

Foundation Preparatory Academy Family Handbook



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What Makes Us Distinct

HISTORY AND CONCEPT

In the Fall of 2012, a group of parents met together to discuss the need for a University-Model® School in the Brazoria County, Texas area. Three of the five families already had children attending a University-Model® School in another town, one hour away. The result of their many hours of planning and preparation, Foundation Preparatory Academy, was founded in Lake Jackson, Texas for grades 3rd through 9th the first year the school opened in the Fall of 2014.

Foundation Preparatory Academy is a unique private Christian school that utilizes a university-type schedule and a teacher-parent integrated instructional approach to produce a high level of academic achievement, while enabling strong ties between parents and their children. The school is a concrete example of a new educational model called University-Model® Schooling (UMS) in which two proven elements of educational success - the professional classroom instruction of a teacher and the caring at-home mentoring of a parent - are combined into a single, unified, college-simulated program. Other proven elements of the school's program include character education, low student/teacher ratios, hands-on learning, a strong student work ethic, an effective college-preparatory curriculum, character-building student activities, and servant-minded local operation and management.

The school was officially incorporated on the 10th of May 2013 and opened for its first day of classes on August 18, 2014. Foundation Preparatory Academy, along with her sister University-Model® Schools in other parts of the country, are now demonstrating that it is indeed possible for both parents and teachers to effectively work together for the common goal of providing God's children with a high-quality, Christian education that is both cost-effective and strengthening to families.

Foundation Preparatory Academy was certified by the National Association of University-Model® School (NAUMS) as fully meeting the rigorous academic and organizational standards necessary to join the ranks of more than eighty University-Model® schools across the nation. Foundation Prep received this certification in the spring of 2015 and was awarded the distinguished honor at the NAUMS conference in July 2015. This accomplishment makes Foundation Prep one of the first University-Model® schools to be certified in its first year of operation.

MISSION

Foundation Preparatory Academy will partner with parents to prepare students to impact their families, communities, and the world around them. We will train, develop, and encourage our students spiritually, academically, physically, emotionally and socially using Christian values for the Glory of God. (Deuteronomy 6:5-7)

VISION

Kingdom Character with Academic Excellence for Generational Impact

PHILOSOPHY

University-Model® Schooling (UMS) was developed as a result of two guiding concerns: to offer students the opportunity to acquire a high degree of academic achievement and to preserve and strengthen the God-ordained family relationships in which the Christian faith is most effectively fostered.

The structure in which these two concerns are brought together, University-Model® Schooling, provides an academically challenging education while integrating the home and school in the common goal of discipling children.

STATEMENT OF FAITH

1. We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God (2 Timothy 3:15; 2 Peter 1:21).
2. We believe there is only one God, eternally existent in three persons--Father, Son and Holy Spirit (Genesis 1:1; Matthew 28:19; John 10:30).
3. We believe in the deity of Christ (John 10:33); His virgin birth (Isaiah 7:14; Matthew 1:23; Luke 1:35); His sinless life (Hebrews 4:15; 7:26); His miracles (John 2:11); His vicarious and atoning death (1 Corinthians 15:3; Ephesians 1:7; Hebrews 2:9); His resurrection (John 11:25; 1 Corinthians 15:4); His ascension to the right hand of the Father (Mark 16:19); His personal return in power and glory (Acts 1:11; Revelation 19:11).
4. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and that men are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith alone we are saved (John 3:16-19; 5:24; Romans 3:23; 5:8-9; Ephesians 2:8-10; Titus 3:5).
5. We believe in the resurrection of the saved to life eternal and the lost to be condemned (John 5:28-29).
6. We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9; 1 Corinthians 12:12-13; Galatians 3:26-28)
7. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Romans 8: 13-14; 1 Corinthians 3:16; 6:19-20; Ephesians 4:30; 5:18).

DIFFICULT OR CONTROVERSIAL ISSUES AND TOPICS

At Foundation Preparatory Academy, we do not intend to shield our students from all of the sin and ugliness inherent in a fallen world, but rather to teach them to confront those realities openly and honestly and, especially, from a God-centered perspective, so that they might be in the world--and have an impact on the world--without becoming of the world. We believe it is our responsibility to train them under controlled but not unrealistically soft circumstances so that they might be able to take ground for the Kingdom without becoming casualties.

Out of respect for the purposes and instructions of the Lord, and for the educational example He has given us, Foundation Preparatory Academy recognizes the following principles for treating difficult or controversial topics:

- Teach students to evaluate difficult or controversial realities in light of God's Word.
- Discourage students to retreat from contact with a sinful world, but rather train them to effectively reach out to unbelievers with the love and truth of God's Word.
- Engage in the study of other peoples, cultures, and thought forms, including godless ones, so that our students will have a better understanding and ability to communicate with all people.
- Use opportunities presented by difficult topics to challenge students to develop critical thinking skills and to apply these skills to Godly purposes.

ADMISSIONS POLICIES & PROCEDURES

NON-DISCRIMINATION POLICY

Foundation Preparatory Academy shall make no distinction in its admission or operating policies with regard to an individual's race, color, or national and ethnic origin because we recognize that there can be no preferential treatment with God (Romans 2:11).

ADMISSIONS PROCEDURE

Children must be accepted to Foundation Preparatory Academy through a formal admissions process. Both parental involvement and student cooperation is essential for Foundation Preparatory Academy to fulfill its mission. Therefore, as a condition of acceptance to this school, the parents and student(s) applying for admission must fulfill the following requirements:

Attend an Information Meeting: Parents are required to attend an on-campus information meeting about the Academy before submitting an application. Parents hear from Foundation Preparatory Academy administration regarding the school's mission, policies, academics and extracurricular opportunities. These meetings are held at scheduled times, and parents will receive specific direction on admissions procedures at this meeting.

Pray: Prayerfully consider your family's needs for education and whether those needs would best be met by Foundation Preparatory Academy.

Complete Application Form: If, after reviewing the school material and praying about your decision you are still interested in the Academy, then please complete & submit an Application Form. The application must be filled out thoroughly. Supplemental documents should be delivered or mailed to the school, all together, at one time. These include: 3 reference letters (one letter each supporting spiritual, academic and personal character), current immunization records, transcripts, and any formal testing results. Note that the date when you formally apply for admission will be used in determining course registration priorities over other new students. There is a \$150 application fee required at this time, a 2nd child is \$100, and 3rd and subsequent children are \$50. This fee covers the admissions process and is non-refundable.

Placement Testing and Evaluation: Academic courses offered at the Academy require placement testing for students. This is done so that we can more appropriately place students in each course. Additional prior academic work may be requested to ensure appropriate placement. There is a non-refundable \$25 one-time fee per test per student for placement testing that covers the test proctoring and evaluation. A completed application along with supplemental documents must be received before registering for testing. Placement test registration forms can be found in the application packet and must be submitted one week prior to the desired testing date, along with the test fee. Testing must be completed and results determined prior to registration for any classes for the upcoming semester.

Family Interview: The interview is a process that is handled by the admissions committee. The purpose of this meeting is to make certain that each family has had a personal opportunity to have all of their questions about the Academy answered and to make certain that the Academy is the appropriate school for their children. An individual on the admissions committee will call to arrange an interview.

Letter of Acceptance: Once the interview process has been completed, each family will receive a letter electronically from the admissions committee. This letter will indicate the admissions committee's decision for each child.

Course Registration: Upon acceptance to Foundation Preparatory Academy, you may register for classes. A non-refundable fee of \$250 is due with submission of course selection. Classes are filled in the order that the registration is received. Each registration will be marked with date/time received. The school's registrar is available to help with your course registration questions. If your child is a high school student, then our academic advisor will need to meet with you and the student to discuss various diploma options for graduation. High school grade report copies and/or transcripts will be reviewed at this meeting.

Prepare:

Purchase uniforms and all required books at the beginning of the summer.

Parent & Student Orientation:

The parent serving as the primary Co-Teacher will need to participate in this day-long training designed to equip Co-Teachers in their role at Foundation Preparatory Academy. New students will be on campus in camp and orientation this day as well. Unfortunately, childcare will not be available for siblings not enrolled at Foundation Preparatory Academy.

STUDENT/TEACHER RATIOS

At Foundation Preparatory Academy we will maintain low student/teacher ratios. The maximum for each core class is as follows: 3rd through 6th grade - 12:1 ratio, 7th and 8th grade - 12:1 ratio, 9th grade and up - 12:1 ratio.

PARENT RESPONSIBILITIES

PARENTAL GUIDANCE

Foundation Preparatory Academy makes no attempt to replace or displace parents as the primary providers of character training for their sons and daughters. The faculty and staff do, however, make every effort to reinforce and enhance what the parents are on record as teaching in the home, beginning with matters of Christian faith and practice.

Parents are responsible for providing regular structure for completing home assignments, checking assignment sheets and monitoring the student's completion of these assignments, and helping the student as needed. The parent's role is to oversee and involve themselves in their child's education and academic progress. Parents share joint responsibility with the school for properly placing students, for helping them build the character qualities and work ethic that lead to academic success, and for encouraging students to accept increasing responsibility for the consequences of their actions. The parental teaching role ranges from direct instruction in cooperation with the central classroom teacher to monitoring of student progress, as the student progresses from elementary school, through middle school to high school. Foundation Preparatory Academy is committed to providing a vital learning experience for students that encourages and facilitates the parent/child relationship.

Parents are also responsible for ensuring that their student is prepared for class. Before the school year begins, books and supplies should be purchased. A textbook list will be furnished each semester as well as ordering information.

ALL PARENTS MUST

- Be in agreement with the school's Vision, Mission and Statement of faith;
- Be willing to comply with the Non-Denominational Policy, Non-Discriminatory Policy;
- Be active participants of a Christian church that is in keeping with the Academy's Statement of Faith;
- Be willing to follow Matthew 18 model of Biblical conflict resolution and utilize a Christian conciliation service as defined by school policy if ever necessary;
- Be in agreement with, and supportive of, the Student Conduct Policies as well as the school's procedures for handling student discipline;
- Acknowledge that each child has reviewed and is willing to abide by the Academy's Student Conduct Policies;
- Agree to participate in ongoing & periodic Family Ministry programming; and
- Sign a statement upon initial enrollment acknowledging that they are responsible to be familiar with and consult the policies of the school as published in the current school handbook.

SCHOOL & HOME COMMUNICATION

Communication is vital in the university-model® of education. Foundation Preparatory Academy administration and teachers will communicate regularly with parents by the assignment sheet, website, ClassReach, telephone, email, and meetings. Parents and students are encouraged to contact teachers to clarify assignments or expectations. Also, parents and students should attend all school meetings and training opportunities designed to inform the parents of important topics or events and help the parent learn how to be an effective co-teacher.

PARENTAL ROLE

3rd and 4th Grade Parent Role

Parents of 3rd and 4th graders will act as "co-instructors" in the satellite classroom at home. The teacher will organize coursework and provide homework assignments to students. Parents will bear responsibility for direct instruction in some aspects of the course. Parents will be responsible for monitoring their child's work, guiding study over covered material, drill practice, and preparation or review needed for the next class. Parents will also monitor their child's timely submission of all assignments. Open and regular communication between teacher and parent will be imperative.

5th & 6th Grade Parent Role

Parents of 5th and 6th graders will act as "co-instructors" in the satellite classroom at home. The teacher will organize coursework and provide assignments to students. Parents will be responsible for monitoring their child's work, guiding study over covered material, drill practice, and preparation or review needed for the next class. Parents will also monitor their child's timely submission of all assignments. Open and regular communication between teacher and parents will be imperative.

7th & 8th Grade Parent Role

Students in the 7th & 8th grades will begin to assume some independence from the co-teacher in the completion of assignments. Parents should read each assignment sheet, structure time and place in the satellite classroom for completing the assignments, offer assistance as needed, and verify that each assignment is completed. Parents may spot-check work to check for understanding the practiced concept, but should not “pre-grade” assignments. Teachers use this opportunity for independent practice as an indicator of whether or not there is a need for re-teaching the concept.

9th & 10th Grade Parent Role

Students in the 9th & 10th grades will require supervision in order to help them develop disciplined study habits and personal responsibility for the completion of assignments in a timely manner. Parents will supervise student work, monitor student assignments, and discuss content as required. Parents should provide opportunity for independence based on the maturity and success of their students. If students have problems turning work in on time or understanding the subject matter, it is the parents’ responsibility to enforce stricter accountability and provide the extra help that is needed. Parents should maintain a “satellite classroom” environment for the student on days not attending. Parents are responsible for monitoring student grades as a reflection of the students’ learning and participation in each course and for providing necessary incentives or punishments if grades are not acceptable.

11th & 12th Grade Parent Role

Students in the 11th & 12th grades study independently, as required in post-secondary education programs. Parents should be available to assist as needed with organization, accountability, and spiritual guidance. Parents should review assignment sheets often enough to monitor all major assignments and make sure the student is investing the time necessary to complete these assignments. It is crucial that parents make sure that students maintain a “satellite classroom” schedule on the days not attending (work should be secondary to school). Although the parental role changes as the student matures, parental involvement is still expected by teachers in these final years of high school.

