Junior High / High School

Family Handbook

BFHS CHARGERS

rev. 7-1-2026

BFHS

Semper Sursum

est. 2013

CHARGERS

Benjamin Franklin High School

Family Handbook

Junior High/High School
7th-12th Grade

2026-2027

THE CHARGER WAY

The Charger Way encompasses the way in which we expect our students to approach not only school, but life. It is more than an honor code or a list of rules; it is the essence of what it means to conduct oneself in the ways of successful, happy, and educated people.

- **BE STRONG AND REJOICE IN THE CHALLENGE**
- **YIELD NOT TO MISFORTUNE, BUT ADVANCE ALL THE MORE BOLDLY AGAINST IT**
- **ACT HONORABLY AND WITH INTEGRITY IN ALL SITUATIONS**

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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 High School (BFHS). 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 education experience for every child who attends our schools and expanding the program to meet the needs of the many parents who wish to participate in this type of program.

The policies outlined in this handbook were established by the Governing Board and fully align with Arizona Revised Statutes. All questions and concerns regarding the BFHS program should be referred to campus administration or central office administration prior to the BFCS Governing Board. The BFCS Governing Board is the final authority in any and all school policy decisions.

MESSAGE FROM THE PRINCIPAL

Welcome Back Chargers,

On behalf of the staff at Benjamin Franklin High School, I am happy to welcome you to a new school year! I look forward to a productive partnership with you to ensure your children can achieve their highest potential.

BFHS is a school rich in the tradition of excellence, where children are the focus. I am very impressed with the professionalism and dedication of our staff, the parental support, and the students' involvement in the many diverse opportunities here. I join in the partnership of all stakeholders involved in working together to ensure that our students experience success each and every day.

Whether it is through focusing on academics, student leadership, extra-curricular activities or volunteering, I challenge you, the students, to make the most of your school experience and to get actively involved in everything our school has to offer.

With each new school year come some changes with the goal to make Benjamin Franklin High School even better. What will never change, though, is the effort to create a welcoming environment that fosters the educational and social growth of the student body. We will strive to teach and provide students with the knowledge, skills, and mindset necessary to have a successful future. We will encourage and teach curiosity, problem-solving, and help to instill a lifelong love of learning. Teaching our students to have a growth mindset and perseverance so they can learn to face challenges with confidence and perseverance is a priority.

I look forward to an outstanding year of watching your children flourish. Should you have any questions or concerns, please do not hesitate to contact me. My door is always open.

Sincerely,

John Allen

Principal

MISSION STATEMENT

The mission of Benjamin Franklin High School is to encourage students to be intellectually curious - akin to the namesake of our school. Through intensive study of the true, the good, and the beautiful, students develop to their academic and personal potential. Additionally, the school will train the heart of students according to universally accepted and eternal virtues – understanding that the best education is only valuable upon a moral foundation. Thus, our students walk with integrity and character, knowing what it is to be a thoughtful citizen in a democratic republic and a positive force in their community.

VISION STATEMENT

Benjamin Franklin High School will provide to our students and for our parents a rigorous, classical, college preparatory education delivered in a safe, nurturing environment. Students, teachers, and staff will be held to the highest standards of professionalism, personal conduct, and character, understanding that what we teach implicitly is as important as what we teach explicitly. Our students will receive a comprehensive, content-rich, integrated 7th-12th grade education whereby each grade builds upon previous learning, culminating in students that excel academically, artistically, and philosophically and thus are prepared to enter a four-year university and life. Academic excellence and personal character are developed and refined through the creation of sound habits and the perseverance to complete difficult tasks. Problem-solving opportunities and responsibility will be given to students so that graduates may reflect on their experiences and learn from their successes as well as failures. Parents should understand that a charter school specializes in one pedagogy or methodology and does not provide, by design, all that a district school offers.

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, and became one of Arizona's first charter schools. The Crismon (Queen Creek) 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 Schools 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 Schools are 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 vision of Benjamin Franklin High School

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 BFHS 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 BFHS. 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 BFHS it is expected that should the parent or student at any time feel that BFHS'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 BFHS PARENT BOOSTER COUNCIL

Close ties between home and school are essential to the effectiveness of BFHS. These ties are strengthened through the BFHS Parent Booster Council. The Parent Booster Council is a non-profit, 501(c)3 charitable corporation whose purpose is to support athletics, fine arts, clubs and student organizations at Benjamin Franklin High School through fundraising and support of respective booster clubs and providing umbrella leadership and training for the same. Council members meet monthly and support the mission of BFHS. Respecting the mission statement of

BFHS, we the BFHS Booster Council, support the premise that all students and programs should respect the mission statement of BFHS, adhere to the highest ethical standards, and that the purpose of competition is to and prioritize the purpose of the boosters to enhance the educational experience of our students.

OFFICE HOURS AND DAILY SCHEDULE

OFFICE HOURS	Start Time	End Time
School Day Office Hours	6:30am	3:30pm
Summer/Intersession Break Office Hours	8:00am	2:00pm
DAILY SCHOOL HOURS		
0 Hour	7:00am	
1st Hour	7:55am	
6th Hour		2:35pm
7th Hour		3:30pm

Morning Drop-off and Afternoon Pick-up

- The BFHS campus is open for students at 6:30am each morning. Students should not be dropped off or arrive on campus earlier than 6:30am.
- Parents are expected to pick up their students immediately after school. Students should not stay on campus later than 4:00pm unless they are attending an organized, adult-supervised program associated with the school.

Extra-curricular Activities

BFHS offers a wide variety of extra-curricular activities. See the extra-curricular activities section in this handbook for details about programs and offerings. Students who do not conduct themselves in an appropriate manner while waiting for an extra-curricular activity will have the privilege of remaining on campus revoked.

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 at the front of the school. **No student drop off/pick up is permitted in the rear parking lot.** Some campus locations offer limited transportation options. Contact the campus office for details.

Parking is provided for student drivers. See the parking section of this handbook 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.

BFHS Bell Schedule

BFHS Schedules

Monday, Tuesday & Friday Schedule			Lunch Schedule
Period	**Class Times**	**Lunch**	**A Lunch** 11:20 – 11:50
0 Hour	7:00 – 7:50		
1st	7:55 – 8:45		
2nd	8:50 - 9:40		
Conference	9:45 - 10:05		
Opening Ceremony/GMF	10:10 - 10:25		**B Lunch** 12:15 – 12:45
3rd	10:30 - 11:20		
4A	11:55 - 12:45	A Lunch: 11:20 - 11:50	
4B	11:25 - 12:15	B Lunch: 12:15 - 12:45	
5th	12:50 - 1:40		
6th	1:45 – 2:35		
7th	2:40 – 3:30		

Wednesday (Periods 1, 3, 5) & Thursday (Periods 2, 4, 6) Schedule			Lunch Schedule
Period	**Class Times**	**Lunch**	**A Lunch** 10:35 – 11:05
0 Hour	7:00 – 7:50		
1st (Wed.) / 2nd (Thurs.)	7:55 – 9:35		
Conference	9:40 – 10:05		
Opening Ceremony/GMF	10:10 – 10:35		
3A (Wed.) /4A (Thurs.)	11:10 – 12:50	A Lunch: 10:35 – 11:05	**B Lunch** 12:20 – 12:50
3B (Wed.) /4B (Thurs.)	10:40 – 12:20	B Lunch: 12:20 – 12:50	
5th (Wed.) / 6th (Thurs.)	12:55 – 2:35		
7th	2:40 – 3:30		

