Elementary

Family Handbook

Benjamin Franklin™
CHARTER SCHOOL
Est. 1995

rev. 7/1/2026

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Family Handbook

Elementary School
Kindergarten - 6th Grade

2026-2027

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. Here are just a few facts surrounding his life 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 on April 17, 1790, and was buried in Philadelphia, Pennsylvania.

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MESSAGE FROM THE GOVERNING BOARD

We would like to welcome all of the students and parents for what we expect to be another successful year here at Benjamin Franklin Charter School (BFCS). 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 policies outlined in this handbook were established by the BFCS Governing Board and fully align with Arizona Revised Statutes. All questions and concerns regarding the BFCS program should be referred to campus administration or BFCS central office administration prior to the BFCS Governing Board. The Governing Board is the final authority in any and all school policy decisions.

MESSAGE FROM THE PRINCIPALS

This handbook is designed to inform parents about Benjamin Franklin Charter School. If after reading it, you have questions regarding the school, please contact campus administration.

Campus	Principal	Email
Crismon	Mr. Kevin Ball	kball@bfcsaz.com
Gilbert	Mrs. Jennifer Hawks	jhawks@bfcsaz.com
Power	Mrs. Sherry Stevens	sstevens@bfcsaz.com

MISSION STATEMENT OF BENJAMIN FRANKLIN CHARTER SCHOOL

The mission of Benjamin Franklin Charter School is to offer a well-rounded education with proven superior academics, exceptional programs, time-honored values, and a high level of parental participation.

PHILOSOPHY OF TRADITIONAL EDUCATION

Our priority is always to our students, parents, teachers, faculty, and staff. We aim to provide a world-class education to our students, a program that engages and encourages parents to take an active role in their child's education, and a culture that promotes virtue in both our students and staff. A clear brand position will support this goal as we continue Educating Arizona...One Student at a Time™. Traditional education aims to:

- Train the intellect
- Teach skills
- Instill a sense of pride in and respect for self, others, and country
- Motivate students to strive toward standards of excellence in all fields of endeavor
- Equip students with the necessary skills to become decision-makers and problem-solvers
- Prepare students for the world outside by challenging them to compete for achievement of standards in the classroom

- 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. 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.

Realizing the need to unite our program and staff, and promote excellence in education, the leadership of BFCS decided to consolidate the 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 (Queen Creek) campus. In 2013, BFCS opened our first ever High School, Benjamin Franklin High School, which was combined with the Jr. High grades (7-12). BFCS also built two brand new buildings in 2013 for our Gilbert and Crismon campuses to better serve our families and students.

In 2018, Benjamin Franklin Charter School converted to an Arizona nonprofit corporation. The transfer to a nonprofit corporation with a new Board of Directors allowed us to continue the tradition of providing a superior education, while at the same time pursuing new resources now available to the nonprofit organization in order to better serve our students, teachers, and staff.

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 1970s. 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.

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.

WHAT WE ASK OF OUR PARENTS

- Demonstrate good character
- Help their child develop effective study skills and work habits
- Oversee their child's progress

- Encourage students by asking questions and discussing what they have learned on a regular basis
- Hold high expectations of student performance
- Support the school by getting children to school on time and ensuring they have the necessary supplies and books
- Understand the mission and philosophy of Benjamin Franklin Charter School
- Contribute to family activities and community events with a $25 per family activity fee

As a school of choice, we understand that parents are the most important influence in a child's education. We encourage frequent and open dialogue between home and school. This includes the ability to email or make appointments with teachers and administration as needed. Parents are expected to make appointments with teachers and administration in order to reconcile any questions or concerns.

Because BFCS is attended through parental choice, it is expected that parents will reserve and attend at least one tour and informational session to learn the scope of the education and expectations at BFCS. These informational sessions and tours of the school are offered via requests through the BFCS website. Parents understand that a charter school specializes in one educational methodology and pedagogy and does not provide, by design, all that a district school does. Since parents are voluntarily choosing BFCS it is expected that should the parent or student at any time feel that BFCS's program or environment is not appropriate for their child's educational goals, the parent may want to consider other educational options for the student.

THE FRANKLIN PARENT ORGANIZATION

The Franklin parent organization at each campus is a very important element of Benjamin Franklin Charter School. All parents may participate in the parent organization which may be organized differently at each campus. Please refer to your campus front office for more information. In lieu of constant fundraising, parents are asked to contribute a voluntary activity fee of $25.00 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 parent volunteer 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.

OFFICE HOURS AND DAILY SCHEDULE

OFFICE HOURS	Start Time	End Time
Campus Office Hours	7:30 am	4:30pm
Summer/Intersession Break Office Hours	7:30am	4:00pm
DAILY SCHOOL HOURS		
Before School Clubs and Activities	7:30am	8:15am
Flag Ceremony	**8:15am**	**8:30am**
Daily School Hours	**8:30am**	**3:00pm**
AM Kindergarten	8:30am	11:15am
PM Kindergarten	12:15pm	3:00pm
After-School Clubs and Activities	3:00pm	3:45pm
Beyond the Bell (Before-school Care)	6:00am	7:30am
Beyond the Bell (After-school Care)	3:00pm	6:00pm

SPECIALS, LUNCH, AND RECESS SCHEDULES For specific times, please reach out to the classroom teacher or campus front office.			
Class	**Grades**	**Minutes**	**# Classes**
Art	Full-day Kindergarten - 5th grade	45 minutes	1/week
Art	Half-day Kindergarten, 6th grade	30 minutes	1/week
Music - General	Kindergarten - 6th grade	30 minutes	2/week
Music - Band/Orchestra	4th-6th grade, optional	30 minutes	2/week
Physical Education	Kindergarten-6th grade	30 minutes	2/week
Recess	Kindergarten-6th grade	15 minutes	3/day
Before School Recess	Kindergarten-6th grade (optional)	45 minutes (7:30-8:15 am)	1/day
Lunch	Kindergarten-6th grade	35 minutes Lunch: 20 minutes Recess: 15 minutes	1/day

Morning Drop-off and Afternoon Pick-up

- Campuses open for students at 7:30am each morning. Students who arrive before 7:30am, must enroll and attend the before-school care program, Beyond the Bell.
- Parents are expected to pick students up immediately after school dismissal. After-school care is available through our Beyond the Bell program for students who need to stay on campus past dismissal time. Parent permission and registration are required, and fees apply.

