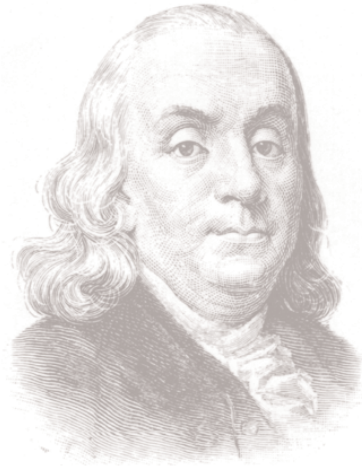




Benjamin Franklin
CHARTER SCHOOL™

Est. 1995

**Elementary Family Handbook
2022-2023**



BENJAMIN FRANKLIN

It is our hope that each child at Benjamin Franklin Charter School will become a student of our school's namesake, Benjamin Franklin. From time to time, students have an opportunity to share with others interesting facts about this most remarkable man. Just a few facts surrounding his life are included below:

He was born in Boston, Massachusetts on January 17, 1706.

He attended school for only two years until the age of ten.

He continued his studies on his own and learned five foreign languages.

He served as an apprentice to his older brother and learned the art of printing.

He published the Pennsylvania Gazette.

He married Deborah Read in 1730, and they had three children.

He was the only man to sign the Declaration of Independence, the Treaty of Alliance with France, the Treaty of Peace with Great Britain, and the Constitution of the United States.

He was the oldest delegate to the Constitutional Convention.

He published Poor Richard's Almanac.

He was one of the first men to experiment with electricity and invented the lightning rod.

He died April 17, 1790, and was buried in Philadelphia, Pennsylvania.

Can you find out more about Benjamin Franklin?

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MESSAGE FROM THE GOVERNING BOARD

We would like to welcome all of the students and parents to another successful year. Our program is the result of many hours of hard work and high expectations. With the help of parents, students, faculty, and staff, working in partnership with each other, we believe that this program has no bounds and will continue to improve each year.

We appreciate the confidence that you have shown in the program by enrolling your children. We are dedicated to providing the best possible educational experience for every child who attends our schools and to expand the program to meet the growing demand of the many parents who wish to participate in this type of program.

The Benjamin Franklin Charter School Governing Board

PRINCIPALS' MESSAGE

This handbook is designed to inform parents about Benjamin Franklin Charter School. If after reading it, you have questions, please feel free to contact us at any time: Crismon - Mr. Ball at (480) 987-0722, Gilbert - Mrs. Hawks at (480) 632-0722, and Power - Mrs. Boucher at (480) 677-8400.

Communication between home and school are vital to the success of the school. Every nine weeks parents will receive a report card. Twice a year parents are scheduled for parent-teacher conferences. In addition, you are encouraged to make an appointment with your child's teacher whenever you have a question or concern about your child's progress.

Participation in the Franklin Parent Organization (FPO), allows you to share your ideas, time, and talents in an effective manner. Your help will strengthen the school and its ability to educate your children.

Kevin Ball, Principal - Crismon

Jennifer Hawks, Principal - Gilbert

Mary Kathryn Boucher, Principal - Power

PHILOSOPHY

The philosophy of Benjamin Franklin Charter School is to emphasize the teaching of basic skills and information. Its purposes are to

train the intellect,

teach skills,

instill a sense of pride in and respect for self, others, and country,

equip students with the necessary skills to become decision makers and problem solvers,

prepare students for the world by challenging them to compete for achievement in the classroom, and

develop an atmosphere of tolerance and acceptance of all students regardless of physical appearance and culture.

HISTORY AND ORGANIZATION

Benjamin Franklin Charter School was one of Arizona's first charter schools. What is a charter school? A charter school is a public school that receives its operating authorization and funding from the State Board of Education, the State Board for Charter Schools, or any school district that chooses to charter a school under the charter school law

passed in 1994. The “Charter” is a contract with the chartering body that allows a private entity to operate a “public” charter school in accordance with a specific program outlined in the charter.

Benjamin Franklin Charter School applied for and was granted its charter by the State Board for Charter Schools on June 12, 1995, for the Mesa campus. The Crismon campus received its original charter from the Ganado Unified School District on May 13, 1996. A year later in May of 1997, Benjamin Franklin Charter School added the Gilbert campus and consolidated its three campuses under the original charter, making the Arizona State Board for Charter Schools its sponsor for all sites. In the fall of 2006, Benjamin Franklin Charter School added a fourth campus to the Franklin family with the opening of its Power campus. In the fall of 2013, Benjamin Franklin Charter School opened its first high school, combining it with the existing junior high, to create a 7-12 college preparatory secondary school.

The philosophy, curriculum, and strong parental involvement that define the Benjamin Franklin Charter School are based on many years of experience with similar programs that resulted from the “Back-to-Basics” movement during the 1970’s. In the same spirit of parental involvement that gave birth to those earlier programs, Benjamin Franklin Charter School is the result of parents getting involved in their children’s education by taking advantage of the new charter school law to form parent operated and governed schools.

Our charter allows us to operate multiple campuses throughout the state to address current and future parent demand for the program. The decision to add grades and/or sites is governed by the availability of facilities, parent interest, and funding. We will continue to grow and accommodate student demand to the best of our abilities. On behalf of the parents and students who have had the opportunity to experience this program, we are grateful to the teachers, administrators, and staff who make the program possible.