Regular Assembly Schedule			Lunch Schedule
Period	**Class Times**	**Lunch**	**A Lunch** 11:35 – 12:05
0 Hour	7:00 – 7:50		
1st	7:55 – 8:40		
2nd	8:45 – 9:30		
Pep Assembly	9:35 - 10:45		
3rd	10:50 - 11:35		**B Lunch** 12:25 – 12:55
4A	12:10 - 12:55	A Lunch: 11:35 – 12:05	
4B	11:40 - 12:25	B Lunch: 12:25 – 12:55	
5th	1:00 – 1:45		
6th	1:50 – 2:35		
7th	2:40 – 3:30		

Half Day Release Assembly Schedule	
Period	**Class Times**
0 Hour	7:00 – 7:50
1st	7:55 – 8:20
2nd	8:25 – 8:50
Assembly	8:55 - 9:45
3rd	9:50 – 10:15
4th	10:20 – 10:45
5th	10:50 – 11:15
6th	11:20 – 11:45
7th	11:50 – 12:40

Homecoming Assembly Schedule			Lunch Schedule
Period	**Class Times**	**Lunch**	
0 Hour	7:00 – 7:50		**A Lunch** 12:00 - 12:35
1st	7:55 – 8:30		
2nd	8:35 – 9:10		
Parade	9:20 - 11:10		
JH Assembly	10:15 - 11:00		
HS 3rd	10:15 – 11:00		**B Lunch** 12:40 - 1:15
HS Assembly	11:05 - 11:55		
JH 3rd	11:05 - 11:55		
4A	12:40 - 1:15	A Lunch: 12:00 – 12:35	
4B	12:00 - 12:35	B Lunch: 12:40 – 1:15	
5th	1:20 - 1:55		
6th	2:00 - 2:35		
7th	2:40 - 3:30		

Half Day Release Schedule	
Period	**Class Times**
0 Hour	7:00 – 7:50
1st	7:55 – 8:25
2nd	8:30 – 9:00
Opening Ceremony/GMF	9:05 - 9:25
3rd	9:30 – 10:00
4th	10:05 – 10:35
5th	10:40 – 11:10
6th	11:15 – 11:45
7th	11:50 – 12:40

Winter Final Exams Schedule				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Traditional Half Day Schedule	0 Hour Final Exam 7:55 – 9:35	2nd Hour Final Exam 7:55 – 9:35	4th Hour Final Exam 7:55 – 9:35	6th Hour Final Exam 7:55 – 9:35
**This can be the Monday prior to final exams or the Friday after final exams.	**OC 9:40 – 10:00**	**OC 9:40 – 10:00**	**OC 9:40 – 10:00**	**OC 9:40 – 10:00**
	1st Hour Final Exam 10:05 – 11:45	3rd Hour Final Exam 10:05 – 11:45	5th Hour Final Exam 10:05 – 11:45	7th Hour Final Exam 10:05 – 11:45
	Tutoring Period 11:45 – 12:35	Tutoring Period 11:45 – 12:35	Tutoring Period 11:45 – 12:35	**SPECIAL NOTES for Day 2 & 5:** - No 0 hour? Arrive by 9:40 to attend OC - No 7th hour? Dismissal will be at 10:00 after OC

Spring Final Exams Schedule			
Day 1	**Day 2**	**Day 3**	**Day 4**
0 Hour Final Exam 7:55 – 9:35	2nd Hour Final Exam 7:55 – 9:35	4th Hour Final Exam 7:55 – 9:35	6th Hour Final Exam 7:55 – 9:35
OC 9:40 – 10:00	**OC 9:40 – 10:00**	**OC 9:40 – 10:00**	**OC 9:40 – 10:00**
1st Hour Final Exam 10:05 – 11:45	3rd Hour Final Exam 10:05 – 11:45	5th Hour Final Exam 10:05 – 11:45	7th Hour Final Exam 10:05 – 11:45
Tutoring Period 11:45 – 12:35	Tutoring Period 11:45 – 12:35	Tutoring Period 11:45 – 12:35	**SPECIAL NOTES for Day 1 & 4:** - No 0 hour? Arrive by 9:40 to attend OC - No 7th hour? Dismissal will be at 10:00 after OC

CAMPUS COMMUNICATION

	General Information	Report an Absence	
Campus	**Front Office Phone**	**Attendance Phone**	**Attendance Email**
BFHS	480-558-1197	480-427-3991	hsatt@bfcsaz.com

General Information

- **BFHS Website**: www.hs.bfcsaz.com
- **Campus Newsletters:** Sent home monthly via email.
- **Academic Advising Alert:** Sent home weekly.
- **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 BFHS 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 be 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 High 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 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 your child in Benjamin Franklin High 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 school.

Enrollment Preference Procedures

BFHS 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

BFHS 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

BFHS cannot accommodate requests for concurrent enrollment in other junior high or high school programs. Enrolling in another junior high or high school program may result in immediate withdrawal from the BFHS program. Students with questions regarding

alternate learning options should reach out to the BFHS advising department or campus administration.

ATTENDANCE

Students who miss school time lose valuable classroom instruction. It is essential for students to attend school daily. 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 that their children between the ages of six and sixteen attend school. On the fifth unexcused absence or 18 total excused/unexcused absences, regardless of the reason, the parent or guardian of the child could be issued a citation for a violation of an Arizona Revised Statute §15-803.

Pursuant to A.R.S. 15-807, 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 for credit purposes. Chronic Illness forms can be obtained through the health office. Please note that a chronic health condition has specific qualifying conditions, and having a form on file does not guarantee that a student will earn high school credit. 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 call 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.

BFHS Truancy Prevention Guidelines

According to 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). For the purpose of awarding credit, attendance is tracked on a semester basis with the following established interventions:

24 Class Absences • per semester • 4 days of lost instruction	**Attendance Notice** An attendance text message is sent home highlighting which classes have been missed.
48 Class Absences • per semester • 8 days of lost instruction	**Attendance Notice/Risk of Lost Credit Notice** An attendance text message is sent home detailing classes missed and the potential risk of loss of credit due to excessive absences.
60 Class Absences • per semester • 10 days of lost instruction **OR** 10 or more excused and/or unexcused in a single class	**Parent Meeting/Risk of Lost Credit Notice** • A parent meeting is scheduled with campus administration to explain the importance of attendance and consequences of continued absences. • Ten days or more absences (excused or unexcused) within a given semester may result in the loss of extracurricular privileges, with approval from campus principal.
72 Class Absences • per semester • 12 days lost instruction **OR** 12 or more excused and/or unexcused in a single class	**Lost Credit Notice** BFHS may assign an incomplete for the semester grade(s). If an incomplete is assigned, students will remain enrolled in the class and expected to fully participate in all class activities (i.e., assignments, tests, etc.) for the remainder of the semester.