GRIEVANCE PROCESS

It is Foundation Preparatory Academy’s desire to cultivate a positive and effective relationship with parents to ensure their student’s overall success. However, we are all imperfect people and problems will arise from time to time within any given school year. It is the policy of Foundation Preparatory Academy to address all misunderstandings, disagreements, and/or conflict to the best of our ability using the Biblical approach outlined in Matthew 18.

If a complaint or problem arises:

1. Pray about it. Ask God to help you make your complaint in such a way that it will result in the betterment of our school, as thus is the glory and growth of His Kingdom.
2. Express it promptly. Keeping it to yourself can cause ill feelings and friction which would decrease our effectiveness as Christians. Jesus says that you cannot properly worship or serve God if there is a disagreement between yourself and someone else. (Matthew 5:23-24)

3. Tell it to the right person. Complaints against a specific individual should be expressed first to the individual in question, and expressed to the Head Administrator only if you cannot work it out between yourselves or if you feel he/she should know about it. If the issue is with the Head Administrator, then seek out a member of the Ministry Board.
4. Express it clearly. Make sure the person to whom you are expressing your complaint knows all the details of the situation, and exactly what you are complaining about and why. Misunderstandings of complaints could lead to further problems and needless disunity.
5. Don't broadcast it. Express your complaint only to the person who should hear it. Unneeded worry, harm, and hard feelings result when problems and dissatisfactions are expressed to persons other than those directly involved with the problem, and an impression of disharmony is presented.

If after following the above steps the involved parties are still at an impasse, then, with Board awareness, parents and staff shall utilize the services of a Christian Conciliation Service to settle any disputes.

FINANCIAL POLICIES

APPLICATION FEE

A one-time \$150 fee is due with submission of student application and is non-refundable. Application Fee for a second child is \$100 and subsequent children is \$50.

PLACEMENT TESTING FEE

There is a non-refundable \$25 one-time fee per test per student for placement testing.

REGISTRATION FEE

A fee of \$250 is due with submission of course selection. This fee is non-refundable. Registration occurs once per year.

COURSE FEES

1. The course fees will vary for individual students based on the number of courses for which a student registers. Parents may pay for the year using a 6-month or 8-month installment program beginning in June. Payment is due on the 10th of each month and is considered late after the 15th of that month.
2. A late fee of 5% of your remaining balance, with a minimum fee of at least \$5, will be assessed for each late payment for each month your payment is late.
3. If payment is not made by four weeks after the due date, the student(s) may be removed from their classes until accounts are reconciled. The school also reserves the right not to provide any services until the account is reconciled.
4. Student records, including report cards, are held until all finances have been paid through the school office. If there is an overdue balance, students cannot pre-register or graduate from Foundation Preparatory Academy.

5. Checks received during the last ten days of the semester will result in report cards and school records being held to allow the check to clear. To avoid delay, money orders, cash, and cashier's checks are accepted. Foundation Preparatory Academy does not accept postdated checks
6. Course fees will be adjusted or refunded based on changes in class schedule (adding, dropping, withdrawal) during the first two weeks of school.
7. There is a 5% discount for tuition paid in full by June 10th for the year for full-time students. Students are classified as full-time if they are enrolled in four core classes (English, Math, Science, History).
8. All fees will be handled through the school office or mailed and not with faculty members.

REFUND POLICY

A family's tuition is not refundable after the first two weeks of the year. When a student withdraws or is expelled from Foundation Preparatory Academy in one or more classes after the initial period for adding or dropping classes, the tuition will not be refunded if the student has already paid in full and may not be transferred to pay a balance for another family member. Tuition due by installment is expected to be paid in full or the student and siblings will not receive a transcript, receive any services or be allowed to register in the future until the family balance is paid in full.

All course tuition payments will be 100% refundable for any course that is canceled by Foundation Preparatory Academy. Parents will have an option for any class that is moved to a different time slot. They can either receive a refund or can select to attend at the new time.

DISCOUNTS

Discounts are only available to full-time students. Students are classified as full-time if they are enrolled in four core classes (English, Math, Science, History). Parents who elect to pay the full tuition amount on or before June 15th will receive an additional 5% discount on the course fees. Administrative fees and Athletic fees are not discounted.

SCHEDULE CHANGE FEE

A \$55 schedule change fee will be assessed and added to the tuition account when a class is substituted for another class or added after August 1 or January 10 of each semester. A separate form must be used for each student. No fees will be incurred for scheduling changes initiated by the academy.

DUAL CREDIT

Students transferring dual credit from Brazosport College will be assessed a \$50 per semester fee per class.

TRANSCRIPT REQUEST FEE

Transcripts are available upon request for those that have fulfilled their financial obligations to the academy. There is a \$7 per transcript fee for official transcripts sent certified mail with return receipt requested.

TEXTBOOKS

Students are responsible for purchasing all textbook materials required for each class. A textbook list will be furnished each year to facilitate ordering materials. Foundation Preparatory Academy will make every effort to supply an exhaustive list of textbooks but reserves the right to add materials as necessary throughout the school year. If a class must be cancelled, Foundation Preparatory Academy is not financially responsible for materials purchased for the class. In order to facilitate the use of textbooks in the classroom, students will not be allowed to share with a sibling. In order not to infringe upon copyright laws, copying textbook pages should be limited and done only after the text has been ordered.

SCHOOL SUPPLIES

Foundation Preparatory Academy will furnish a list of supplies required for students. Teachers may periodically require additional supplies for special projects or assignments. Parents will be responsible for purchasing each student's supplies.

APPAREL

Foundation Preparatory Academy approved student uniforms are required. Parents are responsible for providing the student uniform as specified under the Dress Code.

TRANSFER OR CREDIT FEE

A secondary student's request to transfer academic credit from an accredited or non-accredited source will result in an administrative fee of \$50 per 0.5 credit if approval is granted. A separate request must accompany supportive documentation for each course as outlined in the transfer credit section. Credit transfer requests are not automatically granted and must meet school guidelines as outlined in academic policies.

STUDY HALL DROP-IN FEE

Students needing an occasional study hall period during the school day (8 a.m.- 3 p.m.) will be assessed a \$10 fee. Parents must inform the school with a note or phone call and payment prior to the study hall.

Please note: While Foundation Preparatory Academy is committed to maintaining affordable education; we reserve the right to raise fee amounts listed above to accommodate increased expenses.

ACADEMIC POLICIES

DEFINITION OF CREDITS

In general, one (1) credit at Foundation Preparatory Academy is equivalent to a full year's instruction in a given high school course of study. Enrolled students will earn course credits on a semester-by-semester basis. Each semester will typically be no less than 16 weeks in duration and count for ½ credit.

EARNING OF COURSE CREDITS

Students earning a passing grade of 60% or higher in each course will receive ½ credit per semester. Any student achieving a final semester grade below 60% in any course does not earn credit for that course. To earn credit, the course must be repeated at Foundation Prep or taken via an off-campus course pre-approved by the administration.

FINAL GRADE REPORTS

Final grades are posted on ClassReach where parents can print a copy for their records. **Please Note:** Semester grades are independent of one another – the spring semester final grade is *not* a cumulative grade for the entire school year.

GRADING SCALE

Final Course Score	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

ADDING AND DROPPING COURSES

Courses may be added to a student's initial registration no later than the end of the second full week of classes, provided that the student is in good standing with the school and that space for him/her is available in the desired course. A student may drop a course in the first six weeks in any given semester without having the dropped course affect his/her GPA or appear on his/her transcript. Should he/she drop a course after this time, a record of his/her enrollment will appear on the transcript and he/she will receive a grade of WP (withdrew passing) or "WF" (withdrew failing). This grade will have no impact on the student's GPA. Students who withdraw completely from the Academy may, at the discretion of the administration, receive grades of "I" (incomplete) for all courses dropped at the time of withdrawal.

SEMESTER BY SEMESTER REGISTRATION

Students registering at the beginning of the school year will register for the entire year. Once a semester is past the deadline for adding new courses, new students applying for non-credit bearing courses, may only be admitted at the discretion of the Ministry Board and Head Administrator. New students are allowed to apply for the spring semester and register for just that semester.

ACADEMIC HONOR JACKET

Academic Honor Jackets will be ordered by mid-September for students that meet the following academic standards:

- Scheduled to receive a diploma from FPA
- Classified end-of-year freshman or higher
- Earned an overall B average for two consecutive semesters at FPA
- Passed all classes

Students and parents will bear the costs of the letter jacket. A list of preapproved patches will be given to parents. School administration must approve any patches not on the list.

STANDARDIZED TESTING

All students taking English and/or math courses at the academy are required to take the end of year standardized testing. Part time students not taking English and math may choose to participate in the testing for a fee.

DUAL CREDIT

Dual credit classes give both college and high school credit. Classes taken at Brazosport College will be accepted for the dual credit program. Only approved classes will count for dual credit. Courses taken for dual credit will count towards a student's GPA. Letter grades will transfer as follows: A- 100 - 90, B- 89 - 80, C- 79 - 70. A grade of D or F will not be counted as a completed course and will not be transferred.

Dual credit courses may be taken beginning after the second semester of the freshman year with approval from the school and Brazosport College. The first course taken must be Learning Frameworks. All students must take this course prior to beginning college course work no matter when they begin taking dual credit courses. Sophomores must have a dual credit authorization form prior to registration. Juniors and seniors will be allowed to apply for dual credit as long as they meet the Brazosport College and Foundation Preparatory Academy requirements.

Foundation Preparatory Academy Dual Credit Requirements

1. Students must be considered full time at Foundation Preparatory Academy.
2. Students must be in good academic standing.

Dual Credit Courses Allowed and Grades

The philosophy of Foundation Preparatory Academy is that sophomores and juniors will concentrate on elective courses and seniors may take one core and one elective course each semester as required to count toward the student's degree plan. Any courses taken during the winter or spring mini-mesters should be elective courses. All dual credit course grades will be recorded numerically and used in averaging GPA with a 1.1 multiplier with the exception noted in the following paragraph. Students may enroll in college courses other than dual credit and receive only college credit. These are known as concurrent courses. Concurrent course grades will not affect GPA.

Workforce dual credit education courses are designed for students choosing the Foundation Diploma Plan. Workforce courses will not be weighted with a 1.1 multiplier towards the student's GPA. Workforce courses will not transfer to a four- year university but do allow students to work towards earning certificates at Brazosport College.

Brazosport College Requirements for Enrolling in Dual Credit

- Students must have a good attendance record. No one with excessive absences in the semester prior to enrollment will be allowed to enroll.
- Students must not have any severe discipline problems in the semester prior to enrollment.
- Students must have passed all courses in the semester prior to enrollment.

- Students must meet all requirements for admission into Brazosport College as shown in the table below from Brazosport College’s policy including taking the Texas Success Initiative (TSI) placement test unless exempt. Freshmen and Sophomores must make at least 351 on the Reading portion of the TSI in order to take Learning Frameworks unless exempt. A student is exempt if the following scores on the PSAT, ACT or SAT are achieved:

PSAT*	Combined Critical Reading & Math score: 107	Math and/or Critical Reading: 50
SAT	Combined Critical Reading & Math score: 1070	Math and/or Critical Reading: 500
ACT	Composite score: 23	Math and/or English: 19

*The PSAT score only is good for one year and applies only to 10th and 11th graders.

- Once enrolled in a college class, the student may not withdraw without permission from the college registrar and the dual credit counselor. Please note that Texas Senate Bill 1231 mandates that a student who enrolls in a Texas Public Institution will not be allowed to withdraw from more than six courses his/her entire undergraduate career. Withdrawals will generally not be allowed unless for extraordinary circumstances. If the student must withdraw from a college course, they must enroll in an equivalent course on campus.
- Once classes have begun the college does not allow the student to switch times or teachers. It is the student's responsibility to arrange transportation and manage conflicts with extra-curricular activities.
- Attendance of college classes is expected. The college allows the teacher to withdraw a student after 3 daytime classes or 1 nighttime class is missed. If a class must be missed the student must contact the teacher as soon as possible.

Discuss Dual Credit with the counselor. Then review the requirements for participating in the Dual Credit program.

Step 1 - Forms

Fill out the Dual Credit Request Form. Submit to the Registrar and pay the \$50 per each 0.5 credit.

All Students: Pick up an Early Admission/Dual Credit Program form from the counselor, Starr Broussard. Take it home and get it signed, and return it to Ms. Broussard.

New Students: Submit a Bacterial Meningitis Vaccination Verification Form to the BC Registrar's office with a copy of your shot record.

Sophomores: Must have a Dual Credit Authorization form signed by the Head Administrator and the BC Vice President.

Step 2 - Apply

New Students: Complete the application for BC at www.ApplyTexas.org to begin the enrollment process for Dual Credit at BC. New users will have to create a secure profile. You will receive a BCID number and PIN at the end of the application process.

