphones to listen to music while using their time efficiently. Music, videos, and other digital content may not be shared.
- Study hall teachers must be able to easily determine that a student is using their time wisely by observing their screens or what they are working on.
- Students may not borrow Iron Academy computers or another student's computer for study hall.
- Students will receive a daily grade which will reflect how well they utilized their time during study hall. This grade will not calculate into their GPA. The grade is a tool to help parents and staff ensure the student is using study hall time properly.
- No food is to be consumed in study hall. Students should use appropriate break times throughout the day for eating.
- Study hall teachers reserve the right to make reasonable exceptions to these study hall rules. Teachers also have the ability to remove a student's ability to use a computer or headphones if they deem he is using them inappropriately.
- Study Hall course grades are an indication of a student's focus and work and are not factored into student Grade Point Averages. Students will receive a daily grade for Study Hall as prescribed below:
 - 0=failure to engage for the majority of the period or grossly distracting behavior
 - 15=the student's failure to conduct himself appropriately prevented the teacher and/or other students from being productive
 - 25=failure to engage during an extended portion of the class or distracting the class
 - 50=poor engagement during class and/or distracting behavior
 - 75=mostly engaged in self-contained, productive study hall habits and not a distraction
 - 85=almost entirely engaged in self-contained and productive study hall habits, not distracting in any way, and quiet
 - 100=entirely engaged in self-contained and productive study hall habits, not distracting in any way, and quiet
 - Study Hall grades below 70 will appear on the Low or Failing Grades Report and on transcripts and report cards.

Cell Phone and Smart Watch Policy

- Cell phones and smartwatches must remain in the student's locker from arrival to departure. There are no exceptions during the school day except when going to lunch off-campus.
- If a student violates the phone or smartwatch policy, they will receive the staff for misuse of technology and their device will be turned in to the front office. Habitual offenses may result in the device being confiscated and only a parent will be allowed to collect the device.
- Any cell phone, smartwatch (on or off), or other digital device not explicitly approved for a particular assessment observed in any testing or quizzing environment will be interpreted as cheating and will result in a zero for the assessment, round table, and suspension for one day.

Student Technology Hardware Requirements

Our policy at Iron Academy is to strategically incorporate technology when it facilitates the educational process. If it inhibits learning or fails to add value, we will limit it accordingly. As we see our young men mature and learn how to better use technology, we will incorporate it more frequently. Teachers will specify when a laptop is to be used in the classroom and how.

High school students are required to have a laptop they can bring to school as needed that conforms to these specifications:

- Iron Academy's Office 365 installed & ironacademy.org email operating
 - (no cost to the student for Office 365)
- Webcam
- Audible microphone

All students are required to have a laptop or desktop available at home that meets the following requirements:

- Iron Academy's Office 365 installed & ironacademy.org email operating
 - (no cost to the student for Office 365)
- Webcam
- Audible microphone
- Functioning printer
- Wi-fi or ethernet access with appropriate bandwidth for video conferencing

Phones and other electronic devices are not to be visible, audible, or otherwise noticed throughout the day without explicit teacher approval for that moment.

ATTENDANCE POLICIES

Absences and Tardiness

Regular attendance in classes is essential to the success of a student's school experience because absences from school impact learning. Therefore, we expect students to attend and participate in all classes. While some absences are inevitable and unavoidable, we ask that parents try to schedule appointments after school or during vacations. The following attendance policy is designed to promote faithful attendance and ensure optimal student performance. The State of North Carolina requires that students be in class for a minimum number of seat hours to receive credit for that class towards graduation. Students must be at school for more than half of the regular school day to be counted as present.

Examples of Excused Tardies:

- Traffic related issues (unless habitual)
- Weather-related issues (unless habitual)
- Medical, Dental appointments

Examples of Unexcused Tardies:

- Running errands, getting gas
- Oversleeping, alarm clock issues
- Finishing homework, studying, etc
- Habitual traffic related issues
- Habitual weather-related issues

Administration reserves the right to make any determinations on excusing tardies and absences.

Consequences of Unexcused Tardies/Absences:

- Each Unexcused Tardy will result in a Staff and a zero for any missed classwork.
- Each Unexcused Absence will result in a Rod and zeroes for any classwork, quizzes, or tests.

Consequences of Excessive Absences:

- Due to the unique nature of Iron Academy's mission, attendance is important to building our school culture of biblical manhood. If a student misses more than 10 of a semester long class or 20 of a yearlong class, the student will be declared ineligible to reenroll pending review by the Iron Academy Administrative team, which reserves the right to make exceptions in extreme situations. Additionally, students are subject to failing courses where absences have exceeded the aforementioned limits.
- Unexcused absences will result in zeroes on all academic work due each class and day the student is considered "unexcused absent". All absences should be resolved/documented within 24 hours of return to school. All unexcused absences are permanently recorded upon the end of the quarter without opportunity for appeal.

Consequences of Excessive Tardiness

- If a student is more than 30 minutes tardy in a 90-minute class or 20 minutes tardy to a 45-minute class, then he will be considered absent.

Absence and Tardy Notification Procedure

If a student must be absent or tardy, the parents are required to send a message as soon as possible to attendance@ironacademy.org or call the school office at 919-977-8811. Verification of the reason for the

absence is required for it to be an excused absence. Verification is required on the first day of absence or immediately upon return to school.

Extended or frequent absences will require documentation provided by a physician explaining the reason for the absences in order to be excused and allow make-up work to be done. If a student cannot provide medical reasons for extended or frequent absences, they will be considered unexcused and may result in failure of the courses or grade level.

Illness Policy

If a student gets sick, it is often most appropriate to keep him home from school. A student who is sick will not be able to perform well in school and is likely to spread the illness to other students and staff. Our school guidelines state that you should not send your child to school if he has any of the following:

1. Fever in the past 48 hours
2. Vomiting or Diarrhea in the past 24 hours
3. Strep Throat – (must have been taking an antibiotic for at least 24 hours before returning to school)
4. Bad cold, with a very runny nose or bad cough, especially if it has kept him awake at night
5. Head lice – live bugs or nits (lice eggs)
6. Rash
7. Pinkeye – (must be on antibiotic eye drops for 24 hours, which includes 4 doses, before returning to school)

In cases involving extended or chronic illness or extreme circumstances, exceptions may only be considered with a conference involving the principal, parents, and student. If a student is unable to participate for an extended period of time in a physical education class, the student will not receive credit for the class. Denial or granting of credit beyond the maximum number of absences is at the discretion of administration.