SCHOOL POLICIES

The Parent Organization

The Franklin Parent Organization (FPO) is a very important element of Benjamin Franklin Charter School. All parents may participate in the parent organization. In lieu of constant fundraising, parents are asked to contribute a voluntary activity fee of \$20.00 annually per family. These funds supplement extra-curricular activities as well as projects that benefit our students and teachers.

All parents of Benjamin Franklin Charter School students are invited and encouraged to attend FPO monthly meetings. Meeting dates will be published in the school newsletter. Please feel free to contact your campus office at any time with questions, ideas, or concerns.

Registration and Enrollment

To register your child in Benjamin Franklin Charter School for the first time, you will need a certified copy of the child’s birth certificate or other reliable proof of identity and age and proof of Arizona residency.

For the upcoming school year, a child must be 5 years old before September 1, to enroll in kindergarten. For early-entry into kindergarten, please see the front office for details.

To enter first grade, a child must be 6 years old before September 1st.

The school maintains health records on each child. An immunization record **must** be completed and in our files **before a child can attend school**.

BFCS Enrollment Preference Procedures

Benjamin Franklin Charter School is a tuition-free, “A” rated public charter school open to all students with no specific geographic boundaries. We operate on a first-come, first-serve basis, meaning that when a grade level is at capacity, we will place students on a waitlist, and as seats open up, we will work our way down the list.

In accordance with A.R.S. §15-184, Benjamin Franklin Charter School accepts all students who submit a timely application unless the number of applications exceeds the capacity of a program, class, grade level, or building. Enrollment preference is given, to the following students:

- Students returning in the second or subsequent year of enrollment, including siblings of students already enrolled at BFCS.
- Children of BFCS employees
- Children of BFCS board members
- Transfer students from other BFCS schools
- Siblings of pupils already accepted into BFCS
- Students qualifying for the McKinney-Vento program

BFCS does not limit admission based on race, ethnicity, national origin, religion, gender, gender identity, income level, disability, English proficiency, or athletic ability.

A prospective student expelled or awaiting expulsion from their previous school will not be admitted.

Daily Schedule K – 6th Grade

CAMPUS / GRADE LEVEL	FLAG CEREMONY	ALL SCHOOL INSTRUCTION / CLASSES BEGIN	CLASSES END
CRISMON FULL DAY KINDER 1 ST – 6 TH	8:15 a.m.	8:30 a.m.	3:00 p.m.
AM KINDERGARTEN	8:15 a.m.	8:30 a.m.	11: 15 a.m.
PM KINDERGARTEN	12:15 p.m.	12:15 pm.	3:00 p.m.
GILBERT FULL DAY KINDER 1 ST – 6 TH	8:15 a.m.	8:30 a.m.	3:00 p.m.
AM KINDERGARTEN	8:15 a.m.	8:30 a.m.	11: 15 a.m.
POWER FULL DAY KINDER 1 ST – 6 TH	8:15 a.m.	8:30 a.m.	3:00 p.m.
AM KINDERGARTEN	8:15 a.m.	8:30 a.m.	11: 15 a.m.

Office Hours: 7:30 A.M. to 4:30 P.M. School buildings and playground gates open at 7:30 A.M. each morning. Students should not be on campus before 7:30am unless they are attending the Beyond the Bell

program. Minimal supervision is provided for 45 minutes before and 30 minutes after school. Parents are expected to pick up their children immediately after school.

Before and After School Care

Extended before and after school care is available at all campus locations from 6:00am-6:00pm weekdays excluding recognized holidays. Contact the front office for details.

Extra-Curricular Activities

Benjamin Franklin Charter School students have an opportunity to participate in a wide variety of programs. Band and orchestra are before and after school programs available to 4th, 5th and 6th grade students. Students in 4th - 6th grades also have the opportunity to run for Student Council. A variety of other clubs and extracurricular opportunities are offered throughout the year. These activities are site-specific and will be communicated by individual campuses.

Attendance

Students who miss school time lose valuable classroom instruction. It is essential for students to attend school daily and on time. Students should plan to be in their seats ready to work no later than 8:30 a.m. We understand that there may be times when students must be absent due to illness. We ask that you make every effort to schedule appointments after school to prevent students from missing essential elements of their education.

Arizona State law requires that parents ensure that their children between the ages of six and sixteen attend school. On the **fifth** unexcused absence or **18** total excused/unexcused absences, **regardless of the reason**, the parent or guardian of the child could be issued a citation for a violation of an Arizona Revised Statute 15-803.

Pursuant to A.R.S. 15-807; Absence from school, notification of parent or person having custody of pupil:

1. At the time of registration, the parent/guardian is required to furnish the school with at least one (1) telephone number, where the parent/guardian may be contacted during the school day. If there is a change in telephone numbers and email during the school year, the parent/guardian is to promptly notify the school office.
2. In case a student is absent from school and the parent/guardian has not notified the school, SchoolMessenger will notify the parent/guardian within the same day the class was missed. If a parent/guardian does not respond to the SchoolMessenger call, the student's absence will remain unexcused.

Excused Absences

The Department of Education defines an excused absence as an absence due to illness, doctor appointment, mental or behavioral health, bereavement, family emergencies, time necessary to process for the armed forces, and out-of-school suspensions. A personal day or other excuse that does not meet the above criteria would be considered unexcused.

Excused absences due to out-of-school suspensions must not exceed 10% of the instructional days scheduled for the school year. The Department of Education delegates to individual school districts and charter districts the decision whether an absence due to family vacation or religious purposes is an excused absence.