Step 3 - Test

If required for your class and you are not exempt due to one of the test scores listed below. You must complete the TSI Pre-assessment activity online at www.brazosport.edu/paa prior to taking the test. To register for the TSI call (979)230-3540 or (979)230-3647. The test is free for dual credit applicants and is taken at BC.

PSAT: 50 Critical Reading and/or 50 Math with 107 total of the two

SAT: 500 Critical Reading and/or 500 Math, with 1070 total

ACT: Math and/or English 19 with composite score of 23

Step 4 - Optional Financial Aid

To be eligible for scholarships or grants, fill out the financial aid application (FAFSA) at least one month prior to registration, at www.fafsa.gov, along with any other financial aid forms the BC Financial Aid Office requires. Dual Credit students may receive a maximum of \$500.

Step 5 - Register

Registration may be done in person or online through myBC at www.brazosport.edu. The myBC link is located under the "Student" heading on the BC homepage. Login with your SS# or BCID# and PIN.

New Students: Must complete the New Student Orientation. The first part is an online module found at <http://longview.brazosport.edu/bcdl/NSO.html>. After completing the first part you must attend an in-person session on the BC campus. Check the BC website for times.

Step 6 - Pay

Buy your books and pay tuition by the payment deadline, then start classes.

APPROVED DUAL CREDIT COURSES

BC Course Code	BC Credits	BC Course Title	Foundation Prep Course Title	FPA Credit	FPA Graduation Plan
ARTS 1301	3	Art Appreciation	D1301 Art Art Appreciation	0.5	Fine Arts
BCIS 1405	4	Business Computer Applications	D1301 Tech Business Applications	0.5	Technology
BIOL 1306/1106 BIOL 1307/1107	4 4	General Biology I/Lab* & General Biology II/Lab*	D1301 Sci Advanced Biology	1	Science
BIOL 2301/2101 BIOL 2302/2102	4 4	Anatomy & Physiology I/Lab* & Anatomy & Physiology II/ Lab*	D1311 Sci Anatomy & Physiology	1	Science
CHEM 1311/1111 CHEM 1312/1112	4 4	General Chemistry I # *** /Lab* AND General Chemistry II # *** /Lab*	D1301 Sci Advanced Chemistry	1	Science
CJSA 1308 CRIJ 2314	3 3	Criminalistics I* AND Criminal Investigation*	D1301 Sci Forensic Science	1	Science
COSC 1320	4	Introduction to C++ Programming	D1321 Tech C++ Programming	0.5	Technology
DFTG 1309	3	Basic Computer Aided Drafting	D1341 Tech: Drafting	0.5	Technology
DRAM 1310	3	Introduction to the Theater	D1301 Drama Intro to Theater	0.5	Fine Arts
ENGL 1301 ENGL 1302	3 3	Composition & Rhetoric I* & Composition & Rhetoric II*	D1301 Eng English Composition	1	Elective
ENGL 2307	3	Creative Writing	D1311 Eng Creative Writing	0.5	Elective
ENVR 1301/1101 ENVR 1302/1102	4 4	Environmental Science I & Lab* AND Environmental Science II & Lab*	D1301 Sci Environmental Science	1	Science
ITSE 1332	4	Introduction to Visual Basic	D1311 Tech Visual Basic	0.5	Technology
IMED 1316	3	Web Design I	D1331 Tech Web Development	0.5	Technology

MATH 1414 MATH 2412 (STEM Pathway) OR MATH 1324 MATH 1325 (Business Pathway) OR MATH 1314 MATH 1350 (Education Pathway)	4 3 3 3 3 3	College Algebra for Calculus*** Pre Calculus@*** OR Finite Mathematics@*** Business Calculus@*** OR College Algebra Fundamentals of Math@***	D1301 Math Trigonometry D1201 Math Finite Math D1201 Math Fundamentals	1	Math
MATH 1314 MATH 1342	3 3	College Algebra Statistics	D1201 Math Statistics	1	Math
MUSI 1306	3	Music Appreciation	D1301 Music Music History	0.5	Fine Arts
PHYS 1301/1101 & PHYS 1302/1102	4 4	College Physics I @ *** /Lab* & College Physics II @*** /Lab*	D1331 Sci Advanced Physics	1	Science
PSYC 1300	3	Learning Frameworks	D1301 Frmwks Learning Frameworks	0.5	Elective
PSYC 2301	3	General Psychology	D1311 GenPsyc General Psychology	0.5	Elective
SOCI 1301	3	Introduction to Sociology	D1301 Soci Intro to Sociology	0.5	Elective

Indicates that a prerequisite is required to take this course. "C" or better in high school chemistry or CHEM 1305 – Introductory Chemistry

* Two college courses must be taken to receive high school credit.

@ Prerequisite: College Algebra

*** Students who have not demonstrated college readiness as defined by Texas Administrative Code (TAC) 4.85b will need to score 350 on the TSI math test to take college economics, chemistry, math, or physics.

Technical Courses not applicable toward academic electives in an A.A/A.S. degree.

WORKFORCE EDUCATION COURSES

Workforce education courses only count towards the Foundation Diploma Plan (not transferable to a university)

BC Course Code	BC Credits	BC Course Title	Foundation Prep Course Title	FPA Credit	FPA Graduation Plan
ACNT 1303	3	Intro to Accounting 1 (office) @	D1301 Math Accounting	0.5	Foundation Plan: Math
AUMT1405	4	Intro to Automotive Technology	D1301 Sci Automotive Technology I	0.5	Foundation Plan: Science
AUMT 1410	4	Automotive Brake Systems	D1301 Sci Automotive Technology II	0.5	Foundation Plan: Science
AUMT 1407	4	Automotive Electrical Systems	D1301 Sci Automotive Technology III	0.5	Foundation Plan: Science
AUMT 1416	4	Automotive Suspension & Steering Systems	D1301 Sci Automotive Technology III	0.5	Foundation Plan: Science
CNBT 1301	3	Intro to Construction Industry	D1301 Math Principles of Manufacturing	0.5	Foundation Plan: Math
DRTG 1305	3	Technical Drafting	D1301 Math Technical Drafting	0.5	Foundation Plan: Math
DFTG 1309	3	Basic Computer Aided Drafting	D1301Sci Architectural Design I	0.5	Foundation Plan: Science
DFTG 1317	3	Architectural Drafting Residential	D1301Sci Architectural Design II	0.5	Foundation Plan: Science
ELPT 1319	3	Fundamentals of Electricity	D1301Sci Electrical	1	Foundation Plan: Science
ELPT 1329	3	Residential Wiring			

ELPT 1319		OR	Technology I		
ELPT 1345		Fundamentals of Electricity (NCCER) Commercial Wiring			
ELPT 1357	3	Industrial Wiring	D1301 Sci Electrical Technology II	1	Foundation Plan: Science
ELPT 1329	3	Residential Wiring			
ELPT 1357		OR			
ELPT 1345		Industrial Wiring Commercial Wiring (NCCER)			
ENGL 1301	3	Composition & Rhetoric I* AND	D1301 English Composition & Humanities	1	Foundation Plan: English
HUMA 1301	3	Intro Humanities*			

HART 1410 HART 1401	4 4	Shop Practices and Tools Basics Electricity for HVAC	D1301 Sci HVAC & Refrigeration Technology I	1	Foundation Plan: Science
HART 1403 HART 1407	4 4	A/C Control Principles (NCCER) Refrigeration Principles (NCCER)	D1301 Sci HVAC & Refrigeration Technology II	1	Foundation Plan: Science
HITT 1305	3	Medical Terminology I	D1301 Sci Medical Terminology	0.5	Foundation Plan: Science
INTC 1401 INTC 1315	4 4	Principles of Industrial Measurements AND Final Control Elements	D1301 Sci Instrumentation I	1	Foundation Plan: Science
PTAC 1410 INTC 1441	4 4	Process Technology I – Equipment AND Principles of Automatic Control	D1301 Sci Instrumentation II	1	Foundation Plan: Science
MCHN 1338 MCHN 1341 OR MCHN 1325 MCHN 1329	3 3 3 3	Basic Machine Shop I Basic Machine Shop II OR Millwright I (NCCER) Millwright II (NCCER)	D1301 Sci Manufacturing I	1	Foundation Plan: Science
MCHN 1352 MCHN 1354 OR MCHN 2305 MCHN 2307	3 3 3 3	Intermediate Machining I Intermediate Machining II OR Millwright III (NCCER) Millwright IV (NCCER)	D1301 Sci Manufacturing II	1	Foundation Plan: Science
PFPB 1308 PFPB 1305	3 3	Basic Pipefitting Skills (NCCER) Basic Blueprint Reading for Pipefitters (NCCER)	D1301 Sci Plumbing Technology I	1	Foundation Plan: Science
PFPB 2301 PFPB 2307 OR PFPB 2310 PFPB 2349	3 3 3 3	Inter. Blueprint Reading for Pipefitters (NCCER) Pipe Fabrication & Installation I (NCCER) OR Inter. Blueprint Reading Field Measuring, Sketching & Layout	D1301 Sci Plumbing Technology II	1	Foundation Plan: Science
PTAC 1302	3	Introduction to Process Technology	D1301 Math Process Technology I	0.5	Foundation Plan: Math
PTAC 1410	4	Process Technology I - Equipment	D1301 Math Process Technology II	0.5	Foundation Plan: Math

PTAC 1432 PTAC1308	4 3	Process Instrumentation I AND Safety, Health, and Environment I	D1301 Sci Process Technology III	1	Foundation Plan: Science
WLDG 1428 WLDG 2443	4 4	Welding Fundamentals Intro Intro to Shielded Metal Arc Welding	D1301 Sci Welding I	1	Foundation Plan: Science
WLDG 2406 WLDG 2447 OR WLDG 2406 WLDG 2451	4 4 4 4	Intermediate Pipe Welding Advanced Gas Metal Arc Welding Intermediate Pipe Welding Advanced Gas Tungsten Arc Welding	D1301 Sci Welding II	1	Foundation Plan: Science

Indicates that a prerequisite is required to take this course. "C" or better in high school chemistry or CHEM 1305 – Introductory Chemistry

* Two college courses must be taken to receive high school credit.

@ Prerequisite: College Algebra

*** Students who have not demonstrated college readiness as defined by Texas Administrative Code (TAC) 4.85b will need to score 350 on the TSI math test to take college economics, chemistry, math, or physics.

Technical Courses not applicable toward academic electives in an A.A/A.S. degree.

GRADUATION REQUIREMENTS

Foundation Preparatory Academy currently offers three high school diploma options. Prior to the start of their ninth grade year, full time enrolled students desiring an official diploma from Foundation Preparatory Academy will declare and be working towards one of the published diploma plans. After the beginning of the 9th grade year, changes to this selection can be made only after joint consultation with the parent and documented approval from the administration. While enrolled at Foundation Preparatory Academy, a student receiving a diploma from the school may have no more than three academic courses from accredited entities outside of the academy be considered for credit towards meeting the graduation requirements, and only in the following circumstances as approved by administration: (1) the student needs a specific course that is unavailable at Foundation Prep, or (2) the student is unable to fit a course required for graduation into his/her schedule at Foundation Prep. Accredited courses must be approved by Foundation Prep administration prior to its consideration of the coursework. Students enrolling in Foundation Preparatory Academy after ninth grade, in order to receive one of the diplomas offered, must register for and successfully complete the course requirements and earn a *minimum of 10 credits* sanctioned by Foundation Preparatory Academy during their junior and/or senior year, of which *8 credits* must be selected from the core academic classes. Students must maintain an overall grade point average of 70 or above in grades 9-12 in order to maintain eligibility to graduate with a Distinguished or Recommended Diploma.

All core courses needed for graduation are one full credit – combinations such as ½ credit of one course and ½ credit of another may not be used. Although students may receive credit for completing a semester of a core course, this credit may be used as an elective credit only and not as a core course credit toward graduation under any of the graduation plans.

DIPLOMA PLANNING

All students entering high school are required to undergo academic advising for the purpose of establishing a diploma plan. This will occur during the 8th grade year for continuing students. Students transferring into high

school will undergo academic advising prior to registering for classes. Copies of all high school grade reports or a high school transcript will be required at this meeting. Students not planning to graduate from Foundation Preparatory Academy must still confer with the Academic Advisor in order to clarify their purposes for attending the Academy. In addition to this, any requests for transfer credits may need to be assessed before new students are allowed to register.

DIPLOMA OPTIONS

Foundation Diploma Plan (22 credits) is intended to prepare students for entry into the workforce upon graduation.