Make-Up Work Policy

- L – An “L” will be used as a place holder when a student was present when the work was assigned and simply has not turned the work in on time. The “L” should be a signal that the assignment will be counted as “Late.”
- A – An “A” will be used as a place holder when a student was absent and needs to complete the assignment. The “A” should be a signal that the assignment is from when the student was “Absent” and the work needs to be completed and turned in.
- E – An “E” will be used as a place holder when a student was absent and does not need to complete the assignment (ex: missed a participation grade for a class discussion). The “E” should be a signal that the assignment is from when the student was absent, but he cannot complete the assignment and has therefore been “Excused” from it.
- *Students missing class for a planned trip must complete assignments **prior** to the trip.
- All circumstances will be considered.
- Make-up work will not be accepted for unexcused absences. If an absence is unexcused, the student will receive a zero on those missed assignments, quizzes or tests.

Middle School Assignments

Late “L” Work Policy

- 20 points will be taken off per day, after day four the “L” will be replaced by a 0.
- Same day (no rescue) work will be accepted for 10 points off.

- Students may not participate if missing the assignment means inability to add to class discussion.

Late “A” Work Policy

- For assignments missed from 3+ consecutive, **excused** absences, parents and student will be given a completion schedule by teachers. If the completion schedule is not fulfilled by the agreed upon deadline, the student will make a zero grade on any assignment on the schedule.
- Assignments missed during an unexcused absence will receive a zero and will not be allowed to be turned in late.

High School Assignments

Late “L” Work Policy

- 25 points will be taken off per day, after day three the “L” will be replaced by a 0.
- Same day (no rescue) work will be accepted for 15 points off.
- Students may not participate, if missing the assignment means inability to add to class discussion.

Late “A” Work Policy

- For assignments missed from 3+ consecutive, **excused** absences, parents and student will be given a completion schedule by teachers. If the completion schedule is not fulfilled by the agreed upon deadline, the student will make a zero grade on any assignment on the schedule.
- Assignments missed during an unexcused absence will receive a zero and will not be allowed to be turned in late.

Field Trips and Academic and Athletic Contest Related Absences

Students who will be absent from class for a school co-curricular event are responsible to take the missed assessments (quizzes, tests) before departing campus. Any papers or projects must be turned in before the student leaves campus. Students are also responsible for contacting their teachers directly (face-to-face or email) before the scheduled event regarding the missed class and homework. The only exceptions allowed are determined by the teacher.

EXTRACURRICULAR ACTIVITY POLICIES

Athletics Participation

Any student wishing to participate in athletics must have a current athletic physical on file with the school prior to the first day of practice/tryouts. Each student who is selected to be a member of an athletics team will pay a team participation fee as determined by the Athletics Director. Each student who is selected to be a member of a team will sign a ‘Player Pledge’ acknowledging understanding of the expectations regarding conduct and sportsmanship; parents are also required to sign the Pledge. The Pledge is to be signed by parents and players and returned to the head coach prior to the first contest of that season. All team uniforms are the property of the school and must be turned in immediately following the conclusion of the season. Uniforms that are altered, not returned in good condition, or not returned at all may be subject to a fee as determined by the Athletics Director. All players must abide by the code of good sportsmanship and maintain their academic eligibility, as well as appropriate conduct. See the section in the handbook on Academic Probation for information on the consequences of Academic Probation on participation in athletics. In order to participate in any athletic event after school, a student must have attended for more than half of that school day.

Club Activities

Iron Academy offers various clubs throughout the school year. Participation in club activities may require a fee. All students must maintain their academic eligibility, as well as appropriate conduct, in order to participate in club activities. See the section in the handbook on Academic Probation for information on the consequences of Academic Probation on participation in clubs.

FACTS FAMILY PORTAL

Iron Academy uses the FACTS school web portal for grades and school information. Information accessible in FACTS includes: directory of families with their home addresses and contact information, grades, absences, homework assignments, and a calendar with notation of school holidays.

How to Log In

- 1) To log in, go <https://factsmgmt.com/> and click on the blue box in the upper right for “Parent Log in” and choose the FACTS Family Portal (ParentsWeb) option. You can also find the login link on the ironacademy.org website on the upper right side of the screen.
- 2) From the next screen, use the same login information from when you enrolled online through the school website using the FACTS/RenWeb’s interface. The district code is **IA-NC**.
- 3) It will take you directly to your family’s home page, shown below.

How to Update Your Family’s Contact Information

After logging in, click on the School tab on the left of your screen and you’ll see an option appear for Web Forms. Then click on the Family Demographic Form that will then open a page with buttons to various types of information to update: Student Demographic Form, Student Medical Form, Custodial Parent Forms, Emergency Contacts, Transportation, and Grandparents. Be sure to click on the SAVE button at the bottom of each screen that you update. It is essential to update **all forms as soon as there is a change** so that we have the correct contact information for students, parents, emergency contacts, and transportation contacts. We will contact the people on these lists as appropriate for a variety of reasons: weather emergencies, cancellations, extra-curricular schedule changes, etc. If this information is incorrect, you may not receive the update.

There is additional pertinent information in the School section. You can see a Calendar that will list the school holidays, a Directory that lists family contact information (click on the student’s name for a box to pop up with additional contact information), and a list of your son’s Classes.

How to Find Grades and Homework Information

After logging in, open the Student section to see options for Grades, Homework, Lesson Plans, Report Card, and Attendance.

Phone App

The Iron Academy app available in the App Store or Google Play is the best way to stay in contact with what is happening at IA. The app is the primary source of information, updated calendars, and notifications.

HONOR CODE AND BIBLICAL MANHOOD TRAINING

Founding of our Honor Code

In 1859, Alfred, Lord Tennyson published *Idylls of the King*, a strong reminder of Arthurian ideals. Gareth, a young man hoping to join the Round Table, proclaims why he was created: to “live pure, speak true, right wrong, [and] follow the King.” Gareth then asked rhetorically, “Else, wherefore born?” Indeed! Were we not born to bring glory to our King?

A few years later, Robert Lee assumed leadership of Washington College and insisted on a new honor code for all students. He argued that each young man should always “conduct himself as a gentleman.” As a growing disciple of Christ and a legendary gentleman himself, Lee knew the Christian gentleman would necessarily be a model of manhood.

The Iron Academy Honor Code, *I will always conduct myself as a gentleman, live pure, speak true, right wrong, follow the King*, is rooted in two imperfect men’s efforts in the 1850s and 1860s to reclaim God-honoring manhood. One hundred and fifty years later, Iron Academy renews the call for a nobleness of mind and spirit built daily upon a rock-solid standard of moral behavior.

