



FOUNDATION
A C A D E M Y
— COLLEGIATE —

Family/Scholar Handbook
2022 – 2023

September 2022

Dear Family and Scholars,

Welcome back to another soon-to-be incredible year at Foundation Academy Collegiate!

As we enter into our sixteenth year as an organization, and my first year as your High School Principal, we here at Collegiate are working and striving to deliver our promise of “Equipping our scholars to excel in learning and empowering them to lead purpose-filled lives.”

We are confident that together we will achieve our promise to our scholars as well as meet their academic success during the 2022-2023 school year. In order for this to happen, our school and families must work collectively to support all parts of our program and to foster an environment in which every child can succeed.

Please review these policies and procedures carefully with your scholar and keep this handbook handy so that you may refer to it, as necessary. This handbook has been designed to communicate the policies and procedures we must follow in order to ensure that each child can attain the high standards we have set.

Of course, we cannot accomplish our goals without all of you, and we sincerely appreciate all of your involvement and effort.

We are looking forward to a fantastic year filled with learning, fun, and success!

With much appreciation and gratitude,

Isabel R. Goss
Foundation Academy Collegiate Principal

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Overview

Foundation Academies is an independent, college preparatory school in Trenton, New Jersey. We opened in August 2007 and serve grades K-12. Foundation Academy was founded by a group of educators and parents and is staffed by experienced and proven educators with a diverse range of expertise and experience. Having already developed the reputation as the hardest working school in Trenton, we hope to build on our success until we are one of the top-performing schools in the country.

Our Promise

We promise to equip our scholars to *Excel* in learning **AND** empower them to *Lead* purpose-filled lives.

Organizational Values

We Evolve

- Challenges one's own mindset and the mindset of others according to our values.
- Asks for help
- Takes Informed risks
- Stays accountable & flexible (ability to pivot).
- Accepts and applies feedback, while also acknowledging mistakes.
- Apologizes to students/families/colleagues when a mistake is made
- Gives self and others grace
- Solutions oriented
- Each IDP goal is directly aligned to the personal and professional growth needed for the employee to deliver on our promise.

We Learn

- Prioritizes and executes strategies from action plan consistently (SGI, IPP)
- Learns from each other
- Asks questions vs makes judgments

- Schedules time to self-reflect and consistently asks for feedback.
- Takes time to genuinely get to know people.
- Seeks and implements feedback from staff members of different lived experiences.
- Makes space for unsolicited feedback
- Each IDP goal includes actions/tactics that are research-based

We Excel

- Leads with one’s why
- Celebrates wins
- Collaborates, integrates, and think holistically
- Confident
- Present (95% attendance rate)
- Operates in one’s and fulfills responsibilities established in the job description
- Employees are engaged in tactics from the department/schools/ organizational plan
- Employee grievances are either non-existent, rare, or resolved quickly
- Practice equity over equality
- Weekly Mastered action steps in Whetstone are aligned to the IDP goals and plan

Core Values

At Foundation Collegiate we believe that our core values help us empower our future leaders as they prepare to assume leadership in their neighborhoods, larger communities and the world at large.

Caring	Respect	Responsibility	Honesty
We take care of each other.	We treat each person as valuable.	We believe that we have the power to control our lives and shape our futures.	We are honest with each other.
We help each other.	We accept individuals for who they are.	We are committed to the highest level of achievement: academic, social, and personal.	We act with fairness toward each other
We do not hurt each other physically or emotionally.	We show our respect at all times for each other, for property, for differences, and for	We recognize our strengths and try to improve on our weaknesses.	We admit our mistakes when we make them, accept responsibility for

	opinions different from our own.		them, and we take steps to correct them
We work to improve our community and the world.	F Amily	We participate fully in everything that we do – we do not do things halfway.	Honor

GENERAL SCHOOL INFORMATION

Visitors

At Foundation Academy, we welcome all families to visit; however, in order to ensure the safety of our students and staff, we ask that all visits and meetings be pre-scheduled. Parents & visitors will need to be accompanied by a staff member when in the building. If you would like to schedule a meeting during the school year please contact the Main Office. All guests must be prepared to show ID.

School Bell Schedules

Regular Day Schedule			
Monday - Thursday			
Period		Start	End
Arrival		7:30	7:40
Advisory		7:40	7:50
	1	7:52	8:35
	2	8:37	9:20
	3	9:22	10:05
	4	10:07	10:50
Lunch A		10:52	11:17
	5	10:52	11:35
	6a	11:19	12:02
Lunch B		11:37	12:02
	6b	11:37	12:20
	7a	12:04	12:47
Lunch C		12:22	12:47
	7b	12:22	1:05

	8	12:49	1:32
Lunch D		1:07	1:32
	9	1:34	2:17
	10	2:19	3:02
Extra Curricular - Tutoring - Clubs - Sports		3:03	3:45

Reduced Day Schedule			
Friday			
Period		Start	End
Arrival		7:30	7:40
Advisory		7:40	8:00
	1	8:02	8:32
	2	8:34	9:04
	3	9:06	9:36
	4	9:38	10:08
Lunch A		10:10	10:35
	5	10:10	10:40
	6a	10:37	11:07
Lunch B		10:42	11:07
	6b	10:42	11:12
	7a	11:09	11:39
Lunch C		11:14	11:39
	7b	11:14	11:44
	8	11:41	12:11
Lunch D		11:46	12:11
	9	12:13	12:43
	10	12:45	1:15
Teacher Planning Time/Staff Meetings		1:17	4

Attendance

Foundation Academies believes that high academic achievement requires good attendance. Parents/guardians must ensure excellent scholar attendance.

Scholars are expected to arrive at school each day by 7:30am. Scholars will not be permitted to enter the school building before 7:30am, unless permitted by school leadership. On inclement days only students may be permitted into the Info Commons prior to 7:30am. Regular school day classes end at 3:02 pm. Scholars are dismissed between 3:02 and 3:10pm and must be picked up no later than 3:15 p.m. Scholars must be present in school all day in order to be eligible to participate in or attend any school events held that day or evening. The summer session runs for one week in August from 7:30 a.m.-1:15 p.m. It is a required part of Foundation Academies' program and mandatory for all scholars.

If a scholar is going to be absent from school, the parent/guardian should call the school by 8:00 a.m. to report the reason for absence. If a scholar is absent from school and the school has not been notified of the reason for absence, the school will contact the parent/guardian. It is the scholar's responsibility to obtain and make up for missed work following excused absences. Scholars requesting work prior to an absence must give the teacher 48 hours' advance notice. Scholars who miss work due to an unexpected absence are required to request work from their teacher immediately upon their return to school.

Scholars must attend school unless the absence is excused for one of the following reasons:

Scholar illness or injury documented by a doctor's note (must be submitted within five school days following the scholar's absence).
Death in the family documented by a parent note
Observance of a religious holiday documented by a parent note. A religious holiday is defined as "a day set aside by custom or by law to celebrate/commemorate a tradition of religious significance." Note: religious conferences are not excused.
Participation in a school-sponsored activity
Suspension
Required court appearance documented by court subpoena

Absences for reasons not listed above or absences that are not accompanied by the required documentation immediately upon the scholar's return to school are considered unexcused.

Arrival

Time	Expectation
7:30am	Scholars enter Info Commons*
7:30am to 7:40am	Scholars: Breakfast, lockers, report to advisory.
7:40am To 7:50am	Halls clear students in advisory lessons
7:41am	Scholars considered LATE must get a pass from the main office.
7:50am	Attendance submitted to the main office by advisors.

*On inclement days only students may be permitted into the Info Commons prior to 7:30 am.

Dismissal

Time	Expectation
3:00pm	All staff with duties report to assigned locations.
3:02pm	All Scholars from the 3rd Floor are dismissed from the building.
3:04pm	All Scholars from the 2nd Floor are dismissed from building
3:06pm	All Scholars from the 1st Floor & Basement are dismissed from the building. <i>All students out of the building.*</i>
3:07pm	Teacher sweeps done of each respective floor. And provide all clear notification to the floor captain and school leadership.

*On inclement days students may be permitted to wait in the Info Commons for pick up after leaving the building.

Retention

If a scholar accumulates more than 12 unexcused absences during the school year, he/she may be retained. Parents/guardians will be notified as scholars become at-risk of retention for excessive absences. When a scholar accumulates more than 12 unexcused absences, the parent/guardian will be notified and a meeting will be held to discuss concerns. The parent/guardian has the right to appeal a retention decision under this policy to the Principal. The appeal must be made in writing, must state the basis for the appeal, and must be made within ten (10) school days of being notified by the school that the scholar will be retained.

Continued failure to maintain regular attendance may result in a referral to the Department of Children and Families.

Punctuality

School begins promptly at 7:30 a.m. and punctuality is expected of all scholars. Any scholar who is not present in the homeroom by 7:40 a.m. will be considered tardy. The tardy will be considered unexcused except for the following reasons:

The scholar's medical or dental appointments which cannot be scheduled outside of school hours, documented by a doctor's note
Medical disability documented by a doctor's note.
Family emergency documented by a parent note.
Court appearance documented by a court subpoena.
School-related or school-based activity (e.g. college interview)

Scholars that arrive at school after 8:30 a.m. must be accompanied by an adult. Tardiness for reasons not listed above or tardiness that is not accompanied by the required documentation immediately upon the scholar's arrival to school is considered unexcused.

Three (3) unexcused tardies will be equivalent to one (1) unexcused absence. Every three (3) unexcused tardies or early dismissals will be recorded as an unexcused absence and will put the scholar at risk of retention.

All documentation must be submitted within 24 hours following the return to school in order for it to be considered for excusing the scholar. Students who take public transportation MUST take transportation that will ensure timely arrival.

Early Dismissal

The regular school day ends at 3:02 p.m. and scholars are expected to be present until that time. However, we understand that on occasion, circumstances may make it necessary for a scholar to be dismissed early. No scholar shall be permitted to leave the school before the close of the school day unless he/she is met in the school office by his/her parent/guardian or a person authorized in writing by the parent/guardian to act on his/her behalf. *Early dismissals before 11:30 am will be considered absences.* An early dismissal shall be considered unexcused unless for the following reasons:

School nurse mandate.
The scholar's medical or dental appointments which cannot be scheduled outside of school hours documented by a doctor's note.
Medical disability documented by a doctor's note.
Family emergency documented by a parent.
Court appearance documented by a court subpoena.

Requests for excused early dismissals for any other reason must be submitted to the Principal or his/her designee for approval prior to the scholar's dismissal from school. **Early dismissals for reasons not listed above or early dismissals that are not accompanied by the required documentation prior to the scholar's dismissal from school are considered unexcused.**

Three (3) unexcused early dismissals will be equivalent to one (1) unexcused absence, which may put the scholar at risk of retention.

Due to our busy dismissal period, early dismissals are not permissible after 2:15 p.m. on full days and after 12:15 p.m. on half days. Please arrive before the listed times if you plan to sign your scholar(s) out early.

All early dismissal documentation must be submitted within 2 school days following one's return to school in order for it to be considered for excusing the scholar.

ACADEMICS

Foundation Academy Collegiate Graduation Requirements

Minimum state-level graduation requirements as prescribed in N.J.A.C. 6A:8-5.1, do not equate to college/university admission requirements. To obtain our mission "to prepare them for the nation's finest colleges", FAC encourages students who have otherwise met the requirements for high school graduation to include in their program of study additional credits within various rigorous levels. To further support our mission, FAC has instituted the following graduation requirements in addition to the minimum graduation requirements set forth by the NJ Department of Education.

Candidates for a high school diploma issued by Foundation Academies Charter Schools must complete the following core requirements:

1. Meet minimum statewide assessment requirements based on anticipated graduation year.
2. Earn the minimum academic requirements based on credits per subject area.

3. Complete and have approved the minimum community service hours required based on the anticipated graduation year.
4. Confirmation of acceptance to a 4-year college/university.

★ **NOTE:** The following criteria under FAC's Graduation Requirements provides detailed criteria for each requirement. Students are responsible for knowing and following these requirements in order to earn their diploma. Failure to do so can result in a student's graduation date/year being delayed and ceremonial privileges being revoked. Diploma, transcripts, and additional supporting documents will not be released to post-secondary institutions/programs, employment, or branches of the military until all graduation requirements are met.

Statewide Assessment Requirements

On Tuesday, July 5, 2022, Governor Murphy signed P.L.2022, c.60 (ACS for A-3196/S-2349), which requires the State Board of Education to administer the New Jersey Graduation Proficiency Assessment (NJPGA) as a field test for the class of 2023. There is no graduation assessment requirement for any student who is expected to graduate with the class of 2023. Students in the class of 2023 must still meet all the other State and local graduation requirements, including but not limited to credit, curriculum, and attendance requirements. The graduation assessment requirements for the classes of 2024 and 2025 remain in place.

Classes of 2024–2025

The requirements in this section were adopted by the New Jersey State Board of Education on September 8, 2021 for the classes of 2023-2025.

Graduation Assessment Requirements

ELA

If, after completing the New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the ELA component, such students may access the following pathways:

Pathway two: By meeting the designated cut score on a substitute competency test; or *Pathway three:* By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Mathematics

If, after completing the required New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the mathematics component, such students may access the following pathways:

- Second Pathway: By meeting the designated cut score on a substitute competency test; or
- Third Pathway: By submitting, through the district, a student portfolio appeals to the New Jersey Department of Education.