We ask that you please schedule family vacations when school is not in session. If a physician confirms your child has a chronic illness, the absence will not count against him/her. Chronic Illness forms can be obtained through the health office. In case of extenuating circumstances, when a student exceeds the maximum number of days absent, a meeting should be scheduled with parents and the principal.

Unexcused Absences

An absence is considered unexcused if the school has not been notified within 24 hours of the student's absence. Any student who has 10 consecutive unexcused absences from school must be withdrawn per ARS 15-901. It is required that the parent accompany the student for re-enrollment into the school.

Parent Notification Expectations

If your child is ill or if there is an emergency, please call the school before **9 A.M.** to report the absence. If your child arrives late or leaves early, parents must sign them in or out from the office. To excuse an absence, a parent/guardian must call within **24 hours** following the absence. All absences not verified by a parent/guardian or authorized by an administrator will remain unexcused. No changes will be made to attendance after 24 hours.

BFCS Truancy Prevention Guidelines

By Arizona law, a student is considered habitually truant if absent without excuse for 5 or more days or if absent, with or without excuse, for 18 or more days per school year. Attendance letters or a parent conference is necessary when a student reaches:

First Letter – Five (5) unexcused absence days or the equivalent in partial absences.

Parent Conference – Ten (10) combination of excused and/or unexcused absence. With the tenth (10th) full day absence during a semester, a parent conference is required to explain the importance of attendance and the consequences of continued absences.

Final Notice/Citation – Eighteen (18) days or the equivalent in partial absences (combination of excused and/or unexcused) the parent or guardian of the child could be issued a citation for a violation of an Arizona Revised Statute 15-803.

Make-up Work

If a student experiences an absence from school, the students may pick up any make-up work upon return to school. The teacher may also provide make-up work upon parent or student request. Requested make-up work will be placed in the front office for parent pick-up no earlier than the end of the school day. Students are given two days for each day of absence to complete missed work.

An absence on the due date of a major or long-term assignment or exam may not extend the due date of that assignment. The student should expect to submit the work on or before the original due date and make up exams on the day of his/her return. Absences during the preparation time of a major assignment may not extend the due date.

Note: If a student is out of school due to COVID-related issues, then the teacher is to work with the student to offer a reasonable amount of additional time to complete make-up work, if needed.

Tardiness

An **occasional** tardy due to transportation problems, medical appointments, or circumstances beyond a student's control will happen. Parents must sign their students in at the front office to excuse a tardy for being late. Any student entering the classroom after the bell rings, and who does not have a written excuse from a staff member will be marked unexcused tardy. The principal will determine whether a student's tardiness will be considered excused if a question arises. Students who are tardy more than 25% of the class period (K-5 elementary school periods are AM or PM) may be marked absent for that period.

Sign-In/Sign-Out

Students arriving late to, returning to, or departing from campus during the regular day must check-in and out through the front office. Students who do not comply with this procedure will not be marked as excused from classes.

BFCS is a closed campus. Students must remain on campus from the time of arrival, in the morning until after completing their last class of the day. If a student is off-campus without permission, this is an off-campus violation and may result in suspension.

For security reasons, only individuals officially enrolled as students are allowed on campus during the school day. Parents and other visitors that want to conduct official business must first report to the office, sign in, and wear a visitor's badge while on campus.

Parents may take their student off-campus for lunch, but must sign them out and back in using the sign-in/out sheets located at the front office.

Due to the disruption to the classroom, parents are encouraged to avoid signing students out within the last fifteen minutes of the day.

Transportation

Because Benjamin Franklin Charter School is a school of choice with no specific school boundaries, parents are responsible for transporting their children to and from school, using the designated drive-through lanes for drop-off and pick-up points. Some campus locations offer limited transportation options. Contact the campus office for details.

A bicycle rack is available for students who ride bicycles to school. To prevent bicycle thefts, parents should make sure children have and use bicycle locks.

For the children's safety, we recommend that students in second grade and under **not** ride bicycles to school. In past years, the more serious bicycle accidents involving students generally involved younger students. **WALKING BICYCLES WHILE ON SCHOOL GROUNDS IS MANDATORY.**

Health Services

With guardian permission, the school health assistant may offer Tylenol, ibuprofen, cough drops, antacids, or Benadryl to students based on their symptoms.

Students are permitted to be in school under the following conditions:

- 1 - fever free for 24 hours without medication
- 2 - no vomiting for 24 hours without medication and able to eat 2 meals without vomiting
- 3 - no diarrhea for 24 hours without medication
- 4 - sore throat and other symptoms (nasal congestion, coughing, etc) are improved.

Either a nurse or a health assistant is on duty when students are on campus. If at any time your family is faced with an unusual health situation which could affect your child's performance in school, please notify the school nurse.

We require all parents to complete an Emergency Medical Referral form for each of their children each year. Tell us how to contact you or another responsible, agreeable adult if your child becomes ill or is injured at school. List health problems, including allergies to food, medicine, and insect stings. Please let us know if your address, home phone, business phone, or emergency phone number changes during the school year.

Like you, we want to do what is best for your child. If we cannot reach you in an emergency, we will call paramedics who may decide an ambulance should be called. The cost of this service is the **parent's** responsibility.