	At the end of the semester, a student may apply for an appeal with the school leadership committee to possibly earn credit for the class. The leadership committee will make a recommendation to the principal who will make a final decision.
108 Class Absences • per semester • 18 days lost instruction **OR** 18 or more excused and/or unexcused in a single class	**Final Notice/Citation** • 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 or guardian of the child could be issued a citation for a violation of Arizona Revised Statute 15-803.
Note: Exceptions to this policy, such as serious illness or authorized leave, may only be approved by campus administration.	

MAKE-UP WORK

It is the responsibility of the student to make up missed homework after any absence, planned or due to illness, in a timely manner. If a student is unable to attend school then an email to the teacher may be sent to collect assignment packets from the front office or visit teacher pages on the BFHS website for homework assignments. Students have two days for every one day absent to make up the missed assignments.

An absence on the due date of a major assignment (essay, lab report, project, etc.) or exam may not extend the due date of that assignment. The student should expect to submit the work and/or make up the exam on the day of return. Absences during the preparation time of a major assignment may not extend the due date.

TARDINESS

Beginning of the Day - Student's First Class of the Day

An occasional tardy due to transportation problems, medical appointments, or circumstances beyond a student's control may happen. Parents must sign their students in at the front office to excuse a tardy for being late. If a parent can not come into the office to sign in their student, then the parent must call or email the attendance office within 24 hours and include the reason for the tardy so it can be marked excused. 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. Campus administration will determine whether a student's tardiness will be considered excused if a question arises. Students who are tardy more than 25% of the class period may be marked absent for that period.

If a student exceeds five tardies (excused or unexcused) in a quarter during their first class of the day, a conference may be held with BFHS administration to discuss appropriate next steps to maximize classroom attendance at the beginning of the day. This may include disciplinary interventions, schedule changes, or additional support as deemed appropriate for the student.

During the School Day

Persistent tardiness interrupts the instruction and weakens the morale that benefits all students. The following steps are in place to address tardiness issues when students arrive late to class:

- When a student accrues three unexcused tardies in a quarter, a detention will be issued.
- For each subsequent tardy in that quarter, another detention may be issued.
- When a student has received three detentions for tardiness in a quarter, the student may be required to meet with campus administration to determine further disciplinary action.
- When a student has received six detentions for tardiness in a quarter, the student may be suspended from school for a duration of time as determined by the school administrator.

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 do not comply with this procedure will not be marked as excused from classes. Students who are not signed in upon arrival will be marked with an unexcused tardy or absence. Parents have 24 hours to notify the school and report the tardy or absence as excused. 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.

Student drivers are permitted to sign out early to drive to scheduled appointments only if an “Off-Campus Release” has been signed by the parent and filed with the office prior to the student leaving campus. In addition to the signed Off-Campus Release, whenever a student plans to leave campus, the parent must notify the front office via email at hsatt@bfcsaz.com. Students are required to sign out when leaving campus and sign back in upon their return.

BFHS is a closed campus, which means that 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 leaves campus during the school day without permission, this is an off-campus violation and may result in corrective action. The only exception to this policy involves students who have elected to participate in release time. Students are not required to sign out for scheduled release time. However, if a student is leaving campus after release time for a scheduled appointment, they must first return to campus to sign out. See the release time section of this handbook for additional direction regarding release time.

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 BFHS Students	● Children who are not enrolled in the BFCS program are not permitted on campus during the school day without approval from campus administration.

Additional Visitor Guidelines

- Parents are to give teachers at least 24-hour notice when visits are planned and avoid conferences with the teachers during visits so the teacher can conduct class as usual. Same-day visits may be arranged through campus administration based on availability.
- 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.

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 High 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 and 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.

- BFHS 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. Microwaves will be available in the cafeteria/student union for use by students. Students will not be called out of class to receive delivered food unless a parent is there to sign them out.

On-Campus Eating Areas

- Students may be in the student union, cafeteria or courtyard for lunch.
- Students 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.

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. Water is allowed in the classrooms, but food is allowed only in designated areas. Chewing gum on campus will result in corrective action.

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 your 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 BFHS. Limited observation times by outside providers unrelated to BFHS may be scheduled at the discretion of the campus administration.

SAFETY DRILLS

BFHS works in partnership with local law enforcement in developing safety procedures to handle emergency and crisis situations. BFHS has regular drills to practice lockdown and evacuation procedures. During safety drills, students are expected to 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 BFHS 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 VIA ROMANA

These are the qualities of life to which every citizen should aspire. They are the heart of the Via Romana, the Roman Way, and are thought to be those qualities that gave the Roman Republic the moral strength to conquer and civilize the world and self. Today, they are the rods against which BFHS students can measure their own behavior and character. BFHS students practice these virtues for their lifelong development with the guidance and examples of teachers and administrators.

The Via Romana - The Roman Way		
Salubritas	Healthiness, wholesomeness	Healthy body
Prudentia	Foresight, prudence, wise choice-making	Healthy mind
Veritas	Truthfulness, honesty	Healthy soul
Firmitas	Constancy, firmness, persistence	Holding course
Liberalitas	Liberality, free giving	Turning outwards
Comitas	Good humor, openness, even-keeled-ness	Your relationship with the people around you
Gravitas	Seriousness, appropriateness	Your relationship to the events around you
Pietas	Loyalty, piety	Your relationship to the institutions around you
Auctoritas	Authority, influence	Your relationship to/influence in the authority structures around you
Humanitas	Humane-ness, humanity, cultured-ness, experiencing the fullness of one's Humanity	Your relationship to/influence in the universe itself

EDUCATING THE MIND - THE BFHS EDUCATIONAL PROGRAM

Classical Education Overview

The goal of classical education is to train students to be intellectually curious and pursue academic and moral excellence through the pursuit of what is good, true, and beautiful. BFHS uses the classical model of education to train our students both in mind and in heart, teaching them how to think instead of what to think. This is achieved through engaging classroom discussions of primary unaltered source materials led by true subject matter experts.

Grade Level Curriculum Objectives and Highlights

7th Grade Program

In 7th Grade, students are introduced to classical learning methods and middle school academic and behavioral expectations across the curriculum. English and History classes

cover the ancient Western world through historically concurrent literature, primary sources, and discussions of philosophical developments. In Science classes, students study the natural world, with a particular emphasis on natural selection and material molecular level changes, and in Math, students are placed in a class at their appropriate level. All 7th grade students take elective classes in Computer Skills and Consumer Economics, and are able to choose their final class from a number of elective options.

8th Grade Program
Core concepts and skills preparatory for high school enjoy special focus in our 8th grade program. English and History classes center around American history. Together, the classes cover significant works of American literature, primary sources, and the growth of American philosophy to assist students in recognizing their unique American heritage. Science classes focus on the role of energy and forces in the world around us, and in Math, students are placed in a class at their appropriate level. All students are required to take an introductory Latin class and are able to choose their final class from a range of elective options.

9th Grade Program
9th grade focuses on helping students continue to develop the basic skills necessary for success at the high school level. 9th grade humanities classes teach world history with a particular emphasis on the Western tradition. All students take a course in Biology, are placed in an appropriate level Math class, and choose a foreign language to study for their required language credits. A wide variety of elective options are available for their final class.

10th Grade Program
10th grade students develop more college-level skill sets and gain access to their first AP-level courses. Humanities classes bridge the gap between the ancient and the enlightened world through exploring works of a number of European authors and primarily focusing on European History from the Renaissance to the present day. Students continue the study of their chosen language at a more advanced level, are placed in a Math class at their appropriate level, and choose a science class from a variety of options. A wide variety of elective options are available for their final class.