ACADEMIC REQUIREMENTS

FAC Academic requirements towards Diploma eligibility align with the New Jersey State Minimum Graduation Requirements by content area (N.J.A.C. 6A:8-5.1). Please note, FAC’s charter is approved for an extended school day/year enabling additional credits to be earned well beyond the minimum 120 credits. On average the minimum credits earned at FAC are 150 and any additional credits may be necessary to meet the requirements of a specific secondary education/program goal. This requirement may be met in whole or in part through a traditional program where a “credit” means the award for student participation in the equivalent of a class period of instruction which meets for a minimum of forty minutes, one time a week, during the school year (N.J.A.C. 6A:8-1.3). Therefore, in the traditional FAC 40-minute period, a class that meets routinely for one class period for an average of 5 days per week, for the full year, shall yield 5 credits. Courses meeting for a portion of a year or a portion of a week shall be prorated accordingly.

Each grade level must earn the minimum required credits for promotion. Within the 120 state minimum; sophomores must earn 30 minimum credits, juniors must have 60 minimum credits, and seniors must have 90 minimum credits. Due to the average credits for FCA students being 150, sophomores earn a minimum of 35 credits, juniors earn a minimum of 75, and seniors earn a minimum of 95 to determine grade level status.

FAC Credit Graduation Requirements by Content Area aligned to NJDOE N.J.A.C. 6A:8-5.1	
English/Language Arts Literacy	35 credits (including English I-IV)
Health & Physical Education	20 credits in physical education, health & safety <small>*Minimum 15 cumulative or 3.75 credits in Health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week N.J.S.A. 18A:35-5/7/8</small>
Mathematics	30 credits (including Algebra I, Geometry)
Science	15 credits (including Lab Biology/life science; Lab Chemistry and/or Physics and/or Environmental Science; plus a third laboratory/inquiry-based science)
Social Studies	15 credits (including World History; integration of civics, economics, geography and global content in all course offerings) *N.J.S.A. 18A:35-1/2
World Languages	5 credits
21st Century Life & Careers (Family/Consumer Science, Business Administration & Technology, Technology Education)	5 credits
Financial, Economic, and Entrepreneurial Literacy	2.5 credits
Visual and Performing Arts (Art, Music, Drama, Dance)	5 credits
Elective	15 credits
Total number of required credits	150 credits

* Multiple courses may qualify to meet one requirement for graduation.

Comprehensive Health, Physical Education and Safety: Students with a medically authorized excuse may be excused from the physical activity part of the regular program and will be assigned an alternative activity. This core curriculum content area is required for every year of student attendance in grades 9-12. A minimum of 3 3/4 (150 minutes per week) or a maximum

of 5 credits including the health curriculum assigned to that grade level will be awarded for each year of successful participation.

All students will be encouraged to fulfill at least two sequential world language levels.

While the the NJ Department of Education only requires one level to be completed and passed, FAC

encourages each student to take two sequential levels prior to their graduation date to increase their academic skills and knowledge within this area to be applied towards their higher education if applicable. All students will be held to the NJDOE one-year world language requirement. ELL students who take an additional English or English as a Second Language class (ESL) class may use that second English class to fulfill this requirement.

The Board of Education, through the IEP process and pursuant to N.J.A.C. 6A:14-4.12, may, for individual students with disabilities as defined in N.J.A.C. 6A:14-1.3, specify alternate requirements for a State-endorsed diploma. Students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 may demonstrate that they have attained State minimum levels of proficiency through the SRA process if specified in the student's Individualized Education Program (IEP) or Section 504 accommodation plan.

Community Service Graduation Requirement

The *Community Service Requirement* is an initiative at FAC to instill in our students "the core values of caring, respect, responsibility, and honesty" as stated in our mission. Students can begin their community service hours as early as summer prior to entering freshman year and must be completed by May 1st of their senior year. All students have the support of the Service Learning Coordinator to assist in planning and arranging how, when and where the student will volunteer. FAC encourages all students to volunteer within our community of Trenton.

Vision: Throughout scholars four years at FAC, they will develop the tools needed to become ambassadors for justice by engaging in meaningful service and reflection. We believe when scholars are provided with rigorous instruction and space to cultivate their social, emotional, and health needs, their gravitation toward civic duty and their ability to deeply impact their community will flourish.

Basic Service Stipulations includes volunteering at non-profit or charitable organizations in which its mission is to provide a service to the community and all funds are used to meet the specific goals of the mission. Volunteers cannot be compensated for their service. Volunteering mandated by a legal entity cannot count toward graduation requirement hours.

Community Service Total Hours

Beginning for the graduating class of 2025, a total of 80 hours of approved community service between 9-12th grade is required to complete graduation requirements. Graduating classes prior

to 2025 have adjusted hours due to the impact of virtual based learning. Graduating class of 2023 is required to complete 60 hours. Graduating class of 2024 is required to complete 70 hours. *Foundation Academies Board has the right to adjust the total amount of hours for any incoming freshman class.*

Submission of Community Service through x2Vol

- I. Choose a location to volunteer.
 - A. Students are encouraged to collaborate with the Service Learning Coordinator prior to completing hours to ensure the hours meet the basic service stipulations. Failure to meet basic service stipulations could result in volunteering being denied.
- II. Complete the hours with a sit supervisor.
 - A. Site supervisor must be over 18.
 - B. Documented site supervisor's name, email, and phone number is required.
- III. Submit all service hours.
 - A. Submission is required no later than one week after volunteering or hours may not be counted.
 - B. Students demonstrate proof of earning community service hours through submission of hours via x2Vol.
 1. x2Vol is accessed via <https://students.navianc.com/foundationacs> . All students are provided access and tutorial to Naviance upon entering freshman year by the Service Learning Coordinator.
 2. An x2Vol app is also available for convenience.

***Deadline for Graduation Status approval among total hours submitted: May 1st of senior year**

The Service Learning Coordinator tracks all submitted community service hours and informs students when they have completed the hours for their graduating class; however it is the responsibility of the student to ensure they are meeting graduation requirements and maintaining their x2Vol account.

★ Notes:

- Failure to formally submit the total hours required for the student's graduating class of approved community service can result in that student's graduation date being delayed and ceremonial privileges being revoked. Diploma, transcripts and additional supporting documents will not be released to post secondary institutions/programs, employment or branches of the military until all approved community service hours are formally submitted.
- Students who transfer into FAC between 9-12th grade will be responsible to complete community service hours assigned to their graduating class.
- Students who are retained will be responsible to complete the community service hours assigned to that student's new graduating class

Acceptance Letter to a 4-year College/University

Obtained by May 1st of student's senior year

The requirement of students to earn a 4-year Degree providing College/University admissions letter is another FAC initiative to reinforce our mission. Seniors begin their post secondary planning during freshman year and continue throughout their College Prep courses with the aid of their College & Career advisor, in-school college focused events, and continuing post application season with their Alumni Advisor.

1. Throughout a student's high school career, they take a series of College Preparatory based courses which prepares them for meeting the criteria to gain acceptance to "our nation's finest colleges" as stated in our mission. Freshman Seminar, College Prep II, College Prep III, and Senior Seminar are sequential courses that aid our students with their academic, career, and social development.
2. FAC's College & Career Advisor's role is to aid each upperclassman with their own post-secondary plan. They work within the classroom and during individual counseling to advise the student on steps required to obtain their goals. Advisements include; high school course load options, academic program concentration/exploration, personal interests toward career development, educational track options, standardized test preparation, post-secondary institution/program applications, and social/emotional component of post-secondary transitioning.
3. FAC's College & Career Advisor also ensures each student is exposed to post-secondary options through in-school opportunities and out-of-school events. They work with representatives from academic and technical institutions as well as branches of service to offer in-school information sessions, career days, financial aid nights, and college fairs. The advisor coordinates college visits across New Jersey and Pennsylvania.
4. FAC's Alumni Advisor's role is to aid each student during their post-secondary transition by tracking each student's career goals and offering advice toward reaching them. This form of mentoring is available to each alumni for as long as they request. Advisements that are available include; financial consulting/budgeting, time management coaching, conflict resolution strategies in a professional setting, emotional/social young-adult transitioning strategies, career placement preparation, and career training options.

★ **Note:** This graduation requirement is held to each student as long as it coincides with that student's Individual Education Plan post-secondary transition plan, if applicable.

Academic Advisory

Each scholar is assigned a staff or faculty Advisor. The Advisor's role is to oversee the scholar's progress while at FAC. A scholar's advisor is their first point of contact for nearly every aspect of school life including

Goal Setting	Academic Support	Parent-Teacher Conferences	Conflict Resolution
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Parents/guardians will receive a phone call from their child’s Advisor upon being assigned during the first two weeks of school. Advisors serve as the parent/guardian’s main contact for matters concerning their child, and they will contact parents/guardians if their child is identified as “at-risk” due to academic, behavior, or attendance difficulties.

Scholar Assessment

The school year is broken into four marking periods (quarters). The quarters are long enough to allow scholars multiple opportunities to demonstrate mastery of specific skills. At the end of each quarter, scholars will receive grades in all classes. The grading scale is as follows:

Letter Grade	Number Range	General	Honors	Advanced Placement
A	94-100	4	4.33	4.5
A-	90-93	3.67	4	4.17
B+	87-89	3.33	3.67	3.83
B	84-86	3	3.33	3.5
B-	80-83	2.67	3	3.17
C+	77-79	2.33	2.67	2.83
C	74-76	2	2.33	2.5
C-	70-73	1.67	2	2.17
F	67-69	1.33	1.67	1.83
F.	60-66	1	1.33	1.5
F..	59 and Below	0	0	0

Cumulative Grade Point Averages (GPAs) are based on all of the scholars’ courses taken during grades 9-12 in which letter grades are earned. GPAs are computed at the end of each semester once course(s) are finalized. FCA calculates a weighted GPA on a 4.0 total scale. Advisory, enrichment and co-curricular activities may be listed on the report card but not calculated into the GPA.

General courses are graded on a 4.0 grade scale, while honors classes are on a 4.33 scale and AP classes are on a 4.5 scale. Therefore, a student taking AP classes has the potential of significantly increasing their GPA if they earn high scores in the class and can average over a 4.0.

Each of the four quarterly grades in each subject area will be based on the following grading distribution:

Category	REQUIRED Assignments Per Marking Period	Math, Science, ELA, History, Spanish	PE, & Other Electives
Test	3	25%	30%
Quizzes	4	10%	20%
Projects	3	25%	15%
Classwork	1 per day	35%	30%
Homework	As applicable based on the Scholar's need	5%	5%

We encourage parents/guardians to work with their scholar and the teacher to ensure that students have multiple opportunities to demonstrate mastery of the content.

Homework- Homework serves as additional practice for students to master the concepts they've learned, Teachers may encourage parents and students to complete work as a means of supporting their learning.

Tests- A test refers to a summative assessment, which requires a full class period (43 minutes or longer) to complete. Scholars may be tested during any period of the regular school day. , in order to provide scholars with ample preparation time, scholars will be given at least one week's notification for tests. If a scholar finds that a conflict with this policy arises, the scholar(s) should speak to the subject teacher first to resolve the conflict. If the issue cannot be resolved, the scholar should speak with his/her advisor.

Quizzes

Foundation Academies views quizzes as short assessments that generally take 20 minutes or less to complete. There is no limit to the number of quizzes that scholars may take daily.

Make-Up Work / Retake Policy

Scholars must prepare themselves for formal assessments including quizzes and tests. Scholars are permitted to retake quizzes, tests and make-up classwork. Under the following provisions:

Make- up work	Quizzes & Tests	Tutoring
7 calendar days from the original due date for missed	Scholars are expected to be present on quiz and test days.	In the case of any retakes. Teacher and Scholar will

<p>class work. 10 calendar days from the original due date for projects.</p> <p>Classwork assignment can be made up for a max of 74%. Range 74-59% Unless there is a documented reason for missing class work such as approved absence ect provided to teacher and Dean of Culture.</p> <p>Projects can be made up for a max of 84%. Range 84-59% Unless there is a documented reason for missing class work such as approved absence ect provided to teacher and Dean of Culture.</p> <p>After 7 calendar days missing classwork will not be accepted. After 10 calendar days missing projects will not be accepted. In both cases a max score of 59% will be imputed into the gradebook and notification will be sent to the family.</p>	<p>In the event that they miss the original date the following occurs:</p> <p>Re-Take 1 Max 91% Re-Take 2 Max 89% Re-Take 3 Max 85% Re-Take 4 Max 79% Re-Take 5 Max 75% Re-Take 6 Max 69% Re-Take 7 Max 65%</p> <p>After 7th retake the max score on any test or quiz is 59% There will also be mandatory concept review.</p>	<p>engage in specific re-teaching tutoring sessions matched to the area of concern to ensure the productive struggle process results in the best possible outcome. Sessions and time will be documented along with outcomes from sessions in the notes section in ALMA. No student will be expected to take a retake without a review session.</p>
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iReady

A comprehensive assessment that is used to pinpoint students' strengths and what they need to work on to reach (or exceed) grade-level proficiency.

Extension Policy

Because we are committed to helping all of our scholars become responsible people, communication is an integral part of our school. We recognize that under certain circumstances (e.g. sudden illness, family emergencies, natural disasters, etc.) scholars may need to request an extension on a major assignment without academic penalty. **In those rare cases, scholars must contact the teacher to ask for an extension prior to the date it is due.** Extensions are not automatic; teachers may use their discretion to grant or not grant the extension.

Final Grades

Full Year Courses

If a scholar receives a yearly grade lower than 70%, he or she fails that course and may have to retake the course depending on New Jersey State academic graduation requirements. Additionally, teachers are required to set the grading floor at 55% per assignment.

Progress Reports

At the midpoint of each term, teachers will prepare and distribute Mid-Term Reports via ALMA. The Mid-Term Report is an opportunity to communicate with parents/guardians about how their child is doing at the halfway point in the marking period. We encourage parents/guardians to call teachers at any time for further updates.

Parent Portal ALMA

Parents and scholars also have the ability to see a FAC scholar's grades on a "real-time" basis. Information will be provided in the first few weeks of school, in order to obtain a login and password to access this information. Parents are encouraged to visit this website frequently to stay up-to-date with regard to scholar grades, conduct and bills. Students are encouraged to visit the website regularly in order to maintain an accurate understanding of his or her academic progress and Grade Point Average.