Before and After-School Care - BFCS Beyond the Bell

- Before and after school care is available at all elementary campus locations for an additional fee. Parents can find details and register for the program via the BFCS website at https://www.bfcsaz.com/family-resources/beyond-the-bell.

Extra-Curricular Activities

Benjamin Franklin Charter School students have the opportunity to participate in a wide variety of programs. These activities are site-specific and will be communicated by individual campuses.

- **Band and Orchestra Classes**: Available for interested 4th, 5th and 6th grade students during the school day.
- **Student Council**: Students in 4th-6th grades have the opportunity to run for Student Council
- **Clubs:** A variety of other clubs and extracurricular opportunities are offered throughout the year and can include Yearbook Club, Math League, Quiz Bowl Club, Battle of the Books Club, Running Club, and many others. Watch your campus newsletter for program announcements.
- **BFCS Athletics:** A variety of athletic opportunities are offered through a partnership with Center Court

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 for a fee. Contact the campus office for details.

A bicycle rack is available for students who ride their bicycles to school. To prevent bicycle theft, students should use bicycle locks. Walking bicycles while on school grounds is

mandatory.

During inclement weather, an authorized adult is expected to pick up a student who rode a bike or walked to school that day

CAMPUS COMMUNICATION

	General Information	Report an Absence	
Campus	**Front Office Phone**	**Attendance Phone**	**Attendance Email**
Crismon	480-987-0722	480-888-9410	ccatt@bfcsaz.com
Gilbert	480-632-0722	480-664-1040	gcatt@bfcsaz.com
Power	480-677-8400	480-888-8435	pcatt@bfcsaz.com

General Information

- **BFCS Website:** www.bfcsaz.com
- **Campus Newsletters:** Sent home weekly via email.
- **Phone Calls:** Messages may be left on the office voicemail when the phone is busy or staff members are helping others. Office staff will return phone calls as soon as possible. Messages after hours will be returned the next working day.

Classroom Questions

- **Teacher Websites:** Classroom information is available on each teacher's website. Website links can be accessed on the BFCS website at www.bfcsaz.com Choose the campus and click on Family Resources.
- **Teacher Contact Information:** If parents need to talk with a teacher during the day, plan to call before or after school, leave a message with the office, or email the teacher. Once the school day begins, teachers prioritize student learning and will respond to phone calls and emails as soon as possible.

Messages for Students During the School Day

One of the goals at BFCS is to minimize interruptions during the school day. In order to accomplish this goal, all campus staff work to protect valuable learning time from unnecessary disruptions. Parent requests to relay messages to their child during the instructional day can be a significant interruption and affect the teacher's ability to keep a concentrated focus on instruction. In order to eliminate unnecessary classroom disruptions, the school requests that messages to students are limited to emergency situations. Emergency messages will be relayed to students as soon as possible. The school encourages parents to inform children before school of any plans for after school.

Office Phone Usage

Students may request to use an office telephone as needed with permission.

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 typically

beginning with the classroom teacher. Campus administration can also be available to address questions and every effort will be made to resolve issues as soon as possible.

Teacher Appreciation

It is recommended that students and parents express gratitude to teachers through thoughtful homemade cards, notes, or emails. Parents are encouraged to share feelings of appreciation for teachers with the campus administration.

REGISTRATION AND ENROLLMENT

To register a child at Benjamin Franklin Charter School for the first time, parents will need a certified copy of the child's birth certificate or other reliable proof of identity and age and proof of Arizona residency. The school maintains health records on each child. An immunization record must be completed and on file at the school before a child can attend.

For the upcoming school year, a child must be 5 years old before September 1st 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.

Enrollment Preference Procedures

BFCS is a tuition-free public charter school open to all students with no specific geographic boundaries. The school operates on a first-come, first-served basis, meaning that when a grade level is at capacity, the school will place students on a waitlist and as seats open up, will enroll students in order according to their placement on the waitlist.

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:

- Enrolled BFCS students returning for a second or subsequent year of enrollment, including siblings of students already enrolled at BFCS, who have attended at least one full quarter (or equivalent) at BFCS at time of enrollment
- Children of BFCS employees
- Children of BFCS board members
- Transfer students from other BFCS schools
- Siblings of students 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 in the process of expulsion from a previous school will not be admitted.

Initial Offer of Enrollment and Nonresponse

When an opening becomes available for a student to enroll, the family will be notified by email and phone. The school will make at least two attempts to contact the family regarding the opening and provide a deadline to complete the enrollment process. Families who do not respond to the enrollment offer or fail to complete enrollment by the deadline will be considered to have lost interest and may be removed from the interest list.

Nonattendance in the First Days of School

Students who do not attend school by the tenth day of scheduled classes after enrollment, without notification to the school of the absence, will be considered to have made other plans and may be withdrawn from Benjamin Franklin Charter School.

Concurrent Enrollment

BFCS cannot accommodate requests for concurrent enrollment in other elementary school programs. Enrolling in another elementary school program may result in immediate withdrawal from the BFCS program. Parents with questions regarding alternate learning options should reach out to campus administration.

Classroom Assignments

In order to ensure a fair process, classes are formed using a system designed to create a balanced classroom. During the school year, students are placed in classrooms based on enrollment and section availability. Specific requests for teachers or classroom changes cannot be accommodated.

ATTENDANCE

Students who miss school time lose valuable classroom instruction. It is essential for students to be on time and attend school daily. Students should plan to be in their seats ready to work no later than 8:30am. There may be times when a student must be absent due to illness. Parents should 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 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 of the child could be issued a citation for a violation of Arizona Revised Statute §15-803.