Foundation Diploma Plan	Credits	Minimum courses
English	4	9 th grade English, American Literature, World Literature, English 1301 (BC) and Humanities 1301 (BC)
Mathematics	3	Must include Algebra I, Geometry, and Algebra II or Math 1314 (BC) and one of the following: Statistics 1342 (BC), Accounting 1303 (BC), CNBT 1301 (BC), Drafting 1305 (BC), or Process Technology 1410 (BC)
Science	3	Must include Biology, and Chemistry or dual credit (BC) science classes equal to 2 FPA credits
Social Studies	4	World Geography, World History, American History, Govt. & Economics
Foreign Language	2	Must consist of 2 years of the same foreign language
Fine Arts	1	Music or Art (entire credit must be earned from the same fine art)
Physical Education	1	Students may earn no more than 3 credits from athletics toward graduation requirements, 1.0 credit will apply to PE requirements; the remainder will apply to electives.
Speech	0.5	
Technology	0.5	
General Electives	3	Varies by student interest

Recommended Diploma Plan (26 credits) is intended to prepare students for entry into junior colleges and somewhat less competitive four-year colleges. In order to earn a Recommended Diploma Plan from Foundation Preparatory Academy, students are required to earn the following credits in the indicated areas:

Recommended Diploma Plan	Credits	Minimum courses
English	4	9 th grade English, American Literature, World Literature, British Literature
Mathematics	4	Must include Algebra I, Geometry, Algebra II 4 th credit Options: Pre-Calculus (FPA), College Algebra and College Trigonometry or Statistics (BC)
Science	4	Must include Biology, and Chemistry, and Physics 4 th year Options: Anatomy/Physiology (FPA), College Biology, or College Chemistry
Social Studies	4	World Geography, World History, American History, Govt. & Economics
Foreign Language	2	Must consist of 2 years of the same foreign language
Fine Arts	1	Music or Art (entire credit must be earned from the same fine art)
Physical Education	1	Students may earn no more than 3 credits from athletics toward graduation requirements, 1.0 credit will apply to PE requirements; the remainder will apply to electives.
Speech	0.5	
Technology	0.5	
General Electives	5	Varies by student interest

Distinguished Diploma Plan (26 credits) is intended to prepare students for entry into more competitive four-year colleges and universities. In order to earn a Distinguished Diploma Plan from the academy, students are required to earn the following credits in the indicated areas:

Distinguished Diploma Plan	Credits	Minimum courses
English	4	9 th grade English, American Literature, World Literature, British Literature
Mathematics	4	Algebra 1, Geometry, Algebra 2, Precal/Trig, or Calculus
Science	4	Biology, Chemistry, Physics, and Anatomy/Physiology or College Biology or College Chemistry
Social Studies	4	World Geography, World History, American History, Govt. & Economics
Foreign Language	3	Must consist of Level I, II, and III in the same language.
Fine Arts	1	Music or Art (entire credit must be earned from the same fine art)
Physical Education	1	Students may earn no more than 3 credits from athletics toward graduation requirements, 1.0 credit will apply to PE requirements; the remainder will apply to electives
Speech	0.5	
Technology	0.5	
General Electives	4	Varies by student interest

ADVANCED PLACEMENT (AP) COURSES

Advanced Placement (AP) courses offered at Foundation Preparatory Academy are considered designated honors classes and will receive a multiplier of 1.1 towards the student's GPA. In addition, students enrolled in an AP course may choose to take the designated AP exam. Please note that there are additional fees involved with taking the designated AP exam due to the expenses outlined by the College Board®.

PSAT/SAT/ACT TESTING

The PSAT is required testing for all freshman, sophomore, and juniors each year as preliminary training for the SAT. The fee for the PSAT will be due one month prior to testing.

All students are required to take the SAT or ACT collegiate admissions test during their junior or senior year at least once in order to graduate from Foundation Preparatory Academy. College applications and many scholarship applications require either SAT and/or ACT score. Students should plan on taking one and/or both of these tests as early as possible. The academy recommends the student take the test(s) no later than the fall of the senior year. Ideally, the student should plan on taking test(s) in the junior year. Each student is responsible for registering for the test(s) and having scores reported to Foundation Preparatory Academy using the 440153 School code.

CREDIT FROM 7TH and 8TH GRADE

In order to encourage academic advancement Foundation Preparatory Academy students in 7th and 8th grade may take courses that earn high school credit with prior administrative approval. All grades from Foundation Prep high school courses taken in 7th and 8th grade will appear on the high school transcript and count in the calculation of the student's high school grade point average (GPA). High school credit will be awarded if the student passes the course. The academy recommends two high school credits. Please see the Academic Advisor for a list of applicable courses and for approval prior to registration.

OUTSIDE CREDIT FOR GRADUATION REQUIREMENTS

Students transferring to Foundation Preparatory Academy from an accredited public or private school will have their previous credit noted on their transcript but those grades will not be added to their GPA.

While enrolled at Foundation Preparatory Academy, a full time student receiving a diploma from the school may have no more than three academic courses from accredited entities outside of the academy be considered for credit towards meeting the graduation requirements, and only in the following circumstances as approved by administration: (1) the student needs a specific course that is unavailable at Foundation Prep, or (2) the student is unable to fit a course required for graduation into his/her schedule at Foundation Prep. Accredited courses must be approved by Foundation Prep administration prior to its consideration of the coursework. *An Application of Transcript Credit* form and administrative fee must be submitted prior to enrolling in the academic course.

The outside academic coursework must be from an accredited institution and be equivalent in content, level, and rigor in comparison with the Foundation Preparatory Academy class for which the student is requesting credit. Student must earn credit for the coursework with a passing grade of 70%. *An Application of Transcript Credit* form and administrative fee must be submitted prior to enrolling in the academic course. The student is responsible for submitting the completed application of transfer credit at the end of the semester. Credit will not be issued until the required documentation is submitted to the Registrar.

Outside credit for a foreign language not being offered at Foundation Prep for a graduation requirement must be from an accredited institution and meet approval by administration prior to beginning coursework. The outside foreign language coursework must be equivalent in content, level, and rigor in comparison with the Foundation Preparatory Academy courses for which the student is requesting credit. Student must earn credit for the coursework with a passing grade of 70%. An *Application of Transcript Credit* form and administrative fee must be submitted prior to enrolling in the academic course. The student is responsible for submitting the completed application of transfer credit at the end of the semester. Credit will not be issued until the required documentation is submitted to the Registrar.

Outside credit for the P.E. and/or Fine Arts graduation requirement may be earned by 9th – 12th grade students and should not exceed more than one year for each graduation requirement. The course must meet equivalency standard – a minimum of 45 hours per semester credit. P.E. or Fine Arts credit must be approved by Foundation Prep administration prior to its consideration of the coursework. An *Application of Transcript Credit* form and administrative fee must be submitted prior to enrolling in the academic course. The student is responsible for submitting the completed application of transfer credit at the end of the semester. Credit will not be issued until the required documentation is submitted to the Registrar.

CLASS RANK

The academy does not distinguish class rank except for the sole purpose of declaring class Valedictorian and Salutatorian and awarding honor graduates.

VALEDICTORIAN, SALUTATORIAN AND HONOR GRADUATES

To be eligible for valedictorian, salutatorian or honor graduate, the student must:

- Be enrolled at Foundation Preparatory Academy as a full-time student for 3 consecutive school years
- Earn a Distinguished Diploma
- Must be current in all class work and assignments
- Must be in good disciplinary standing as approved by administration

Summa Cum Laude honors awarded to graduates with a 3.9 - 4.0 GPA.

Magna Cum Laude honors awarded to graduates with a 3.6 - 3.8 GPA.

Cum Laude honors awarded to graduates with a 3.0 - 3.5 GPA.

The Valedictorian, Salutatorian and honor graduate eligibility will be determined on the Friday of the 12th week in the spring semester of the senior year.

COMMENCEMENT

To participate in the annual commencement ceremony in May, a currently enrolled and attending senior must have (1) met the requirements for earning a Foundation Preparatory Academy diploma or (2) met all the following conditions: completed all state graduation requirements as promulgated by the Texas Education Agency, earned at least two Foundation Preparatory Academy credits in the student's senior year and earned at least six Foundation Preparatory Academy credits in the student's high school career. Students not earning a Foundation Preparatory Academy diploma are not eligible for honors recognition but will receive a certificate of completion from the academy.

COLLEGE PREPARATION TIMELINE

Eighth graders should plan to:

- Choose a diploma plan that best fits your intended career path. Foundation Prep offers three diploma plans.
- Work with the registrar to create a schedule for meeting graduation requirements for their chosen diploma plan.
- Keep in mind that the grades made on high school classes, even taken as an eighth grader, will be seen by colleges.

Freshman should plan to:

- Continue to work with the registrar to create a schedule for meeting graduation requirements for the chosen diploma plan.
- After taking the PSAT use the College Board website to identify weaknesses to improve
- Begin to evaluate classes that are enjoyable and come easy. Subjects and/or activities that come more naturally for the student is a good place to start for career exploration.
- Explore and identify career fields of interest through online research and by attending career fairs and other events.
- Get involved with community-based and leadership-oriented activities. Keep a log of all service.
- Keep a running list of accomplishments, awards, activities, and recognitions to use in preparing a resume and college applications.
- Keep in mind that the grades made as a freshman will be seen by colleges.

Sophomores should plan to:

- Begin exploring career options.
- Reach out to people in your field of interest to ask questions. Consider doing some volunteer work in that area and/or ask to visit their work to observe and tour.
- Get involved in community service and in school clubs. Add these activities to your log.
- After taking the PSAT use the College Board website to identify weaknesses to improve.
- Begin researching which college has the field you are interested in.
- Consider signing up in the fall to begin dual credit classes at Brazosport College in the spring.
- Keep in mind that colleges will see three years of grades: freshman, sophomore and junior. Make your grades count!

Juniors should plan to:

- Prepare for and take the PSAT to see if you qualify for National Merit scholarships and programs.
- Visit colleges and peruse their websites to create a list of possible colleges. Foundation Prep allows for two absences in the junior year for college visits. See details under the Attendance Policy.

- Continue attending college and career information events.
- Talk to college representatives: admissions representatives, students and alumni.
- Register for college admission exams such as the SAT and ACT; take practice tests to prepare. Take the SAT and/or ACT as many times as needed to receive the score you desire.
- Begin to identify scholarship opportunities to pursue, note deadlines. All colleges have their own scholarships that you will want to research and apply for. Also visit www.fastweb.com and www.myscholly.com to research other potential scholarship opportunities.
- Verify with the Academic Dean that you will meet all graduation requirements on schedule.
- Prepare your resume and one essay answer for college applications in English III class.

Seniors should plan to:

Fall timeline

- Finalize college visits and narrow down the colleges being considered. Make sure that the college offers the major you are interested in pursuing.
- Register for and retake the SAT and/or ACT if not already achieved the score you want/need.
- Complete and submit college applications *prior to deadlines* (Some applications open as early as July 1st. It's always better to apply early.) Apply to 5-8 colleges.
- Make a spreadsheet of all colleges applying to and all documents that need to be sent to that particular college. Some colleges ask for differing documents. Keep up with what you have submitted.
- Complete and submit scholarship applications *prior to deadlines*.
- Request transcripts and letters of recommendation.
- Work with parents to complete and submit the Free Application for Federal Student Aid (FAFSA.gov) beginning October 1.

Spring timeline

- Finish submitting scholarship applications.
- Visit colleges on your "short list."
- Consider college acceptances; compare financial aid packages offered.
- Call college financial aid representative with questions.
- Decide on the college to attend and contact the office of admissions.
- Make informed decisions about student loans.

Although the temptation to slack off during the last year of high school may be strong, students should be made aware that college admissions officers will expect to see that they've worked hard to keep grades up and continued their involvement in school and community activities.

GRADING AND EVALUATION

PHILOSOPHY

Foundation Preparatory will strive to view and publicly present grades not as a commentary on the relative worth and value of the individual but rather as accurate reflections of the quality of his/her work in a given subject at a given time. While many in our society do indeed use grades for the purpose of classifying students, we commit ourselves to avoid this tendency.

At Foundation Preparatory Academy, grades serve four basic purposes:

1. to help us teach, rebuke, correct and train;
2. to help us in the ongoing (and, hopefully, progressive) placement of students at a level and in subjects responsive to their needs, background, and abilities;
3. to provide us with a just and legitimate means of holding students accountable for the quality of their work, and
4. to provide us with an ongoing and widely understood means of communicating a student's relative progress and achievement to his parents and other parties, such as college entrance boards or other schools to which the student may transfer.

Foundation Preparatory Academy will establish just and objective standards which are based on legitimate expectations. This means that students will be graded by comparing their level of accomplishment against reasonable expectations of what they should be able to accomplish. It also means that we will make every reasonable effort to place students properly, basing such placement upon their background and abilities rather than any social criteria (such as age). Finally, it means that students will receive (or not receive) credit based upon what they have (or have not) done relative to a common standard, rather than upon individual considerations (such as learning disabilities).

The grading standards themselves will be oriented toward the work of the student rather than the student himself. They will recognize multiple levels of legitimate achievement, so that less is expected of lower level students (e.g., elementary) than of upper level students (e.g., secondary). They will be objective and evenly applied within a given class. They will also allow for individual differences by defining minimum passing standards in terms that allow for a range of acceptable achievement. The ultimate purposes of these standards will be to define what ought to be, as opposed to what is, and so give the student and his parents valid and meaningful feedback, to encourage a disciplined approach to academic study, and to encourage the student to progress in his learning and achievement.