Credit Accumulation

The New Jersey Department of Education defines one credit as a course offered for at least 40 consecutive minutes over the course of a week. As such a course offered five times a week within a full year for at least 40 minutes per session counts as a five-credit course.

Scholars who earn less than a 70% in a core course will be retained in that particular course until the scholar has earned that credit. In addition, scholars who have failed to maintain adequate

attendance/punctuality per the attendance policy articulated in this handbook risk being retained in the current grade level.

Parents will be notified of their child's status at each Parent-Teacher Conference and further notified no later than the course's midpoint conference if their child is at risk of retention for academic and/or attendance deficiencies.

Retention/Credit recovery in order to advance to the next grade, students must earn at least 35 credits per year. Students who do not earn the minimum credits required will only be approved to take up to 2 summer school classes to supplement their credits. **These classes will be held at the expense of the scholar's parent and completed only during the scholar's own time.** If passed with the minimum of a "C-", 70, these classes will recover the student's credits, but will not replace the "F" earned in their GPA.

Note: Students who have lower than a 2.0 GPA and who do not earn enough credits to be promoted to the next grade, may not be eligible to take summer school courses. These students risk being retained and required to retake courses the following academic year.

Office Hours/Tutoring

We understand that each scholar has independent needs, and we are here to help meet those needs. FAC teachers are available during school hours to help those who require additional support as well as evenings and weekends via cell phone at times designated on each teacher's syllabus. Every faculty member will have an availability schedule that they will share with their students. Scholars who have received mandatory notice to attend Office Hours/Tutoring may not attend athletic or co-curricular activities held concurrently. Scholars must prioritize mandatory Office Hours/Tutoring.

Academic Recognition

FAC believes in recognizing those who completely meet and exceed our expectations by earning a competitive term-based weighted grade point average (GPA). Acknowledgement for academic achievement, as well as for upholding the school's values are made on an informal daily and weekly basis but also during quarterly award ceremonies. Formal acknowledgments are made at the end of each quarter with the following honor roll announcements and awards:

Principal's Award

GPA of 4.00 or higher

Honor Roll

GPA of 3.35 to 3.74

Honorable Mention

GPA of 3.0 to 3.34

Academic Intervention

After each progress report, any scholar who earns less than 74% in all courses may be referred to the guidance counselor and required to create a written Academic Intervention Plan (AIP) with his or her Academic Advisor. The (AIP) may require mandatory attendance at designated teachers' office hours, as well as other teacher assistance, as deemed necessary. Scholars who are placed repeatedly or continuously on an Academic Intervention Plan (AIP) may be required to hold a meeting. All parties (scholar, parents/guardian, guidance counselor, teacher(s) and Advisor) will draft a contract whereby the scholar will be mandated to take certain steps to improve their academic performance including but not limited to the following:

Parent /Guardian meeting	Guidance Counselor Check-In	Mandatory tutorials	Weekly progress reports	Loss of field trips, fitness/athletic, or enrichment activities
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Scholars must make an extra effort to call teachers with questions about classwork or projects, and schedule after-school tutorials if necessary to meet expectations. If, according to the next progress report or report card, the scholar is meeting expectations in all classes (74% or above), he or she will be released from Academic Intervention and will become a scholar in good standing. If, according to the next report card, the scholar is continuing not to meet expectations (below a 2.0 GPA or 74%), then the Academic Intervention contract will be reviewed at a parent meeting and revised as necessary.

Socio-emotional and Behavioral Intervention

The Intervention and Referral Services process is a collaborative school effort between district personnel and parents to intervene when a student has been identified as making minimal academic, social, and/or emotional progress in the general education setting. The team collects and evaluates relevant data in order to identify specific barriers to student performance. Once these barriers have been determined, individualized interventions are identified and implemented through an action plan in order to address areas of concern.

Criteria for Referral

The checklist below serves as a guide to ensure your referral is reviewed within a timely manner. Please make sure all requirements are met prior to submission. A team member will be following up with you within 2 weeks of submission. If you have any questions, please contact your liaison of the Student Success Team.

- At **least** 4 weeks Antecedent Behavior Consequence data
 - Data must be completed no later than EOD
- Documented antecedent (preventative) interventions, their timeline, and effectiveness (Developmentally appropriate interventions will live in each schools’ toolkit)
 - Must be at least **3** interventions used
- Parent/Guardian **must** be notified of behaviors prior to submission of referral,
- Referral submission begins September 19th (4 weeks after the first full day of instruction)

CODE OF CONDUCT

Culture at FAC:

School and classroom culture begins with the adults. We believe that when all staff approach their daily work with specific mindsets, there is a direct and positive effect on student actions and outcomes. There is a distinct mindset progression that begins with the adult and impacts the student. We must recognize that our identity and experiences produce specific mindsets that directly influence how we act, and that our actions have an incredible influence over how our students think of themselves as individuals, as learners, and as members of our school community. We believe we can continue to maintain a stable and safe academic and social-emotional environment for all our scholars and staff through the use of our Five Buckets and Culture Big Rocks as used within our Positive Behavior Intervention System as aligned with our Leader In Me curriculum

Five Buckets

STAFF → IDENTITY	STAFF → MINDSETS	STAFF → ACTIONS	STUDENT → MINDSETS	STUDENT → ACTIONS
Race Gender Class Background Experiences	Identity Support Restoration Positivity Inclusion Safety	Purpose & Rationale Urgency & Goal Orientation Engaging Approach Build Mindset Rapport & Proactive Relationship Building Create Social Belonging	Social Belonging Growth Mindset Self-Efficacy Relevance	On Board Productive Interactions Student Leadership Culture of Persistence

Culture Big Rocks – Culture Big rocks are the foundational elements within the overall school culture. Each and every stakeholder must be on board with the continuous push of these elements. Each rock plays an intricate part of the overall day to day functioning of a healthy building.

Identity	We counteract systematic racism and implicit biases by consciously working to develop authentic relationships with students in order to have a deeper impact on their positive racial identity.
Support	We provide students with the individualized support necessary to succeed by working hard in collaboration to find the root cause behind a student's deficit.
Restoration	We embrace a restorative approach by welcoming the fact that our students will make mistakes, and when they do, we teach and repair rather than punish and exclude.
Inclusion	We capitalize on the learning opportunity of every interaction with a student by explicitly teaching both academic content and social emotional skills.
Positivity	We create joyful school experiences and build positive academic mindsets by constantly reinforcing any and all student progress made.
Safety	We ensure the learning environment is kept sacred by openly and actively rejecting the idea of violence and bullying in our community.

Positive Behavior and Intervention System (PBIS)

At FAC our behavior system is structured within tiers utilizing school-wide expectations, restorative practices, and researched interventions for academics and behavior.

The Why:

- **At FAC** we wear uniforms with the understanding that equitable access to clothing provides social belonging and emotional safety for all students.
- **At FAC** we fully engage in all academics without distractions but also know how to use appropriate time for enjoyment.
- **At FAC** we are committed to ensuring all food and drinks within the building are safe and can be easily identified.
- **At FAC** we are fully committed to ensuring food is healthy, eaten at proper times and in a proper setting, with access and time to healthy meals in a safe and clean environment.
- **At FAC** in order to ensure that students have time to eat a healthy breakfast, and to ensure that classes start in a timely manner.
- **At FAC** we believe academic achievement and social & emotional well-being is paramount. A safe and collaborative environment leads to high academic outcomes.

Affective Statements and Questions

Affective Statements and Questions begin the initiation of the Restorative Practice model. By using these questions or statements we believe it falls in our alignment with our values as an organization. The term “Affective Statements” is just another way of expressing your feelings regarding how a specific behavior has impacted you. Understanding and using such statements can foster an immediate change in the dynamic between staff and students. When you tell a student how you feel, you are humanizing yourself to students, who often perceive staff as distinct from themselves. It is this open and honest line of communication that allows students to become more, not less, empathetic. As a result, Affective Statements help build relationships

based on a student's new image of the staff member who cares and has feelings, rather than a distant authority figure.

Restorative Practices - Impromptu Conferences

Restorative Practices starts with the premise that students who misbehave are not aware of the impact of their behavior. Even those who behave in ways that appear intentionally harmful rarely understand the true nature and scope of the hurt they are causing. Part of our job as educators is to help them to learn the consequences of their behavior.

Goals of Restorative Practices:

- Foster an understanding of the impact of the behavior
- Seek to repair the harm that was done to people and relationships
- Attend to the needs of victims and others in the community
- Avoid imposing on students intentional pain, embarrassment and discomfort
- Actively involve others as much as possible

Foundation Collegiate Academy Honor Code

We expect 100% of a student's work to be their own original work. Scholars are expected to follow and exhibit the highest standard of honesty, fairness, and self responsibility. As a community of learners, trust and respect among scholars, faculty and staff are essential elements. The following Honor Code has been established to provide a guideline for those standards. Scholars, faculty and staff are expected to follow the code and to be aware of the responsibilities and consequences it promotes.

Foundation Collegiate Honor Code

At Foundation, we believe in a commitment to character.

When honorable behavior is more about **attitude** and **spirit** than rules and regulations, good things happen. When upstanding, self-respecting behavior is guided by **personal integrity** and a **genuine concern for others**— whether encouraged by self belief, self governing or the Foundation Code of Conduct— everybody wins.

At Foundation, we believe in the power of one to influence many, in a positive way.

When students and staff reflect in a **trustworthy** manner, they not only help themselves, but also further the interests of their **school**, their **class**, and their **community** at large.

At Foundation, we believe in leading by example.

When students and staff conduct themselves in a **moral and decent manner**, they not only benefit themselves but serve as valuable contributors to their school culture, community culture and the larger world culture. This belief is affirmed by our requirement that all students and staff **give back to the community** each year through **community and civic engagement**. We lead by example to be the change we want to see in our community and world at large.

At Foundation, we believe in personal empowerment.

When **students agree to take responsibility** for themselves as well as for their peers, the community as a whole is strengthened. Just as each student is responsible for upholding the community's standards, a committee of students (Foundation Collegiate Honor Council) and staff are responsible for ensuring that every student is familiar with and governed by our Foundation Honor Code.

At Foundation, we will accomplish great things by our commitment to the three “C’s.”

When **students commit** to putting their respective energy into being their best self we believe they will find high levels of success in all that they desire to become. This is where their life long journey begins.

Civility

I contribute to a peaceful environment of respect and encourage inclusiveness in a manner that models free thought, critical thinking and intellectual engagement. I am honest. I will do my own academic work. I will not lie, cheat, steal, plagiarize, forge or falsify any information. I am civil. I will not fight, instigate, or perpetuate discord within the community or on social networking sites.

Commitment

I take responsibility and understand that I am accountable for my behavior, personal growth and development of character. I practice respect and integrity at all times as I contribute to a culture and community of excellence. I honor my commitments. I attend classes and activities to which I commit on time as my word in my personal honor, and I deliver quality outcomes in a reliable, timely and positive manner.

Consistency

I commit to engage in respectful relationships with friends, acquaintances, classmates, faculty, administrators, staff, alumni, guests and those from the greater Trenton community on a daily basis. I engage in actions that affirm our FAMily as a culture of support on a daily basis. I commit daily to executing my responsibilities and all that I do with a fierce dedication to excellence.

Scholars who engage in the following behaviors* violate our community’s Honor Code:

Academic

Tier 1 Academic Violations	Tier 2 Academic Violations	Tier 3 Academic Violations
<p style="text-align: center;">Providing your own work to others for means of cheating</p> <p>Unintentional plagiarism: copying without means of proper citation</p>	<p>Use of electronics to access unauthorized sites and/or falsifying records or signatures</p> <p>Intentionally copying or taking another's work and passing it off as your own.</p> <p>Purchasing projects or papers from any store or student with intent to submit as your own work.</p>	<p style="text-align: center;">Plagiarism</p> <p style="text-align: center;">Cheating on a test or quiz</p> <p>Providing testing or quiz material to any other student which included uploading to a website or any means of distribution</p>

Behavioral

Tier 1 Behavioral Violations	Tier 2 Behavioral Violations	Tier 3 Behavioral Violations	Tier 4 Behavioral Violations	Tier 5 Behavioral Violations
<p>Out of uniform</p> <p>Offensive language, such as name calling and/or use of profanity</p>	<p>Repeated (3) Tier 1 behaviors</p> <p>Inappropriate physical contact with other scholars: pushing, bumping or horseplay</p>	<p>Repeated (3) Tier 2 behaviors</p> <p>Fighting: mutual fighting or instigated fighting with no injury</p>	<p>Repeated (3) Tier 3 behaviors</p> <p>Fighting: Instigating a non-reciprocal fight</p>	<p>Repeated (3) Tier 4 behaviors</p> <p>Gang activities threatening and</p>