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

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

Excused Absences

The Arizona Department of Education defines an excused absence as an absence due to illness, doctor appointment, mental or behavioral health, homelessness, 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. Families should try to schedule family vacations when school is not in session. A.R.S. § 15-901.

If a physician confirms that a child has a chronic illness, the absence will not count against him/her. Chronic health condition forms can be obtained through the health office. Students with chronic health conditions will work with campus administration to create a plan that best meets their needs.

Unexcused Absences

An absence is considered unexcused for any reason other than those considered by the State of Arizona as "excused" and/or if the school has not been notified by a parent within 24 hours of the student's absence. Any student who has 10 consecutive unexcused absences from school must be withdrawn per A.R.S §15-901. It is required that the parent accompany the student for re-enrollment into the school.

Students identified as experiencing homelessness under the McKinney-Vento Homeless Assistance Act will not be automatically withdrawn after 10 consecutive unexcused absences. Communication between the family and the McKinney-Vento liaison must occur to determine appropriate supports and next steps regarding enrollment and attendance.

A pupil may be expelled for excessive absenteeism only if the pupil has reached the age or completed the grade after which school attendance is not required as prescribed in section 15-802.

Parent Notification Expectations

To excuse an absence, a parent must contact the school within 24 hours following the absence. All absences not verified by a parent or authorized by an administrator will remain unexcused. No changes will be made to attendance after 24 hours. If the reason for the absence reported by a parent does not meet the criteria for an excused absence noted above in the excused absence section of this handbook, the parent notification will be documented, but the absence will be reported as unexcused.

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 10% of the school year (18 or more days per school year). Attendance is tracked on a yearly basis with the following established interventions:

5 unexcused absences or the equivalent in tardies or early departures.	Attendance Letter An attendance letter is sent home. **Letter:** A letter is sent regarding absences with reminders about the importance of school attendance.
10 Absences (combination of excused and/or unexcused absences or the equivalent in partial absences)	Courtesy Notice: A letter is sent notifying parents of accrued absences. If communication with school has not already taken place, an administrator may contact the family.
18 excused or unexcused	Final Notice/Citation

absences, or the equivalent in tardies or early departures.	• Students missing significant amounts of instruction and who lack progress in their learning due to attendance issues may not be eligible for promotion to the next grade level. All promotion and retention decisions are under the direction of campus administration. • The parent could be issued a citation for a violation of Arizona Revised Statute §15-803. **Final Notice and Possible Citation:** A final letter is sent from the school. County officials may issue a citation to the parent of the child (Arizona Revised Statute 15-803). Student may not be eligible for promotion to the next grade level.
Note: Exceptions to this policy, such as serious illness or authorized leave, may only be approved by campus administration.	

MAKE-UP WORK

If a student experiences an absence from school, the students may collect make-up work upon their return to school. 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.

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 as an unexcused tardy. The principal will determine whether a student's tardiness will be considered excused if a question arises. Students 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 PROCEDURES

Students arriving late, returning, or departing to or from campus during the school day must be checked in and out by a parent (with a valid state-issued, scannable ID) through the front office using the secure visitor management system. All authorized drop-off and pick-up people will be required to scan an ID for identity confirmation. Students who are not signed in upon arrival will be marked with an unexcused tardy or absence.

Office staff members are unable to accommodate requests for student sign-outs within the last 15 minutes of the school day. Last-minute sign-outs are disruptive to the classroom environment and do not leave students with enough time to pack up and walk to the office before the regular dismissal bell rings. Depending on the time of day, an early student sign-out is recorded as either an "absence" or an "early departure". An early departure is equivalent to a tardy.

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 corrective action.

SCHOOL VISITORS

For security reasons, only individuals officially enrolled as students are allowed on campus during the school day. Parents and other visitors who want to conduct official business must first report to the office, sign in with a valid ID, and wear a visitor's badge while on campus. Parents are encouraged to come to school frequently and to take an active part in the education of their child. In order to maintain a safe and focused educational environment, we ask that visitors follow these guidelines:

Campus Visitors	• All campus visitors are required to report to the office and sign in electronically using a state-issued, scannable ID. • The secure visitor management system will quickly run their name against a national database of registered sex offenders and student-specific no-contact orders. • Individuals whose names are flagged via this screener will not be permitted on campus without further investigation by campus administration. • This screening is done at no cost to visitors. • All campus visitors will be required to wear a visitor sticker. • Visitors unaffiliated with the school may only visit under the supervision and direction of campus administration and will be screened through the visitor management system.
Children Not Enrolled as BFCS Students	• Children who are not enrolled in the BFCS program are not permitted on campus during the school day without approval from campus administration. This includes classroom parties.

Additional Visitor Guidelines

- Parents are asked to notify teachers prior to visiting and avoid conferences with the teachers during visits so the teacher can conduct class as usual.
- In order to preserve the educational environment, classroom visits are allowed for observation only. Due to confidentiality, observations are not allowed in Exceptional Student Services settings.
- Participation in classroom activities by any visitor is under the direction of the teacher and campus administration.
- For the safety of the students and staff, visitors are not allowed on the playground during school hours. Special events, such as field day, may be an exception at the discretion of the campus administration.

SCHOOL VOLUNTEERS

Volunteers can make many valuable contributions to the students and educational programs of BFCS.

Volunteer Requirements

Arizona law (A.R.S. 15-512) requires most volunteers to complete a fingerprint clearance and background check before volunteering.

- Parents or guardians volunteering while their child is present on campus are generally exempt from this requirement.
- If a parent or guardian will regularly work with, supervise, or have contact with students other than their own child, they may be asked to complete a fingerprint clearance and background check if disqualifying factors may be present (for a full list of disqualifying factors, please see the front office).