11th Grade Program
In 11th grade, all classes promote content area expertise as well as further collegiate skills. Humanities classes return to the American tradition with upper-class rigor, and students are able to choose Math and Science classes at their appropriate level tailored towards their interests. Most students also complete their elective requirements for graduation this year.

12th Grade Program
12th grade classes have increased academic expectations, reflecting their status as the culmination of a student's educational journey at BFHS. They are offered at a variety of levels to meet individual student interests and needs, including a number of AP and dual enrollment options. Humanities classes focus on modern literature, government, and economics, and Math class options allow students to specialize in areas that most interest them. Many students chose to take additional electives this year beyond those simply required for graduation.

7th -12th Grade Curriculum and Instruction
BFHS 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. 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 a vital part of the curriculum and philosophy of BFHS; therefore, students should expect to do nightly and weekend homework.

Homework Purpose

- Homework reserves class time for instruction, discussion, dialogue, and interaction between teacher and students in the pursuit of clarity and truth.
- Homework is a time of quiet concentration in which the student takes ownership over the subject matter and demonstrates the ability to master concepts.

Homework Amount

Abilities, study habits, and difficulty level of classes vary greatly from student to student; therefore, it is difficult to estimate the amount of homework that each student will have on a given night. Success with homework depends on a student's study strategies, such as planning, goal-setting, time management, self-monitoring, and the like. Students who struggle do not generally employ these strategies effectively, even though they may, in fact, spend a significant amount of time studying.

R&R Weekends

Students can expect at least two non-homework "R&R" weekends per semester. "R&R" weekends do not apply to AP students. Teachers will not administer tests and quizzes on the first day following "R&R" weekends, although a long-term project may be due several days after an "R&R" weekend. Students will need to plan ahead to enjoy the time off.

FIELD TRIPS

BFHS students are provided with opportunities to extend classroom learning during field trips as part of the BFHS program. The following guidelines apply to student field trips:

- Students who have a D or F in one or more of their core academic courses may be ineligible for field trips. If permission slips are collected more than one week in advance of the field trip, the sponsor (teacher) may work with the student and campus administration on an action plan to help the student become eligible.
- Eligibility considerations may also include attendance and/or consistent behavioral concerns as documented by campus administration.
- 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 may 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.
- Exceptions may be made in the event of extenuating circumstances. Campus administration will make a final determination on a case-by-case basis.

TEXTBOOKS, EQUIPMENT, AND STUDENT SUPPLIES

Textbooks and Equipment
Textbooks and other equipment are the property of BFHS 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. Students are expected to return textbooks and other property of BFHS on the last day of class during finals week. The cost of any outstanding, unreturned textbooks 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. The average cost of a secondary-level textbook is $100.00. Students who do not resolve fees may be ineligible to participate in future school activities until all outstanding fees are paid.

Student Supplies
To do well in school, a student must come to school with the necessary materials. Backpacks or book bags may be used to carry books, binders, and notebooks to and from school. Each student should be prepared with several pencils, blue or black ink ballpoint pens, and white, blue-lined, loose-leaf notebook paper. Spiral-bound notebooks are to be used only for note-taking, journaling, or other coursework as directed by the teacher; assignments turned in on paper torn from a spiral notebook will not be accepted. Assignments will only be accepted in blue or black ballpoint pen or in pencil on blue-lined, loose-leaf notebook paper in compliance with teacher expectations.

Individual teachers may require additional specific tools for school use, such as rulers, compasses, calculators, sketchbooks, subject notebooks, binders, and the like. Students should wait to purchase such items until their teacher has given specific directions.

A set of consumable books is the responsibility of the parent(s). A list of books and ISBN numbers are provided. If there are any questions regarding acceptable versions of consumable books, please contact the teacher.

THE BFHS ACADEMIC ADVISING DEPARTMENT

The BFHS Academic Advising Department provides guidance for all academic areas, including:

- Registration of new incoming students
- Change requests to student schedules
- Four-year planning
- Credit checks
- ACT/PSAT/SAT planning

- AP classes and exams
- Assistance with the college application process
- Scholarship searches
- Writing letters of recommendation
- ECAP - Education and Career Planning

For general information, students should reach out to their assigned advisor or contact the advising department email at hsadvising@bfcsaz.com.

COURSE SELECTION

Choosing an appropriate program of study is an important part of each student's school responsibility. Parents are encouraged to meet early in their child's tenure and participate in the yearly process of selecting courses that fulfill the BFHS requirements that meet the needs of their child.

BFHS is very protective of its courses in that each plays a critical role in the classical education experience. Governing Board policy requires all 7th - 11th grade students take four core classes and two electives on campus for a total of six-credit bearing classes. If a senior has received approval from the academic advisor and are on track to meet graduation requirements, they may enroll in a minimum of three core classes and one elective for a total of four credit-bearing classes on campus.

CHANGE REQUESTS

All requests to change or drop a course are made through the advising department and must be for one of the following reasons:

- Teacher recommendation based on student ability/misplacement in a course
- Student requests based on a desire for a more rigorous academic load
- Meeting graduation requirements
- Missing a period in the schedule
- Lacking a prerequisite
- Missing a lunch period

Schedule changes must be completed prior to the first day of the semester.

Campus administration may need to change a student's schedule due to extenuating or changing circumstances. All changes are subject to course availability and require the completed schedule change request to be submitted as directed by the advising department. Courses are full year and BFHS may not permit students to move in and out of courses at semester.

In order to ensure a fair process, classes are formed using a system designed to create balanced classrooms. During the school year, students are placed in courses based on enrollment and section availability. Specific requests for teachers or classroom changes will not be accommodated and any elective course changes after the course selection process is complete will be subject to campus administration approval

COURSE WITHDRAW (DROP) POLICY

- Classes that are dropped during the first four weeks of a semester will not be shown on a student's high school transcript.

- Classes dropped after the first four weeks of the semester will have a WP (Withdraw Passing) or WF (Withdraw Failing) on their transcript, depending on the student's current grade.
- Students may be required to remain in the class they dropped on an audit basis for the remainder of the semester. Final direction will be given by campus administration.

ADVANCED PLACEMENT AND HONORS COURSES

Advanced Placement Courses are available to all students and are taught at the college level; therefore, the expectations and rigor emulate those of a college course and teacher approval is necessary. AP courses are offered in various disciplines and students are encouraged to take the College Board test with the goal of earning college credit.

In grades 9-12, honors-level courses are available in most science classes, advanced language classes, and core academic classes where AP courses are not offered. These courses are more rigorous than their on-level counterparts, covering more material at a faster pace and, as such, have an increased workload expectation.

DUAL ENROLLMENT COURSES

BFHS has partnered with Chandler-Gilbert Community College to offer students the ability to earn transferable college credits while enrolled in select high school courses. All Maricopa Community Colleges and Public Arizona Universities recognize these college credits. For private and/or out-of-state colleges, students should consult the advising department and refer to the college's transfer credit guidelines to ensure that dual enrollment credits will be recognized.
Dual Enrollment courses are taught by BFHS faculty on campus and meet both BFHS and CGCC requirements for awarding credit. The ability to offer a dual enrollment option for a course is not guaranteed each year due to the partner college's curriculum content requirements not being aligned with BFCS values and/or specific instructor qualifications not being met as mandated by the Higher Learning Commission.