<p>Being in an unauthorized area without permission</p> <p>Violation of school cell phone or electronic device policy</p> <p>Not following school and/or classroom directions</p> <p>Providing false statements (e.g. intentionally lying)</p> <p>Threatening gestures- no intent to harm</p> <p>Not cleaning-up after oneself anywhere in the school</p>	<p>Inappropriate physical contact toward school staff</p> <p>Property misuse</p> <p>Leaving the classroom or supervision without permission</p> <p>Possession of matches or lighter</p> <p>Kissing</p>	<p>Founded bullying/cyberbullying</p> <p>Possession of stolen property</p> <p>Theft and/or vandalism under \$500</p> <p>Inappropriate behavior (does not include sexual harassment or assault)</p> <p>Possession of replica of weapon</p> <p>Inappropriate contact: minor contact such as touching over clothing</p> <p>Verbal or non-verbal threats toward school staff</p> <p>Cutting Class</p> <p>Open or continued defiant attitude or willful disobedience toward a member of school staff</p> <p>Vulgar and profane language toward a staff member</p> <p>Major classroom disruption that causes the cessation of teaching and removal from space.</p> <p>Offensive language, such as name calling and/or use of profanity, or non-verbal action to a staff member or fellow student</p> <p>Inappropriate use of social media,</p>	<p>with injury or mutual fighting with injury</p> <p>Theft and/or vandalism above \$500</p> <p>Physical contact which results in serious, bodily injury to student or school staff</p> <p>Reporting a false emergency that results in a local or federal agency responding to the site.</p> <p>Discrimination/harassment based on sexuality, gender identify, ability, racial ethnicity, age, religion, socioeconomic status, immigration status, and intellectual/mental disabilities</p> <p>Physical or verbal intimidation or threats to other students, including hazing</p> <p>Threatening bodily harm to another student, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a student</p> <p>Possession of mace or disabling sprays with intent to use on student or staff</p>	<p>intimidating in nature</p> <p>Physical or sexual assault on a staff member, school employee, or student</p> <p>Arson Bomb Threat/Pulling Fire Alarm</p> <p>Aggravated assault resulting in serious bodily injury upon any student or staff member</p> <p>Unlawful possession, sale, or evidence of use of drugs/narcotics at school or at a school-sponsored activity or field trip.</p> <p>Possession of a firearm or weapon on school property or at a school-sponsored activity.</p>
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		<p>including, but not limited to, all calls computer-generated, instant messaging, text messaging, audio recording devices, or any type of electronic music or entertainment device, and cameras and camera phones that negatively impacts student learning</p> <p>Intentionally skipping or outright refusal to attend reflection</p>	<p>School property damage and vandalism (non-gang related)</p> <p>Possession of alcohol and tobacco</p> <p>Engaging in sexual intercourse on school grounds or during a school sponsored event</p> <p>Possession of drug paraphernalia</p>	
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***This is not a fully comprehensive list in either area however these are major instances for point of reference. Note: Only Principals can engage in the process of suspending a student out of school.**

Out of School Suspension

Students who commit the following behaviors will receive immediate Out of School Suspension, but may also receive a referral to the I&RS Committee these infractions do not have the honor council's input

Note: Only Principals can engage in the process of suspending a student out of school.

Offense:	1st offense:	2nd offense:
Assault or attempted assault of a staff member	2 days w/written apology to victim	4 days w/public apology to team
Attempted arson or playing with fire	2 days	4 days
Confirmed Harassment Intimidation and Bullying	2 days	4 days w/ counseling referral
Repeatedly hacking the school's systems electronic/technology	2 days w/ written assignment of the dangers of hacking or violation of privacy rules	4 days w/ community service

Indecent exposure of private body parts in any manner	2 days	4 days w/counseling referral
Gang recruitment and active involvement; Refusals to renounce affiliation	2 days	4 days w/counseling referral
Theft over \$50 with the intention of keeping the property	2 days w/written apology	4 days w/public apology to team
Pulling the fire alarm	2 days	4 days w/community service
Bomb scare	2 days	4 days w/community service
Possession or use of alcohol/drugs/tobacco	2 days w/counseling service referral	4 days w/drug use prevention program
Sending inappropriate messages via text/over social media on or off school property that includes nudity, threats, unwarranted/uninvited, staff or students, memes rooted on hate or bias, etc. that disrupts school environment or generally offensive /intimidating to any person	2 days	4 days
Hitting a staff member	5 days a/written apology	Return pending board approval
Physical assault/fighting (can also include instigating a fight)	3 days	5 days
Instigating an altercation	1 day	2 days
Publicly yelling or cursing at a staff member	2 days w/apology	4 days

Use of a toy weapon	2 days	4 days w/ counseling referral
Possession/Use of a weapon	4 days	6 days
Threats verbal or written	2 days w/ risk assessment	4 days w/ counseling referral

Offense:	1st offense	2nd offense
Eloping (Out of the Building)	1 day	2 days OSS
Skipped Class (Excess of 10 minutes)	1 day	2 days OSS
Plagiarism, Cheating, Copying (Major Test)	1 day	2 days OSS
Theft (Less than \$20)	1 day	2 days OSS
Threatening Physical Harm	1 day	2 days OSS
Repeated play-fighting /Horseplay	2 days	2 days OSS
Inappropriate displays of Anger (e.g. throwing desk, punching wall, breaking item)	1 day	2 days OSS
Harassment, Imitation, Bullying (Verbal)	2 days	4 days w/ counseling referral
Vandalism of School Property	1 day	2 days OSS

Systems of Discipline

Our school's scholar conduct management system is designed to identify and correct misconduct, encourage all scholars to adhere to their responsibilities as citizens of the Foundation Collegiate community, protect scholars, employees and property, and to maintain essential order and discipline.

Foundation Collegiate Academy scholars are expected to conduct themselves in accordance with the standards outlined in our Honor Code and Code of Conduct.

Any behavior detrimental to the learning environment will be addressed. Scholars who choose to show disrespect toward scholars or others, especially if interfering with another's access to a quality education in a safe environment, will be subject to potential disciplinary action as outlined in our Honor Code and Code of conduct matrix.

Foundation Collegiate Academy will adhere to the **Code of Conduct in alignment with the Honor Code** as a guideline for in-class disciplinary action, suspension or expulsion of scholars. We understand that minor disruptions are natural with young people and that scholars need to be verbally reminded to correct their minor misbehavior with an opportunity to adjust before a consequence is given. The application of the school's consequence policies shall assure due process, a clear definition of rule violation, a specific statement of reasonable charges, and a fair hearing for the accused.

Please note that Foundation Collegiate Academy is mandated to report specific incidents of vandalism and violence in an annual report to the New Jersey Police Department and New Jersey Department of Education.

Short-term Suspensions (Less than 5 days)

Short-term suspension means the removal of a scholar for five consecutive school days or fewer from the general education program or the special education program but not the cessation of the scholar's educational services. In each instance of a short-term suspension, Foundation Collegiate Academy Charter School shall assure the rights of a scholar suspended for five consecutive school days or fewer by providing for the following:

- As soon as practicable, oral or written notice of charges to the scholar. When charges are denied, an explanation of the evidence forming the basis of the charges also shall be provided; An informal hearing prior to the suspension in which the scholar is given the opportunity to present his or her version of events regarding his or her actions leading to the short-term suspension and provided notice of the school district's actions taken pursuant to N.J.A.C. 6A:16-7.1(c)2 and 5:
 - The informal hearing shall be conducted by the Principal or his or her designee;
 - To the extent that a scholar's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the scholar may be immediately removed from his or her educational program and the informal hearing shall be held as soon as practical after the suspension;
 - The informal hearing shall take place even when a school staff member has witnessed the conduct forming the basis of the charge; and

- The informal hearing and the notice given may take place at the same time;
- Oral or written notification to the scholar's parents of the scholar's removal from the scholar's educational program prior to the end of the school day on which the Principal makes the decision to suspend the scholar, which shall include an explanation of:
 - The specific charges;
 - The facts on which the charges are based;
 - The provision(s) of the code of scholar conduct the scholar is accused of violating;
 - The scholar's due process rights, pursuant to N.J.A.C. 6A:16-7.2 through 7.6; and
 - The terms and conditions of the suspension.
- Appropriate supervision of the scholar while waiting for the scholar's parent to remove the scholar from school during the school day; and Academic instruction either in school or out of school that addresses the Core Curriculum Content Standards.
 - Services shall be provided within five school days of the suspension.
 - Educational services provided to a scholar with a disability shall be provided consistent with the scholar's Individualized Education Program.
 - At the completion of a short-term suspension, the Chief Executive Officer shall return the scholar to the general education program and shall report the suspension to the Board of Trustees at its next regular meeting.

During the course of any short-term suspension, scholars may not participate in any extracurricular activities, school functions, sports or graduation exercises that occur. For a scholar with a disability, the provisions set forth above shall be provided in addition to all procedural protections set forth in N.J.A.C. 6A:14.

Long-term suspensions (More than 5 days)

Long-term suspension means removal of a scholar for more than five consecutive school days from the general education program, or the special education program, but not the cessation of the scholar's educational services. In each instance of a long-term suspension, Foundation Collegiate Academy Charter School shall assure the rights of a scholar suspended for more than ten consecutive school days by providing the following:

- Immediate notification to the scholar of the charges, prior to the scholar's removal from school;
- An informal hearing prior to the suspension in which the scholar is given the opportunity to present the scholar's version of events regarding his or her actions leading to the long-term suspension and the school's actions district's actions taken pursuant to N.J.A.C. 6A:16-7.1(c)2 and 5;
- Immediate notification to the scholar's parents of the scholar's removal from school;
- Appropriate supervision of the scholar while waiting for his or her parents to remove him/her from school during the school day;
- Written notification to the parents by the Chief Executive Officer, or his or her designee, within two school days of the initiation of the suspension, stating:
 - The specific charges;
 - The facts on which the charges are based;

- The scholar's due process rights, pursuant to N.J.A.C. 6A:16-7.2 through 7.6; and
- That further engagement by the scholar in conduct warranting expulsion shall amount to a knowing and voluntary waiver of the scholar's right to a free public education, in the event that a decision to expel the scholar is made by the School's Board of Trustees, pursuant to N.J.S.A. 18A:37-2 and N.J.A.C. 6A:16-7.5. The Foundation Academy Board of Trustees shall request written acknowledgement of the notification of the provisions above from the parents and the scholar subsequent to the removal from the scholar's educational program.
- A list of witnesses and their statements or affidavits, if any, no later than five days prior to the formal hearing;
- A scholar with a disability, a manifestation determination, pursuant to N.J.A.C. 6A:14-2.8 and the Federal regulations incorporated by reference therein;
- Information on the right of the scholar to secure an attorney and legal resources available in the community;
- Educational services, either in school or out of school, that are comparable to those provided in the public schools for scholars of similar grades and attainments.
 - The services shall be provided within five school days of the suspension.
 - Foundation Collegiate Academy Charter School shall make decisions regarding the appropriate educational program and support services for the suspended scholar, at a minimum, based on the following criteria:
- A behavioral assessment or evaluation including, but not limited to, a referral to the child study team, as appropriate;
- The results of any relevant testing, assessments or evaluations of the scholar;
- The scholar's academic, health and behavioral records;
- The recommendation of the Chief Executive Officer or other relevant school or community resource;
- Considerations of parental input; or
- Consultation with the Intervention and Referral Services team, as appropriate.
 - Educational services provided to a scholar with a disability shall be provided consistent with the scholar's Individualized Education Program, in accordance with N.J.A.C. 6A:14;
- A formal hearing before the Foundation Academy Board of Trustees, which, at a minimum, shall:
 - Be conducted by the Board of Trustees or delegated by the Board to a Board committee, the Chief Executive Officer or an impartial hearing officer for the purpose of determining facts or making recommendations. The Board of Trustees as a whole shall receive and consider either a transcript or detailed report on such hearing before taking final action;
 - Include the opportunity for the scholar to confront and cross-examine witnesses, when there is a question of fact; and present his or her own defense and produce oral testimony or written supporting affidavits.
 - Take place no later than 30 calendar days following the day the scholar is suspended from the general education program;
 - Not be subject to the provisions of the "Open Public Meetings Act"; and
 - Result in a decision by the Foundation Academy Board of Trustees, which at a minimum, shall be based on the preponderance of competent and credible evidence;

- A written statement to the scholar's parents of the Board of Trustees' decision within five school days after the close of the hearing that includes, at a minimum:
 - The charges considered;
 - A summary of the documentary or testimonial evidence from both the scholar and the administration that was brought before the Board of Trustees at the hearing;
 - Factual findings relative to each charge and the Board of Trustees' determination of each charge;
 - Identification of the educational services to be provided to the scholar, above;
 - The terms and conditions of the suspension; and
 - The right to appeal the Board of Trustees' decision regarding the scholar's general education program to the Commissioner of Education;
- Immediate return to the general education program if at any time it is found that the scholar did not commit the offense;
- For a scholar with a disability found not to have committed the offense, the scholar's program shall be determined in accordance with the provisions of N.J.A.C. 6A:14; and
- At the completion of a long-term suspension, the Foundation Academy Board of Trustees shall return the scholar to the general education program.

Any appeal of the Board of Trustees' decision regarding the scholar's program shall be made to the Commissioner of Education.

Suspension of general education scholars shall not be continued beyond the Board of Trustees' second regular meeting following the suspension, unless the Board of Trustees so determines. The Foundation Academy Board of Trustees shall determine whether to continue the suspension based on the following criteria:

- The nature and severity of the offense;
- The Board of Trustees removal decision;
- The results of any relevant testing, assessments or evaluations of the scholar; and
- The recommendation of the chief school administrator, principal or director of the alternative education program or home or other out-of-school instruction program in which the scholar has been placed.

When the Board of Trustees votes to continue the suspension of a scholar, the Board, in consultation with the Chief Executive Officer, shall review the case at each subsequent Board of Trustees meeting for the purpose of determining:

- The status of the scholar's suspension;
- The appropriateness of the current educational program for the suspended scholar; and
- Whether the suspended scholar's current placement should continue or whether the scholar should return to the general education program.

When the Foundation Academy Board of Trustees votes to continue the suspension of a general education scholar, the Board of Trustees, in consultation with the Chief Executive Officer, shall make the final determination on:

When the scholar is prepared to return to the general education program;

Whether the scholar shall remain in an alternative education program or receive home or other in-school or out-of-school instruction, based on the criteria set forth in (c)1i through iv above; or

Whether to initiate expulsion proceedings in accordance with N.J.S.A. 18A:37-2 and N.J.A.C. 6A:16-7.5.