School personnel are often asked to administer medication to students. When it is necessary for the student to take medication during school hours, school personnel may cooperate if the following conditions are met:

1. Whether a prescription drug or an over-the-counter drug, the medication must come in its original container. The pharmaceutical label must be on the container of any prescription drug.
2. The parent must provide written direction to the school that the medication be administered.
3. For students on campus, all medication must be kept in the health office. **When necessary, the nurse or health assistant will make provisions for and monitor students carrying their asthma inhalers.**

Generally, health-service staff administers any necessary medication with exceptions made for such things as field trips or community-based education.

Excused P.E. Activities

If your child's P.E. activities must be restricted, a doctor's statement is required; otherwise, all students are to participate in physical education.

Insurance

The school does not offer insurance for students' medical or dental costs if they are injured during school activities. Parents are responsible for their children's insurance.

Lunch Program

Hot Lunches may be ordered and purchased at each campus location.. Students bringing their lunches may also purchase milk or water. Parents should make sure to send nutritious food in lunches that your children will eat. Parents are welcome to eat with their children in the lunchroom anytime. Due to health concerns, no food will be allowed to be shared or leave the lunchroom.

Parents are welcome to pick up the lunch of an absent student or give it to a sibling. If neither is an option, then the lunch is forfeited.

If a student is sent home by the school due to possible COVID, then, if a parent makes the request, a credit will be applied to the account. Requests for credits must be made within the same school week that the lunch was missed. Credits will be available within 5-7 business days.

Student Birthdays and Gifts for Teachers

Children are recognized by their teachers on their birthdays; however, no other treats or birthday recognition by parents are permitted. Parents and/or students are asked not to pass out party invitations on campus before, after, or during school.

It is recommended that children and parents express their feelings of appreciation for teachers through thoughtful homemade cards or notes. Parents are encouraged to share feelings of appreciation for teachers to the principal and the Governing Board.

Lost and Found

It is suggested that parents write their child's name on clothing and all other personal things brought to school. Lost things are stored in the school lost and found until their owners claim them or until items are donated to charitable groups, typically at the end of grading periods.

Solicitation

It is the policy at Benjamin Franklin Charter School that no items for sale are to be offered or solicited on campus to students, faculty, or staff.

School Visits

We encourage parents to come to school frequently to visit their child's classroom and to take an active part in the education of their child. For reasons of safety and to help us keep track of campus visitors, we request that parents report to the office and sign in before going to a child's class or visiting the campus. We ask parents when possible to notify teachers when visits are planned and avoid conferences with the teachers during such visits so the teacher can conduct class as usual.

Parents are asked to leave small children at home since young children often distract both students and the parent. (This also applies during designated classroom parties.) Younger brothers and sisters or non-Franklin friends are not permitted to attend classes.

Visitors who are not immediate family or unaffiliated with the school may visit only with principal approval.

Communication

If you find it necessary to talk with your child's teacher during the day, please call before or after school, leave a message with the office, or email the teacher.. Once the school day begins, teachers cannot leave their classrooms unattended to take calls. Students are permitted to use the office phones in the case of an emergency.

Parent Concerns

Communication and feedback are critical to the success of Benjamin Franklin Charter School. If parents or students have concerns about any part of the program, they are requested to communicate those concerns to the appropriate people (e.g., teachers and principals). Every effort will be made to resolve those concerns as soon as possible.

Instructional Staff Resumes

Information about the educational and teaching background and experience in a particular academic content subject area for all current employees who provide instruction to pupils is available upon request to parents and guardians of enrolled students. A.R.S. §15-183(F)

School Rules

Read and discuss these Benjamin Franklin Charter School policies with your child before the first day of school. School rules are established and enforced by parents, teachers, and the principal working in collaboration together.. The teachers teach students about these rules, especially during the first weeks of school, and remain consistent with periodic reminders during the school year.

The following is a list of Benjamin Franklin Charter School rules. Benjamin Franklin students will:

- ◆ tolerate and accept physical and cultural differences among others;
- ◆ not bully, harass, intimidate, or participate in the hazing of another student;
- ◆ walk on sidewalks;
- ◆ settle disagreements without fighting or threatening to fight;
- ◆ talk quietly when on campus;
- ◆ show respect to adults and fellow students;

- ◆ display a positive, serious attitude about school and learning;
- ◆ play only in designated playground areas;
- ◆ use only wholesome and courteous language;
- ◆ show consideration for property and others (including not throwing rocks and/or sand at any time);
- ◆ play non-violent games (For safety reasons, they do not play tackle football and are careful using playground equipment.);
- ◆ use manners at lunch (including not throwing food and picking up after themselves when they are through);
- ◆ behave properly when watching movies, plays, concerts, etc.
- ◆ be on time to class and school activities;
- ◆ realize teachers' workrooms, supply room, and lounge are for faculty only, not students;
- ◆ respect others' possessions and not take items belonging to others;
- ◆ walk bicycles at all times when on school grounds;
- ◆ place trash and used water bottles in proper receptacles;
- ◆ help preserve school property by not writing or marking on school walls, furniture, or doors;
- ◆ not leave the school grounds without first getting permission from the school office;
- ◆ refrain from bringing or chewing gum at school.

Things to Leave at Home

We ask students to be thoughtful of others both inside and outside the school buildings. Items or actions that might disrupt class, cause injury, or are safety concerns are not allowed. These situations may result in disciplinary action.

Items to be left at home include, but are not limited to, candy, chewing gum, trading cards, skates, skateboards, sports equipment, balls, toys, or personal items that detract from the learning process.