Rites of Passage

THE CRUCIBLE

The first Iron Rite of Passage (the Crucible) will be for all students when they are initially entering Iron Academy. A special retreat will close a chapter of the boy’s life and begin an entirely new existence as a young man and an Iron Academy student. It will separate the new student from his former self, teaching that the team is more important than the individual, that diligence, respectfulness, decorum, self-discipline, physical rigor, and accountability are the norms both for Iron Academy students and for godly men.

Upon successful completion of the Crucible Camp retreat, the student will be assigned membership into one of three tribes which he will be a part of for the duration of his connection to Iron Academy as either a student or a graduate. The tribes are named for King David’s three mightiest warriors: Eleazar, Josheb, and Shammah.

THE FORGING

The second Iron Rite of Passage (the Forging) covers the ninth and tenth grades and will underscore how a young man must depart from the life of receiving and inaugurate a new life of giving. The separation stage will begin with a significant retreat for a student’s first or second year of high school. Similar to the training camp of the first Iron rite, this retreat will close a chapter of the young man’s life, beginning an entirely new phase of development.

This retreat will emphasize training in biblical manhood, how to deal appropriately with the increased demands from him as a student of Iron Academy, and leadership. All will be expected to mentor assigned sixth

through eighth grade students. They will be expected to encourage all younger students and will assist in the training of the first rite of passage candidates.

The values of giving and serving will hold primacy for all young men in the second Iron rite; they will give to/serve their parents, their community, their school, and their church in a much more meaningful and intentional way than either their Crucible mates or their peers in other schools. They will have many more and increasingly complex responsibilities than previously, yet still less than the juniors and seniors in the third rite of passage.

Blade Maintenance Days

One of the best tools we have to affect and measure desired outcomes for biblical manhood is called Blade Maintenance. Blade Maintenance Days occur at least three times a year. If handled with integrity, courage, grit, and kindness, each day contributes to a beautiful, transformative process where **iron truly sharpens iron**.

We create Blade Maintenance questions to cause the student to look inwardly at how effectively he is living out the Honor Code at home, in school, at church, and beyond. Prior to the Blade Maintenance Day, we ask parents to meet with their sons and take some time to compare thoughts with one another as the young man works through the questions, so that he has the opportunity to see from his parents' perspective how they believe he lives out the Code. On Blade Maintenance Day, students meet in groups with their peers, tribe members, and teachers to discuss each other's answers to the questions. The goal for the day is to celebrate the growth of each young man and illuminate areas in his life that need improvement.

This "sharpening" reflects the intentional efforts of the people in each young man's life who love him and want to see him become the man God created him to be!

Furthermore, the Blade Maintenance process also demonstrates to each young man that he does not walk alone as he strives toward the goal of biblical manhood. As the student answers each question with honesty and transparency, the results should serve to both encourage him for his progress and exhort him to continue, or even raise, his trajectory of growth in many ways.

Accountability Days

A minimum of two Accountability Days are held each school year. On these days, students and their parents come to school for their conference time. During the conference, each young man will lead the meeting in front of at least one parent and several faculty to give an account for how he is growing as a gentleman scholar, drawing closer to Christ, and seeking new ways to serve and lead at school, at home, and in the church. Hopefully, the young men will see a growing partnership between parents and teachers; a partnership designed to benefit them, and one that seeks the best from them.

Honor Code Marker/Challenge Coin Policy

Marker/Challenge Coin Eligibility:

1. A student becomes eligible after attending Crucible Camp and at least one full quarter at Iron Academy.
2. A student may become ineligible to receive a Marker/Challenge Coin if:
 - a. he has received consequences preventing him from qualifying
 - b. he has appeared on the Low/Failing Grades Report for three or more weeks in the previous or current quarter
3. The student must have parental approval PRIOR to receiving a Marker/Challenge Coin.

Process for Marker/Challenge Coin Removal:

1. A staff member, student leader, or parent can request a Hebrews 12 Meeting for a wayward student, followed by a review period, which will be determined on a case-by-case basis.
2. The student's behavior and effort will be evaluated during a probationary period (case-driven).
3. The young man's parents will be informed.
4. Follow-up with the student at the conclusion of his probation with restoration or removal of a Coin.
5. The school leader will make a Marker/Coin forfeiture/removal announcement if necessary.
6. The student may have to surrender his Marker/Challenge Coin at Convocation.
7. The length of time that a student is without a Coin will again be determined on a case-by-case basis.
8. A young man may surrender his Coin at any time if he believes that he is unworthy of possessing it because he is dishonoring the Code in some way. His Coin will be restored once he has confessed and corrected his Code-offending behavior(s).
9. A student's Markers/Challenge Coin can be removed as a consequence of a Round Table as well.
10. A student's Keeper and Staff Keeper may petition together to have the Round Table consider returning a Challenge Coin to a student who has forfeited the coin.
11. A Round Table or extraordinary situation may require immediate forfeiture of the Challenge Coin.

Reasons that might justify Challenge Coin Removal without a Round Table:

1. A student repeatedly dishonors the Code and has received multiple warnings or other necessary consequences, like burpees, that appear disregarded based on the student's choices.
2. The student repeatedly fails to intentionally add value to his environment or to reject passivity.
3. The student is unwilling to uphold his responsibilities as a gentleman scholar.
4. The student often disregards the Code outside of school and the IA staff is made aware of it.
5. The student has broken the Code in some way outside of school and the IA staff is made aware of it.
6. A Round Table or extraordinary situation may require immediate forfeiture of the Challenge Coin.

Process for Challenge Coin Return:

1. In order for a Coin to be returned to a student, the student MUST demonstrate and articulate his Coin-worthiness to parents, staff and student leaders.
2. The wayward student must have confessed and corrected his Code-offending behavior(s).
3. The young man must reconcile with those who were hurt or offended by his actions.
4. The student must exhibit a positive trajectory, for a specified period of time, free of the offenses that resulted in his Coin being removed in the first place.

Challenge Coin Information for Seniors:

Rising seniors must have their coin by the end of junior year. If not, they will be on probation to begin their senior year. They must earn their coin by the end of first quarter of the senior year. Students will lose right to graduate from Iron Academy without a coin unless the IA Administrative team exercises the right to make an exception.

Challenge Coin Contract

You have joined the ranks of a select group of men who have taken up the mantle of biblical manhood, not unlike the knights of King Arthur's Round Table who took it upon themselves to understand, practice, and teach their code of chivalry. You have declared yourself and have been deemed worthy of practicing and modeling the Iron Academy Honor Code: "I will always conduct myself as a gentleman, live pure, speak true, right wrong, and follow the King." You have also been entrusted with a responsibility none of your peers outside of Iron Academy has experienced: as a member of the Iron Academy Round Table, you have the responsibility and burden to sharpen your Iron Academy brothers and to hold them accountable to the Honor Code (Proverbs 27:17).