The Foundation Academy Board of Trustees shall provide a general education scholar suspended under this section with an appropriate educational program or appropriate educational services, based on the criteria set forth under (a)9ii above, until the scholar graduates from high school or reaches the age of 20, whichever comes first.

- The educational program shall be consistent with the provisions of N.J.A.C. 6A:16-9.2 and 10.2 and N.J.A.C. 6A:14-2 and 4.3, whichever is applicable; or
- The educational services provided, either in school or out of school, shall be comparable to those provided in the public schools for scholars of similar grades and attainments, pursuant to the provisions of N.J.S.A. 18A:38-25.
- For a scholar with a disability who receives a long-term suspension, the Foundation Academy Board of Trustees shall proceed in accordance with N.J.A.C. 6A:14 in determining or changing the scholar's educational placement to an interim or alternative educational setting.
- All procedural protections set forth in N.J.A.C. 6A:14 and this section shall be afforded to each scholar with a disability who is subjected to a long-term suspension.
- All decisions concerning the scholar's educational program or placement shall be made by the scholar's Individualized Education Program team.

Mandated Scholar Removals from General Education

By law, Foundation Collegiate Academy is required to immediately remove scholars from the school for certain offenses.

Possession of a Firearm - The Chief Executive Officer shall immediately remove any scholar, other than a scholar with a disability, from the school's general education program for a period of not less than one calendar year if the scholar: is convicted or adjudicated delinquent for possession of a firearm on any school grounds, including on a school bus or at a school-sponsored function;

- is convicted or adjudicated delinquent for committing a crime while in possession of a firearm on school grounds, including on a school bus or at a school-sponsored function; and
- is found knowingly in possession of a firearm on any school grounds, including on a school bus or at a school-sponsored function.

Firearms are defined in N.J.S.A. 2C:39-1(f) and 18 U.S.C. § 921.

The Chief Executive Officer shall remove scholars with disabilities for offenses involving firearms in accordance with the provisions of N.J.A.C. 6A:14 and the applicable Federal regulations incorporated therein.

Assaults with Weapons Offenses – The Chief Executive Officer shall immediately remove any scholar, other than a scholar with a disability, from the school’s general education program for a period of not exceeding one calendar year, if the scholar commits an assault with a weapon upon a teacher, administrator, board member, other employee of the school or another scholar on any school grounds, including on a school bus or at a school-sponsored function, according to the requirements of N.J.S.A. 18A:37-2.2 through 2.5. Assault is defined under N.J.S.A. 2C:12-1(a)1 and weapons include, but are not limited to, those items enumerated in N.J.S.A. 2C:39-1(r), except a firearm as defined by N.J.S.A. 2C:39-1(f) and 18 U.S.C. § 921.

The Chief Executive Officer shall remove scholars with disabilities for assaults with weapons offenses in accordance with the provisions of N.J.A.C. 6A:14 and the applicable Federal regulations incorporated therein.

Assaults on Staff Members – The Chief Executive Officer shall immediately remove any scholar, other than a scholar with a disability, from the school’s general education program if the scholar commits an assault not involving the use of a weapon or firearm, upon a teacher, administrator, board member or other employee of Foundation Academy Charter School acting in the performance of his or her duties and in a situation where his or her authority to act is apparent, or as a result of the victim’s relationship to Foundation Academy Charter School. Assault is defined under N.J.S.A. 2C:12-1(a)1.

The Chief Executive Officer shall remove scholars with disabilities for assaults on staff members in accordance with N.J.A.C. 6A:14.

Expulsions

Expulsion means the discontinuance of educational services or the discontinuance of payment of educational services for a scholar.

In accordance with N.J.S. 18A:37-2, scholars may be expelled from the charter school for any of the following reasons: (note: though the law refers to expulsion from New Jersey schools in general, for the purposes of this document, expulsion shall here refer merely to the expulsion of a scholar from this charter school).

- Continued and willful disobedience;
- Open defiance of the authority of any teacher or person, having authority over him/her;
- Conduct of such character as to constitute a continuing danger to the physical well-being of other pupils;
- Physical assault upon another pupil;
- Taking, or attempting to take, personal property or money from another pupil, or from his or her presence, by means of force or fear;
- Willfully causing, or attempting to cause, substantial damage to school property;
- Participation in an unauthorized occupancy by any group of pupils or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the principal or other person then in charge of such building or facility;

- Incitement which is intended to and does result in unauthorized occupation by any group of pupils or others of any part of a school or other facility owned by any school district;
- Incitement which is intended to and does result in truancy by other pupils; and
- Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises.

Foundation Academy Charter School may expel, that is discontinue the educational services or discontinue payment of educational services for, a general education scholar from school after the Board of Trustees has provided the following:

- The procedural due process rights set forth at N.J.A.C. 6A:16-7.3 and 7.4, subsequent to a long-term suspension, pursuant to N.J.A.C. 6A:16-7.3; and
- An appropriate educational program or appropriate educational services, based on the criteria set forth under N.J.A.C. 6A:16-7.3(f).
 - The educational program shall be consistent with the provisions of N.J.A.C. 6A:16-9.2 and 10.2 and 6A:14; whichever are applicable; or
 - The educational services provided, either in school or out of school, shall be comparable to those provided in the public schools for scholars of similar grades and attainments, pursuant to the provisions of N.J.S.A. 18A:38-25.

Any appeal of the Foundation Academy Board of Trustees' decision regarding the cessation of the scholar's general education program shall be made to the Commissioner of Education.

The Foundation Academy Board of Trustees shall continue to provide an appropriate educational program or appropriate educational services, in accordance with N.J.A.C. 6A:16-7.5(a)2, until a final determination has been made on the appeal of the district board of education's action to expel a scholar. An expulsion of a scholar with a disability from a receiving school shall be handled in accordance with N.J.A.C. 6A:14.

Discipline of Scholars with Special Needs

Foundation Collegiate Academy will uphold the specified disciplinary policies and procedures outlined in the Individual Educational Plans (I.E.P.) of a scholar with a disability. Otherwise, scholars with special needs will be held to the Code of Conduct and discipline systems outlined in this document.

Scholar Rights

In all matters regarding discipline, all members of the Foundation Collegiate Academy community have the right to:

- Advance notice of behaviors that will result in suspension and expulsions. These behaviors are identified within this Code of Conduct;
- Education that supports scholars' development into productive citizens;
- Attendance in a safe and secure school environment;
- Attendance at school irrespective of scholars' marriage, pregnancy or parenthood;
- Due process and appeal procedures pursuant to N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8. The actual New Jersey Administrative Code language regarding these due process and appeal rights is available to parents and scholars upon request;
- Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2 (b)3. The actual New Jersey Administrative Code language regarding these due process and appeal rights is available to parents and scholars upon request; and

Protections pursuant to 20 U.S.C. § 1232g and 34 CFR Part 99, Family Educational Rights and Privacy Act; 20 U.S.C. § 1232h and 34 CFR Part 98, Protection of Pupil Rights Amendment; N.J.A.C. 6A:32-7, Scholar Records; 45 CFR § 160, Health Insurance Portability and Accountability Act; 20 U.S.C. § 6301, Title IV(A)IV § 4155 of the Elementary and Secondary Education Act as reauthorized under the No Child Left Behind Act; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, School-based drug and alcohol abuse counseling; information from participants; disclosure; N.J.A.C. 6A:16-3.2, Confidentiality of scholar alcohol and other drug information; N.J.S.A. 18A:36-19, Creation; Pupil Records: Maintenance and Retention, Security and Access; Regulations; Non-Liability; N.J.A.C. 6A:14-2.9, Scholar Records; as well as other existing Federal and State laws pertaining to scholar protections. The actual New Jersey Administrative Code language regarding these due process and appeal rights is available to parents and scholars upon request.

Dress Code

At FAC we know that school uniforms act as an equalizer. As we start our 22-23 school year please review our uniform policy in its entirety. As we approach the different seasons, weather gets hotter & colder, please remind your young adult that they *may not wear non-FAC* outerwear during the school day. Sweatshirts are available to purchase at Bits and Pieces hoodies will no longer be sold.

If students are not in the correct uniform a call will be made home at arrival by a DOC to bring the correct uniform to school before a student can join their classes. **OUTERWEAR is not permitted to be worn in the building (including all non FA hoodies, pullovers, jean jackets and jackets).** Refusal to adhere to the ENTIRE uniform policy when asked by a staff member

will result in a reflection. If a student does not attend their assigned reflection, a mandatory scheduled parent meeting is required before returning to school.

Uniform:

Navy blue Slacks/Pants

Navy Blue FAC Gym shorts (Only During Gym Class)

Navy Blue FAC Sweatpants (Only During Gym Class)

Navy Blue or Grey FAC Polo Shirt

Navy Blue or Grey FAC Pullover/Zip Up Sweater

Navy Blue or Grey FAC T Shirt (Only During Gym Class)

95% Black Shoe/Sneaker (No Crocs, No Slides/flip flops, No Slippers, No Open Toe Shoes)

Expectations:

- Scholars will not be permitted inside of the classroom without a complete uniform.
- From 7:35-7:55 am - DOC does a uniform scan for shoes, pants, and shirts. Students who are found to have changed clothing after morning entry will be assigned ()
- All of our future leaders will be presented with the opportunity to correct their own uniform violation **AT ARRIVAL**
 - 1st option- Arrive Prepared
 - 2nd option- Return or call home for the correct uniform. Must return/correct before 8:05.
 - 3rd option- Use a loaner uniform or shoes which will be returned at the end of day. Students will be assigned washing duties when they take loaners in non-emergency situations.
- As our future leaders enter, Advisory teachers will remind our future “it is now the start of the school day and before entering their room all students must be in the correct uniform, including all outerwear and non-FAC hoodies off.”
- All teachers will continue to hold our young leaders accountable throughout the school day.
 - Address and allow the scholar to correct
 - Document via note in Alma & make phone call home
- All staff will redirect students that are out of uniform (hoodies on head and non-FAC outerwear) and add a note into Alma as a uniform violation if student refuses they will be sent to culture.

Athletes, see the athletic section for guidelines.

***The above dress code policies are to be adhered to unless otherwise specified.**

P.E. Attire

Scholars may wear any athletic attire (no buttons or zippers) or FAC gym t-shirts and athletic shorts or sweatpants for Physical Education classes/or a solid navy tee-shirt, solid navy, white, or black sweatshirt, sweatpants, and/or basketball shorts. Scholars may not cut off or alter the P.E. attire in any way. No short-shorts, jeans, jean shorts, cutoffs, lycra or spandex are allowed for P.E. Scholars must change into and out of gym uniform in their assigned changing room. Any color sneakers (not slip ons, vans, etc.)

Head Coverings

The only approved headwear in school is provided to those for religious exemptions. This exemption is provided at the beginning of the school year and / or any change or adoption of a new religious base. On a conditional basis for any medical conditions

No hats or other head coverings including scarves, and bandanas are permitted in the building. They must be removed before entering.

Distracting Clothing

Any clothing or jewelry that is determined by any teacher or staff member on a dress down/ approved out of uniform day that distracts from the learning process will not be permitted.

SCHOOL WIDE EXPECTATIONS

In order to ensure that we maximize our learning time, Foundation Collegiate Academy has established norms for operating within any Foundation Collegiate Academy classroom and circumstance.

School-wide Norms

Foundation Collegiate Academy scholars will:

- Follow directions the first time they are given.
- Enter class prepared with the necessary materials for learning.
- Conduct yourself respectfully towards all persons, property and spaces.
- Self-monitor volume at all times.

Locker Use

FAC provides each scholar in the 9th -12th grades a locker each year.

To ensure that all scholars' belongings are secure while in lockers the school maintains a record of combinations should any scholar forget their combination code during the year. In addition, scholars are not to share or give out their combination locks and only one scholar is permitted to use each locker. Locker swapping is not permitted.

Scholars will be provided with a locker contract once locker assignments have been given out. Parents and scholars should read over the contract carefully as scholars and parents will be held responsible for all information included in the contract and will be held financially responsible for any damages to lockers. Foundation Collegiate Academy is not responsible for any missing/lost/stolen items that disappear from lockers as noted in the locker contract.

Foundation reserves the right to inspect lockers at any time.

Hallway Transitions

During transitions, scholars are expected to move quickly, quietly, and calmly to their lockers if utilizing during that period and eventual classroom or cafeteria destinations. Students may engage in appropriate conversations in transit but should not congregate in the hallway, near lockers, or doorway of any room. It is expected that students will demonstrate respectful appropriate language and judgment during the transition. Cursing and inappropriate touching is not permitted. Students must keep to the right in the hallway and use the appropriate stairwell to keep traffic flowing in two directions.

Restroom Use

Scholars must always sign out before leaving and sign in upon return using the smart pass.

Students may not leave for more than 10 minutes.

One scholar at a time from each class will be permitted to use the restroom. Before leaving the class (for any reason), scholars must notify the adult in charge.

Co-Curricular Activities /Enrichment Programs

Athletics

Student participation is contingent upon academic and behavioral performance. All scholars must have a physical examination performed by a qualified physician and must report the examination using FAC's official form. This form **MUST** be completed, signed, and submitted to the School Nurse, before he or she will be permitted to participate in any school athletics.

In addition, student-athletes may be required to submit a deposit for any school uniforms that are issued. Scholars are responsible for the safe-keeping and laundering of athletic uniforms. The school is not responsible for lost or stolen items.

Student athletes must maintain a 2.0 GPA 70% or better in order to join and/or continue to participate in any team sport. Failure to maintain a cumulative GPA of 2.0 may warrant academic probation that may ultimately lead to the dismissal from a team.

Student athletes may be required to dress in either business attire or the school uniform on game days. Failure to adhere to the strict uniform guidelines will result in a game suspension and school suspension.

Covid Protocols

Foundation Academies Follows the guidelines provided by the Penn Jersey Athletic Association and the NJSIAA.