GRADING STANDARDS AND GRADE POINT AVERAGE (GPA)

Courses at Foundation Preparatory Academy are graded on a scale of 0-100 (exception: elective courses and athletics may be graded on a pass/fail basis). The course grade itself represents a percentage of content mastery, which is then used to determine the grade value of individual courses. The course grade value is then multiplied by the number of credits earned for the course to determine the course grade points. The sum of all course grade points is divided by the sum of all credits attempted to obtain the semester or cumulative GPA.

The letter grade equivalents for the secondary system are as follows:

A	4.0	93 – 100%
A-	3.7	90 – 92%
B+	3.3	87 – 89%
B	3.0	83 – 86%
B-	2.7	80 – 82%
C+	2.3	77 – 79%

C	2.0	73 – 76%
C-	1.7	70 – 72%
D+	1.3	67 – 69%
D	1.0	63 – 66%
D-	0.7	60 – 62%
F	0.0	less 60%

No course grades in excess of 100 are awarded. No grade points are awarded for any failed course (grade below 60 or F).

All grades for approved high school courses taken in 7th and 8th grade will appear on the high school transcript and count in the calculation of the student’s high school grade point average (GPA). High school credit will be awarded if the student passes the course.

Advanced Placement courses designated by the College Board will receive a weighting of a 1.1 multiplier.

All dual credit course grades will be recorded numerically and used in averaging GPA with a 1.1 multiplier. Workforce courses will not be weighted with a 1.1 multiplier towards the student’s GPA.

Other grades recognized by Foundation Preparatory Academy are I (incomplete), WP (withdrew passing), WF (withdrew failing), NG (no grade given for course), and P (passing; applicable to a restricted number of courses, such as secondary P.E., which is graded on a pass/fail basis). A student may drop a course as late as six weeks in any given semester without having the dropped course affect his or her GPA or appear on his or her transcript.

Grades of I, P, WP, WF, and NG are not calculated into the student's GPA at any time, nor will credits transferred to this academy be included in the determination of a student's grade point ratio.

Specific criteria for assessing grades in any given course will be defined by the instructor in that course. All such criteria must honor any standards, requirements or limitations imposed by curriculum guides and other relevant policies for the establishment of grading criteria within a given course.

Foundation Preparatory Academy does not allow the auditing of classes. Any student enrolled in any class at the Academy will receive a grade reflecting his/her level of achievement in the class.

Credits transferred to Foundation Preparatory Academy that are non-core and are not offered at FPA will be counted toward a student’s GPA. Each student transcript will show all course grades taken at other institutions but will not be added to their GPA if the class is taught at Foundation Prep. Elective classes that are from non-accredited sources will show a Pass/Fail grade. Credits earned through Dual Credit will be included in the determination of a student’s GPA.

LATE WORK POLICY

Desiring to promote both Godly character qualities and high academic standards, Foundation Preparatory Academy has adopted the following general principles concerning student assignments turned in at some time beyond their due date. These principles are designed to promote the development of Godly character qualities such as self-discipline, diligence, and self-control in the lives of our students.

Due to the developmental differences between Elementary and Secondary students, and the need to develop students at their respective levels, the following policies have been implemented:

Elementary (Grades 3rd – 6th)

- For 3rd and 4th grades, failure to turn in an assignment when it is due will result in a 10-point deduction for each class day the assignment is late, up to one week. The grade becomes a zero if it is not turned in within one week of the initial due date. (For example, if an assignment is due on a Tuesday and not turned in, the assignment can be turned in on Thursday, but will receive a 10 point deduction. If the assignment is turned in the following Tuesday it will receive a 20 point deduction. If it is not turned in on that Tuesday, one week from when it was due, the grade becomes a zero.)
- For 5th and 6th grades, the grade for the assignment becomes a zero if it is not turned in during the next consecutive class after the due date. (For example, if an assignment is due on a Tuesday and not turned in, the assignment can be turned in on Thursday, but will receive a 10-point deduction. If it is not turned in on that Thursday, the grade becomes a zero.)

Secondary (Junior High and High School)

- No late work will be accepted for secondary students (7th-12th) who fail to turn in work due to non-illness (i.e., the student did not manage his/her time, forgot the assignment or materials needed to complete the assignment, or other excuses relating to academic irresponsibility.) Failure to turn in an assignment will result in a zero for the assignment.
- An academic penalty (i.e., grade) can be assessed for work turned in late at the discretion of the classroom teacher if the teacher feels that the student had sufficient reason(s) for turning the work in late. "Sufficient reason(s)" are those events or conditions whose initiation or termination is outside of the immediate control of either the student or their family. Failure to turn in an assignment due to technical difficulty or malfunction (internet goes out, printer runs out of ink, computer crashes, etc.) will not be considered a legitimate reason for late work if the event in question happens as a result of the student's mismanagement of time (this determination will be at the discretion of the individual teacher).
- In order to balance the zero tolerance policy, grades will be dropped at the secondary level using the following process:
 1. Grades will be dropped from the minor grade category.
 2. One grade will be dropped in classes with 10-19 minor grades given
 3. Two grades will be dropped in classes with 20 or more minor grades given.
 4. No grades will be dropped in classes where less than 10 minor grades are given.
 5. No more than two grades will be dropped.
 6. Grades will be dropped at the end of each semester.
 7. No zero resulting from academic dishonesty, skipping class, or suspension will be dropped.
- Minor grades are defined as homework assignments / quizzes (anything other than tests / semester projects). Teachers will communicate this information with the syllabus at the beginning of the semester.

ABSENCES AND MAKE-UP WORK

Parents are required to provide a note explaining the reason for a student's absence before allowing the student to make up work or escape late penalties, as the case may be. Only those absences due to circumstances beyond the immediate control of the student or his/her parents will normally be considered excused. Whenever possible, arrangements for making up work should be made with the teacher prior to the absence. The Head Administrator will determine if an absence is excused or unexcused.

Class work during an unexcused absence will receive a zero. Satellite work that is due during the time of absence as well as the day the student returns, will be due two class days after the day of the absence.

UNPREPARED DUE TO ILLNESS

Parents are to contact their student's teacher(s) when their child has been ill on a satellite class day and unable to complete assignments or prepare for an in-class assessment, but are able to attend the following central classroom day. This contact is to occur before their student returns to class. If the parent is unable to contact the teacher, he/she must call the office so that teacher(s) can be notified. A written/email note upon the student's return is not sufficient. If proper communication has been made, the student will be allowed to come to the next class period, but not be responsible for the satellite classroom assignments due or in-class assessment(s). Parents should be aware that this might keep the child from participating in all learning activities because of the work not completed. All assignments may be completed and turned in to the teacher within two class days without incurring a penalty.

MULTIPLE, CONSECUTIVE ABSENCES DUE TO A PROLONGED ILLNESS

Parents should make special arrangements with the individual teacher(s) to obtain work and work out a schedule for turning in missed work. Failure to make special arrangements with the teacher could result in the student not obtaining credit for the course(s). In the case of an extended illness, the parent must contact the academic dean to create an academic plan for the student.

ABSENT DUE TO CO-CURRICULAR ACTIVITIES

When students expect to miss a class due to participation in co-curricular activities, previously assigned work should be turned in early or the student should make prior arrangements with the teacher if it will be difficult to meet the assigned due date. Assignment should be picked up from the teacher before the missed class (if available) or in the office at the end of the day. Work assigned on the day of the absence should be completed by the next class period.

INABILITY TO COMPLETE ASSIGNMENTS

The parent and/or student must make every effort to contact the teacher if an assignment is not clear, the student has difficulty with the concepts, or the student cannot finish the assignment in a "reasonable" time before returning to class. If the teacher gives prior permission, the student may be allowed to turn the work in at a later time without penalty. However, without this permission, the student's work, whether complete or not, will be turned in and graded as required. A parent's note to the teacher on the following class day does not remove the academic penalty associated with not completing the assignment as required.

MAKE-UP EXAMS

Students will be allowed to take make-up exams when they are absent due to illness, reasons other than illness if allowed by the parent, or co-curricular activities based on the following communication procedures:

- The parent must contact the teacher and office the day of the absence to notify the school that the student will be absent due to illness. The student's name will be placed on an "approved" list, and he will be allowed to take a make-up exam if he has missed a class exam.
- The parent must contact the teacher prior to the day of the absence if the student will be absent for reasons other than illness. Permission to take the make-up exam in these circumstances is at the discretion of the teacher.
- In the event of absences due to co-curricular activities, students must make prior arrangements with their teacher(s) to verify when the make-up exam must be taken.
- All make-up exams must be taken in the designated area during a scheduled testing time. The parent should contact the teacher to schedule the make-up exam time and confirm that the student will be allowed to take the test. Students must make up all exams within two class days of the absence.
 1. Students should confirm testing deadlines with the teacher when absent due to co-curricular activities or reasons other than illness. Students who do not make up the exam by the required deadline will receive a zero on the exam.

SUCCESSFUL COURSE COMPLETION

Courses for which a student earns an A, B, or C may not be repeated. A secondary student who earns a grade of 60-69 percent in a course may retake the same course at Foundation Prep to improve his comprehension and mastery of the course's material. However, his enrollment in the course will be permitted only if sufficient space is available for him after all other existing students who have earned the right to register for the course have had the opportunity to do so. The student will still be responsible for all tuition and fees associated with the retaken course at Foundation Preparatory. The original grade and the new grade from the repeated course will both be noted on the transcript. Both grades will be calculated in the student's grade point average. The student will not receive another credit for the repeated course. The credit earned the first time the course was taken will stand.

ACADEMIC INCOMPLETES

Students may be awarded a grade of "I" (incomplete) when circumstances beyond their control render them incapable of fulfilling all of the requirements for completing a given course by the end of the semester in which it is offered. All "academic incompletes" must be approved by both the course instructor and the administration (Academic Dean and/or Head Administrator), and must be filed with the administration according to current guidelines and procedures governing such situations.

All course requirements must be fulfilled by the date determined by the course instructor and the administration. Any required work not completed by that date will be awarded a grade of zero. The student's final grade will be calculated after the date given for completion of the course using whatever grading system was employed for all other students in the course (unless other arrangements have been previously made) and including all grades earned up to that time. Course instructors must provide the administration with a description of the grading

system to be used as well as any and all evaluation materials (e.g., tests and keys) necessary for completing the course.

ACADEMIC PROBATION

Students must earn an overall semester GPA (grade point average) of 70 or above each semester in attendance at Foundation Preparatory Academy in the core academic classes in order to remain in good academic standing. A student whose semester GPA falls below 70 at the completion of the semester may be placed on academic probation. The decision to place a student on academic probation will be at the discretion of the administration and based on the student's attitude, participation, and effort.

A student placed on academic probation must raise his/her GPA to a 70 or above (as indicated on progress reports or the final grade report) in order to return to good academic standing. If a student should earn a GPA less than 70 for two consecutive semesters, he/she may be blocked from further enrollment in classes at Foundation Preparatory Academy. If the student maintains the minimum GPA or higher for the entire semester, they will be removed from academic probation.

If a student receives below a 60 percent average in the fall semester of a course, he or she may not be allowed to continue the spring semester portion of the course. Continuation to the spring semester of the course will be determined on a case-by-case basis and at the discretion of the Dean of Academics. If allowed to proceed to the spring semester of the course, the fall semester must be successfully repeated in the following school year or receive credit during the summer, before continuing any further in the Foundation Prep class sequence, in order to recover the credit for the failed class. If a student passes the fall semester of a course, but fails the spring semester, he or she must wait until the next school year to retake the spring semester portion of the course before continuing in the Foundation Prep class sequence, unless the student recovers credit during the summer, and transfers in credit for the failed course, in accordance with the guidelines set forth in the Student Handbook. Students who are repeating classes will be admitted only if space is available. If the student successfully completes the repeated course at Foundation Preparatory Academy, both attempts at taking the course will be noted on the transcript and both grades will impact the student's GPA.

Students may attempt to absolve a failing grade in another academic setting, such as another school or a home school. In this case, students must request transfer credit through the usual channels following the successful completion of the course, should they desire to have the course credit recognized by this academy. If credit is granted, both attempts will be noted, however, only the credit will be transferred. The grade earned at a different academic setting will not affect the student's GPA. Any student, including one who has been granted transfer credit, must take a placement test to be able to enroll in any course for which placement testing is required, unless he has successfully completed at Foundation Prep the previous course in the course sequence.

ACADEMIC DISHONESTY/CHEATING

I Chronicles 29:17 reminds us that God "tests the heart" and is "pleased with integrity." One of the major goals of Foundation Preparatory Academy is to encourage and equip our students to become Disciples of Christ, committed to serving and pleasing God in all that they may do. We also wish to provide our students with a high-quality academic education, which we understand in terms of real spiritual, intellectual, and emotional growth. Among other things, this demands that we require our students and their parents to adhere to high standards of personal integrity, and provide corrective disciplinary action when they fail to do so.