Symbolic of your lifelong commitment, your responsibility, and your burden, Iron Academy today issues you Honor Code Challenge Coin number COIN NUMBER. You will protect this Coin and you will use this Coin. You will pass it along to your son or grandson or great-grandson. You will share this with your wife, reminding her that you know who you are in Christ and that you have been honed for true biblical manhood. It will be a constant reminder of who you were designed to be by the Creator of the universe. Treat it accordingly. This Coin, with few exceptions, is for Iron Academy students, graduates, and staff.

Your participation in Iron Academy Round Table proceedings will depend upon the presentation of your Coin. Upon the time to vote in the Round Table, you will hold your peers "Accountable" by displaying your Coin Honor Code (black side) up. By displaying the shielded side up you will be indicating you are not holding your brother accountable, they are protected from punishment and "Not Accountable."

Your Challenge Coin is solid bronze and will last many generations in your family as a marker for your family's commitment to a legacy of biblical manhood. You will keep it as long as you are in good standing with Iron Academy either as a current student, as a graduate, as staff, or as a distinguished friend and ally of the academy. If you lose your Challenge Coin, it may be replaced for \$100. If you leave Iron Academy prior to graduation, you will kindly return the Challenge Coin, not as a punishment but as symbolic of leaving the Iron Academy community. If you are removed from the Honor Code Round Table, you must forfeit your Challenge Coin for the term of removal. If not forfeited, you will by signing here today give your word that you will immediately pay a \$100 fine. If you are ever deemed unworthy of holding the Challenge Coin by an Iron Academy Round Table in the future, you will forfeit your Coin immediately. You will always represent Iron Academy and the commitment to biblical manhood. Live your life accordingly as a disciple of Christ, being diligent to present yourself approved to God as a workman who does not need to be ashamed, accurately handling the word of truth, standing firm in the faith, and always acting like a man (2 Timothy 2:15 & 1 Corinthians 16:13).

My signature here indicates I fully commit to the solemnity, duty, and integrity of the Iron Academy Challenge Coin.

Name _____ Date ____/____/____

Consequences of Failure to Uphold the Honor Code

At Iron Academy, we use a “staff and rod” system to reach the young men in order to affect behavioral change. The Good Shepherd uses his staff as a means of gentle guidance and correction, while his rod is reserved for more firm direction. Similarly, a “staff” is given to a student who has violated the Iron Academy Honor Code in a minor way that will have more gentle consequences. A “rod” is given to a student who needs a more deliberate consequence to go along with his deliberate violation of the Honor Code. The list of offenses that merit staffs and rods was largely generated by, and voted on, by the student leadership team. Our disciplinary methodology is the result of student initiatives, overseen by the staff leadership. The goal of the staff or rod is to remind the student of his responsibility to conduct himself like a gentleman and to give the young man an opportunity to change the behavior.

A “Round Table” brings the offending student before all, or at least an appropriate portion of his peers, as well as at least three school staff members. All parties involved have an opportunity to be heard, and then the school staff decides on an appropriate consequence, or set of consequences, for the behavior(s) in question. Then, the students and staff collectively decide on whether the student should be held accountable for his actions, and receive the rebuke for his deeds, or perhaps there are circumstances that warrant a reprieve, and the student is deemed not accountable. Our hope in all of this is that the student will be reconciled to the Iron family by admitting his folly, vowing to diligently work on changing the ungentlemanly behavior(s), and accepting the judgment rendered by those present at the Round Table. The chart below demonstrates how the system works if the offending behavior(s) are not changed by the student in a timely manner.

Iron Academy Disciplinary Progression

The Progression:

1. A student appears to have dishonored the Honor Code and requires an initial conversation.
2. The staff member or tribe leader may choose to offer a warning for the infraction, or simply assign the offending student burpees, depending on the offense.
3. Should the student choose to respond in an argumentative or disrespectful manner, the consequences will be doubled. NOTE: This does NOT refer to *respectful* questioning, or an explanation that may clear up an initial misunderstanding of the circumstances. Every student should be able to offer a *respectful* explanation of his side of the events that lead to unpleasant consequences.
4. If the student has no defense for his actions, or his explanation is rejected, the offense is then categorized using the sheet of Code Violations & Descriptions for Staff & Rod offenses.
5. If the student continues to argue or becomes belligerent, he will be asked to call home and given a *ROD*.
6. All violations of the IA Honor Code have a demerit value. When a student accumulates 15 or more demerits, the student will have a *Hebrews 12 Meeting*. If a student accrues 20 or more demerits, or more than one *Hebrews 12 Meeting*, especially for similar offenses, the young man will have a *Round Table*.

A “*Hebrews 12 Meeting*” is a meeting between a wayward student, who has repeatedly broken the Iron Academy Honor Code, and his tribe leader, the school leader, at least one staff member and any other students who have witnessed the Code violations. The purpose of the meeting is to find out why the student in question is repeatedly breaking the Honor Code and what can be done to encourage a change in trajectory in order to bring about repentance. A record of the Hebrews 12 Meeting will be a part of the student’s disciplinary record at IA.

A “*Round Table*” brings the offending student before all, or at least an appropriate portion of his peers and staff members. All parties involved have an opportunity to be heard, and then the staff and the school leader decide on an appropriate consequence, or set of consequences, for the behavior(s) in question. Then, the students and staff collectively decide on whether the student should be held accountable for his actions, and receive the rebuke for his deeds, or perhaps there are circumstances that warrant a reprieve, and the student is deemed not accountable. Our hope in all of this is that the student will be reconciled to the Iron family by admitting his folly, vowing to diligently work on changing the ungentlemanly behavior(s), and accepting the judgment rendered by those present at the Round Table.

Staff Offenses:

1. *Minor Staff* infractions result in 25 burpees.
2. *Medium Staff* infractions result in 50 burpees.
3. *Major Staff* infractions result in 75 burpees.

All *Staff* offenses reset at the end of each quarter.

ROD Offenses:

ROD infractions require a minimum of 100 burpees, and require a supervised call home, during which the offending young man gives an accurate account of the circumstances that required disciplinary action.

All ROD violations against the Honor Code will re-set after 18 weeks from the last offense.

HEAVY ROD infractions result in a minimum of 100 burpees and require a supervised call home, during which the offending young man gives an accurate account of the circumstances that required disciplinary action. A Round Table will be scheduled where further consequences will be discussed and determined.