Volunteering on Campus	Volunteers who visit classrooms during the school day must ● Sign in and out at the front office ● Coordinate their visit with the classroom teacher ● Attend their volunteer assignment without any additional family members Teachers' primary responsibility is instruction. If you would like to discuss your child's progress or classroom concerns, please schedule a conference with the teacher outside of instructional time.
Volunteer Expectations	All volunteers are expected to: ● Maintain confidentiality of student and school information ● Follow all school policies and directions from school staff ● Conduct themselves in a safe, respectful, and appropriate manner Volunteers may be asked to leave campus if they violate school policies or applicable laws. Volunteer duties will be assigned by the teacher or school administrator. Volunteers will only be assigned safe, non-hazardous tasks and will never be required to perform duties they are untrained, uncomfortable, or unwilling to do. Volunteers may not transport students.

Parent Chaperones for Field Trips

To help ensure student safety, parent chaperones for field trips are required to complete a Level II fingerprint clearance and background check. The school covers the $40 cost of this clearance.

A Level II clearance is valid for three years and may be used at all BFCS campuses.

For a complete list of disqualifying factors for chaperones, please contact the front office.

VIDEO SURVEILLANCE AND MONITORING SYSTEMS

BFCS may install, maintain, and use video surveillance and monitoring systems ("VSMS") on, in, or about any School-owned property. A VSMS may capture and record video and audio data within a monitored area. VSMS may not be installed or used in areas such as bathroom stalls, nurse offices, private offices, showers, and dressing rooms and/or at other places where there is a reasonable expectation of privacy.

VSMS may be used to monitor School property and activity. VSMS may also be used to conduct

focused surveillance of an individual or individuals where there is reasonable suspicion that such surveillance will lead to the discovery of evidence that the individual(s) in question have violated the law or School policy.

LUNCH PROGRAM

Benjamin Franklin Charter School has partnered with **My Hot Lunch Box** to provide a secure, fast, and easy-to-use online ordering system that allows parents to view the lunch menu, order, prepay, and manage student lunches from a smartphone, tablet, or computer.

Ordering Lunches - My Hot Lunch Box Program Information

Place Orders	https://ordernow.myhotlunchbox.com/sign-up
Order/Cancellation Deadline	Noon on the day prior to delivery day
Changes, Cancellations, Credits	Email info@myhotlunchbox.com or call (888)-894-8295.

Additional Notes:

- Unpaid/Incomplete lunch orders left in the shopping cart will not be processed and student(s) will not be included in the lunch service for those days.
- If students are absent on the day they ordered a lunch, parents are welcome to pick up the lunch or give it to a sibling. If neither is an option, then the lunch is forfeited.
- BFCS does not order “extra” lunches. It is the responsibility of the parent to ensure that their child has a lunch every day.

Lunches from Home

Students are welcome to bring their lunches from home to school. Parents should make sure to send nutritious food in lunches that their children will eat. Students bringing their lunches from home may purchase milk or water at school.

On-Campus Eating Areas

- Students are expected to eat in designated areas as directed by campus staff. Students and parents are not permitted to be in classrooms during lunch without permission.
- Roaming the halls during lunchtime is not an option and may lead to corrective action.
- Parents are welcome to check in at the office with state-issued, scannable ID and eat with their children in the lunchroom.
- Parents and students may not share food with other students.
- Due to health concerns, no food will be allowed to leave the lunch area.

FOOD AND DRINKS ON CAMPUS

Water fountains are available on campus. During hot weather, students are encouraged to bring water bottles to school and refill them at any of the drinking fountains. Only water is allowed in the classroom and all other beverages, food, and snacks are only permitted in classrooms under the direction of campus administration. Chewing gum on campus may result in corrective action.

STUDENT BIRTHDAYS

Students are recognized by their teachers on their birthdays; however, no other treats or

birthday recognition by parents is permitted. Parents and/or students are asked not to pass out party invitations on campus before, after, or during school.

HEALTH OFFICE SERVICES

The health assistant is on duty during regular school hours and will assist students with illnesses and injuries. Health services may not be available during before and after-school activities. All parents are required to complete an Emergency Medical Referral form for each of their children each year. On the form, parents will include current contact information and indicate any health issues that may require medical care. Parents should inform the health assistant if any contact information, including address or phone number, changes during the school year. If the health assistant or school personnel cannot reach parents in an emergency, then emergency services may be contacted. The cost of any emergency or medical services is the parent's responsibility.

If at any time a student is faced with a health situation that could affect performance at school, parents should notify the health assistant and provide documentation and appropriate recommendations from a medical professional.

If a student has been ill, he or she is permitted to return under the following conditions:

- fever free for 24 hours without medication
- no vomiting for 24 hours without medication
- no diarrhea for 24 hours without medication
- sore throat and other symptoms (nasal congestion, coughing, etc) are improved

Medications should be administered at home when possible. Prescription and over-the-counter medication, including cough drops, may not be in student possession throughout the day. All medications must be dropped off and picked up at the health office by an adult. With guardian permission, the school health assistant may provide Tylenol, ibuprofen, cough drops, antacids, anti-itch lotion, or Benadryl to students based on their symptoms if there is an immediate need during the school day.

When school personnel are asked to administer scheduled medication to students during school hours, the following guidelines apply:

- Parents are responsible for bringing in any prescription or over-the-counter medication and will sign a permission slip indicating that the medication may be administered during the school day.
- Medication must come in the original container with the pharmaceutical or box label.
- All medication will be stored in the health office with the exception of students who have been specifically authorized to carry inhalers, epi-pens or diabetic medications.
- The health assistants will administer all medication.
- Health assistants will work with campus administration to create health plans for activities such as field trips or before and after-school care.

Excused Activities

If a student's activities must be restricted at school, a doctor's statement is required; otherwise, all students are expected to participate in daily school activities. Doctor recommendations should be submitted to the health office.

Insurance

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

and medical care.

Outside Services
The school cannot interrupt instructional time or provide facility space to accommodate services from outside providers and therapists unrelated to BFCS. Limited observation times by outside providers unrelated to BFCS may be scheduled at the discretion of the campus administration.