GRADUATION REQUIREMENTS

All students, in consultation with their families, should develop a four-year high school program of study to prepare for college, vocational or technical studies, or the job market. To assist with this planning, review the chart below for the high school graduation course requirements. In addition to these requirements, students are required to pass any state or federally mandated tests. Special Education students are required to complete the course of study outlined in their Individualized Education Plan (IEP).

Our graduation requirements closely mirror the requirements for admission to Arizona state public colleges. If students are interested in out-of-state or private colleges, they should consult with their academic advisor when planning their elective courses to ensure they have taken the courses required for admission to those programs.

Curriculum Area	Benjamin Franklin High School Graduation Requirements	Arizona University Entrance Requirements	Arizona Graduation Requirements
English	**4 credits**	**4 credits**	**4 credits**
Math	**4 credits**	**4 credits**	**4 credits**
Science	**3 credits** Students must take Biology and one of the two physical sciences, Chemistry or Physics. Earth Science counts towards graduation in addition to Biology and one physical science.	**3 lab science credits** One credit in each of three different laboratory sciences selected from the following: Chemistry, Physics, Earth Science, or Biology. An integrated laboratory science or an advanced-level laboratory science may be used to substitute for one required course.	**3 credits**
History	**4 credits** Western Civilization I & II, U.S. History, Government/Economics	**2 credits**	**3 credits**
Fine Arts	**1 Fine Arts credit**	**1 Fine Arts credit**	**1 credit**
World Language	**2 credits** Two consecutive years of the same language	**2 credits** Two years of the same language	**0 credits**
Required Courses	**18 credits**	**16 credits**	**15 credits**
Elective Courses	**4 credits**	**0 credits**	**7 credits**
Total Required Credits	**22 credits**	**16 credits**	**22 credits**

Graduating seniors who have formally enlisted in any branch of the United States Armed Forces (Army, Navy, Air Force, Marine Corps, Coast Guard, or Space Force) are permitted to wear an official military-issued or military-approved stole during the Benjamin Franklin High School graduation ceremony and at EVIT graduation ceremonies. Students must provide verification of enlistment to school administration at least two weeks prior to the ceremony, and all stoles must align with school dress expectations and be worn in a respectful and professional manner.

RELEASE TIME

Pursuant to A.R.S. § 15-806, BFHS allows students to elect, with parental consent, to participate in release time for the purpose of participating in off-site religious exercises or instruction. Release time is not a credit-bearing class and, therefore, does not count towards the six required classes. The following sections of this handbook provide additional guidance for students participating in release time:

- Sign-In/Sign-Out Procedures
- Release Time Policy

VOCATIONAL ELECTIVE COURSES (EVIT)

11th and 12th grade students may elect to take vocational elective courses through the East Valley Institute of Technology (EVIT). These courses are not offered on campus at BFHS, and students are required to provide their own transportation to attend an EVIT facility. BFHS students are strongly encouraged to meet with their BFHS academic advisor to discuss progress in the BFHS program and alignment to future goals before registering and/or participating in an EVIT program.

In order for BFHS students to register for classes through the EVIT program, the following criteria must be met:

- To facilitate schedule and staffing planning for the upcoming school year, students must notify BFHS Advising of their intention to take an EVIT course by January 31st. BFHS may not be able to guarantee incorporation of EVIT sessions into a student's schedule for any requests submitted past this date.
- All students at BFHS must be enrolled in a minimum of four credit-bearing classes, scheduled prior to attending their EVIT program. To accommodate this, students should select the afternoon EVIT programs.
- Students are expected to complete all core academic courses in person at BFHS. Participating in an EVIT program may not be sufficient grounds to receive approval for an external academic core ?? credit.
- Students must choose the EVIT campus closest to the school to minimize time out of class and away from instruction and learning.

CREDIT TRANSFER POLICY

BFHS has constructed its core curriculum in such a way that classes are integrated and fulfill a specific purpose within the context of classical education in order to integrate knowledge between disciplines. Classes are offered at a variety of levels, including honors and AP. Refer to the Course Catalog or speak with an academic advisor for more information.

Core Program Requirements Per Year

Freshmen Sophomores Juniors	Core Classes	4	**Total Minimum Required Credits: 6**
	Elective Classes	2	
Seniors	Core Classes	4	**Total Minimum Required Credits: 4**
	Elective Classes	2 (or as needed for graduation)	

Transferring Credit

Transfer credits from sources outside of Benjamin Franklin High School will be reviewed on a case-by-case basis. The academic advisor and campus administration will determine if the academic rigor of the course meets BFHS standards for transfer credit as an elective or core and whether the credit will be used to calculate a student's GPA. In certain cases, students may be approved to take an examination to demonstrate proficiency for credit in core courses.

History Transfer Credit

Students are required to have four history credits in order to graduate, following the BFHS-prescribed course sequence outlined below. A student who transfers to BFHS

after their third semester of high school may, with approval from their academic advisor and campus administration, meet the history requirements for graduation by completing any combination of the following coursework:

	BFHS History Course Sequence	Credits for transfer students that meet graduation requirements:
9th Grade	Western Civilization I	Two of the following: WC I, WC II, AP European History, AP World History: Modern, World History or approved equivalent history credit(s)
10th Grade	Western Civilization II/AP European History	
11th Grade	US History	US History or approved equivalent history credit
12th Grade	Government/Economics	Government/Economics or approved equivalent history credit

Math and World Language Transfer Credit

- As a program that values continuous learning and growth, BFHS does not award high school credit for math courses (Algebra I, Geometry, Algebra II) or world language courses taken in 7th and 8th grade. BFHS students are expected to fulfill their learning potential by taking four years of math and two years of a world language in high school.
- Students who transfer to BFHS with an official transcript documenting high school credit for math and/or world language courses taken in junior high may have these credits placed on the student's high school transcript with final approval from campus administration, but the credit(s) will not count towards fulfilling high school graduation requirements.
- Transfer students will still be required to complete four years of math and two years of a world language at BFHS. Credits are issued in 0.5 increments based on the student receiving a passing grade at the end of the semester.

Earning Outside Credit

To earn credits outside of BFHS while enrolled at the school, students are required to meet with their academic advisor before enrolling in outside courses to clarify whether credit will be granted and to create an adjusted program of study that ensures the student is on track to graduate from the BFHS program.

If approved, it is the student's responsibility to stay on track to complete the course and to request that the transcript be sent to BFHS. Academic advisors will not be monitoring progress; they will only verify course completion. Grades earned in courses outside of BFHS will not be used in GPA calculations. Any credit obtained without going through the approval process will not be included on the student's transcript.

Academic advisors consider the following when evaluating outside credit requests:

- **Core Classes and World Language Classes**: BFHS is very protective of its core classes and the vital role that each plays as a part of the classical education experience. Core academic classes and world language courses offered on campus

may not be approved for outside credit; however, they can be considered on a case-by-case basis.
- **EVIT:** If approved, it is the student's responsibility to stay on track to complete the course and request that the transcript be sent to BFHS.