Cell Phones

If a parent requests a child carry a cell phone, the cell phone should be powered off (not just on vibrate) before school starts and kept in the backpack for the entirety of the school day and while on school property (buses included). Failure to adhere to the policy may result in disciplinary action. Parents may pick up confiscated items from the office. Smart watches and other devices with capacity to function as a cell phone are subject to the cell phone policy.

Discipline at Franklin

Benjamin Franklin Charter School has a highly-disciplined, tightly-structured, calm, and orderly atmosphere. Respect, courtesy, friendliness, and cheerfulness are dominant. To ensure this, teachers establish and teach both school and classroom rules. Corrective actions for inappropriate behavior are clearly spelled out and enforced. Every effort is made to keep parents informed during each step of the disciplinary process.

Under most circumstances, the following disciplinary process is followed:

1st level	Warning from teacher or supervisor
2nd level	Teacher-directed corrective action, parent notified
3rd level	Teacher -directed corrective action, parent notified
4th level	Teacher, parent, student conference
5th level	Principal-directed corrective action, parent notified
6th level	Principal-directed corrective action, parent, teacher, student conference
7th level	Temporary suspension (less than five days), (Principal, parent, teacher, student conference (For students under the age of 7, a temporary alternate learning environment may be provided)
8th level	Long-term suspension and/or expulsion (more than five days)

Bullying

Introduction

Benjamin Franklin Charter School strives to provide a safe, secure and respectful learning environment for all students in our school building, on school grounds, and at school-sponsored activities. Bullying has a harmful social, physical, psychological and academic impact on bullies, victims and bystanders. The school consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

Definition

Bullying is defined as repeated acts over time that involve a real or perceived imbalance of power with the more powerful child or group attacking those who are less powerful. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships).

Prohibition

Bullying behavior is prohibited in our school buildings, property and educational environments, including any property or vehicle owned, leased or used by the school. This includes public transportation regularly used by students to go to and from school. Educational environments include, but are not limited to, every activity under school supervision. This prohibition extends to student-to-student behavior, as well as student-to-staff and staff-to-student behaviors.

Procedure for Reporting/Retaliation

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the school principal or any member of the administration team. Any other person, including a student who is either a victim of the bullying or is aware of the bullying or any other concerned individual, is encouraged to report the conduct to a teacher or the school principal. Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and will be investigated. A clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report. The school official receiving a report of bullying shall immediately notify the principal, who is responsible for investigating the report or identifying the employee that will be doing the investigation. There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action. Filing a report in good faith will not reflect upon the individual's status, nor will it affect his or her grades or employment status by the school if the complainant is an adult staff member. The school shall keep the complaint confidential for both the accused and the accuser, until such time as the misconduct is confirmed and sanctions are imposed.

Procedure for Investigating Reports of Bullying:

The person assigned by the school to conduct an investigation of the bullying report shall, within one school day, interview the person(s) who are the victim(s) of the bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report. Parents and/or guardians of each pupil involved in the bullying will be notified prior to the conclusion of the investigation. The school shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

Sanctions and Supports

If it is determined that students participated in bullying behavior or retaliated against anyone due to the reporting of bullying behavior, the school executive director and governing board may take disciplinary action, including the following: suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate. Student services staff will provide support for the identified victim(s).

Disclosure and Public Reporting

The policy will be distributed annually to all students enrolled in the school, their parents and/or guardians and employees. It will also be distributed to organizations in the community having cooperative agreements with the schools. The school will also provide a copy of the policy to any person who requests it.

Hazing

Every educational institution (defined as a K-12 public school, public community college, or public university) must adopt, post, and enforce a hazing prevention policy that includes the following:

1. statement that hazing is prohibited
2. statement that soliciting engagement to haze is prohibited
3. statement that aiding and abetting another person to haze is prohibited
4. statement that consent to hazing is not a defense to a hazing violation
5. statement that all students, teachers, and staff shall take reasonable measures to prevent hazing
6. description of the procedures for students, teachers, and staff for reporting and filing hazing incidents
7. procedures to investigate hazing violation complaints
8. description of circumstances when a hazing violation is to be reported to law enforcement
9. description of appropriate penalties, sanctions, and appeal mechanisms for persons and organizations violating the hazing policy and shall include the revocation or suspension of an organization's permission to conduct operations at the educational institution and any teacher or staff that knowingly permitted, authorized, or condoned the hazing activity shall be disciplined by the educational institution.

Hazing is defined as as any intentional knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply: a) the act was committed in connection with an initiation into, an affiliation with or the maintenance in any organization that is affiliated with an educational institution; b) the act contributes to a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation. Student is defined as a person enrolled, been promoted or accepted to, or intends to enroll or be promoted within the next twelve months at an education institution and will continue to be defined as a student until the person graduates, transfers, is promoted or withdraws. Note: The above state law applies to all school personnel including principals, athletic directors, coaches, teachers, and staff.

BFCS Dress Code

Benjamin Franklin students are expected to dress in a neat, conservative fashion reflecting pride in themselves and their school. The dress code is established to help ensure an atmosphere conducive to student learning and free from unnecessary distractions.. Pride in student dress is one of the most observable differences at Benjamin Franklin Charter School. It is both the parents' and the child's responsibility to ensure compliance with the dress code.