SAFETY DRILLS

BFCS works in partnership with local law enforcement in developing safety procedures to handle emergency and crisis situations. BFCS has regular drills to practice lockdown and evacuation procedures. During safety drills, students should participate in a quiet and orderly manner and follow the instructions of those in charge. Students reporting and/or creating false alarms will be subject to disciplinary action and reported to law enforcement.

ANIMALS ON CAMPUS

Animals are not permitted on school grounds. Animals are not allowed in the classroom unless approved by campus administration. Stray animals should be reported to the office as soon as they are seen on school grounds.

LOST AND FOUND

It is suggested that clothing and all other personal items that are brought to school are labeled with a student name. Lost items are stored in the school lost and found until their owners claim them or until items are donated to charitable groups.

SOLICITATION

It is the policy at BFCS that no items for sale are to be offered or solicited on campus to students, faculty, or staff. This policy does not apply to student fundraisers related to school activities.

EDUCATING THE HEART - THE CORE VIRTUES

The Core Virtues program is a character education program that promotes civility, respect for the human person, and human excellence in every way. The word virtue derives from the ancient Greek philosophical tradition and means “excellence”. The program is a catalyst for academic success because it encourages the habits of the mind and heart that are necessary for quality scholarship.

With the Core Virtues program, students learn and practice several types of virtues:

- Moral: Character traits that enable us to act well in situations that require an ethical response.
- Intellectual: Character traits necessary for discernment, right action, and the pursuit of knowledge, truth, and understanding.
- Civic: Character traits that are necessary for engaged, responsible citizenship, contributing to the common good.

Monthly focus virtues are assigned each school year and emphasized at daily flag ceremonies and highlighted during classroom instruction. The Core Virtues include: Charity, Compassion, Courage,

Courtesy, Diligence, Faithfulness, Forgiveness, Generosity, Gratitude, Heroism, Hope, Humility, Joy, Love of Country, Loyalty, Mercy, Perseverance, Respect, Responsibility, Self-discipline, Wisdom, Wonder, and more.

EDUCATING THE MIND - THE BFCS EDUCATIONAL PROGRAM

Traditional Education Overview

We believe that learning, hard work, and fun are not mutually exclusive and that learning should be a joyful and exciting endeavor, especially for children. Traditional Education is the foundation of our curriculum. During the K-6 years, also known as the Grammar Stage in Classical education, our students focus on learning and mastery of the fundamental rules, terms, and facts in the following subjects:

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 materials used are from *HMH Into Math*.

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. an annual review of manuscript printing is conducted. Cursive writing is introduced during the second semester of 2nd grade. 3rd-6th grade students are expected to write all school assignments in cursive.

Spelling

The Spalding program has a strong phonetic base articulated through daily oral and written drills. 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. The Heggerty Program is used to develop phonemic awareness in grades K-2.

Language

The language program includes daily practice and drills 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. 6th grade utilizes *History: The Definitive Visual Guide by Smithsonian* and *History of the World Map by Map by Smithsonian* as textbooks.

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 are optional for 4th-6th grade students and meet during the school day.

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 instruction is an essential component of a well-rounded education that is taught to enhance learning by developing creative problem-solving, critical thinking, and individual expression skills. Students have fun emphasizing holidays and seasons with art projects, and, where appropriate, art is incorporated into other areas of study. The BFCS art program highlights the multi-sensory development of basic art concepts such as color, perspective, balance, and all instruction is provided by a qualified art instructor.

Computers
Computer education includes typing, parts of a computer, internet safety, and digital citizenship for students in 1st through 6th grade. Computer activities may also include word processing, research, digital presentations, and other digital tools.

Kindergarten Through Sixth Grade Curriculum and Instruction
BFCS prohibits the introduction of controversial issues in the classroom that are not germane to the subject of instruction and further prohibits teachers from engaging in political, ideological, or religious advocacy in their classrooms.

Classroom book lists are posted on the BFCS website for parental review. Additionally, parents may request to review curriculum and learning materials by reaching out to the teacher or to campus administration. Any parent requests to withdraw students from specific learning opportunities or requests for alternate assignments will be addressed by campus administration. *A.R.S. § 15-113*

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)*

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 of 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. Incomplete classwork 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 students 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. Homework grades may be included as part of each content area grade for students in 6th grade and some students receiving exceptional student services. Homework grades are included on report cards at the end of each grading period.

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:

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

Homework Club

Homework Club is offered after school for a 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.

FIELD TRIPS

BFCS students are provided with opportunities to extend classroom learning during field trips. The following guidelines apply to student field trips:

- Students must have a completed field trip permission form in order to attend.
- Students will be required to ride on a bus to and from the field trip.
- Classroom teachers will assign parent chaperones to assist with student groups while off site. All parent chaperones are required to pass a background check prior to volunteering as a chaperone. See the school visitors section of this handbook for details.
- For students who have safety or behavioral concerns that might affect the outcome of the field trip, campus administration will make the final determination regarding field trip attendance for students who may need additional support or an alternate placement for the day.

TEXTBOOKS, EQUIPMENT AND STUDENT SUPPLIES

Textbooks and Equipment

Textbooks, library books, and other equipment are the property of BFCS and are expected to be kept in reasonable repair. The campus Office Assistant will note the condition of each

book or piece of equipment before it is issued to a student. If a student loses a book he or she will be charged for the full price of the book. The replacement book is still the property of the school, even if a replacement fee has been paid and should be returned to the school at the end of the year.

Students are expected to return textbooks and other property of BFCS as directed during the last week of school. The cost of any outstanding, unreturned textbooks, library books or other materials belonging to the school will be charged to the student's My School Bucks account after the last day of school concludes for the year. Students who do not resolve fees may be ineligible to participate in future school activities until all outstanding fees are paid.