<http://p-jaa.weebly.com/covid-19-update.html>

<https://www.njsiaa.org/health-safety/covid-19-resources>

ACADEMIC RESPONSIBILITIES & CONDUCT

ACADEMICS

Student-athlete academic expectations include class attendance, effort, behavior and achievement. Student-athletes must remember that their number one priority is academic education; student-athletes are always expected to perform to the best of their abilities in the classroom. Student athletes must inform all of their teachers of any anticipated absence well in advance. **It is the responsibility of each student-athlete to obtain any missed class materials, make up any missed class work, retrieve any handouts distributed in his/her absence, and inquire about any assignments he or she may have missed while absent.**

CONDUCT

As school representatives, student-athletes are expected to conduct themselves respectfully and with impeccable manners. This applies to all school situations, whether at FA, at any other school, or riding on the team bus. **Student-athletes will be held accountable for behavior**

outside of school as well as conduct unbecoming of an FA student-athlete. Poor sportsmanship, inappropriate language or any form of student misconduct will not be tolerated and will be dealt with on a case by case basis as outlined in the FAC Honor Code / Code of conduct. Remember, it is an honor and a privilege to be an FA student-athlete.

ILLEGAL SUBSTANCES

Alcohol, Drugs, Steroids, Tobacco, Controlled Substances By signing this “Code of Conduct” student-athletes promise to refrain from the possession, use, and distribution of any tobacco products, drugs, alcohol, steroids, and other controlled substances, both on and off school grounds. If it is determined a student-athlete has violated this pledge he/she will be subject to serious disciplinary consequences including suspension or dismissal from the team.

ELIGIBILITY REQUIREMENTS

During the season, academic and behavioral concerns will be discussed with the student-athlete, teacher(s), Dean of Culture, and coaches on a weekly basis to ensure that the bi-quarterly and quarterly eligibility expectations are met. Failure to improve will result in disciplinary measures, including possible suspension or dismissal from the team.

The general guidelines for student-athlete eligibility are as follows:

To maintain their eligibility all student-athletes must maintain a **Term G.P.A. of 2.0 or higher.**

Food

The appropriate time for food and drink is during lunch. Drinks may not be brought to school in a glass container. **Chewing gum and sunflower seeds are not permitted at any time.** Scholars may carry around water in a clear water bottle.

Senior Perk: Ordering Lunch

FAC Seniors only are permitted to order outside lunches but may not leave campus for lunch. This is only permitted during lunch periods. Deliveries are to be made and picked up at the main entrance only, must be picked up by the senior student and request must be requested in morning advisory so there is no disruption to the school day or front office functioning.

If the request is not made in advisory, and on the approved list then the senior student is not permitted to order lunch out that day. If there is a violation of the policy that senior found in violation will forfeit their senior specific privilege. Additionally, seniors may not order food for underclassmen including siblings or they forfeit the privilege.

This is a senior only perk.

Chores

As a part of the Foundation Collegiate Academy community, scholars are expected to pitch in and help out with keeping the school clean. Just like at home, scholars will have chores to do

around the school. In addition, community service work around the school may be assigned as a consequence for violation of the Honor Code / Code of Conduct.

School Phone Usage

Scholar Cell Phones and Other Electronics

Cell phones, smart watches and all other smart electronics are permitted for use in the cafeteria during the students lunch period. We respect that young adults need to have their personal time to eat, enjoy and fellowship. Therefore we have defined this space as leisure time and should be a respectful independent period. Respectful space rules are to be followed:

- 1) No recording of any sort is permitted of any student or staff without their express permission.
- 2) No posting to social media.
- 3) No excessive volume (inside low level use) watching anything should not be heard by anyone else in the vicinity.
- 4) At the conclusion of lunch period all cell phones and other electronics must be put away promptly in backpacks or lockers. *No cell phones are permitted in the hallways or stairwells during transition times. If the intent is to put devices in lockers they are to be put away until transported to the locker. Again, there are no exceptions, no cell phones are permitted in the hallways or stairwells during transition times.*

Foundation Collegiate Academy High School, its personnel, members of the Foundation Academy school board and the Foundation Academy organization et.al assume no responsibility for any personal items including electronics.

Our school's authority to implement and enforce a policy related to cell phone usage (including confiscating cell phones or electronic devices that are in violation of the above guidelines for use) is pursuant to its common law responsibility to maintain a safe and orderly environment at the school. In addition, it is consistent with the statute prohibiting the possession of cellular devices on school grounds, *N.J.A.C. 6A:16-5.8*.

There is no acceptable use of a cell phone during the academic day WITHOUT staff permission. Any staff member can request that a scholar put their phone away and this should be done immediately.

Parents who need to speak with their child during the day may call the Main Office. Scholars may return parent calls using an office phone. Should a scholar need to contact a family member, younger sibling, etc. during the school day, they should resolve this situation by speaking with a faculty member and using an office phone or receiving permission to use their personal phone. The key here is asking permission and communicating properly and respectfully.

If a phone is confiscated FAC staff members will place it in our secure safe until the end of day. This matter will also be referred to the Honor Council and may come with forfeiting the privilege of bringing electronics to school. If scholars and their respective families do not agree with this policy, they are advised not to bring electronic devices to school.

Adult Supervision

Scholars are required to have passes any time that they are in the building or on campus and not under direct adult supervision. If school is in session and a scholar is out of his or her classroom or lunchroom without a pass he or she is deemed, by definition, to have left adult supervision without permission and appropriate disciplinary action will be taken, including possible suspension.

Technology and Internet Use

Foundation Academy Collegiate is committed to the effective use of technology to enhance both the quality of scholarly learning and the staff efficiency of school operations. It also recognizes that safeguards must be established to ensure the protection of our scholars. Safeguards also protect the school's investment in the hardware and software, ensure the benefits of technology and prevent negative side effects.

Foundation Academy Collegiate scholars will receive a school-sponsored and maintained email address by which scholars may communicate electronically with their teachers as well as college admissions officers when required junior and senior years. The appropriate use of the Foundation Collegiate Academy email address is strictly enforced by the following technology mandates.

All scholars will treat school technology and all school property with care and respect. Scholars must sign out all technology prior to use and sign it in upon its return. Degrading, vandalizing or disrupting equipment, software or system performance or the data of another will result in swift and immediate disciplinary action up to and including suspension and expulsion.

School Computers

Scholars are responsible for exhibiting good behavior as they use computers at school. Computer files, including e-mail, are not private. The use of the school computers and networks, computer software, data files, Internet access, and intellectual property is a privilege and is intended for educational purposes only. The privilege may be revoked or other disciplinary action taken for violation of any of the following rules.

Scholars may not

Share computer account IDs and passwords except when authorized.
Create, copy, receive, or use data, language, or graphics that are <u>obscene, abusive, or otherwise inappropriate at school</u> .
Access, change, or delete computer programs, data files or electronic mail without expressed permission.
Remove or destroy the school's computer hardware or peripherals (printers, monitors, modems, cables, connectors, etc.)
Remove or destroy computer software or data files owned by the school or other persons.
Violate or attempt to violate the security of the computer/network systems.
Take unauthorized actions that deny access to, disrupt, or destroy the service of the computer/network systems.
Make unauthorized or unlawful installation of personal computer software on the school's computers or the computer networks, including, but not limited to, games, virus programs, and applications software.
Use computers, computer networks, or computer peripherals (printers, monitors, modems, etc.) to commit a forgery or to create a forged instrument.
Use computers, computer networks, computer software, and data files or intellectual property in any unauthorized way.

It is the policy of Foundation Academy Collegiate to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online

activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254 (h)] The provisions of this policy and associated guidelines and agreements are subordinate to school, local, state and federal law. Foundation Collegiate Academy Charter School has the duty to investigate any suspected violations of this policy.

Definitions

Key terms are defined in the Children’s Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or “Internet filters”) are used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research of other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of Foundation Collegiate Academy Charter School’s online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking’, and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all the members of Foundation Academy Collegiate staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children’s Internet Protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Technology department or designated representatives.

No Expectation of Privacy

Given valid reason, Foundation Academy Collegiate may at any time and without notice to or consent from users, obtain access to all information, conveyed or stored anywhere on any of the school’s electronic systems, including telephone calls and electronic mail messages, even if the information has been password protected or encrypted. Foundation Academy Collegiate may use the information obtained for any legal purpose, including disclosure to third parties, subject only

to applicable law, but otherwise in the sole discretion of the school. The school may exercise an investigation triggered by indications of impropriety or as necessary to locate substantive information that is not more readily available by some other less intrusive means.

Supplies

Scholars will need a backpack to tote their materials to and from school. Only medium-sized backpacks with two straps are permitted. In addition, scholars need to have the following supplies at home to complete their homework:

Access to the Computer / Internet	College-ruled Lined Paper	Erasers	Flashcards and Container	Glue/Tape
Graphing Calculator	Markers	Pencils	Highlighters	Post-its
Protractor	Ruler	Scissors	Stapler	White-Out

Textbook Policy

Use

Foundation Academy Collegiate will provide scholars with multiple textbooks throughout the year to use for their studies. All textbooks and novels that are issued to a scholar are the property of Foundation Academy Collegiate and are loaned to the scholar for use during the school year. Each teacher who issues a book to a scholar will keep a record of the book, and the scholar will be responsible for returning it. These textbooks are costly and the Academy trusts scholars with their care. Novels are considered textbooks. Report cards may be withheld for unreturned books.

Foundation Academy Collegiate will give scholars charge over a particular, assigned textbook. That same text, signed out under a scholar’s name, must be returned at the end of the year. If the book is lost or damaged, a fine will be imposed. If a scholar returns a different text at the close of the year, that scholar will be held financially responsible for replacing the assigned text. Fines must be paid before the scholar’s report card or transcript is issued to him/her. Books lost during the year must be paid for before a new book is issued.

Parent-Teacher Conferences

Conferences are held three times per year—at the conclusion of the first, second and third marking periods. Your child’s Advisor will contact you to schedule your attendance at Parent-Teacher Conferences.

During the first and third Parent-Teacher Conferences, the Advisor will review the scholar’s academic transcript and discuss how the quarterly grade report impacts the 4-year academic transcript as well as scholar college options. **Attendance at Parent-Teacher Conferences is mandatory.** **If for some reason, a parent/guardian is unable to attend a conference, report cards must be picked up in the main office within two (2) school days.**

BUILDING WELLNESS, SAFETY AND SECURITY

School Closing

In the event that school is canceled or has a delayed opening because of inclement weather, parents will be notified in the following ways:

- Automated telephone call to your home the morning of the school closing
- Posting of the delay/closing on Instagram, Facebook, and www.foundationacademy.org

If for any reason, FAC has an emergency closing during the school day (*e.g.* snowstorm, power outage, etc.), the school staff will notify the parents/guardians. In the event of extreme delay, parents/guardians of each child will be notified. It is imperative to make arrangements with family and/or neighbors to care for your children if you will not be home.

Emergency Evacuation Procedures

The following procedures will be in effect in the case of an emergency.

Parent Pick-Up

- The Chief Executive Officer and/or Principal will call local radio and television stations to report when parents should pick up their children.
- Parents should not go to school.
- Parents should not call the emergency site – all communication lines must be left open – please tune in to your radio and/or television station.
- All scholars and staff will be directed to the emergency site.

Fire Safety and Evacuation Procedures

Any time the fire alarm goes off (including regularly scheduled fire drills), scholars must obey the following procedures:

- Line up immediately, silently and in the designated order
- Walk silently to the designated exit and line up outside
- Remain silent and await further instructions

Pick-Up Procedures

To ensure the safety of our scholars, the following procedures must be followed if the adult picking up a scholar under the age of 17 is not a parent or guardian:

- All parents/guardians must provide the office with an authorized list of person(s) designated to pick-up their child. In case of emergency parents must call the school to designate a one-time emergency authorization for a new individual.
- The designated person will need to present a valid photo I.D. when picking up the scholar.

Scholar Health

Reporting to the Nurse

The nurse and/or first aid certified staff member are available for treatment of minor injuries or illnesses and for discussion of any health concerns that occur during the school day or on a school sponsored trip. A scholar may report to the health office with the consent of his or her teacher, documented with a specific nurse pass or prior phone contact to the nurse. A parent/guardian will be notified if care beyond first aid is required or if a child is too ill to remain in school. Once notified, it is the responsibility of the parent to arrange for immediate transportation if the scholar is to be excluded from school. If guardians, physicians, or other persons designated by the parent cannot be contacted, the school nurse will take whatever action is deemed necessary in her judgment for the immediate health of the scholar. **Diagnosis and treatment of illness are not the responsibility of the school. Any diagnosis/further treatment will be the responsibility of the parent/guardian and private physician/certified nurse practitioner.**

Medical Emergency

In a true medical emergency, 911 will be initiated first, and then a parent/guardian will be notified. Hospital policy requires that the parent/guardian report to the emergency room immediately to authorize care. FAC will not be financially responsible for the emergency care and/or transportation for the scholar.

Communicable Diseases

FAC recognizes that health is essential to the education and well-being of its scholars and staff. Therefore, it is necessary that a scholar with a communicable disease be excluded from school until the danger of contagion has passed. Please know that Foundation Collegiate Academy will follow all recommendations of the State and Local Health Departments in the event of a contagious disease incident.

Notify the school nurse if your scholar becomes ill at home. The school may request a note from the scholar's health care provider stating that the condition is no longer contagious and/or be evaluated by the school nurse before the scholar can be readmitted to class. With any illness, a scholar should be free of fever for 24 hours (without the administration of any fever reducing medication) before returning to school.