The Compounded Progression:

A student who habitually violates the IA Honor Code will receive compounded consequences for his actions. Please review the following:

1. *Three of the same minor staff infraction in a quarter* will require a *Hebrews 12 Meeting*.
2. *Two of the same medium staff infraction in a quarter* will require a *Hebrews 12 Meeting*.
3. *Three medium staff infractions of any kind in a quarter* will require a *Hebrews 12 Meeting*.
4. *Two major staff infractions of any kind in a quarter* will require a *Hebrews 12 Meeting*.
5. *Five staff infractions of ANY kind in a quarter* will require a *Hebrews 12 Meeting*.
6. *Two RODS equal a HEAVY ROD.*
7. As previously stated, a student who receives a HEAVY ROD will have a *Round Table*.

FINALLY:

1. Multiple ROUND TABLES in a *quarter* will require L-10 Team/Administrative discipline, with student expulsion a distinct possibility.

2. Multiple ROUND TABLES in a *year* will require School-wide Family discipline, again, with student expulsion a distinct possibility.

Should it be determined that In-School Suspension is the consequence, parents will be assessed a \$100 fee to compensate for the substitute teacher that will need to be called in to supervise the student.

Policy for Cannabinoid, Tobacco, Alcohol, Controlled Substances (Schedule I-V) and all Related Delivery Products

A further note on these products: The use of cannabinoids, tobacco, controlled substances, and related products (including electronic cigarettes, hookah pens, vaporizers, Juuls, vaping devices, and/or any nicotine, cannabinoid, or a device to deliver Schedule I-V substances) without a physician's prescription and prior approval by the Iron Academy administration is prohibited at all times while on Iron Academy property, within any Iron Academy facilities, or during any Iron Academy functions to include off-campus privileges. No person may use the above products in a personal vehicle while located on Iron Academy property or while attending an Iron Academy function. Any violation of the law regarding the above items made public and known to Iron Academy will be grounds for a Round Table proposing a minimum consequence of a suspension and, per the discretion of the Iron Academy Administration, may result in immediate dismissal.

The distribution (selling or otherwise) of tobacco and/or any related delivery devices on Iron Academy property or during Iron Academy functions or during off-campus privileges or to any Iron Academy student not legally allowed to partake in the substance at any time or place may result in immediate dismissal from the Iron Academy community without appeal to the Round Table. The failure to report the usage of tobacco and/or any related delivery devices on Iron Academy grounds or during Iron Academy functions to include off-campus privileges will carry a minimum consequence of a suspension from school.

The distribution (selling or otherwise) of cannabinoids, alcohol, controlled substances (Schedule I-V) and/or any related delivery devices on Iron Academy property or during Iron Academy functions or during off-campus privileges or to any Iron Academy student not legally allowed to partake in any of the above substances at any time or place will result in immediate dismissal from the Iron Academy community without appeal to the Round Table. The failure to report the usage of any of the above items on Iron Academy grounds or during Iron Academy functions to include off-campus privileges will carry a minimum consequence of a suspension from school.

STUDENT LEADERSHIP OPPORTUNITIES

Iron Academy's Active Leadership Development program entrusts young men to lead: to practice it, to mess it up, to study it in action, and to learn from real-world successes and failures. Our leaders will make important decisions, reject passivity, and learn to manage group dynamics. Much of the daily life at Iron Academy relies upon student-directed leadership, which includes setting the right example for future leaders. Convocation every morning is run by student leadership that regularly rotates. The entire school is cleaned daily as managed by student leaders. Much of the discipline is handled directly by students who uphold Matthew 18:15-17 principles, iron sharpening iron. Round Tables draw upon input from every student who has earned his Challenge Coin as they participate actively in the disciplinary process. Iron Academy students hold one another accountable for the Honor Code. They formulate the school rules each year, thereby taking ownership. Student leadership is a daily practice and has daily significance for every student. It isn't always pretty or perfect, but it is intentional, hands-on, effective, and life-changing. Student-directed leadership is the perfect complement to the Iron Academy Honor Code. It allows us to teach the students the code and how it influences daily life at Iron Academy. It then places most of the culture-building responsibility on the young men—where it should be. Our students have several opportunities to develop and refine their leadership skills as described below. Elected leaders must be in good academic standing. If a leader is on Academic Probation, he must forfeit his leadership position for the remainder of the term. Elected leaders should also demonstrate that school attendance is a priority. Any leader who is approaching excessive absences will be spoken to and may need to forfeit their position if they are not present at school enough to fulfill their duties. Elected leaders must also reject passivity. Choosing to not hold their brothers accountable, or doing so in a way that does not show love for their brothers, is detrimental to the culture here at Iron Academy and could result in removal from their leadership position.

School Leader

School Leaders are elected twice per year, at the beginning of the 2nd quarter to serve through 2nd and 3rd quarter and at the beginning of the 4th quarter to serve 4th quarter through the 1st quarter of the next school year, including at Crucible Camp in August. Students must possess their challenge coins, be in good academic standing, previously served as a Tribe Leader, and fulfill all other requirements to be considered for and voted on to fill the position. The School Leader participates equally in Roundtable discussions with the staff, initiates and conducts intentional mentoring of fellow students as needed, runs the daily convocation, works closely with staff on issues as they arise, and is usually the first student to be entrusted with a problem. Each summer the School Leaders are invited to participate in reflecting on and revising as needed the school's code of conduct. If the School Leader fulfills the requirements for the elective in leadership, he can receive 0.25 elective credits per quarter graded as pass/fail.

Tribe Leaders

Our student body is divided into three tribes named for King David's three mightiest warriors: Eleazar, Josheb, and Shammah. Each quarter, each tribe will elect its own tribe leader. Students must possess their challenge coin or all markers through Right Wrong, be in good academic standing, and fulfill all other requirements to be considered for and voted on to fill the position. Tribe leaders have significant responsibility for speaking for the tribe, being responsible for daily chores, monitoring the overall health of their tribe and tribemates, initiating Matthew 18 conflict-resolution principles, and consulting with Iron Academy staff members as needed. Each summer all previous Tribe Leaders are invited to participate in reflecting on and revising as

needed the school's code of conduct. If a Tribe Leader fulfills the requirements for the elective in leadership, he can receive 0.25 elective credits per quarter graded as pass/fail.