Student Supplies

At BFCS, all necessary student school supplies are provided by the school. Students may choose to bring additional supplies under the direction of the classroom teacher. Backpacks or book bags may be used to carry materials to and from school.

STUDENT ASSESSMENT, GROWTH AND SUPPORT

Communication between home and school is vital to each student's success. Parents who have concerns about their child's progress at school may contact the teacher to schedule a conference.

Student Responsibility

The student is responsible for following assignments, understanding the class requirements, and meeting deadlines. It is also the job of the student to communicate with their parents about their academic status. Parents and students are encouraged to contact the teacher if a student is having a difficult time in class. The earlier the problem is addressed, the easier it is to resolve the problem.

Teacher Responsibility

It is the teacher's job to communicate to the student clearly what is expected in each class. Each content teacher is responsible for setting high expectations for all student learning and providing engaging, effective classroom instruction. Great effort is made to alleviate teacher responsibilities outside of the classroom so they may better spend their time and efforts providing students with additional teaching and tutoring time.

Screenings

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.

Monthly Testing

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

State Testing
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.

Instructional Coaches
BFCS employs Instructional Coaches on campus who work with campus administration and the academic team to support teachers. Instructional coaches conduct observations and then meet with teachers to discuss areas of strength as well as areas of improvement within the learning environment. They provide strategies and modeling to help the teachers grow in their instructional methods. These coaches also work with teachers to support struggling students and provide guidance and techniques to help teachers meet the needs of their students.

Using Data to Promote Growth
Teachers monitor student progress through each specific unit related to the content and work collaboratively to assess data and tailor instruction to ensure the continued growth and success of each student across every subject area.

Tutoring
Before and/or after-school tutoring is offered by classroom teachers. Students who experience a 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. Parents may also request tutoring if they feel their students would benefit from extra practice with the teacher.

Student Study Team and Child Find Process
Students who consistently struggle with growth despite classroom interventions may be referred to the Student Study Team or the Child Find Process for further evaluation and possible consideration for additional support.

Retention
Students who may be candidates for retention will be assessed through the Child Find Process. A meeting to discuss the recommendations from the Child Study Team will be held with parents, teachers, administrators, and other staff members. State law provides that the final promotion/retention decision is made by the classroom teacher. A.R.S. § 15-701(E)

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

ENGLISH LANGUAGE LEARNERS
English Language Learner students are identified through the Home Language Survey, completed by parents upon enrollment. These students take the AZELLA (Arizona English Language Learner Assessment) to determine their eligibility for enrollment in the BFCS EL Program. Benjamin Franklin has selected the Pull-Out SEI Model for students enrolled in the EL Program.

STUDENTS WITH DISABILITIES

Benjamin Franklin's Exceptional Student Services department oversees programming for students with disabilities and maintains compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. Benjamin Franklin Charter School provides a free, appropriate public education (FAPE) to students with disabilities in accordance with state and federal statutes and regulations.

Section 504

In accordance with Section 504 of the Rehabilitation Act of 1973, a person is "disabled" under Section 504 if he or she:

1. has a mental or physical impairment that substantially limits one or more major life activity,
2. has a record of such an impairment, or
3. is regarded as having such an impairment.

"Major life activities" include functions such as caring for oneself, performing manual tasks, walking, hearing, seeing, speaking, breathing, learning, or working.

For a student who may meet the Section 504 definition of a student with a disability, BFCS will follow established procedures for identification. If determined to be eligible for protection under Section 504, a student will receive a 504 Plan to outline accommodations and services necessary to provide the student with equal access to the school's programs and facilities.

Exceptional Student Services

The Exceptional Student Services Department at Benjamin Franklin Charter School works to ensure that each student with an Individualized Education Plan (IEP) receives specialized services that match the varying needs of the student while providing the least restrictive environment. In meeting those needs, the school follows regulations and procedures that are in compliance with the Individuals with Disabilities Education Act (IDEA).

GRADES AND REPORT CARDS

Grades

Grades are assigned as a measurement for varying levels of achievement in a subject of study. Parents and students are encouraged to utilize the PowerSchool Parent Portal to view grades and current progress. Teachers update grades weekly according to the following scales:

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

O	Outstanding
S	Satisfactory
N	Needs Improvement

Progress Reports

Progress report check reminders are sent to parents midway through each grading period. Grades can be viewed at any time via the online PowerSchool Parent Portal.

Report Cards

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

PARENT-TEACHER CONFERENCES

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

1st Grading Period: Mandatory for all parents
3rd Grading Period: Held as needed by teacher invite or parent request only

6th Grade Student Math Progress Assessment

All parents of 6th grade students will receive a math progress assessment summary at the first parent-teacher conference. If the student is less than proficient, teachers will present a plan of action to remediate math skills.

A conference with the teacher can be requested at any time should concerns with progress in school arise. Parents should contact the teacher directly to schedule a time.

SCHOOL RULES

Parents should read and discuss these BFCS rules with their child before the first day of school. School rules are established and enforced by parents, teachers, and campus administration working together in collaboration. The teachers teach students about these rules, especially during the first weeks of school, and reinforce them with periodic reminders throughout the school year.

General School Rules

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.
- Settle disagreements in a respectful manner.
- Talk quietly while on campus.
- Show respect to adults and fellow students.
- Use only wholesome and courteous language.
- Show consideration of property and others.
- Always wear shoes.
- Be on time to class and school activities.
- Not enter teachers' workrooms, supply rooms, and lounges.
- Ride bicycles in appropriate areas.
- Place trash in proper receptacles.
- Not vandalize school property.
- Get permission from the school office before leaving the school grounds.
- Remain in supervised areas before and after school hours.
- Follow BFCS Dress Code policies.
- Leave games, toys, and other disruptive items at home unless specifically approved.

- Not chew gum on school grounds.
- Not bring weapons of any sort.
- Not possess or use drugs, vape, or tobacco on campus.
- Not spit on campus.