CLASS RANK/VALEDICTORIAN

Graduating seniors at BFHS will not receive a class rank: "Most small, private and/or competitive high schools have done away with it because they feel it penalizes many excellent students who are squeezed out of the top 10 percent of the class and then overlooked by elite schools." (Alan Finder, "Schools Avoid Class Ranking, Vexing Colleges," *The New York Times*, March 8, 2006).

The valedictorian is the highest academic honor that can be bestowed upon a senior at Benjamin Franklin High School. The valedictorian is selected from the group of seniors who have attended BFHS since the beginning of their 10th grade year using their unweighted GPA and number of AP and honors classes as selection criteria. Misconduct recorded on a student's guidance record, such as suspensions, detentions, or academic dishonesty, may disqualify a candidate depending on the severity of the incidents. Using the same criteria, the salutatorian, the second-highest distinction of excellence, is selected from the senior class.

8th GRADE PROMOTION

To ensure that all incoming high school students have the prerequisite skills and knowledge for success at the secondary level, in accordance with Arizona Administrative Code Section R7-2-301, students must demonstrate proficiency across all core academic subjects by the end of their 7th grade year in order to be on track to progress to high school. Proficiency can be demonstrated in one of the following ways:

- A passing grade on their report card; or
- Grade-level appropriate performance on a school-administered progress tracking assessment (growth measure/baseline test); or
- A proficient score on the state-mandated Arizona Academic Standards Assessment.

Students who do not fulfill one of these requirements will be required to complete a BFHS intervention program during their 8th grade year to address the gaps in required content knowledge. Refusing to participate in this program may result in retention. Final promotion decisions are at the discretion of campus administration.

HIGH SCHOOL CREDIT RECOVERY

The goal of credit recovery is to allow high school students to graduate in a timely manner. This enables students in grades 9-12 who have failed one or more core classes (classes required for graduation) a chance to make up a failed class.

BFHS students may participate in credit recovery in the following ways:

1. **Repeat a Failed Course:** Students must repeat a failed core academic class at BFHS in order to replace a failing grade. The goal is to provide a solid foundation in classical education and the BFHS program, especially in core content areas. Therefore, it is in the student's best interest to take the course with BFHS. The school requires students repeat

the course at BFHS, working closely with teachers, advisors, and campus administration to create the support needed for success.

2. **Credit Recovery Course:** If a student is unable to fit the BFHS in-person class into their scheule, credit recovery coursework **may** be completed via an online credit recovery program. Contact your Academic Advisor to discuss credit recovery options. Any credit obtained without going through the approval process will not be included on the student's transcript.
    - Credit recovery courses are only available to be taken by a student who has previously failed that same course and ***DO NOT*** count for grade replacement (repeat tags) on transcripts. Students will receive a P/F for credit recovery. Pass/Fail is not figured into a student's GPA.
    - Students must complete their credit recovery within one year of their failed course (i.e. a senior cannot take a Freshman English class).
    - Students are held to the discipline policy as stated in the BFHS Parent-Student Handbook. Academic Integrity is taken seriously and a student suspected of Academic Dishonesty will be unenrolled from their credit recovery course with an F grade and no refund will be issued.
    - Students must complete their work within 90-days of being enrolled in Credit Recovery (this includes the final exam).
    - Students must pass the final exam (minimum score of 60%) to pass the course and be issued credit; students will have two opportunities to pass the final exam.
    - Students must take their final exam on school grounds. Final exams will be proctored by the Academic Advisor and/or Assistant Principal, Student Support.
    - Students must successfully complete their credit recovery class(es) two weeks prior to graduation in order to be eligible to participate in graduation ceremonies.
    - To offset the cost of the credit recovery class, students taking credit recovery through BFHS will be charged a fee per semester credit at the time of enrollment. Financial assistance is available for those who qualify.
    -
    - It is the student's responsibility to request the transcript from the completed credit recovery course to be sent to the BFHS advising department.

Any senior failing a fall semester class must make up the credit prior to graduation through an approved institution. Failure of a class required for graduation in the spring semester of the senior year will result in the student not receiving a diploma until all graduation requirements are complete.

COURSE REPETITION FOR GPA ADVANTAGE

All courses repeated for a GPA advantage must be pre-approved by the academic advisor. When a student in grades 9-12 takes a class for a second time that is not a class that may be repeated for credit, the highest grade earned will be the grade included in GPA calculations; however, both classes will be listed on the official transcript.

TRANSCRIPTS AND STUDENT RECORDS

Official transcript requests are facilitated through the online platform, Parchment, and students are encouraged to register with Parchment during their junior year. Transcripts are uploaded and accessible from the site for college admission with a minimal fee. All unofficial copies are provided at no charge and are available through the office by completing a record request form. In

addition, requests for transfer records must be made through the registrar and require a 48-hour turnaround time.

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 reach out to the teacher to schedule a conference.

Student Responsibility

The student is responsible for following assignments, understanding the course 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

Teachers will 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.

Ongoing Content Testing

All students participate in regular assessments covering material learned in class to evaluate growth and progress. Students who are found to be at risk (those with a current grade of a D or an F) are flagged by campus administration for possible additional interventions.

State Testing

Students are required to participate in state-mandated testing in the following school years:

- Grade 7: AASA - English Language Arts, Math
- Grade 8: AASA - English Language Arts, Math, AZSCI (Science)
- Grade 9: ACT Aspire
- Grade 11: ACT, AzSCI (Science)

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

BFHS 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. They 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.

Student Support Program
Teachers work with students who have been identified as at-risk on an individual basis. Before/after school tutoring and conference time is used to discuss academic progress and support the student to get back on track with his/her studies. Teachers are expected to communicate the progress of at-risk students with parents on a regular basis.

Tutoring
Before and/or after school tutoring is offered by all academic departments. Students who experience lack of progress, low grades, or struggle with concepts may be offered tutoring with a classroom teacher; however, all students can receive support as needed. Teachers will reach out to students and/or parents as needed to arrange tutoring sessions.

Conference Period
Every day, students have a conference period built into their schedules. During this time, students can sign out of their current classroom and visit any of their teachers to receive targeted tutoring and support. Students can also use this time to complete homework, work on projects, and make up exams to stay on top of their studies.

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

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 BFCS 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 scale:

Grading Scale		Semester 1 Calculation		Semester 2 Calculation	
A	90-100%	**Semester 1**	80%	**Semester 2**	80%
B	80-89%	**Final Exam**	20%	**Final Exam**	20%
C	70-79%	**SEMESTER 1 GRADE**		**SEMESTER 2 GRADE**	
D	60-69%				
F	Below 60%				

Final Exams
Final exams are an integral part of the semester and are worth 20% of the semester grade.

- Final exams will not be given early and are only administered during final exam week and only at the time scheduled by the teacher.
- First-semester finals must be made up within the first week of the second semester as arranged through the student's teacher.
- Second-semester finals must be completed within one week of the last day of school.

Progress Reports
Progress Reports are available online in the PowerSchool Parent Portal at mid-term (end of 1st and 3rd quarters).

Report Cards
Report cards are emailed directly to the parents at the end of each semester. The information on the report card includes percentages reflecting student achievement in the core and elective subject areas. Sports and clubs are non-graded activities.

Class Participation Grades

What is a Class Participation Grade?