This dress code applies to ALL students. All clothing must be modest in style and fit. Clothing may not be too tight or revealing. If a student is not in compliance with the dress code, parents will be notified. The school administration will resolve all questions concerning the dress code.

Tops:

- * Must be size appropriate
- * Must cover the shoulders, chest, and back
- * Must overlap the waistband

Not permitted:

- ⊗ Tank tops, sheer shirts, and open backs unless layered with a modest shirt
- ⊗ At no time should undergarments/straps show

Bottoms:

- * Must be size appropriate
- * Must be clean and in good repair
- * Shorts, skirts and dresses must be within 2 inches of the kneecap

Not permitted:

- ⊗ Pants with holes
- ⊗ Pajama pants
- ⊗ Sagging or dragging pants
- ⊗ Leggings or tights unless layered with a dress code compliant dress or skirt

Other:

- * Sunglasses, hats and hoods are permitted, but must be removed when inside a building
- * Piercings may only be worn in the ears
- * Hair must be natural in color (includes clip-ins and accessories)
- * Shoes must be worn with socks, laced, buckled, and enclosed at the toe and heel

Not permitted:

- ⊗ Makeup
- ⊗ Any attire or jewelry that presents a safety hazard (loop or dangling earrings, spiked jewelry, chains, etc.)
- ⊗ Exposed piercings other than ears, gauges
- ⊗ Exposed tattoos or other forms of body decoration, including drawing on yourself or others
- ⊗ Extreme haircuts/styles- mohawks, shaved words or designs, unnatural colors
- ⊗ Flip flops, clogs, or other non-secured footwear
- ⊗ Clothing that has inappropriate writing or pictures

EDUCATIONAL PROGRAM

Kindergarten Through Sixth Grade Curriculum Overview



Mathematics—Mathematics is taught daily and receives a great deal of emphasis. The program uses oral drill, written practice sheets, and stresses memorization of math facts. Metric and modern math terms are included. The textbooks used are from the Saxon Math series (Gr. K-6).



Reading—Reading instruction is an essential element and is a daily part of the curriculum. Students learn to enjoy reading quality literature, identify different text structures, and apply specific mental actions in all subjects. The literature selections include classics and literature sets with wholesome ideals. Each room has its own grade level appropriate library selections.



Recitations—Each student will memorize and recite one selection of either prose or poetry at least once every nine weeks. Students may also enter poetry recitation contests.



Penmanship—The standardized handwriting program in the textbook *The Writing Road to Reading* is taught in grades K-6. Neatness and legibility of penmanship are stressed through daily work. Cursive writing is introduced during the second semester of 2nd grade, and an annual review of printing is conducted.



Spelling—The spelling program has a strong phonetic base articulated through daily oral and written drill. The program consistently teaches spelling, language rules, vocabulary development, and is the core of the language arts curriculum. Spelling is also emphasized in the literature and composition programs. *The Writing Road to Reading* is the text for spelling.



Language—The language program includes daily practice and drill in fundamental English grammar, rules, and usage. Composition and poetry are an integral part of the program. The language texts used are *The Writing Road to Reading* and *Easy Grammar* (Gr. 1-6)



Composition—Each Benjamin Franklin student is expected to follow a defined writing process in a grammatically correct manner that emphasizes clarity of thought and preciseness in spelling and penmanship. A variety of writing experiences are provided at each grade level. The writing texts are *The Writing Road to Reading* and *Excellence in Writing* (Gr. 1-6).



History and Geography—This program emphasizes the study of social studies, history, and geography. Memorization of important geographical and historical data is required. Current events are also presented. The texts used are from *Studies Weekly* and other supplemental publishers.



Science—The science program includes physical, earth, and biological sciences. It utilizes *Studies Weekly* and other supplementary materials. 6th grade utilizes *Amplify Science*.



Music—A structured general music and music appreciation program is taught in all grades. An instrumental music program is available to students in 4th grade and above for band and orchestra. The band and orchestra programs meet before and/or after school.



Physical Education—Each child at Benjamin Franklin Charter School participates in a structured physical education experience. The physical education program is designed to teach children important physical skill development that will carry over into day-to-day life and help promote good health.



Art—Art appreciation is a part of the basic program. Art is used to emphasize holidays and seasons and, where appropriate, is incorporated into other areas of study. The school also provides an Art Masterpiece Program presented by parent volunteers.



Computers—Computer education includes typing, parts of a computer, internet safety, and digital citizenship for students in 2nd through 6th grade. Computer activities may also include word processing, research, digital presentations, and other digitools.



Character, Virtues, & Citizenship—Character, virtues, and the meaning of citizenship are taught through the use of the Core Virtues program. The Core Virtues program is a literature based method of teaching civic virtues. Teachers set examples for students and teach them through acknowledgment, praise, and role playing. Respect for personal and public property is taught by stressing respect rather than fear of punishment.