Playground Rules

- Use equipment properly.
- Do not stand or walk underneath, behind, or in front of swings while in use.
- Running is permitted in designated areas.
- Respect the authority of all playground assistants.
- Display good sportsmanship:
    - No fighting, wrestling, slapping, kicking, or tripping.
    - No throwing rocks or sand.
    - Name-calling, swearing, and bad language will not be tolerated.
- Stay out of rain puddles and irrigation water.
- When the whistle blows, playing stops.
- Play in designated play areas only.
- Do not exclude peers.
- No climbing on softball backstops or fences.
- Students should not interfere with PE classes.
- No throwing balls against buildings.
- No tackle football is allowed.
- All equipment should be returned to the equipment cart when recess is over.

Lunch Area Rules

- No trading or sharing food.
- No yelling.
- No running.
- No throwing food.
- Students must clean up their own eating area before leaving.
- Students must raise their hand to be excused from the eating area.
- Food must be eaten in the cafeteria or specifically designated areas only.
- No books or papers are allowed on eating tables
- Sit down with both feet inside the bench or table and on the floor.
- No saving seats.

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

Cell phones, smart watches, or any other devices with the capacity to function as a cell phone or access to internet, 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 or during school-sponsored events (buses included). Failure to adhere to the

policy may result in corrective action. Parents may pick up any confiscated items from the office.

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 student's responsibility to ensure compliance with the dress code. If a student is not in compliance with the dress code, parents will be notified. Students who are out of dress code may be sent home or placed in an alternative environment to do classwork until the issue is resolved. The campus administration will make final decisions regarding any questions concerning 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.

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 (no frayed, distressed or ripped jeans, etc.)
- ✻ 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

DISCIPLINE PLAN

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:

Classroom Level Corrective Actions		
1st level	Reminder from teacher	Student is notified that behavior is not meeting expectations and given the opportunity to correct the behavior.
2nd level	Teacher-directed corrective action	Parents notified.
3rd level	Teacher-directed corrective action	Parents notified.
4th level	Student phone call to parents	Teacher, parent, student conference
Administrative Level Corrective Actions		
5th level	Administrative-level corrective action	Student is referred to campus administration for further support and redirection. Parents notified.
6th level	Short-term suspension (less than 10 days)	Principal, parent, teacher, student conference required
7th level	Long-term suspension (10 days or more)	Principal, parent, teacher, student conference required
8th level	Referral for Possible Expulsion	Disciplinary Due Process Hearing
Severe Behaviors	Severe behaviors including, but not limited to, swearing, insubordination, disrespect, repeated disruption of the educational environment, and physical aggression, may result in the student being referred immediately to campus administration.	

BULLYING, HAZING, HARASSMENT, INTIMIDATION

References: A.R.S. §15-341, A.R.S. §15-2301

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, hazing, and any type of harassment or intimidation** have harmful social, physical, psychological, and academic impacts on all involved. The school consistently and vigorously addresses these issues so that there is no disruption to the learning environment and learning process.

Bullying 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).

Hazing Definition

Hazing, by law, is defined 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:

- The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution.
- The act contributes to a substantial risk of potential physical injury, mental harm, or degradation or causes physical injury, mental harm, or personal degradation.

"Organization" means an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

"Student" means any person who is enrolled at an educational institution, any person who has been promoted or accepted for enrollment at an educational institution, or any person who intends to enroll at or be promoted to an educational institution within the next twelve calendar months. The hazing prevention policy of the educational institution where a person has been accepted for or promoted to enrollment, or where a person intends to enroll or be promoted to within the next twelve calendar months, shall be the effective policy. A person who meets the definition of a student for purposes of this paragraph shall continue to be defined as a student for purposes of this section until the person graduates, transfers, is promoted, or withdraws from the educational institution.

Prohibition

Bullying and hazing behavior are 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 or hazing 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 who 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 or Hazing:
The person assigned by the school to conduct an investigation of the bullying or hazing report shall, within one school day, interview the person(s) who are the victim(s) of the bullying/hazing 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 incident 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 or hazing behavior or retaliated against anyone due to the reporting of bullying or hazing 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. The school will also provide a copy of the policy to any person who requests it.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (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 that 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
- 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 CAN NOT:

- 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 grade books.

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's 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's 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:

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

MCKINNEY-VENTO ACT

The term “homeless children and youth” means individuals who lack a fixed, regular, and adequate nighttime residence. A student may be considered eligible for services as a “Homeless Child or Youth” under the McKinney-Vento Homeless Assistance Act if he or she is presently living in one of the following situations:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason,
- living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations,
- living in emergency or transitional shelters, or are abandoned in hospitals,
- have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings,
- living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
- is a migratory child who qualifies as homeless for the purposes of this subtitle because the children are living in the circumstances described above.

The McKinney-Vento Act mandates the following:

- Immediate Enrollment: Documentation and immunization records cannot serve as a barrier to enrollment in school.
- School Selection and Maintained Enrollment: McKinney Vento eligible students have a right to select from the options outlined below. Students may remain enrolled in their selected schools for the duration of homelessness and until the end of the academic year upon which they are permanently housed:
    - School of Origin: The school the student attended when permanently housed or the school in the attendance area in which the student currently resides.
    - School of Residency: The school in which the student was last enrolled.
- Transportation Services: McKinney-Vento eligible students attending their School of Origin have a right to transportation to and from the School of Origin.
- Participation in Programs: McKinney-Vento eligible students are guaranteed the right to services comparable to services offered to other students in the school.
- Unaccompanied Youth Experiencing Homelessness: McKinney-Vento eligible students are guaranteed the right to immediate enrollment without proof of guardianship.
- Access to Extracurricular Activities: The school will work with families to remove barriers to accessing academic and extracurricular activities for homeless students who meet relevant eligibility criteria.
- Dispute Resolution: If you disagree with school officials about enrollment, transportation, or fair treatment of a homeless child or youth, you may file a complaint with the school.
- Appointment of a Local Homeless Liaison: Every school district or local education agency (LEA) has an appointed Homeless Liaison to ensure that homeless children and youth are enrolled in and have a full and equal opportunity to succeed in school.