Academic dishonesty in any form is both a serious breach of personal integrity and a serious hindrance to real student learning. Foundation Preparatory Academy views any instance of academic dishonesty as a serious violation of academic policies, and will respond accordingly to ensure the integrity of our academic and Christ-centered mission. Because of this, Foundation Preparatory Academy has developed this policy, which is intended to curb and, when necessary, correct academic dishonesty, in order to better help the institution minister to the needs of its students.

DEFINITIONS

1. General: Academic dishonesty is broadly defined as any attempt on the part of a student or parent, whether successful or not, to falsely represent the student's level of achievement or mastery in a given course or with regard to any element of that course. This includes but is not limited to:
 - a. Claiming or indicating in any form or fashion that the student has fulfilled any assignment or other academic responsibility, such as reading assigned texts or engaging in assigned study, when in fact he has not done so,
 - b. Using any assistance, including but not limited to copying the work of other students, in taking quizzes, tests, or examinations without the direct and explicit authorization of the course instructor,
 - c. Using any resources, including but not limited to solution manuals and teacher edition textbooks, other than those authorized by the course instructor, in writing papers, preparing reports, solving problems, or completing other course assignments,
 - d. Obtaining quizzes, tests, examinations, or other academic materials or evaluation instruments created by or belonging to an instructor, other staff member, or the Academy itself, including but certainly not limited to such materials properly used and in the possession of students currently or previously enrolled in the course, without the explicit authorization of the course instructor,
 - e. Engaging in plagiarism, which includes but is not limited to "the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment" and "the knowing or negligent unacknowledged use of materials prepared by another person or agency"² which customarily sells or offers free of charge term papers or other academic materials,
 - f. Altering a graded paper or project for the purpose of disputing the accuracy of the grade,
 - g. Collaborating without explicit authorization with another student or students during any quiz, test, or examination or in the fulfillment of any other academic assignment or responsibility.
2. Specific: The following guidelines define Foundation Preparatory Academy's standard application of the general definition given above to (a) quizzes, tests, and other examinations, (b) homework, and (c) major papers and projects. Individual course instructors may grant exceptions to these guidelines, but must do so explicitly, as indicated by the relevant policy statements given below. Any academic assignments, which, by their nature, are not addressed by these guidelines, will be governed by whatever guidelines are provided by the course instructor with regard to such an assignment.
 - a. Quizzes, tests, and other examinations: all quizzes, tests, and other examinations, whether conducted in the classroom or in some other location, must be taken at a single sitting and without outside assistance

of any sort, including but not limited to books, notes, other individuals, reference works, and audio or visual media. Any exception to these guidelines must be given in writing by the instructor on assignment sheets, the evaluation instrument itself, or other written instructions disseminated to all of the students in the class.

- b. **Homework:** homework should be done by the student alone and without assistance of any sort, including but not limited to information provided in teacher edition textbooks, unless such assistance is authorized, either orally or in writing by the instructor in the course, or by the catalogue or an approved curriculum guide's description of parent role for the course. The course instructor may grant such authorization, either in conjunction with the giving of the assignment or in response to student requests, at any time and for any duration to all of the students in the class or to selected students only, provided that the instructor feels it is in the best educational interests of the student(s) receiving such authorization.
- c. **Major papers and projects:** major papers and projects should be completed only by the student or by the members of a student group constituted by the instructor for the purpose of completing the paper or project in question without other assistance of any sort, except as explicitly authorized by the instructor. This authorization may be articulated either orally or in writing when granted in the classroom directly under the supervision of the instructor, but must be given in writing on assignment sheets or other written instructions disseminated to all of the students in the class when granted for work to be completed outside of the classroom setting.

ENFORCEMENT

1. **Discovery and Determination of Academic Dishonesty:** Determination of academic dishonesty may be made by the instructor of the course in which it was deemed to have been committed. Other school officials, including proctors or other instructor substitutes, may alert the instructor to the possibility of academic dishonesty should they acquire or become aware of credible evidence, including but not limited to eyewitness observations, which indicate that cheating, plagiarism, or other dishonest acts have taken place. Once the instructor has determined that academic dishonesty has indeed taken place, he shall inform the affected student(s) of his finding and, in conjunction with the relevant school officials, shall impose the proper penalties as described below.
2. **Appeals Process:** Should a student desire to appeal the determination of the course instructor, he must request in writing a hearing with the Head Administrator, who will arrange for a conference with the student, one or both parents (or guardians), and the instructor of the course. During this conference, all relevant evidence will be presented and examined. Following the conclusion of the conference, the Head Administrator will render a determination in the matter based on his/her assessment of the weight and credibility of whatever evidence is presented for review.
3. **Penalties:** The primary intentions of the imposition of penalties against students found guilty of academic dishonesty are to (a) act as a deterrent against such conduct, (b) to enhance the integrity of grades awarded by Foundation Preparatory Academy, and (c) to place pressure on an erring student in the hope of motivating him to abandon this destructive behavior. Discretion in the administration of penalties may be exercised by the instructor in consultation with school officials in the event that a student voluntarily acknowledges academic dishonesty rather than being discovered. Otherwise, the penalties described below are to be dispensed automatically, once dishonesty is confirmed. The penalties are assessed according to the number of occurrences of academic dishonesty the student has

been discovered to have engaged in over the course of a full academic year (at least two full semesters) or at the discretion of the administration once a pattern of dishonesty has been discerned.

- a. **Minor offense:** A student caught or confessing to a first event of academic dishonesty of a lesser nature, including such assignments as homework and quizzes, will receive a zero for that assignment, and a report of the event shall be made in ClassReach, notifying the parents and appropriate administrators at Foundation Preparatory Academy.
- b. **Major, or Second Minor, offense:** A student caught or confessing to a second event of academic dishonesty of a lesser nature, or the first instance of a major offense, including such things as tests, papers, projects, reports, etc., will be immediately suspended from school for a time to be determined by the administration and not allowed to return until a meeting between the student's parents and administration takes place. At that meeting, a determination will be made by the administration regarding any make-up work allowed for the student during his/her suspension. The student will receive an indisputable zero for that assignment, and a report of the event shall be made in ClassReach, notifying the parents and appropriate administrators at Foundation Preparatory Academy, and a copy shall be placed in the student's permanent paper file.
- c. **Second Major, or Third Minor, offense:** If at any time during the remainder of an offending student's involvement at Foundation Preparatory Academy he/she is again caught or confesses to academic dishonesty as detailed by the Student Handbook, the student may be suspended at the discretion of the administration, and may be a candidate for expulsion from the Academy. If expulsion occurs, this infraction becomes a permanent part of the student's academic record.

NOTES:

1. This Academy gratefully acknowledges its indebtedness to the University of North Texas for several of the fundamental ideas from which it developed its own policy on academic dishonesty. The *UNT Student Handbook* was especially helpful in defining the nature of academic dishonesty and in providing some guidance in developing the policy's approach to enforcement.

UNT Student Handbook, 1997/98, p. 105

ATTENDANCE POLICIES

ATTENDANCE REQUIREMENTS

Students must regularly attend classes in order to successfully complete a course. This means that they may not be absent, whether excused or unexcused, more than four days during a semester for a course meeting two hours a week or six days during a semester for a course meeting three hours a week. Students failing to meet these attendance requirements will not be recognized as having completed the course (meaning they will be awarded a grade of incomplete, and in the case of credit-bearing high school courses, denied credit for the course). In most cases, a failure to successfully complete a course because of excessive absences will also prevent a student from being able to register for the next course in the sequence.

An exception may be granted by the administrator if a student has been unable to meet the attendance requirements due to circumstances beyond the family's control (such as extended illness), and provided the student has, in the judgment of the student's instructor and the Academic Dean, achieved minimum mastery of the course content as measured by classwork, exams and projects with a minimum average of 70. Additionally, a doctor's note or excuse may be required that details specific dates for which the absences may be considered excused.

WITHDRAWAL PROCEDURES

Students who intend to withdraw completely from Foundation Preparatory Academy should obtain a withdrawal form from the registrar's office. In order to initiate the withdrawal process, a completed withdrawal form with required signatures and withdrawal fee of \$50 should be submitted to the registrar prior to the student's last day of classes. Student records will not be released without formal withdrawal.

TARDY POLICY

In general, a tardy will be treated as a discipline problem. A student is tardy when he or she is not in the classroom when the class is scheduled to begin. A student will be allowed one unexcused tardy in any given semester. Each tardy will be recorded in ClassReach and communicated to parents. Parents will be contacted by the Head Administrator after the third unexcused tardy. In order to be excused, a student must supply a note signed by a parent or guardian or a school staff member to the teacher of the affected class when reporting to class. Only those tardies beyond the immediate control of the student or his/her parents or guardians will normally be considered excused. Teachers, at their discretion, may refuse to allow the student to make up any work, quizzes, or tests missed because of a tardy. Parents should make sure that students arrive to class on time to avoid unnecessary disruption to the class.

COLLEGE VISITS

Students are allowed to be absent from FPA to visit colleges; two on campus days during their junior year and two on campus days during their senior year are allowed. (Scheduling college visits during weekends or TTH is highly recommended.)

Students who adhere to the steps below will receive an excused absence:

- Teachers and office must be notified in writing one week prior to college visit
- All satellite work, exams, and quizzes must be turned in/taken **before** the absence, unless a teacher decides otherwise
- It is the student's responsibility to acquire notes and any special instructions missed
- If a student believes it necessary to miss more than the allotted school days, he/she may request special permission from the head administrator

If the above policies are not followed, the absence will not be considered excused.

STUDENT CONDUCT

CODE OF CONDUCT

The purpose of Foundation Preparatory Academy's Code of Conduct is to promote a Christ-like attitude in its learning environment and to encourage the development of positive Christian relationships among its students. While on-campus concerns are primary, the Academy does reserve the right to address any off-campus conduct deemed to be significantly affecting on-campus relationships and/or the learning environment. Therefore, it is important that the following specific guidelines regarding behavior while attending the Academy be maintained:

- Students should show respect to adults at all times. A title (Mr., Mrs., Coach, etc.) should, therefore, be used when addressing an adult.
- Students should treat each other with respect, kindness, purity and compassion. Bullying, intimidation, slander, verbal or physical abuse, or harassment of another student in any form is not tolerated. This includes text messages, internet social networking and other forms of electronic communication. As God commands us in Matthew 7:12, "So in everything do to others what you would have them do to you," and in 2 Timothy 2:22, "Flee the evil desires of youth, and pursue righteousness, faith, love and peace, along with those who call on the Lord out of a pure heart."
- The academy operates on an honor system with its students. This means that students are expected to be truthful, honest, and upright in their words and actions as a matter of personal conscience and beliefs. Violations of the honor system (consistent lying, dishonesty, impure speech or behavior) in matters pertaining to any facet of school life – academics, activities, and personal relationships – can result in consequences that lead toward expulsion
- The school facility and grounds should be kept clean, orderly, and in a manner which shows an attitude of gratefulness.
- There will be no horseplay, running, or rough play during or between classes.
- Use of verbal or written profanity is not permitted.
- Public displays of affection between sexes such as hand-holding, kissing, etc. are not permitted.
- Tobacco products, illicit drugs, alcohol, or weapons are not allowed on campus or at any school-sponsored event.
- Any private or public activity including, but not limited to, the posting of inappropriate language or sexually-oriented pictures or language via blogs, websites, instant messaging, text messaging, internet social networks, etc. which is inconsistent with this Code of Conduct and is brought to the attention of the administration through proven documentation will be cause for consideration of disciplinary evaluation.

SCHOOL INTEGRITY AND REPUTATION

A fundamental expectation of those who are a part of the Foundation Preparatory Academy family is that all students, parents, and staff members will represent Christ at all times, not just during school hours. As representatives of Christ and Foundation Preparatory Academy, it is critical that each person guard the reputation and public perception of the school and refrain from any activity that would cast a negative light on Foundation

Preparatory Academy or cause someone to question the authenticity of the Savior we represent. Examples of such activities include, but are not limited to:

- Any display of inappropriate content or language or any reference by name or disparaging remark about Foundation Preparatory Academy or anyone affiliated with Foundation Preparatory Academy on personal internet blog sites, Facebook, Twitter, or other social media
- Participation in any group or organization whose reputation or activities is not above reproach (e.g. gangs, some fraternal organizations, social media groups, etc.)
- Behaving immorally, such as public intoxication, lewd behavior, or physical altercations with others.

Individuals are not authorized to use the school name, logo, insignias, or reference themselves as representing Foundation Preparatory Academy on blog sites, chat rooms, or any other public forum without prior permission from the school administrator.

Foundation Preparatory Academy will guard the reputation of the school and individual persons affiliated with the school by implementing appropriate discipline for behavior in violation of this policy.