- Bringing required materials to class
- Frequency and quality of participation
- Being prepared for classroom discussions due to having done the necessary reading or studying
- Making relevant comments based on assigned material
- Improving group dynamic by student's presence
- Being engaged in classroom discussion and able to give cogent answers when called upon
- Not disrupting class and classroom discussion
- Taking complete and neat notes that are required
- Handling comments in class and possible disagreements with the teacher and other students with maturity and sensitivity
- Showing an interest in and respect for others' contributions

What Participation **IS NOT**

- Raising the hand in an attempt to answer every question whether or not you have anything of quality to offer
- Interjecting in class discussion purely to be "seen" or "counted"
- Talking incessantly, rambling, or making tangential comments

What takes away from Class Participation?

- Coming to class ill-prepared
- Being disrespectful to students or staff
- Disrupting the learning environment by actions or talking out of turn
- Belittling the opinions of others
- Not following the conversation and thus is not prepared to answer questions when called upon or is off-topic
- Discouraging and disrupting others who are attempting to participate
- Not taking notes
- Not having homework complete and thus not able to contribute to class discussion

PARENT-TEACHER CONFERENCES

Parental involvement and communication between parents and teachers are essential elements to the continued success of the students at BFHS; therefore, informal Parent-Teacher Conferences are encouraged and may be initiated by a teacher, student, or parent when the need arises. Parents of students who are failing a class will be invited to a formal parent-teacher conference in the fall by the relevant teacher(s).

Parents are encouraged to be in frequent contact with teachers regarding their child's progress. Parents who wish to talk with a teacher are asked to email the teacher to set up a time to meet. Stopping by the classroom or office before school starts or after its conclusion is usually not an effective way to meet with the teacher. Generally, teachers have duties, sports, clubs, and

appointments with parents during these times and may not be able to meet unless an appointment has been made.

EXTRA-CURRICULAR ACTIVITIES

Students will have an opportunity to participate in a variety of programs and clubs where there are sufficient numbers of interested students and coaches/faculty to supervise. These activities are not for a grade but serve an important purpose in enhancing the educational experience at BFHS. Students have the opportunity to participate in a variety of extra-curricular activities that take place outside of the regular school day. These activities serve an important purpose in enhancing the educational experience at BFHS.

CLUBS

BFHS offers a variety of non-curricular clubs. Students who are interested in developing a new club offering must find a teacher to sponsor the club and then complete paperwork that campus administration will review for final approval before club meetings may begin.

ATHLETICS

Athletic Program Overview

Benjamin Franklin High School believes that a dynamic program of student activities is vital to the educational development of students. The BFHS athletic program provides a variety of experiences to aid in the development of favorable habits and attitudes in students that prepare them for adult life in a democratic society. Athletics functions as an integral part of the overall curriculum and provides opportunities to serve the institution, assist in the development of fellowship and sportsmanship, and promote self-realization for all-around growth. Visit the BFHS Athletics Website for more information at: **https://www.bfhsathletics.com/**

Junior High Athletics	High School Athletics
Canyon Athletic Association (CAA) Great Hearts Middle School League (GHMSL)	**Arizona Interscholastic Association (AIA)**
• Fee-based, $100 per sport* • Family Maximum: $600 per year	• Fee-based, $150 per sport* • Family Maximum: $600 per year
Junior High sports include: • Baseball (Boys) • Volleyball (Boys & Girls) • Cross Country (Boys & Girls) • Spiritline (Cheer & Pom) • Softball (Softball) • Wrestling (Boys & Girls) • Volleyball (Boys & Girls) • Flag Football (Girls) • eSports (Coed) • Tackle Football • Basketball (Boys & Girls) • Tennis (Boys & Girls) • Track & Field (Boys & Girls)	High School sports include: • Football • Cross Country (Boys & Girls) • Volleyball (Boys & Girls) • Swim (Boys & Girls) • Flag Football (Girls) • Beach Volleyball (Boys & Girls) • Spiritline (Cheer & Pom) • Basketball (Boys & Girls) • Wrestling (Boys & Girls) • Soccer (Boys & Girls) • Baseball (Boys) • Softball (Girls) • Track & Field (Boys & Girls)

• Soccer (Boys & Girls) • Golf (Coed) • Swim (Boys & Girls) • Chess (Coed)	• eSports (Coed) • Golf (Coed) • Tennis (Boys & Girls) • Chess (Coed)
*Some teams may have additional fees. See the BFHS Athletics Handbook for details.	

Aktivate Athlete Registration System
All students are required to have a physical and upload all documentation to the BFHS athlete registration system, Aktivate, prior to tryouts and participation in any sport.

Academic Requirements for Athletics Participation
Participating students must be enrolled in a minimum of four core classes and remain academically eligible in order to join any extracurricular sports or events that require students to try out for participation. Homeschooled student participation in BFHS athletic programs shall be consistent with the athletic eligibility policies established for students enrolled at BFHS. Details are contained in the *BFHS Athletics Handbook*.

BFHS Athletics - Student Eligibility Requirements
BFHS students must maintain a "C" (70%) average and be passing all classes to remain eligible for participation in the sports program, i.e., no "Fs." Athletic eligibility checks include the following procedures:

- Grade checks will be conducted weekly.
- High school students who have any "D" or "F" grades and/or are not maintaining a "C" average will enter a Warning Week.
- During the Warning Week, student athletes are eligible for competition and practice.
- If grades are not meeting eligibility criteria during the following week's grade check, the student will be ineligible for competition but would still remain with the team and practice.
- Students who maintain "D" grades will continually be placed on warning weeks and are at risk of immediate removal from competition during subsequent grade checks if the current "D" drops to a failing grade.
- Multiple weeks of failing grades may result in the inability to attend practice (at the discretion of the Athletic Director).
- Once grades are determined to be meeting expectations, the student will be considered eligible for competition.

If a student is ineligible when a break occurs, they remain ineligible for competition over the break. Students will be considered eligible for competition at the end of the first week of instruction following the break, assuming their new grades demonstrate that they are meeting required academic expectations. Final decisions regarding academic eligibility are made by the Athletic Director and campus administration.

Under the direction of campus administration, behavior and disciplinary issues may result in a student being deemed ineligible to participate in athletics. See the BFHS Athletics Handbook for details.

FINE ARTS

Fine Arts Program Overview

The BFHS Fine Arts Department provides students with top-notch instruction and training in music, dance, and visual arts. Students are given memorable and exciting performance, competition, and travel opportunities, as well as opportunities for wholesome creative expression. The aim is to shape students into fine citizens, good people, and compassionate human beings through their participation in the arts. For additional information on fine arts opportunities, please refer to the *BFHS Course Catalog*.

BFHS Musicals and Plays - Student Eligibility Requirements

The annual school musicals and plays are extracurricular, featured events that highlight the fine arts program at BFHS. Due to the significant time commitment participation requires, all students must be in good academic standing in order to audition for performances..

- Any student who has a failing grade prior to auditions is ineligible to audition.
- Weekly grade checks will be performed on all students who take part in a musical or play.
- Any students who are not passing all classes and maintaining a “C” average will enter a Warning Week.
- During the Warning Week, students are still able to attend rehearsals.
- If grades are not meeting expectations during the following week's grade check, the student may be ineligible for attendance at rehearsals, until grades are determined to be meeting expectations.
- Multiple weeks of failing grades may result in removal from the musical or play at the discretion of the production director and campus administration.
- Under the direction of campus administration, behavior and disciplinary issues may result in a student being deemed ineligible to participate in fine arts activities.