Crucible Camp Squires

Crucible Camp Squires are valuable mentors and encouragers of all entering students who attend Crucible Camp. They are responsible for helping to acclimate the new students, while also assisting the faculty in managing the week's rigorous activities. To be eligible to be a Squire, students must possess their challenge coins or all markers through Right Wrong, have previously served as a Student Keeper, and be in good academic standing. Based on this criteria, selected students will receive an invitation to be a Squire. Not every eligible student will be selected, as the number of squires needed varies each year based on the number of new students attending and other factors. Selected students will pay a reduced fee to attend Crucible Camp. If a Squire fulfills the requirements for the elective in leadership, he can receive 0.25 elective credits for each time he is chosen to be a squire, graded as pass/fail.

Student Keepers

High school students who possess their Challenge Coin or all markers through Right Wrong and in good academic standing may volunteer to be selected by faculty as Keepers. In this leadership role, the Keepers will meet daily with assigned middle school or non-coin holding High School students to encourage them in regards to the Honor Code. The Keepers will add a layer of encouragement and accountability for our younger gentleman scholars.

Student Marshall

Students eligible for Marshall must hold their Challenge Coins, must have previously served as a Tribe Leader, and be in good academic standing. The Marshall is appointed by staff each quarter and serves in support of the School Leader. The Marshall will also assume the School Leader role whenever the School Leader is absent. If the Marshall fulfills the requirements for the elective in Leadership, he can receive 0.25 elective credits per quarter graded as pass/fail.

GENERAL INFORMATION AND POLICIES

School Calendar

Iron Academy operates on a four quarter, two semester calendar from August to May.

Inclement Weather Policy and Make-Up Policy for Days Missed

School emergency closings will be announced as soon as a decision can be made through email, text alert and/or app notification, and FACTS/Renweb. All parents must update their family profiles within FACTS/Renweb in order to receive this timely information. When Iron Academy students are out for poor weather conditions, students should expect four hours of relevant classwork that their teachers will send them, a quick workout, and a service requirement that they will complete on the missed day. **This work is not optional.** All assignments will be submitted to be graded when we return to school. Why do we do this? Four hours of meaningful work is equivalent to a school day and will prevent our students from making up days during Christmas, Easter, on Saturdays, or having to extend the school year.

Medication Policy

It is the goal of Iron Academy to provide an environment for its students that is spiritually strengthening, intellectually challenging, and environmentally safe. With regards to the care for the physical needs of our students Iron Academy will adopt the following procedures with regards to medical awareness and proper distribution of appropriate medicines. Iron Academy will provide and maintain proper documentation for each student with regards to allergies, prescription medications, and parentally approved over-the-counter medications. These forms will be consulted in the event the student requires any medical intervention in these areas. These will include forms authorizing the school and its representatives to administer designated medications in accordance with proper dosing. Forms and information sheets necessary to assist those students with special needs with regards to allergies will be posted in specific locations designed to assist the staff in the event of an allergic reaction.

Parents who wish to have medication available, either prescription or over-the-counter, are to provide the medication to the school in its original container in a zip-lock bag clearly labeled with their son's name. Additionally, a notation should be placed on the bag if the medication needs to be refrigerated. Parents must resubmit the "Emergency Contact and Medical Release" form found in the IA website under the Families tab and then under Forms with each change in medication.

Immunizations, Diabetes, Asthma, and Food Allergy Treatment Plans

Per North Carolina law, all students must have up-to-date immunizations records or a religious or medical exemption on file with the school office. Students with diabetes, asthma, or a food allergy are required to have a treatment plan on file with the school office.

Dress Code

Iron Academy has students wear uniforms because of the benefits of neatness, unity, identity, and camaraderie. All clothing is expected to be in good condition with no noticeable tears or stains and be relatively wrinkle-free.

****Please mark all clothing and lunch boxes with the owner's name.****

This is so that it can be returned to him from the lost and found pile. Any lost clothing that is unclaimed per Lost and Found Policy will become property of Iron Academy.

Daily Uniform:

- Iron Academy collared shirt with embroidered school logo (dress or polo/golf style shirt) in burgundy, white, black, or gray.
- Pants or shorts must be chino material in school colors or khaki.
- Shoes should be athletic shoes; no sandals, crocs, slides, etc.
- Any pants/shorts with belt loops should be worn with a belt. DO NOT cut off belt loops to avoid wearing a belt.
- All clothing should be neat in appearance (clean, wrinkle-free, etc)

Outerwear:

- All outerwear (sweatshirts, jackets, etc) worn on campus must be Iron Academy. Non-IA outerwear is not allowed inside or outside the building.
- Acceptable outerwear includes: Athletic sweatshirts, IPF spirit wear, clothing purchased from online vendors.
- Hats or hoods may not be worn inside the school building.

PE Uniform:

- Iron Academy PE t-shirt, Iron Academy t-shirt, or plain, solid color t-shirt in Iron Academy colors. No sleeveless or tank tops.
- Athletic uniforms are not to be worn during PE.
- Burgundy, black, or gray gym shorts or athletic pants in cold weather.
- Athletic shoes and socks. No Hey Dudes, Crocs, or other casual type shoes. Shoes must be properly tied.
- Appropriate outerwear for cold weather months.

Special event clothing:

- Khaki pants or dress slacks (black, tan or any shade of gray) NO cargo pants or joggers.
- White, black, gray, or light blue long-sleeve, button-down dress shirt (with or without the school's logo on the shirt is fine)
- Official school tie OR a tie that is primarily school colors.
- Blazers/sport coats/suits are also welcome, but not required.
- Please wear dress shoes, if at all possible.

Personal Appearance:

- All clothing should be clean, wrinkle-free, and properly fit.
- Clothing should not have holes.
- Shoes need to remain tied.
- Hair should be kept clean and neat.
- Students must shower regularly and wear deodorant.
- Excessive body odor, unkept appearance, and general sloppiness will be grounds for a staff for being out of dress code.

Repeated offenses of dress code expectations may impact a student's ability to earn his Challenge Coin or markers, privileges such as off-campus lunch or participation in field trips, and/or eligibility for leadership

positions. Gentlemanly conduct includes having self-awareness for how you present yourself and respect for others around you regarding your appearance and odor. Your appearance is a reflection of the respect you have for yourself, your family, and Iron Academy.

It is not Iron Academy's desire to embarrass or shame anyone. We understand that many young men struggle with the changes their body goes through as they grow as teenagers. We also understand that it can be a struggle to keep up with a young man's clothing as he rapidly grows and his activity levels often result in wearing out clothing quickly. Every effort will be made to address concerns regarding a student's appearance with privacy and dignity. We hope that parents see the addressing of the concerns as an extension of our partnership with you.