Curriculum and Time Analysis

Weekly Minutes								
Academic Block	Half KDG	Full KDG	1 st	2 nd	3 rd	4 th	5 th	6 th
Seatwork	75	75	75	75	75	75	75	75

Phonics/Spelling	200	250	300	285	255	195	155	120
Grammar	25	50	120	110	100	100	100	100
Composition	25	50	150	175	200	210	215	200
Literature	135	180	380	375	290	275	275	300
Mathematics	120	150	300	305	375	390	395	300
History	10	20	60	60	60	85	100	150
Science	10	20	60	60	60	85	100	150
SUBTOTAL	600	795	1445	1445	1415	1415	1415	1415
Enhancement Block	Half KDG	Full KDG	1st	2nd	3rd	4th	5th	6th
Enrichment (KDG-full)	N/A	650	N/A	N/A	N/A	N/A	N/A	N/A
Music	60	60	60	60	60	60	60	60
Physical Education	60	60	60	60	60	60	60	60
Computer Literacy	N/A	N/A	N/A	30	30	30	30	30
Art	30	60	60	60	60	60	60	30
Lunch and/or Recess	75	325	325	325	325	325	325	325
GRAND TOTAL	825	1,950	1,950	1,950	1,950	1,950	1,950	1,950

Grades

Letter grades are given to reflect actual achievement.

- A** 90-100 Percent
- B** 80-89 Percent
- C** 70-79 Percent
- D** 60-69 Percent
- F** Below 60 Percent

Report Cards

Kindergarten through 6th grade report cards are issued every nine weeks. The information on the report card includes letter grades and percentages reflecting student achievement in all subjects as well as an evaluation of the child's behavior.

K-6 Parent-Teacher Conferences

Parent-teacher conferences for kindergarten through 6th grade students are held in the first and third quarter. We feel that these conferences benefit the students, parents, and teachers by working together in a cooperative effort to ensure growth and progress in our students.

Student Growth and Support

The teacher is responsible for the mastery of each concept by all students. Generally teachers do not have outside-of-classroom duties in order to focus on student needs. Great effort is made to free up teachers to provide them with pre-teaching and re-teaching time for students.. Before school, during recess, and after school times should be utilized for tutoring and interventions aligned to meet student needs.

All students participate in regular screenings to evaluate growth and progress. During the first week of school, students will participate in a baseline screening in basic reading and math skills. Students who are found to be

at-risk will then be further assessed to determine specific needs. Tutoring and intervention targeted to specific skills may be provided in the school's intervention programs. Students are screened and progress checks are conducted once again at mid-year and at the end of the school year. Parents will be provided with the screening results and any plans for targeted skills practice and interventions.

Students in grades 3-6 participate in state mandated AASA testing (English Language Arts and Math) that takes place each spring. Students in grade 5 participate in AzSCI (science) testing as well. Parents will be notified when testing is to take place and will receive information regarding their child's performance when test scores are released.

Students also participate in monthly testing of basic skills that correlate to progress and success in the BFCS curriculum. Teachers monitor student progress each month and work collaboratively to assess data and tailor instruction to ensure the continued growth and success of each student across every subject area.

Before and after-school tutoring is offered by classroom teachers. Students who experience lack of progress, low grades, or struggle with concepts may be offered tutoring with the classroom teacher. Teachers will reach out to parents to invite students to tutoring sessions.

Students who consistently struggle with growth despite classroom interventions may be referred to the Child Study Team via the Child Find Process for further evaluation and possible consideration for 504 Plan or Exceptional Student Services. Parents who have concerns with the progress of their child made at school may reach out to the teacher to schedule a conference.

Retention

Moving automatically from one grade to the next is not always the best thing for all children. Some children have a better chance for success if they remain at a grade level for an extra year.

The Benjamin Franklin Charter School Governing Board has set standards consistent with state guidelines for promotion from grade to grade. The State Academic Standards required by the State Department of Education are available from your principal.

If the teacher thinks your child will benefit by staying in his or her current grade, you will be involved in meetings with the teacher, the principal, and other staff members involved with your child's education. However, state law provides that the final promotion/retention decision is for the classroom teacher. If you choose not to accept the teacher's decision, you may request in writing that the Governing Board review the decision.

Students may not be promoted from the 3rd grade if they obtain a score on the reading portion of state assessments that falls below the Move On When Reading cut score established by the State Board of Education pursuant to A.R.S. § 15-701.

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

FERPA Compliance Guidelines for Teachers

The following guidelines are offered to assist teachers in complying with the confidentiality requirements concerning student education records under the Family Educational Rights Act (FERPA). For the purposes of these guidelines, educational records are defined to include all records, files, documents, and other materials that contain personally identifiable information on any student as well as personally identifiable information itself.

Teachers **CANNOT**:

- disclose education records to other school employees who do not have a legitimate interest in the educational records for purposes of carrying out their authorized duties as determined by the school.
- disclose educational records to college-level student teachers, consultants, or authorized community volunteers who do not have a legitimate educational interest in the education records as determined by the school.
- disclose education records (including student contact information) to persons who are not school employees, college-level student teachers, or authorized community volunteers unless permitted to do so by the building principal.
- disclose education records (including student contact information) to other students.
- post student grades or give access to the teacher gradebooks.

Teachers **CAN**:

- check with the building principal to determine what information has been designated under FERPA as "directory information" at a particular school. Certain directory information, such as student names, participation in sports, and awards, is eligible for disclosure through the school office.
- disclose education records to other employees who have a legitimate interest in the education records for purposes of carrying out their authorized duties as determined by the school.
- disclose education records to college-level students, consultants, and authorized community volunteers who have a legitimate interest in the education records for purposes of carrying out their authorized duties as determined by the school.
- direct or allow students to grade, edit, and/or correct each other's work and provide the results to the teacher for use or consideration in assigning student grades.
- allow any student assistant or student volunteer to grade, edit, and/or correct student work and provide the results to the teacher for use or consideration in assigning student grades.