For more information, refer to Arizona Department of Education, Homeless Education, 42 USC CHAPTER 119, SUBCHAPTER VI, Part B: Education for Homeless Children and Youths, or contact:

BFCS Homeless Liaison
Benjamin Franklin Charter School
690 E Warner Rd. Gilbert AZ, 85296
480-264-3710
studentsupport@bfcsaz.com

State Homeless Education Program Coordinator
Arizona Department of Education
1535 W. Jefferson Street Phoenix, AZ 85007
602-542-4963
homeless@azed.gov

STUDENTS IN FOSTER CARE

BFCS will ensure that students in the custody of a child welfare agency (foster care) receive timely educational support and resources tailored to their individual needs within the scope of the BFCS academic program. Per legislative requirements, provisions for students in foster care include the right to remain in their school of origin, immediate enrollment into the BFCS program when possible, and support of academic progress through any educational transitions with timely school records transfers. Contact the BFCS Foster Care Point of Contact at studentsupport@bfcsaz.com.

TECHNOLOGY USE AGREEMENT

This document serves as the Benjamin Franklin Charter School (BFCS) Acceptable Use Policy for the Use of Computers and Telecommunications. This contract is in effect for the length of the student's studies at BFCS. BFCS makes computer and Internet services available to students and staff and in support of the educational objectives of the school. The BFCS network system has been established for a limited educational purpose. The term *educational purpose* is used in the context of instruction-related activities, including but not limited to classroom-based projects and student work, college and career explorations, and high-quality, academically enriching research. Recognizing the value of the internet, BFCS supports teachers and students being engaged in an online environment that allows them to discuss, collaborate, communicate, create, and share in a safe, ethical, and responsible manner. To use these services, individuals must acknowledge their understanding of these guidelines. Cell phones and iPods are not acceptable means of accessing an online environment and must remain turned off in the student's backpack for the duration of the school day.

Appropriate Uses of the Network and Internet

The following are some appropriate uses of the network and the Internet:

- Using software, completion of class assignments, or conducting research as directed by a teacher.
- Preparing documents or multimedia using computers, the network, or the Internet.
- Gaining access to information and news from internet sources such as the US government, commercial media, universities, or other educational sources.

Inappropriate Uses of the Network and Internet

The following are prohibited actions concerning the use of BFCS's computer network and the Internet:

- Sharing of passwords or security codes.

- Gaining or attempting to gain unauthorized access to systems and network resources.
- Tampering with, modification of, or misuse of the computer system in a way which could be viewed as a security violation or vandalism.
- Attempting to read, delete, copy, or modify electronic files or email of other system users.
- Deliberate interference with the operation of the network.
- Attempting to install software or load files onto BFCS computers or networks without authorization. This includes, but is not limited to game files.
- Misleading staff about the reason for or nature of internet and computer use.
- Use of BFCS-owned computer equipment or BFCS-provided Internet access for non-instructional purposes, financial gain, or profit.
- Attempts to harm or destroy BFCS-owned equipment, materials, and/or data belonging to BFCS or any authorized users of the network or other networks connected to the Internet.
- Uploading or creating computer viruses.
- Duplication of software in violation of licensing and copyright laws.
- Use of software not owned, licensed, or authorized by BFCS.
- Harassing, insulting, threatening,g or attacking others via electronic means.
- Downloading, storing, displaying, viewing, sending, or printing files or messages considered obscene, profane, violent, racist, or dangerous.
- Unauthorized use of email or instant messaging.
- Posting personal contact information about yourself or others on the Internet.
- Posting inappropriate material or creating links to inappropriate sites when designing web pages or web-based resources.
- Use of the BFCS's network system for entertainment purposes (e.g., accessing social networking sites including but not limited to Twitter, Instagram, Snapchat, Tiktok, Facebook, YouTube) is not allowed.

School Monitoring of Computer Activity

- Users should expect no privacy of the contents of personal files on the BFCS network.
- Routine monitoring and maintenance of the network may lead to the discovery of violations of this policy, BFCS regulations, State or Federal law.
- Filtering software will be used to filter out inappropriate sites. Attempts to access inappropriate sites will be recorded along with user information.
- Computers and student records may be monitored to determine internet sites visited.
- Students will be monitored by teachers and support staff while using computers and the Internet.
- Other monitoring means may be used to check the systems for violations.
- BFCS is not responsible for damage or theft of students' personal technology brought from home to use at school.
- At no time are students permitted to take video or pictures on a BFCS campus unless expressed consent is granted.

Results of Violations

Any attempt to violate the provisions of this agreement will result in revocation of the user's privilege, regardless of the success or failure of the attempt. In addition, school disciplinary action and/or appropriate legal action may be taken. The decision of BFCS regarding inappropriate use of technology or telecommunication resources is final. Monetary remuneration will be sought for damage necessitating repair or replacement of equipment.

Use of BFCS computers or network to access these services implies acceptance of this agreement.

Additional Agreements
In order to participate in the BFCS program, parents and/or students are required to sign technology use agreements from technology providers such as Microsoft, Google, Apple, etc.

TITLE IX POLICY

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Benjamin Franklin Charter School ("BFCS") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

BFCS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates as required by Arizona law, Title IX (20 U.S.C. § 1681, *et seq*.), and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment. BFCS will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in BFCS's education programs or activities on or after August 1, 2024, including but not limited to incidents occurring on any BFCS campus, during school-sponsored events and activities, regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor, or other person with whom BFCS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the BFCS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both. The full BFCS Title IX Policy is available on the Public Notices page of the BFCS website at www.bfcsaz.com.

NOTICE OF NON-DISCRIMINATION

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 non-discrimination policies: Diana Dana , Title IX Coordinator, 690 E. Warner Rd, #141, Gilbert, AZ 85296, (480) 264-3710, ddana@bfcsaz.com