School Lunch

Lunch Brought From Home

We have no refrigeration available to use at school, but we do have microwave ovens for our students to heat up their food. Our students tend to eat their lunch at the outside tables during warmer weather (greater than 45 degrees) and in classrooms during colder or rainy weather. Plan that your son would bring these items each day:

- One or two bottles of water or clear colored drinks to last through morning Refuel time, lunch, and PE classes. Mark your son's name on all drink containers, even disposable containers.
- A healthy snack that can be quickly eaten without preparation for the 10-minute morning refuel time between 1st and 2nd period classes.
- Lunch in an insulated lunch box with ice packs as needed to keep it cool. Students will need to bring their own utensils for their food. We do request that you send in healthy food and drink to sustain your son's energy and focus. Please write the student's name on his lunch box.

Off-Campus Lunch Option for High School Students

- Only approved high school students may leave campus for lunch. Approval means they have parent permission and have met the school criteria for off-campus lunch.
- Students must travel within a group of three or more IA students.
- Students are not allowed to "brown bag". There is no eating personal food or food from other restaurants inside the local establishments. Going off campus means **you will purchase food** from the establishment you go to.
- Students are not allowed to bring food back to campus for other students.
- Students eating in local restaurants should always leave a tip.
- Students will be allowed to retrieve their cell phones and use them while off campus.
- Students must sign out and sign in with the appropriate staff member.
- Students are expected to uphold the Honor Code at all times and to be on time for class following lunch. Behavior off campus that poorly represents IA will result in the LOSS of lunch privileges.

Student Drop-Off, Pick-Up Procedures

There is one entrance and one exit lane for the parking lot from Edwards Mill Rd. The general flow for both drop-off and pick-up is to enter in the entrance closest to PNC arena and drive in the parking lot lane closest to the church building and turn right at the portico. Continue forward and loop around to exit directly to the entrance that is closest to Crabtree Mall. Students can be dropped off between 7:15 to 7:40 am and will be released to an IA staff member. Do not drop off unsupervised students before 7:15.

If you want to park along the north fence (beside the houses) while you wait for your son, you can do so. Please help us ensure your son is safely crossing the lane of traffic to get to you.

Late Pick-Up Policy

The school day ends at 3:30 pm. Parents are expected to pick-up their son(s) between 3:30-3:45 pm, unless their son is a bus rider, is participating in an extracurricular activity, or has made prior arrangements with a teacher to stay late for extra academic assistance. We ask that parents respect the time of the teachers, staff, and coaches by being punctual in picking up their sons. Parents who arrive after 4:00 pm will be assessed a \$50 late pick up fee which will go directly to the teacher who had to stay late to supervise the student. Grace for the late fee will be at the discretion of the staff. Students are expected to be picked up in a timely manner from practices, games, or other after school activities. The consequence for habitually late pick up's will be at the discretion of the coach or supervising staff member and may include a late fee or removal from participation.

If a parent cannot be at school on time to pick up their son, they should contact the school as soon as possible to explain the situation. The parent may choose to ask their son to leave campus and await pick up at a local store, restaurant, park, or other public area.

Finding Families to Share Carpool/City Bus

Families looking to carpool should use the Family Directory in their Parent Portal on FACTS to find other families who live near them. Parents may also post in the Iron Academy Families Facebook page requesting carpool assistance. Iron Academy is also on the City of Raleigh bus route that has a stop near the school. Visit goraleigh.org for city bus routes and information.

Student Parking On Campus

Students who will drive themselves to school must read and agree to the parking lot rules. This form must be signed by both the student driver and a parent. Failure to follow the rules may result in revocation of parking privileges and may involve a fine for parking on campus.

Lost and Found

Please put your son's name on all items he brings to school so they can be returned to him if found. Lost items are stored in the high school cafeteria for a week. For items that stay unclaimed for more than a week, we will periodically take usable IA clothing and donate them to the IPF to resell and other items will be donated to local charities or thrown away.

Lockers

Students are to be good stewards of their lockers, understanding that they are using a locker that belongs to the school. Students will be provided a combination lock should they wish to use one.

Middle school teachers will work closely with students at the beginning of the school year. Throughout the first week, teachers will help students organize and reorganize their lockers daily to encourage orderly habits. Middle school students will keep their backpacks in their lockers and will stop at their lockers between classes to switch out their materials. During the first month of school, lockers may be checked at random by middle school teachers to ensure students are creating advantageous locker routines.

Middle school students will have biweekly locker checks on the 2nd and 4th Friday of each month in their Study Skills/Math Reinforcement classes, but all non-academic items ought to be removed at the conclusion of each week. During MS locker checks, teachers will help students organize loose papers back into the appropriate binders. Iron Academy reserves the right to check high school lockers at random if it is suspected that a locker is not being stewarded well (ie, disorganization, food items improperly stored, etc).

Keep in mind that lockers should not have any stickers or writing on them. There are to be no open drink/food containers in lockers including fast-food cups. Locker doors should be able to shut easily with one hand. Lockers are not to be closed forcefully. If it seems that force is required, then the contents of the locker need to be reorganized so that it can close easily.

Harassment Policy

Iron Academy strives to maintain an environment in which everyone can learn and develop to his fullest potential without feeling fear, intimidation or ridicule. Our school community will not tolerate harassment, hazing, or bullying. We will not allow harassment on the basis of race, color, appearance, national origin, religion, age, disability, economic class, or personal qualities. Furthermore, all forms of bullying, which include but are not limited to, repeated and deliberate behaviors that harm a student physically or emotionally, are unacceptable. These standards apply regardless of how harassment, hazing, or bullying takes place, whether in person, in print, or by any electronic or voice communication. The following are some examples of unacceptable behaviors:

1. Verbal: name calling, put downs, racist remarks, teasing, threats, spreading rumors, sending inappropriate (violent, sexual, malicious, etc.) notes or pictures in any medium (magazine, over a cell phone or internet, etc.)
2. Physical: pushing, hitting, shoving, biting, hair pulling, scratching, spitting, tripping, damaging or stealing the victim's property, locking a person in a room, making mean faces or rude gestures, initiating or forcing inappropriate touching, etc.
3. Social: ostracism or exclusion, ignoring, being unfriendly, alienating, etc.
4. Psychological: acts that instill a sense of fear or anxiety, etc.
5. Miscellaneous: Any act that insults or demeans an individual in such a way as to cause distress, reluctance to attend school, a decline in work standards or problem behaviors.

If you feel that you or someone you know is being harassed or bullied, report the situation to a staff member. Refrain from discussing the situation with other students in order to maintain the privacy of all parties involved.

Emergency Training and Management

All Iron Academy faculty and staff are required to hold a valid CPR certification. Emergency drills are conducted on a regular basis to ensure students, faculty, and staff know the proper steps to take in the event of an emergency. Evacuation routes and emergency procedures are posted in all IA classrooms, cafeterias, and library.