Medication Administration

Whenever possible, medication should be administered prior to and after school hours. However, Foundation Academy Collegiate recognizes that under certain circumstances, a scholar's attendance/education is contingent upon the receipt of medication during school hours or on school sponsored trips. This form may be obtained from the school nurse. Medication must be brought to school by the parent/guardian in the original bottle and properly labeled by a registered pharmacist with the scholar's name, name of medication, and dosage.

Except those medications for life threatening conditions (refer to provisions below), all medications, including non-prescription, must be stored in the health office and administered by the school nurse. Scholars are not to carry medications of any kinds or self-administer medications during school hours or on school sponsored trips without proper physician documentation and the knowledge of the school nurse. Additionally, we request that you inform the school nurse of any medication changes or any additional medications administered at home that may cause side effects or a change in behavior while at school.

Health Examinations

Please be advised that admission to Foundation Academy Collegiate is conditioned upon the parent/guardian providing written documentation of the following health requirements.

ALL SCHOOL ENTRY PHYSICALS AND SPORT PHYSICALS MUST BE PERFORMED BY THE SCHOLAR'S OWN HEALTH CARE PROVIDER.

1. Completion of the "Annual Athletic Physical Evaluation" form by your licensed physician or certified nurse practitioner. This examination must be less than 365 days prior to entry and must state what, if any, modifications are required for full participation in the school program.

(Medical examinations are also strongly recommended at the following developmental stages: pre-adolescence (grades 4-6), and adolescence (grades 7-12).

*****Pre-participation sport physicals are required annually for participation on an extra-curricular sports team.*****

2. Proof of appropriately spaced immunizations including the date, month, and year of each administration.

- a) DPT Vaccine (4 doses; the last dose administered on or after the child's 4th birthday)
Alternately, a child with any total of 5 doses will also be in compliance.
- b) ***Tdap booster (1 dose) for a scholar entering Grade Six or on the 11th birthday, given no earlier than the 10th birthday.
- c) Poliovirus Vaccine (3 doses; the last dose administered on or after the child's 4th birthday)
Alternately, a child with any total of 4 doses will also be in compliance.
- d) MMR Vaccine (2 doses, the first dose administered on or after your child's 1st birthday).
- e) Hepatitis B Vaccine (3 doses).
- f) Varicella Vaccine (1 dose, administered on or after the child's 1st birth date) or proof of disease.
- g) *** Meningococcal Vaccine (1 dose) for scholars entering Grade Six or on the 11th birthday, whichever comes first.

OR

- a) A written statement to the school, signed by the parent/guardian, that explains how the administration of immunizing agents conflicts with your child's exercise of religious tenets and practices.
- b) A written statement from a licensed physician or nurse practitioner that the immunization is contraindicated for medical reasons. The medical contraindication must state both the reason and length of the medical contradiction.

An official school record (A-45), a record from any health department, an immunization record from a licensed physician or certified nurse practitioner, or an official record from the New Jersey Immunization System can be accepted as evidence of a child's immunization history.

Immunizations can be provided free of charge for children that reside in the city of Trenton. If this is of interest to you, contact the City of Trenton, Division of Health by calling (609) 989-3242.

Tuberculin Skin Testing

FCA requires proof of tuberculin skin testing and medical evaluation (if the reaction is > 10 mm) for scholars transferring directly from an identified high TB incidence country. The school nurse will contact you directly if this is a requirement of your child.

Emergency Administration of Medication (N.J.S.A. 18A:40-12.5, 12.6)

As according to New Jersey State Law, FCA permits the self-administration of medication by a pupil for potentially life threatening illnesses only (asthma, anaphylaxis). Additionally, the school nurse may designate another employee of the school to administer epinephrine via an auto-injector to a pupil for life threatening anaphylaxis when the scholar does not have the capability of self-administration and the school nurse is not physically present at the scene. The school's "Self Administration of Medication" form must be completed by the scholar's health care provider, signed by the parent/guardian and scholar, and remain on file in the scholar's school health record. This form may be obtained from the school nurse. Medication must be provided by the parent/guardian, properly labeled by a registered pharmacist with the scholar's name, name of medication, and dosage.

Emergency Contact Forms

In order to provide care in the case of accident or sudden illness, a completed "Health Office Emergency Contact" form should remain on file in the Health Office. When completing this form, list only those persons who are available during school hours to assume responsibility/care for your child should he or she become ill or injured. Please contact the school as soon as possible should there be any changes in emergency contact information.

Health History

In order to assess your child's individual health needs, provide comprehensive health care, and develop/maintain a permanent health record, it is necessary for the "Health History" form to be completed. The parent/guardian is responsible for notifying the school of any change in scholar's health or medication.

Health Screenings

The school nurse will provide the following preventive screenings: measurement of height and weight, BMI calculation, blood pressure, vision, and hearing. Scholars will be evaluated for scoliosis (curvature of the spine) every other year. You will be notified in writing if further evaluation by your personal care provider is recommended.

Physical Education

A note from the scholar's private health care provider is required to be excused from Physical Education. This written statement must state the length of time that the scholar is to be excluded and/or what limitations/modifications are required.

Should you have any questions about any of the above, please contact the school nurse.

Child Study Team

The Child Study Team professional staff consists of a school psychologist, the school social worker, and a learning disabilities teacher/consultant, as well as a special education and regular education teacher. The Principal, school nurse, and other faculty members will attend meetings as deemed necessary. A speech

language specialist, occupational therapist, or other specialist will be a member of the Child Study Team professional staff as necessary.

The purpose of the team is to work together with the parent/guardian to identify, evaluate and determine a scholar's eligibility to receive special services, develop and review the individualized education program (IEP), and place the scholar in an appropriate program.

The Child Study Team uses the results of an initial evaluation, an annual review, or a re-evaluation to determine what kinds of services are needed for each scholar. Parents' concerns regarding their classified child or their child's possible disability should be brought to the attention of the Child Study Team via the School Social Worker.

Family Involvement

Parent volunteerism is welcomed at Foundation Collegiate Academy. Working together to accomplish common goals creates school pride and spirit. Therefore, we encourage parents/guardians to volunteer their time to Foundation Collegiate Academy as they are able. Parents/guardians who wish to volunteer their time may contact the Deans of Student Culture.

Student Success Team

Grievance Procedure

In accordance with the [*Charter School Program Act of 1995*](#), the Board of Trustees must establish an advisory grievance committee consisting of both parents and teachers who are selected by the parents and teachers of the charter school. The committee addresses complaints alleging violations of the Act and makes non-binding recommendations to the Board of Trustees concerning the disposition of complaints.

Advisory Grievance Committee

There shall be a committee of four persons to consider all complaints alleging a violation of the Foundation Academy Charter School charter. Two members of the committee shall be teachers selected by the school's faculty and two members shall be parents selected by the parents of children enrolled in the school. Terms shall be for one year.

The following steps will be taken to address a grievance:

- Written description of the grievance including the name, address, and telephone number of the grievant, his or her role (parent, scholar, teacher, or other), the alleged violation and the remedy or relief sought, along with any supporting documentation, to be presented by the aggrieved party to the grievance committee no later than one month after the fact. Forms are available in the school's main office.

- Committee review of the grievance and all supporting materials along with interviews of the aggrieved and other relevant parties within one month's time.
- The Advisory Grievance Committee makes its decision and nonbinding recommendations concerning the disposition of the complaint known to the school's Board of Trustees. Committee decisions should be completed within one week's time unless there is a call for more information, in which case the process starts again with step (2).
- The Board of Trustees considers the recommendations of the Grievance Committee at its next regularly scheduled meeting and renders a decision.
- If the Board decides wholly or partially for the aggrieved, any remedial action is to be taken as expeditiously as possible.
- If the aggrieved is dissatisfied with the Board's decision, an appeal may be made to the Commissioner of Education.

Transfer Procedures

If a parent wishes to transfer a scholar to another school, parents should notify the Principal and the main office at least two weeks in advance whenever possible. Scholar withdrawal forms need to be completed by parents. All school-owned property (*e.g.* books) must be returned or paid for before leaving. Scholar records will be held until all books are returned and all fines are paid.

Other Rules

Foundation Collegiate Academy has the right to create, establish or amend school rules as the school organization sees fit.

APPENDIX

FOUNDATION ACADEMY CHARTER SCHOOL SCHOLARS FILE CODE: 5145.4

EQUAL EDUCATIONAL OPPORTUNITY

Foundation Academy Charter School shall provide equal and bias-free access for all pupils to all school facilities, courses, programs, activities and services and give them maximum opportunity to achieve their potential regardless of race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, liability for service in the Armed Forces of the United States, nationality, place of residence within the district, social or economic condition, or disability. Enforcement of other school affirmative action/equity policies (2224, 4111.1, 4211.1 and 6121) contribute to this legally required equality of educational opportunity.

Staff members shall maintain professional relationships with pupils at all times and develop wholesome and constructive relationships with them. Staff members shall be expected to regard each pupil as an individual and to accord each pupil the rights and respect that are his or her due.

Staff members shall promote a learning environment that encourages fulfillment of each pupil's potential in regard to his or her program, consistent with school goals and with optimal opportunities for pupils. This goal may be reached by adapting instruction to individual needs, by:

1. insisting on reasonable standards of scholastic accomplishment for all pupils;
2. creating a positive atmosphere in and out of the classroom;
3. extending the same courtesy and respect that is expected of pupils; and
4. treating all pupils with consistent fairness.

The Board guarantees all pupils equal access to all academic programs within the learning environment.

Pupils shall respect the rights of other pupils to receive an education in an environment that is conducive to learning and personal growth. No pupil shall have the right to abridge another pupil's right to privacy or right to hold personal beliefs which are different from those of the mainstream.

Harassment

The school's affirmative action program is part of each academic program regarding all pupils. No one--including pupils, staff members, vendors, volunteers, or visitors-- shall commit an act of harassment/discrimination of any kind against any member of the school community on any of the grounds prohibited by law.

Harassment is defined as any gesture that is reasonably perceived as being motivated by an actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic; that will have the effect (actual or perceived) of harming a scholar or damaging the scholar's property. Harassment also includes any gesture that demeans or insults a scholar or group of scholars in such a way to cause substantial disruption in or interference with the orderly operation of the school.

Harassment may be claimed by a third party. That is, individuals who are not directly involved in the behavior may experience a hostile environment. They shall have the same legal rights to act under this policy as those directly victimized.

Any member of the scholar body may file a formal grievance related to harassment. The Chief Executive Officer or his or her designee will receive all complaints and initiate a thorough investigation and will protect the rights of both the pupil making the complaint and the alleged harasser. Filing of a grievance or otherwise reporting harassment of any kind will not reflect upon the pupil's status nor affect future grades or class assignments.

The administration will inform all pupils that sexual harassment is prohibited in the educational setting. Specifically, no person employed by the school or by a vendor, or acting in a voluntary capacity, shall threaten or insinuate, either directly or indirectly, that a pupil's refusal to submit to sexual advances will adversely affect the pupil's standing in the school setting. Pupils are forbidden to harass other pupils or staff members or vendors or volunteers through conduct or communications of a sexual nature within the school setting.

Findings of discrimination in the form of harassment will result in appropriate disciplinary action.

Equity in School

The Board shall maintain an academic environment that is free from harassment and provide equal and bias free access for all scholars to all school facilities, courses, programs activities and services, regardless of race, creed, color, national origin, ancestry, age marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. The Board shall ensure that:

1. School classrooms and facilities will be barrier free;
2. The district curriculum will be aligned with the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap;
3. All scholars have access to counseling services; and
4. The physical education program is equitable and co-educational.

Procedures shall be made available for pupils and/or parents/guardians who wish to file a grievance protesting alleged discriminatory or sexually (or other) harassing action. An immediate report of the allegation should be made to the affirmative action officer or Chief Executive Officer. Violations of this policy or its related procedures shall be cause for appropriate disciplinary action.

Hate Crimes/Bias Incidents

An employee of the Board who becomes aware in the course of his or her employment that a scholar or other staff person has committed a hate crime or is about to commit one shall immediately inform the Chief Executive Officer. All incidents of hate/bias shall be reported whether they occur during school hours on school grounds or otherwise.

Implementation

The Chief Executive Officer shall direct development of procedures regarding the implementation of this policy to include sanctions, protection of individual rights to confidentiality and due process, and notification procedures. The Chief Executive Officer shall ensure that, annually, all staff and all pupils (in means and terms that are age-appropriate) be thoroughly informed of this policy, their right to file grievances under this policy and the law and the procedures relative to filing. Further, all staff and pupils shall be informed annually of the identity of the school's affirmative action officer and how he or she may be contacted.

The Chief Executive Officer shall also ensure that staff and pupils participate in educational programs relating to this policy and the maintenance of a safe and nurturing educational environment.

The Chief Executive Officer shall use all customary methods of information dissemination to ensure that the community is informed of its policies on educational equity.