STUDENT USE OF TELECOMMUNICATION OR OTHER ELECTRONIC DEVICES

Cell Phones

- Students may possess cell phones on campus but they must be turned off during the instructional day unless cell phone use is permitted by a teacher for specific instructional purposes in class.
- Students must ask permission to use their phone during an instructional day.

Personal Computing Devices

- Secondary students are allowed to bring personal computing devices such as iPads, tablets, laptops, Kindles, etc. into the classroom for use as a learning tool as permitted by the classroom teacher. This includes using e-readers and e-textbooks in lieu of traditional paper copies. During the class period, students shall only use these devices with the teacher's permission and for educational purposes.

Gaming Devices & MP3 Players

- Portable electronic gaming devices (PSP, Nintendo DS, etc.) and MP3 devices are not allowed to be used on campus.

Other Devices

- Other devices that can become a distraction to a student or their classmates are also not allowed.

Student Misuse of Electronic Devices Will Result In:

- The first time in a semester that a student is found using an electronic device in an unauthorized manner, the device will be taken up by the teacher and placed in the office for the remainder of the day. It may be picked up in the office at the end of the school day.
- The second violation in a semester the device will be turned in to the office and left for a total of 3 instructional days plus a conference with the student and parent of the student. It may be picked up in the office at the end of each school day.
- The third violation in a semester will result in all of the above and the student would not be allowed

DISCIPLINE PROCEDURES

“Train up a child in the way he should go, even when he is old he will not depart from it.” Proverbs 22:6

The keys to discipline are that the child must feel he is loved, that he knows and accepts the boundaries of behavior, and that he sees the proper direction in which to head to avoid repeated wrong decisions. The key to discipline in a school setting is that children are given support and direction while also working in harmony with the home. The primary goal of Foundation Preparatory Academy staff will be to practice "preventative" discipline through the use of good teaching techniques.

As the need arises, the school may also employ mild forms of correction (under no circumstances does the Academy practice corporal punishment) in order to encourage cooperation among the student body. The school will control the impact of serious discipline problems by limiting or withdrawing the participation privileges of consistently uncooperative students. As a University-Model® School, the Academy's staff is primarily responsible to utilize mild forms of correction for the purpose of sound classroom management and that the parents are primarily responsible for dealing with discipline problems of an ongoing or more serious nature. This theory forms the basis of the "Discipline Policy."

GUIDELINES

In the event that a student's behavior violates the student code of conduct, becomes unruly, disrespectful, defiant, or otherwise a hindrance to the classroom learning environment, Foundation Preparatory Academy teachers and staff will take one or more of the following actions:

- Verbal correction
- Discipline Referral Form filed with Head Administrator
- Parent phone call and/or conference with teacher and Head Administrator
- Loss of privileges including academic or extra-curricular as determined by administration
- Removal from classroom for the remainder of the day – student will be removed from the class and parent called to pick the student up from school immediately.
- Suspension from the school for one or more days.

- The student will not be allowed on campus and any missed assignments will receive a grade of zero, as missed assignments cannot be made up.
- Expulsion from the school
 - The student will be dismissed from all classes and his enrollment at the school will be terminated. All fees and tuitions will be forfeited.

Foundation Preparatory Academy recognizes that each student is different and will pray through and work in conjunction with parents (to the best of its ability) to help grow in each student the respect and self-control that comes with Godly character. The consistency and integrity of the learning environment for all students, however, must be maintained. Therefore, the decision concerning all discipline procedures remains at the discretion of the Head Administrator in line with the severity of the infraction.

In most cases, a distinction will be made between elementary and secondary students in specific policies governing disciplinary procedures, since it is assumed that a greater degree of self-discipline and good conduct should be expected from secondary students.

- Any and all secondary discipline cases referred to the office for handling are to be accompanied by a discipline form completed by a staff member.
 - It will not be necessary to notify the administration immediately of discipline problems of a routine or non-serious nature. Such problems will be handled at such times and in such a manner as shall be convenient to the administration.
- The student shall be given an opportunity to correct his own behavior following the first offense of a routine or non-serious nature, and the parents shall not be notified unless the student or staff member involved specifically requests that the parents be notified.
 - Parents shall be notified of any subsequent offenses.
 - A copy of the relevant discipline referral form shall be entered into ClassReach for this purpose.
- Any discipline matter deemed to be of a serious, urgent or potentially dangerous nature shall be brought immediately to the attention of the administration.
 - Parents will always be notified in such cases.
 - The administrative staff member responding to such cases has the authority to act according to their personal judgment in such cases.
- Serious first-time violations or repeated violations of the Student Code of Conduct of lesser severity (including Dress Code violations) may result in expulsion, suspension or exclusion from student activities (including extra-curricular, student-sponsored, or other activities as deemed appropriate).

DRESS CODE POLICY

Foundation Preparatory Academy's Dress Code requirements are in place as an application of Kingdom values taught in God's Word. As such, it is intended to reflect the school's stated aims to honor God and disciple students. It is designed to encourage modesty, decency, and propriety and to de-emphasize the use of clothing as a significant means of establishing self-identity or gaining attention or social status (Matt. 6:28-34; 1 Cor. 9:19-23; 1 Peter 3:2-4; 1 Tim. 2:9, 10; James 2:1-5).

It is an expectation of parents to explain the reasons behind the Academy's dress code to their children. Parents are encouraged to read the Dress Code and Scripture reference in preparation for a family discussion to ensure adherence to the current Dress Code.

If a parent disagrees with certain specifics of the dress code, they should feel free to communicate suggestions to the school in writing. However, it is expected that you defer to the present practice and speak respectfully of these matters in your home for the sake of the Biblical principles they represent and for the peace and order of the learning environment.

The administrator, one of the Deans, or one designated to act in their stead, retains the authority to determine the appropriateness of a given student's attire or hairstyle, and may remove from the campus or otherwise discipline any student deemed to be inappropriately dressed. The administration also reserves the right to grant a limited variance to these regulations for special purposes, such as the Academy's sports programs and physical education classes, special dress days or other instructional exercises, provided that high standards of modesty are always upheld.

All elements of the Dress Code are in force (and may be enforced) on the Academy's campus from 8:00 a.m. to 5:00 p.m. on school days. During that time, students anywhere on campus must be dressed in either proper class attire or proper sports attire. Changing into off-campus attire should be done off-campus. While dress code enforcement will be limited to school days, provisions and standards relating to modesty and decency should be respected by the students and are enforceable by the staff anywhere on the campus as well as at off-campus, school-sponsored events.

UNIFORM SPECIFICATIONS

Tops:

- Solid color (navy blue or white) collared, short or long-sleeved shirts are permissible. Designer emblems must be less than one-inch square in size, with official Foundation Preparatory Academy emblems permitted to be larger.
- Polo-style shirts with the official Foundation Preparatory Academy embroidered logo are permissible and available for purchase locally. Please see the administrative assistant for current ordering information.
- Solid-colored navy blue or white undershirts may be worn under the approved top.

Bottoms

- Solid color shorts or slacks which are khaki or navy blue are permitted.
- Girls may also wear skirts, capris, skorts or dresses in the solid khaki or navy blue color. Jumpers in khaki or navy blue may also be worn with an approved white or navy blue top. Bottoms made from knit or denim material are not permitted. The hem of skirts, shorts, skorts, dresses, and jumpers may not be higher than approximately two inches above the top of the knee.
- Pants must be worn around the waist – “sagging pants” are not acceptable.
- A solid color belt (navy, white, black or brown) may be worn with any bottoms having belt loops.

Shoes

- There is far more variation in available footwear than can be named above, so “not drawing undue attention to the wearer” and “not compromising the overall look of the uniform” will be overarching guidelines.
- Non-athletic shoes should be solid color (navy blue, white, black, gray, or brown), closed-toe/closed-heel shoes are permissible.
- Patterns and prints are not allowed (i.e. checkered or animal print).
- Athletic shoes are also permissible and should consist primarily of one solid color (not an extra-bright or neon color). More than one accent color on the athletic shoe is permissible; however, the colors, patterns, prints, and/or graphics on the shoes should not draw undue attention and compromise the overall look of the uniform.
- Heels are to be no taller than two inches.
- Shoes should be in good condition.

Socks/Hosiery

- Socks are to be worn at all times. They must be solid in color: khaki, navy, gray, black or white.
- Acceptable hosiery must be solid in color: white, tan, navy or black in color with no design, stripes or pattern.

Spirit Wear

- Any Foundation Preparatory Academy-approved t-shirt with a navy/white/green color scheme may be worn with blue jean denim bottoms. This includes team shirts and student activity shirts but ONLY in the appropriate colors. Home-made spirit shirts are not allowed.

- Shorts/Skirts must still be no higher than approximately two inches above the top of the knee. Skinny jeans, jeggings, and excessively tight or baggy jeans are not permitted. Belts may be worn when belt loops are present.
- Jeans and shirts may not be ripped, torn or distressed.

Winter Wear

- Solid color (navy blue, white, gray or black) jackets, sweatshirts, sweaters, turtlenecks and scarves are permissible.
- All tops worn under any of the above must be consistent with dress code policy.
- Non-Foundation Preparatory Academy logos, emblems, insignias, graphics, etc., on winter wear must be no more than one-inch square or the garment is not permissible.

General Guidelines

- All clothes must be neat and clean at the beginning of the day, and may not be torn, have fringed edges, be excessively wrinkled or any other unusual features, which call undue attention.
- No clothing shall be excessively tight and form-fitting or excessively loose, or be of an immodest design or style.
- Secondary students actively engaged in some sort of physical education, including athletics, may wear shorts of appropriate fit and length. No shorts shall be indecently short or tight.
- Hair must be kept groomed and clean and may not include unnatural coloring or styles. Boys' hair may not extend below the bottom of the collar of the shirt when the boy is standing, nor include "tails." Bangs should be kept above the eyebrows and hair should extend no lower than the top 1/3 of the ear. Boys may not wear any facial hair, nor may they wear sideburns extending lower than the bottom of the earlobe.
- Boys may not wear earrings or other pierced jewelry. Girls may wear up to two earrings per ear; no other pierced jewelry is allowed.
- No one may wear a tattoo, either temporary or permanent.

DRESS CODE ENFORCEMENT

In an effort to enforce the Academy's Student Dress Code in an impartial manner, the outlined process will be followed:

- The first violation will result in a warning and require that the student have appropriate clothing brought from home.
- The second violation will result in a referral and a parent conference.
- The third violation will require a referral and the student be picked up by a parent and not attend school for the rest of the day.

- Further violations will affect academic progress due to unexcused absences and missed school work.

If a student attends an event sponsored by Foundation Preparatory Academy and is not in acceptable dress, they may be asked to leave the event by the administration.

FAMILY MINISTRY PROGRAM

The Foundation Preparatory Academy Family Ministry program will consist of events inside and outside of school. Events will focus on equipping and encouraging parents as well as building camaraderie within student groups and families. FPA will have a structured internal program as well focused on building character traits within our students.

C32

C32 is short for Colossians 3:2; "Set your mind on things above, not on earthly things."

This time during the day, before or after lunch, is intended to offer students an integrated, age-appropriate character instruction program. Students enrolled in classes before and after the lunch period will be automatically enrolled in C32 and attendance is required. Foundation Preparatory Academy makes no attempt to replace parents as the primary providers of character training. The faculty instead will enhance and reinforce Biblical principles. This program will provide Biblical studies on 49 Character qualities.

Meet the Teacher Night

Prior to the beginning of the school year there will be an opportunity for students to walk through their class schedule, meet their teachers and insure that they are prepared for a successful semester.

Parent/Student Orientation

After the school year begins, parent and student orientation will be provided that allows parents to utilize any electronic or communication tools and allows any questions or concerns to be addressed.

Mentor Families

Each new family is paired with a returning mentor family before school starts. The mentor family will assist and help the new family become acquainted with the routines of a satellite day. New families are able to contact their mentor family with questions that may arise during the year.

Satellite Outreach Sessions (SOS)

Sessions will be held to give parents the opportunity to bond, interact and fellowship during the school year.

Family Ministry Events

FPA encourages parent-led, age-appropriate events as a means to build a sense of community amongst the family and character in the student body. Parents are asked to participate in all activities with their children.

STUDENT ACTIVITIES PROGRAM

The Student Activities Program oversees the development of students through activities that are built around their own special interests, talents and abilities. These include student government, sports, student organizations, clubs, etc.