Iron Academy complies with North Carolina General Statute § 14-269.2 regarding possession of any type of weapon on school property.

Fundraising/Charitable Donation Solicitation

Our families often commit themselves to fundraising and charitable initiatives. We applaud and encourage that. However, to protect our families from being inundated with fundraising messages, we must insist that school property and resources may only be used for school-wide projects approved by school administrators. School resources include personnel and electronic methods of communication.

SENIOR INFORMATION/POLICIES

This section will include information relevant to the Senior Class and Graduation at Iron Academy. Additionally, updated information can be found on the Senior page of the Iron Academy website.

Senior Fee

A Senior Fee of \$750.00 will be charged to offset the costs of graduation and to fund a variety of activities to celebrate the Senior Class throughout the year. This fee is due in January (in lieu of the normally scheduled re-enrollment fee) and will be billed through FACTS.

For graduation, the Senior Fee will cover: cap and gowns, diplomas, diploma covers, graduation sword, cords, stoles, embroidery, venue rentals for baccalaureate and graduation ceremonies, and baccalaureate dinner. Each family will also receive a digital copy (usually a thumb drive) of the professional photos taken during the graduation ceremony.

Iron Academy will make an effort to hold one senior celebration event per quarter, such as a Senior Breakfast, which will be paid for by the Senior Fee. Students will also receive a yard sign and a class t-shirt, included in this fee. Parents may be asked to donate some supplies to help make these events successful.

The Senior Fee will not cover optional items such as yearbooks, class rings, letter jackets, school pictures, Senior Trip fees, additional class t-shirts/spirit wear, etc.

Graduation Dress Code

Seniors are required to wear a white, button down dress shirt, black dress pants, Iron Academy tie, belt, and dress shoes under their cap and gown. This will be required for Senior photographs and the Graduation Ceremony. Attire is expected to be wrinkle-free, presentable, and neat looking. Gowns and stoles should be wrinkle-free for the graduation ceremony.

High School Graduation Requirements and Honors Distinctions

Please see this section under Academic Policies for details.

Senior Trip

Every graduating Senior has the option of attending the Senior Trip. This trip is usually scheduled in May, right before Graduation.

The class trip is a part of the academic calendar as it takes place during the senior year of high school. Therefore, each senior should make every effort to attend the trip. Any student who does not attend the trip for any reason (academic, financial, personal, etc), will be expected to maintain regular attendance daily at Iron Academy during the dates of the trip.

A Senior who is on the low and failing grade report, and therefore at risk of not graduating, will not be eligible to attend the senior class trip. Teachers will need to confirm with Leadership that the student will safely pass his classes in order to attend the trip. If the teacher determines that the student will not pass, he will not be allowed to attend and will forfeit any deposit money paid. The student will be expected to attend school as normal during the dates of the trip and make every effort to pass his class(es) in order to graduate.

Each individual is responsible for the cost of the trip and for meeting the payment deadlines. Deposits are non-refundable per airline and travel agent policies. Should a student or parent need to cancel their plans to attend, Iron Academy will try to refund payments, but may be unable to do so depending on airline, travel agent, hotel, and other company policies outside of our control. If providing a refund will be detrimental to others on the trip, the refund will not be given.

Each year, Iron Academy will attempt to provide ideas and opportunities for students to fundraise towards this trip. The success of the fundraisers is dependent on student and parent involvement to help with organization, donations of supplies, and overall participation. Students will earn a portion of the total money raised during a fundraiser based on the number of hours worked. These funds can only be used for the trip. Students who are not attending may fundraise on behalf of a classmate. Should a student choose to, or be unable to, attend the trip after participating in fundraisers, his funds will be redistributed, at the discretion of Iron Academy leadership, to a staff member or classmate who will be attending. Seniors may not participate in any other optional trip (EF trip to Ireland, etc.) until 50% of the required senior trip funds have been secured.

IRON PARENT FELLOWSHIP

The Iron Parent Fellowship (IPF) is our parent booster/support organization. All parents of current enrolled students are automatically members of the IPF. Its mission is to:

- Pray for Iron Academy in its role to assist parents as they train their sons in biblical manhood and in becoming gentleman scholars.
- Provide funding and volunteer time to support academic, athletic, and extracurricular activities.
- Cultivate a welcoming and friendly culture among enrolled families, prospective families, and faculty and staff.

The IPF has many volunteer opportunities for families to become involved in planning social activities, teacher appreciation, and fundraising. The list of current officers can be found on the school's website at <https://www.ironacademy.org/families/iron-parent-fellowship.cfm>. Contact the current IPF officers at IPF@ironacademy.org.

Iron Academy Parent Pledge

The following Parent Pledge was approved for adoption by the Iron Parent Fellowship in May 2015 to describe the support that the parents have for their sons, the faculty and staff, and the school.

As part of the Iron Academy Family, we pledge our utmost to help our son adhere to the Iron Academy Honor Code.

We will help our son "live pure" by setting appropriate boundaries, modeling healthy relationships, and being ever vigilant of worldly entrapments.

We will help our son "speak true" by striving to speak truthfully, in love, in all situations and being honest even when doing so incurs a personal cost.

We will help our son "right wrong" by modeling grace, mercy, and kindness while extending forgiveness, as well as pursuing just outcomes in our family and community.

We will help our son "follow the King" by worshiping and praying together, encouraging service to others, and holding him accountable to biblical standards.

We will pray diligently for our young men to open their hearts to Jesus and for God's protection over the mission of Iron Academy. We will respectfully support Iron Academy and its teachers, staff and administrators by joyfully giving our time, talent and treasures. We will always be mindful in our own lives to "live pure, speak true, right wrong and follow the King."

Handbook Revisions

The policies of this handbook provide guidelines to be observed by parents and students. Since the school cannot address all situations in this book, the school reserves the right to exercise its administrative prerogative in responding to situations and circumstances. The school reserves the right to interpret the written policies of this handbook as it sees fit and to revise the policies when necessary. To further our biblical values and goals, the administration shall have full discretionary authority in the implementation, interpretation, and enforcement of these policies. This handbook is not considered as a legal contract in terms of contract law theory. The policies set forth in this handbook are subject to change at the discretion of the Iron Academy Board of Governors and Chief Educational Officer. Typically, revisions are made in the summer prior to the start of the next school year. However, if during the course of the year, it becomes evident that a policy is needed or should be changed, IA reserves the right to make the change at the discretion of the administration. Parents should review the handbook each year for revisions but be aware that additions or changes to this handbook can occur during the course of the year without notice. The last revision date will be posted on the first page of the handbook.