- display work with the student name as long as the grade is not visible.
- display anonymous student work showing a grade, corrections or other markings as long as the student name is not visible.

The Supreme Court determined that FERPA does not apply to papers graded by students prior to their inclusion in teacher grade books. Teachers are strongly encouraged to consider the following factors when students are grading other student's work:

1. Maintaining a classroom environment that respects the dignity of all students.
2. Using student grading as a learning opportunity.
3. Collecting and distributing papers in the most time-efficient manner possible.
4. Discouraging the calling out of scores in class.

Homework

Homework is the important last step of the instructional process at BFCS and serves several important functions related to student growth and learning. The primary function of homework is for a student to independently demonstrate mastery of the information taught during the school day. For this reason, homework is directly related to concepts taught in class that day so students should be able to independently complete homework.

Homework practice also:

- reinforces concepts learned and prepares students for new learning
- teaches personal responsibility by allowing students to assess and take ownership over their own learning
- encourages time management
- develops personal study skills
- informs parents about what their children are learning at school
- helps teachers and parents assess study skills and mastery on concepts taught during the school day
- strengthens the connection between home and school

Homework Expectations

All K-6 students receive homework four nights per week, Monday through Thursday. Grades K-2 students receive spelling and math homework each evening. Grades 3-6 receive homework in spelling, grammar, and math each evening. Unfinished daily work is not counted as part of the actual homework time, but students may be given the option to complete some unfinished classwork at home. Any unfinished classwork that is taken home is due the following school day or as directed by the classroom teacher.

Reading Practice

In order to encourage a love of reading and to achieve the quarterly reading page requirements (which are counted as a reading grade) it is recommended that your child spend 20 minutes reading per day.

Homework on Weekends, Holidays, and School Special Event Nights

There is no regular homework issued on weekends, holidays, or special school event nights.

Homework Grading

Homework is directly related to daily instruction and will be reviewed by the teacher daily. Standards of neatness and accuracy are to be maintained regardless of the subject matter area. Completion grades rather than accuracy grades are kept in the area of homework and included on report cards at the end of each term.

Daily Homework Sheets and Agendas

Students in grades 1-5 write homework assignments on the daily homework assignment sheets provided by teachers in class. 6th grade students write homework assignments on a classroom agenda in preparation for junior high. Kindergarten students bring labeled homework worksheets home each night. Students bring homework assignment sheets home each day for both parents and students to use as a reference when completing homework. In order to strengthen the partnership between home and school, any questions or issues with homework can be communicated back to the teacher via email or by using the homework assignment sheet.

Homework Support

Parents can support their children with the homework process in the following ways:

1. Provide a time and place free from distraction for the homework to occur.
2. Provide positive encouragement.
3. Review their child's work and check for understanding.
4. Sign the daily homework sheets or papers (whether completed or not).
5. Work closely with the teacher if a problem occurs.

Homework Club is offered after school for a small fee. This provides a supervised place for students to receive support while they work on homework after school. Check with the front office for details and registration.

Long-term Projects and Assignments

All students are asked to complete long-term assignments each quarter. Long-term assignments are not considered part of regular homework and can include book reports, reading pages, poetry memorization, and other special projects. Due dates for these assignments are always communicated well in advance and students are given instruction and some time in class to work on long-term projects. Most long-term assignments will be completed using time both at school and at home.

An absence on the due date of a major or long-term assignment or exam may not extend the due date of that assignment. The student should expect to submit the work on or before the original due date and make up exams on the day of his/her return. Absences during the preparation time of a major assignment may not extend the due date.

Note: If a student is out of school due to COVID-related issues, then the teacher is to work with the student to offer a reasonable amount of additional time to complete make-up work, if needed.

McKinney-Vento Act

Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) is included in the Every Student Succeeds Act of 2015. The reauthorization requires that children and youths experiencing homelessness are immediately enrolled in school and have educational opportunities equal to those of their non-homeless peers.

McKinney-Vento Homeless Education Assistance Act includes certain rights and/or protections to:

- Go to school, no matter where you live or how long you have lived there. You must be given access to the same public education provided to other students.
- Continue in the school you attended before you became homeless or the school you last attended, if that is your choice and is feasible. The school district's local liaison for homeless education must assist you, if needed, and offer you the right to appeal a decision regarding your choice of school if it is against your wishes.
- Receive transportation to the school you attended before you became homeless or the school you last attended, if you request such transportation.
- Attend a school and participate in school programs with students who are not homeless. Students cannot be separated from the regular school program because they are homeless.
- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Enroll and attend classes in the school of your choice even while the school and you seek to resolve a dispute over enrollment.

- Receive the same special programs and services, if needed, as provided to all other students served in these programs.
- Receive transportation to school and to school programs.

If you believe your student is eligible for McKinney-Vento services, please contact your school's Assistant Principal.

Title IX Notice of Nondiscrimination

Benjamin Franklin Charter School-Queen Creek does not discriminate on the basis of race, color, ethnicity, national origin, religion, sex or gender, sexual orientation, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. In compliance with Title IX, the District does not discriminate on the basis of sex in any of its programs or activities, including but not limited to, in admissions and employment. Inquiries about Title IX may be directed to the School's Title IX Coordinator and/or the Assistant Secretary of Civil Rights of the U.S. Department of Education. The following persons have been designated to handle Title IX inquiries regarding the nondiscrimination policies:

Diana Dana
Director of Education/Title IX Coordinator
690 E. Warner Rd, #141
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