Legal References:

- N.J.S.A. 2C:16-1 Bias Intimidation
- N.J.S.A. 10:5-1 et seq. Law Against Discrimination
- N.J.S.A. 18A:36-20 Discrimination; prohibition
- N.J.S.A. 18A:38-5.1 No child to be excluded from school because of race, etc.
- N.J.A.C. 6A:7-1.1 et seq. Managing for Equality and Equity in Education
- N.J.A.C. 6A:11-4.12 Equity in Education
- N.J.A.C. 6A:16-6.3(e) Reporting scholars or staff members to law enforcement Authorities
- N.J.A.C. 6A:17-1.1 et seq. Scholars At-Risk of Not Receiving a Public Education
- N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
- N.J.A.C. 6A:32-12.1 Reporting requirements
- N.J.A.C. 6A:32-14.1 Review of mandated programs and services 20 U.S.C.A. 1681 Title IX of the Education Amendments of 1972
- 20 U.S.C.A. 794 et seq. Section 504 of the Rehabilitation Act of 1973
- 20 U.S.C.A. 1400 et seq. - Individuals with Disabilities Education Act (formerly Education for All Handicapped Children Act)--Part B
- 42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)
- No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq. Comprehensive Equity Plan, New Jersey State Department of Education

- Cross References:
- 2224 Nondiscrimination/affirmative action
 - 4111.1 Nondiscrimination/affirmative action
 - 4211.1 Nondiscrimination/affirmative action
 - 6121 Nondiscrimination/affirmative action
 - 6145 Extracurricular activities
 - 6171.4 Special education

FOUNDATION ACADEMY CHARTER SCHOOL INSTRUCTION FILE CODE: 6121

NONDISCRIMINATION/AFFIRMATIVE ACTION

No pupil enrolled in Foundation Academy Charter School shall be excluded from participation in, denied the benefits of, or be subjected to discrimination in any educational program or activity of the school on the basis of race, color, creed, national origin, ancestry, age, marital status, domestic partnership status, affectional or sexual orientation, genetic information, sex,

disability or atypical hereditary cellular or blood trait of any individual, or because of liability for service in the armed forces of the United States, nationality, national origin, place of residence, social or economic condition, nonapplicable disability or because of genetic information or refusal to submit to or make available the results of a genetic test. The Affirmative Action Team as led by the Affirmative Action Officer shall be responsible for planning, implementing and monitoring the school's affirmative action program with respect to school and classroom practices.

Reporting to the Chief Executive Officer, the Affirmative Action Team shall review the following areas for compliance with state department of education regulations and make suggestions and/or recommendations when necessary.

Curriculum content

The team shall examine the following areas to ensure that curricula eliminate discrimination and promote understanding and mutual respect among scholars, regardless of race, color, creed, religion, gender, affectional or sexual orientation, ancestry, national origin, socio-economic status or disability:

1. school climate;
2. courses of study;
3. instructional materials;
4. instructional strategies;
5. library materials;
6. technology/software and audio-visual materials;
7. guidance and counseling;
8. extracurricular programs and activities;
9. testing and other assessments; and
10. reducing or preventing the under representation of minority, female and male scholars in classes and programs.

The team shall monitor the curriculum to ensure inclusion of instruction on African-American history in the teaching of United States history and inclusion of instruction on the Holocaust and genocide in the curriculum for all school pupils.

Staff training

The Affirmative Action Officer shall suggest a program of inservice training for school personnel designed to identify and solve problems of bias in all aspects of the school program. An equity inservice program shall be held annually for all staff and for parents and community members as needed to facilitate participation and support.

Pupil access

The team shall review all school facilities, courses, programs, activities, and services to ensure that all pupils are provided equal and bias-free access to them. Particular attention shall be paid to the following:

1. ensuring equal access and barrier-free access to all school and classroom facilities;

2. refraining from locating new facilities in areas that will contribute to imbalanced, isolated or racially identifiable school enrollments;
3. assigning pupils so that school and classroom enrollments are not identifiable on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status;
4. ensuring that pupils are not separated or isolated within courses, classes, programs or extracurricular activities;
5. ensuring that minority and male pupils are not over-represented in detentions, suspensions, dropouts, or special needs classifications;
6. ensuring equal and bias-free access for all pupils to computers, computer classes, and other technologically-advanced instructional assistance;
7. ensuring that all limited English-proficient pupils and pupils with disabilities have equal and bias-free access to all school programs and activities;
8. ensuring equal and bias-free access for language-minority pupils and pupils with disabilities to multiple measures for determining special needs;
9. ensuring that pupil support services (such as school-based youth services, health care, tutoring and mentoring) are available to all pupils, including LEP pupils; and
10. ensuring that all pregnant pupils are permitted to remain in the regular school program and activities.

The Chief Executive Officer will report to the Board of Trustees annually on continuing compliance.

Date Approved:

Legal References: N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:4A-1 et seq. New Jersey Commission on Holocaust Education
N.J.S.A. 18A:18A-17 Facilities for handicapped persons
N.J.S.A. 18A:35-1 Course in history of the United States in high school
N.J.S.A. 18A:36-20 Discrimination; prohibition
N.J.A.C. 6A:7-1.1 et seq. Managing for Equality and Equity in Education
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-12.1 Reporting requirements
N.J.A.C. 6A:32-14.1 Review of mandated programs and services
20 U.S.C.A. 1681 et seq. - Title IX of the Education Amendments of 1972
29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act, of 1973
20 U.S.C.A. 1401 et seq. - Individuals with Disabilities Education Act (IDEA)
42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Gebser v. Lago Vista Indep. School Dist. 524 U.S. 274 (1998)

Davis v. Monroe County Bd. of Ed. 526 U.S. 629 (1999)

Manual for the Evaluation of Local School Districts

The Comprehensive Equity Plan, New Jersey State Department of Education

Cross References:

- 2224 Nondiscrimination/affirmative action
- 4111.1 Nondiscrimination/affirmative action
- 4131/4131.1 Staff development; inservice education/visitations/conferences
- 4211.1 Nondiscrimination/affirmative action
- 4231/4231.1 Staff development; inservice education/visitations/conferences
- 5145.4 Equal educational opportunity
- 6145 Extracurricular activities
- 6164.2 Guidance services
- 6171.4 Special education

Resources for Children and Families

Emergency Services

General Emergency	911
American Red Cross of Central NJ	609-951-8550
Anchor House (Runaway Youth)	609-396-8329
Mercer County Board of Social Services	609-989-4664
Catholic Charities-Trenton Diocese	609-394-8847
Child Abuse Reporting (DCP&P)	800-392-2721
Crisis Ministry of Princeton and Trenton	609-921-2135
First Call for Help-Mercer	609-896-4108
HomeFront (Homeless Families)	609-989-9417
Homeless Hotline (Bd. Of Social Services)	609-278-1481
Interfaith Hospitality Network (Homeless Families)	609-278-1481
Martin House	609-989-1040
Mobile Response	609-396-4357
Mt. Carmel Guild of Trenton	609-394-3402
NJ Domestic Violence Hotline	800-572-7233
NJ HopeLine	855-654-6735
NJ Poison Control	800-764-7551
Rape & Sexual Assault Program (Womanspace)	609-394-9000
Rescue Mission	609-695-1436
Salvation Army	609-599-9373
United Progress, Inc	609-392-2161

Child Care Resources

Child Care Center Licensing	609-292-1021
Child Care Connection (Resource and Referral)	609-989-7770
Child Care Technical Assistance Warmline	800-713-9005
Catholic Charities (Resource and Referral)	732-324-4357

Early Intervention

Mercer County Special Health Services	609-730-4152
Project Child	609-588-8509
Project Child Find	800-322-8174
Statewide Parent Advocacy Network (SPAN)	800-654-7726
Step Ahead Developmental Day Care	609-278-0154
Family Guidance Access Center	800-813-0555
Oaks Integrated Care	609-396-8877
Jewish Family & Children's Services	609-987-8100
Planned Parenthood of Mercer County	609-599-4881
Trinity Counseling Services	609-924-0080
Womanspace (Rape/Domestic Violence)	609-394-9000
Youth Emergency Services @ CHS-Fuld	609-396-6722

Food Pantries

Crisis Ministries	609-396-9355
Hamilton Neighborhood Center (John O. Wilson)	609-393-6460
Community Action Service Center	609-443-4464
HomeFront	609-989-9417
Lawrence Neighborhood Center	609-883-3379
Mercer Street Friends	609-396-1506
Mount Carmel Guild	609-392-3402
Salvation Army	609-599-9373
Trenton Area Soup Kitchen	609-695-5456
United Progress, Inc	609-392-2161

Health Hotlines

AIDS Hotline	800-621-2377
BIBS (Black Infants Better Survival)	888-414-2427
Child Abuse Hotline	800-792-8610
Capital Health Systems (Youth emergency services)	609-396-6722
Domestic Violence – Womanspace	609-394-9000
Domestic Violence Hotline	800-572-7233
Drug & Alcohol (Assessment, evaluation, referrals)	609-396-5874
Lead Screening Information (Extension 152)	609-989-3636
Parents Anonymous	609-243-9779
Trenton Health Department	609-989-3636

Health Insurance

NJ Family Care	800-701-0710
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Educational Information Services

Association for Retarded Citizens-Mercer	609-406-0181
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American Lung Association (Mid-NJ)	609-918-0313
Child Care Connection	609-989-7770
Latinas Unidas (YWCA of Trenton)	609-396-3040
Mercer County Office of the Disabled	609-989-6468
Mercer County Medical Society (Referrals)	609-882-1048
MECHA (Latino Family Services)	609-392-2446
Middlesex County Office for the Disabled	732-745-4013
NJ Center for Outreach for the Autism Community	609-883-8100
Parents Anonymous	609-243-9779
United Way of Greater Mercer County	609-896-1912
United Way of Central Jersey (Middlesex)	732-247-3727
United Way of Somerset County	908-725-6640

Family Support

Big Brothers/Big Sisters of Mercer County	609-656-1000
Catastrophic Illness in Children Relief Fund	800-335-3863
Catholic Charities (Mercer County)	609-394-9393
Children & Adults with Attention Deficit Disorder	732-390-5404
Children's Home Society (Foster care, adoption)	609-895-6274
East Ward Family Resource Center	609-599-5764
North Ward Family Resource Center	609-393-2980
Parents Anonymous	800-843-5437
South Ward Family Resource Center	609-394-2056
Sunshine Foundation (Chronically ill children)	609-538-1994
Union Industrial Home	609-695-1492
West Ward Family Resource Center	609-989-1395

Hospitals

Capital Health System at Fuld	609-394-6000
Capital Health System at Hopewell	609-394-4000
Deborah Heart and Lung Center	800-555-1990
Robert Wood Johnson Univ. Hospital – Hamilton	609-586-7900
Robert Wood Johnson Univ. Hospital – N.B.	732-828-3000
The Medical Center at Princeton	609-497-4000
St. Francis Medical Center	609-599-5000

HIV Counseling & Testing

Henry J. Austin Community Health Center	609-278-5900
Hyacinth AIDS Foundation (Case Management)	609-396-8322
Mercer County HIV Consortium	609-278-9555
Mercer Early Intervention Services (HIV)	609-538-0025
NJ AIDS Hotline	800-624-2377
Planned Parenthood-Mercer County	609-599-4411

Immunization

Henry J Austin Community Health Center	609-278-5900
NJ Department of Health Immunization Line	800-328-3838
Trenton Department of Health	609-396-5874

Information & Referrals Hotline

CONTACT of Mercer	609-896-2120
First Call for Help-Mercer County	609-896-4108

Legal Assistance

Legal Aid Society of Mercer County	609-695-6249
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WIC Nutrition Program

Mercer County Office (City of Trenton Health Dept.)	609-989-3636
Statewide(Family Health Line)	800-328-3838

Family/Scholar/Faculty Accountability Contract

The Family/Scholar/Faculty Accountability Contract represents the key ideals and most important responsibilities for being a member of the Foundation Collegiate Academy community.

Attendance

- I understand that a FCA scholar comes to school every day on time to begin school at 7:30 AM.
- I understand that if a scholar is absent for more than 12 days of the school year, he or she may have to repeat his or her current grade.
- I understand that it is the responsibility of a scholar to alert teachers of absences in advance when possible, and to promptly make up missed work after absences.
- I understand that an absence is excused if the school has been contacted and provided with a written detailed note regarding scholar illness (from a doctor), documented family emergency (such as a death in the family), or religious observation.
- I understand that a scholar will not earn credit for work missed after unexcused absences, including but not limited to family vacations and attendance at entertainment events, unless pre-arranged with course instructors.
- I understand that a scholar is not permitted to enter school before 7:30 AM and will report to an assigned “before-school” area before 7:30 AM.

Homework

- I understand that a Foundation Collegiate scholar will receive homework. This includes an expectation that scholars will read independently for 20 minutes per evening.
- I understand that a Foundation Collegiate scholar may receive failing grades for any missed or incomplete homework that does not meet classroom standards.
- I understand that a Foundation Collegiate scholar will be placed on Academic Intervention if he or she is earning less than a 2.33 GPA total or 75% cumulative average in all classes.
- I agree to communicate frequently with Foundation Collegiate faculty members, practice scholar advocacy, and do whatever it takes to ensure learning and achievement.

Code of Conduct

I agree to promote and support the rules of behavior as outlined in the school's handbook, and accept responsibility as a partner in scholarly learning. I understand that a Foundation Collegiate scholar may be required to sit before the Honor Council if they violate the honor code.

Promotion Policies

- I understand that a Foundation Collegiate scholar needs to pass all core academic classes in order to be promoted to the next grade.
- I understand that a Foundation Collegiate scholar will be required to retake a core or required course if he or she fails.
- For instance, a scholar is required to pass 9th grade English in order to be promoted to 10th grade English.
- I understand that a Foundation Collegiate scholar may be required to stay after school or during lunch for extra help or tutoring, and that he or she is urged to take advantage of extra help opportunities by teachers even when not required.
- I understand that a Foundation Collegiate scholar may be required to attend a series of working lunches if he or she is failing one or more classes as of the first progress report, for the year or on any subsequent progress report or report card.

Scholar Dress Code

- I understand that a Foundation Collegiate scholar comes to school in the school uniform, according to the guidelines listed in the Family/Scholar Handbook and brings his or her gym uniform as needed.
- I understand that if a Foundation Collegiate scholar comes to school out of uniform, he or she may not be permitted to attend class, may need to wait for appropriate dress to be brought in from home, and/or may receive an automatic detention.

Family Advocacy Policy

As the family member of a Foundation Collegiate scholar...

- I agree to support my scholar's academic work by communicating regularly with my child's teachers and advisor, by scheduling appointments to talk with them as needed, and by attending all Family-Teacher Conferences.
- I agree to pick up my scholar's report card at the Family-Teacher Conferences.