Student Activities are a vital resource for the training of young minds and hearts. These activities provide opportunities outside the classroom for students to practice and experience biblical principles taught at home and in the school. All students participating in student activities will be required to sign a participation code of conduct. We expect that through these parent/school sponsored activities, our children will learn:

- the benefits and proper disciplines of competition
- the right rewards for hard work and preparation
- how to submit and follow scriptural authority subjecting personal interests to those of the leader and the team
- the benefits of working together in unity under leadership and the appropriate expression of individual talent for the benefit of the team
- the value of camaraderie and the friendships that result
- the value of experiencing both victory and defeat
- how to celebrate or to express disappointment with Christ-like dignity (good sportsmanship), demonstrating honor and respect to coaches, parents, officials and other competitors
- the benefits of experiencing new challenges

GENERAL POLICIES

1. All student-athletes will be required to submit an Athletics Physical Form that has been completed by a certified and licensed physician, nurse practitioner or physician assistant.
2. Any determination of starting position, playing time, and duration of play is to be determined by the coach or parent sponsor. Being in a club or sport does not guarantee any amount of playing time during a game or competition.
3. The only personnel allowed courtside, on the sideline, or any other location typically dedicated to coaches/club sponsors or players are FPA approved coaches/club sponsors and student participants, or volunteers appointed by the coach for the purpose of keeping team stats, play-by-play announcing, etc.
4. All athletes in grades 9-12 will receive a letter grade and credit hours in accordance with each sport they play. The grade given will reflect 40% game/meet participation and attitude and 60% practice participation and attitude. In keeping with school policy, athletes are allowed to miss 12.5% of games and practices before credit will not be given for the class. Please note that student's will receive a "0" for a grade for each absence recorded (excused or unexcused).
5. Student-athletes are expected to be at all practices and games, on time and ready to practice or compete. The only acceptable reasons for missing practices or games are (a) illness, (b) school-sponsored activities approved by the coach or (c) emergencies.
6. After each reporting period, if an athlete has a failing average (below a 60) in any class, he/she must sit out 2 weeks beginning the following Monday. Sitting out means not attending practice so that the student can focus

on raising their grades. Students will not participate in competitions during this time and it will be up to the discretion of the coach whether they attend the competition as a spectator and team support. The grades will then be checked weekly. If the grade is passing, the athlete will be able to compete again. If the grade is not passing, the athlete will be out another week and so on until the grade is passing. (different in student activities policy)

7. Student-athletes are accountable for the uniforms and equipment provided by FPA. If uniforms or equipment are not turned in when requested by the coach, or by the end of that sport's season, the student-athlete will be required to pay for the cost of replacing that uniform (at a much higher amount than originally paid due to the fact that the cost of replacing one item is more expensive than FPA's cost in purchasing an entire team), and the student-athlete may be barred from re-enrollment in or graduation from the academy, as well as have transcripts withheld.

CODE OF CONDUCT

Student Activities Coach/Sponsor

Due to the potentially competitive nature of Student Activities, Coaches and Teachers should take every example to highlight and build the Kingdom Character of the students:

- Exemplify behavior that is representative of the educational staff of the school and be a credit to the Christian teaching profession.
- Demonstrate the highest ideals, desirable attitudes in personal behavior, good habits of courtesy and demand the same standards of players.
- Recognize that the process is as important as the end product, and in fact, has a major bearing on the outcome of the product God wants to produce. Remember that the most important values are derived from playing the game fairly and teach players that it is better to lose fairly than to win unfairly.
- Maintain self-control at all times, accepting adverse decisions without loss of emotional control. Demonstrate to players how to work with officials to improve performance without humiliating them or being disrespectful.
- Be modest in victory and gracious in defeat.
- They should always keep in mind that they are representing God, their family, and the school at all times.

Student Activity Participants

The student should:

- Be courteous to visiting teams and officials.
- Respect the integrity and judgment of officials, and accept their decisions without question.
- Respect the facilities of the host school and trust extended in being a host.
- Play hard and to the limit of potential and ability regardless of discouragement. Each should realize that the true athlete does not give up, not do they quarrel, cheat, or grandstand (showboat).
- Encourage their teammates and speak highly of them when talking to others.
- Be modest when successful and be gracious in defeat. A true sportsman does not offer excuses for failure.
- They should always keep in mind that they are representing God, their family, and the school at all times.

The spectator should:

- Realize that they represent the school just as distinctly as the players on the team. Therefore, he/she has the obligation to be a true sportsman, encouraging through personal example the practice of good sportsmanship by others.
- Understand that good sportsmanship involves applauding good team play, individual skill, and outstanding examples of sportsmanship and fair play exhibited by either team.
- Treat visiting teams and officials as our guest, seeing this as an opportunity to be a witness for Christ to unbelievers and so extending to them every courtesy.
- Be modest in victory and gracious in defeat.
- Respect the judgment of officials, realizing that their decisions are based on fact-moving game conditions as they observe them from their vantage point.
- They should always keep in mind that they are representing God, their family, and the school at all times.

ELEGIBILITY REQUIREMENTS AND POLICIES

All students who desire to participate in student activities must meet the following requirements to remain eligible for participation. Participation in these activities requires additional time and effort that does not supersede the student's responsibilities to represent FPA and their fellow students with excellence and properly prepare for academic success. Student activities do not, at any time, take precedence over the academic program.

To participate in athletics all 9th – 12th grade FPA students must be taking 2 academic classes. If a student-athlete drops a class and is no longer enrolled in 3 academic classes, he/she may continue practicing but will not be eligible to compete in meets/games and will not receive credit for the class. 7th and 8th grade students must be enrolled in at least 3 academic classes. An exception for seniors can be made to allow two of the three minimum courses required if they have sufficiently fulfilled graduation requirements.

Student-athletes must maintain a passing grade in **all** courses taken at the academy. After each reporting period, if an athlete has a failing average (below a 60) in any class, he/she must sit out 2 weeks beginning the following Monday. Sitting out means not attending practice so that the student can focus on raising their grades. Students will not participate in competitions during this time and it will be up to the discretion of the coach whether they attend the competition as a spectator and team support. The grades will then be checked weekly. If the grade is passing, the athlete will be able to compete again. If the grade is not passing, the athlete will be out another week and so on until the grade is passing. Students dropping a course after receiving a failing grade will not be allowed to participate during the subsequent grading period. Furthermore, students on academic probation will not be allowed to participate in affected activities. No refunds, partial or otherwise, may be given to students temporarily barred from participation due to academic or disciplinary problems.

Students who turn 19 by September 1st of their senior year are not eligible to participate in any of the affected areas.

DRESS CODE POLICIES

Practices: FPA t-shirt, modest shorts and appropriate footwear

NOT allowed: tank tops, non-FPA t-shirt, form-fitting attire

Game Day: No dressing up before any games/meets. Regular school uniforms are to be worn during the school day. School issued uniforms will be worn to and from the game/meet.

OTHER POLICIES

Transportation

It is the parent/guardians responsibility to transport their students to and from practices, games and meets. Carpooling amongst parents is allowed, but it is handled independently by the parents, not FPA. Students will not ride with their coach/sponsor – only exceptions are for students that their parent is the coach/sponsor.

Equipment

Uniforms and equipment for each team are ordered by the coach/sponsor and are owned by the academy.

Team Practices

Coaches/Sponsors are responsible to provide students with proper training and practice in the sport/activity over which they have authority, including but not limited to: (a) a practice schedule and plan, (b) providing proper communication with students and parents regarding this schedule and plan, (c) foster Christ-centered motivation and attitudes among players and coaches, (d) regular team prayer or Bible instruction.

Fundraising

All fundraising activities to support student activities are to be performed in such a manner that they can be best described as **limited** and **service-oriented**. The Head Administrator will be responsible for approving all fund-raising activities related to this scope of ministry.

Limits on Missing Academic Classes

All sports and competitive organizations will follow a general rule that permits each team or group to miss no more than one full day of school each season (fall, winter, spring) in order to participate in student activity events. Although such absences will be considered excused, they will still count in the total number of permitted absences in order to receive course credit.

All exceptions to the general rule (one day per season) must be approved by the Head Administrator. Examples would include uncontrollable play-off situation, unexpected travel requirements, make-up situations, etc.

Finals

All student activities, games, performances, etc. will not be scheduled during the week of finals and at least 2 school days prior to the finals period so students can focus on their exams. Any individual exceptions to this policy are to be approved by the Head Administrator.

POSITION STATEMENTS

As parents lead their children in the application of Christian teaching, Foundation Preparatory Academy will maintain principle-based policies and positions aimed at supporting parents and facilitating wholesome student relationships. Since Scripture counsels that the best strategy for overcoming many temptations is to “make no provision” (Rom 13:14) or “flee” (2 Tim 2:22), the Academy’s policies will seek to define basic standards that help to limit the degree of temptation students will have to face, especially in matters relating to moral purity.

PUBLIC DISPLAYS OF AFFECTION (PDA)

While on campus and/or participating in school-sponsored activities or trips, students shall not engage in public displays of affection between sexes such as hand-holding, kissing, etc. Though there may be occasion for limited and appropriate brother-sister hugs, the Academy's intent is that students relate with one another at the fellowship and friendship levels, stopping short of any overt impression of exclusive friendships (boyfriend-girlfriend) that are leaning toward "romance."

For students who are mutually attracted to one another, this regulation defines a clear boundary. For other students, however, this regulation provides a measure of protection from having to deal with the awkwardness of unwanted displays of "affection" while participating in school-related activities.

DATING

Generally speaking, there are two predominant, yet quite different, philosophies that guide Christian parents today as they lead their children through relationships with members of the opposite sex during the high school years. These are *dating* and *courtship*. Foundation Preparatory Academy does not take an official stance on one or the other, but leaves this issue of practical application to parents.

Out of deference and respect for today's conscientious parents, the Academy will make every effort to encourage fellowship, friendship, and group activities rather than pairs so that the predictable pressure to "date" is minimized. The Academy supports the priority of encouraging the development of friendship, communication, and servant-leadership skills through the high school years ahead of male-female "dating" relationships.

GENERAL POLICIES

OPEN CAMPUS

Students may come and go from the Foundation Preparatory Academy campus depending on their scheduled classes. However, students that are attending classes and need to leave campus before their scheduled departure must have their parent sign them out at the front office.

- Students are to be under adult supervision at all times by being physically present in the class or study hall for which they are registered whenever they are on campus.
- Being present on campus but not in the class or study hall for which he or she is registered, or present on campus at a time when the student does not have a scheduled class or study hall may result in disciplinary action.
- Parents are responsible for guiding their students regarding the use of their freedom to come and go from the campus without securing the permission of school personnel.
- Students who violate their parents' wishes regarding the use of this freedom are accountable to their parents, but not to the school.
- No student will be allowed to walk off the campus with the only exception being for students living in close proximity to the school that have written parental permission to walk home.

- It is considered a discourtesy to the teacher and a disruptive influence to the learning environment for a student to leave a class or study hall in session before that class has been dismissed.
- Therefore, unless prior arrangements have been made or permission is granted by the instructor, leaving a class early will be considered a breach of good conduct and treated as a discipline issue.
- Students with nonconsecutive classes must enroll in study hall or arrange to leave campus when not in class.

PHOTO AND STATEMENT RELEASE

All parents, students, staff, and others who may be included as set forth below in various media or written statements (Grantors) hereby irrevocably grant and convey to Foundation Preparatory Academy (FPA) all right, title and interest in and to record their name, image, voice, statements and/or writings, including any and all photographic images and video or audio recordings made by Foundation Preparatory Academy.

Grantors further irrevocably grant to FPA, its advertisers, customers, agents, successors and assigns, unrestricted rights to use the above mentioned sound, still, or moving images in any medium, including posting on the Internet, for educational, promotional, advertising, or other purposes without limitation.

Grantors further agree that all intellectual property rights to sound, still, or moving images belong to FPA.

Grantors voluntarily waive the right to inspect or approve such images and waive any right to any royalties, proceeds or other benefits derived from such photographs or recordings.

As an enrolled student or employee, you understand that this release constitutes a waiver of your privacy rights, if any, under The Federal Educational Rights and Privacy Act.

This release is effective on the date of acceptance to Foundation Preparatory Academy and will remain in effect indefinitely.

If you are not in agreement and do not want to waive your right with the photo and statement release policy, please send a certified letter to Foundation Preparatory Academy stating you do not waive your right. If the individual is less than eighteen years of age, his/her parent or legal guardian must sign the certified letter.

MEDICATION POLICY

Medication may be administered to students on campus when:

1. The student has a doctor-prescribed medicine in a labeled container showing the student's name, medication, and dosage. All prescribed medications, with the exception of asthma inhalers, are to remain in the school's medicine cabinet or refrigerator.
2. The student requests in the main office a dosage of Tylenol or Advil. However, Tylenol or Advil may only be administered to students whose parents have indicated the permission in the medical history form, which is provided in the student application.
3. Any medication given out or taken by a student will be recorded daily.

HEALTH SCREENINGS

Foundation Preparatory Academy will communicate to parents that vision and hearing screening should be conducted for students in fifth, seventh and ninth grades and scoliosis screenings for fifth and eighth grades.

Family Handbook Acceptance Page

We, the parents, agree that we have read, understood, and will abide by the policies and procedures of the Foundation Prep Family Handbook as can be found on the Foundation Prep website. We also take full responsibility for communicating this information to our student and ensuring that he/she abides by the policies and procedures.

Parent signature

Date

I, the student, have read and will abide by the Student Conduct, Discipline Procedures and Dress Code policies found on pages 35-42 in the Family Handbook.

Student signature

Date

Revised 6/2017