BFHS CODE OF CONDUCT

Students at BFHS will be held to the highest standards of conduct in order to maintain a safe and orderly learning environment for everyone. All of the information below is directed toward the common good of BFHS and its maintenance as a place of learning and moral development. Students are expected to know and abide by this Code of Conduct that has been established for the good of each student and the school:

- Disciplined behavior results in a disciplined mind.
- In keeping with the higher level of responsibility and expectations for junior high and high school students, all students are responsible for their own behavior.
- No one has the right to interfere with the learning or safety of others. Students who choose to interfere with the education or well-being of others will be held accountable for their actions.

The support and involvement of parents is essential for the success of this program. Teachers also play a vital role in developing virtuous behavior among their students. Along with parents, teachers are to be the model for behavioral and character expectations that we are attempting to foster in our students. Teachers and staff will make every effort to treat students with fairness and respect. Teachers are expected to respond to student misconduct within the classroom by following the three C’s (consistency, consequences, and caring). It is in the student’s best interest that they receive consistent corrective actions in a caring manner. Students are human beings and will not always act appropriately or measure up to the expectations laid out in this handbook.

Through the consistent application of the discipline policy, teachers and administration can help students grow in the pursuit of the virtuous person.

SCHOOL RULES

The guidelines and list of rules at BFHS are not meant to be exhaustive. Students are to conduct themselves with respect for self and others at all times and may expect to experience corrective action for behavior inconsistent with a college preparatory learning environment.

Schoolwide Expectations

- Every student has the right to learn, and teachers have the right to teach.
- Follow directions and respond to a request.
- Be on time and be prepared to learn.
- Be respectful and demonstrate kindness.
- Be in dress code.
- Behave honorably in all situations
- Use only wholesome and courteous language.
- Students are expected to conduct themselves in a respectful manner at all times.
- Being affectionate in school creates an environment that is not conducive to concentration and learning; therefore, students should refrain from public displays of affection on campus or at school-related events and activities.
- Respect the school property.
- Do not bully or harass other students.
- Tolerate and accept physical, philosophical, and cultural differences amongst others.
- During Opening Ceremony, students must sit in their assigned areas. Students who do not conduct themselves appropriately may be removed from both present or future assemblies or opening ceremonies.
- Student participation in school disruptions or activities such as “Senior Prank Day” could result in suspension, expulsion, or possible criminal action. Seniors who violate this school policy may also be excluded from commencement activities.

Prohibited Items

Violations will result in corrective action as determined by campus administration.

- Tobacco, vape, smoking paraphernalia
- Drugs (including medication), drug paraphernalia
- Alcoholic beverages
- Weapons, explosive devices, chemicals
- Insects, reptiles, or other animals
- Any item that is otherwise prohibited by Governing Board policies or the law

DISCIPLINE PLAN

For the sake of an orderly classroom and quality educational experience, it is necessary to expect students to conform to a uniform standard of conduct. The goal of school discipline is to correct undesirable behavior. Expectations and corrective actions used in conjunction with mentoring and a commitment to do what is best for our students will produce a change in conduct, which will allow for student success and personal growth. When a student refuses to amend behavior while on school grounds, corrective action may be needed.

It is, first and foremost, the responsibility of the teacher to correct, modify, instruct, and hold students accountable as it pertains to behavior in the classroom. Teachers have the authority and

discretion to assign detention, initiate a parent-student-teacher conference, or recommend suspension to campus administration. In most circumstances, the following disciplinary process will be followed:

Classroom Level Corrective Actions		
1st level	Reminder from teacher	• Student is notified that behavior is not meeting expectations. • Student is given the opportunity to correct the behavior.
2nd level	Teacher-directed corrective action	• Student is given additional direction and strategies to meet expectations with a confidential student-teacher conversation. • Student is given the opportunity to correct the behavior. • Teacher-directed corrective actions may be implemented. • Parents are notified.
3rd level	Teacher-directed corrective action	• Student may be assigned to detention. • Additional teacher-directed corrective actions may be implemented. • Parents are notified.
Administrative Level Corrective Actions		
4th level	Administrative Level Corrective Action	• Student may be referred to campus administration for further support and redirection. • Corrective action could include removal from class, detention, in-school suspension, out-of-school suspension or other administrative-level corrective action • Parents are notified. • May include a conference with campus administration, parent, teacher, and/or student
5th Level	Short-term suspension (less than 10 days)	• Student may be removed temporarily from the school setting • Additional administrative-level corrective actions may be implemented. • Conference with campus administration, parent, teacher, and/or student
6th Level	Long-term suspension (10 days or more)	• Student may be removed from the school setting • Additional administrative-level corrective actions may be implemented. • Conference with campus administration, parent, teacher, and/or student

7th 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.	

DETENTIONS

In order to offer an outstanding learning experience for all students at BFHS, the school expects students to follow their teacher's classroom rules as well as the BFHS Code of Conduct. The school recognizes that students do not come to us as perfect people and need to grow and mature. Corrective action imparted at BFHS is meant to help in that learning process and not just implemented as a punitive measure. Part of personal growth involves making positive academic and ethical choices. In the event that a student's choices are contrary to BFHS expectations and standards, students will be held accountable, and corrective action will be imposed. Assignment of time spent serving a detention may be one of the consequences. The purpose of detention is to impress upon students the fact that they are responsible for their behavior and completion of their work.

Reasons for Detention

Disruptive behavior that interferes with school purposes or educational processes may result in an assigned detention. Under normal circumstances, a student will be given a warning, receive a consequence in the classroom, or possibly other in-school consequences before being assigned a detention due to poor behavior. However, if the behavior is severe enough or a pattern of poor behavior has been established, the student may be assigned detention without a prior warning. Detentions may be recommended by any authority figure on campus, including office and custodial staff.

Detention Procedures	
Assigning Detention	The teacher or staff member will notify parents of the reason for the detention via email or phone call.
	The teachers or staff member will complete and send a detention notice as follows: • White copy: Student copy, student should bring the notice to detention • Yellow copy: Parent copy, remains home for parent records
Serving Detention	• Students who **end the day with 6th hour**, serve detention **after school** the following day. • Students who **end the day with 7th hour**, serve detention **during lunch** the following day.
	• Failure to serve detention may result in the student receiving in-school suspension (ISS) the next school day. • Misbehaving during detention may result in in-school suspension.
	• During detention, the student will complete a reflection form. The purpose of this form is to allow students to contemplate the

	reason they were assigned detention and how to remediate their behavior. ● Students are not allowed to go to other classrooms during detention, nor leave detention early.
	● Detentions will not be rescheduled to accommodate any after-school activities. ● Final determination for any changes to detention assignments will be at the discretion of campus administration.

Repeated Infractions
Receiving more than one detention in one school day results in an automatic ISS assignment for the following school day. ISS may include work detail with a custodian or isolated time in a classroom separated from students. Parents will receive a phone call from campus administration informing them if their student will be serving ISS.

Students who receive more than three detentions in a semester for the same offense will be required to meet with campus administration to determine further disciplinary action.

SUSPENSIONS

There are two types of suspensions:

- In-school (ISS): Student is isolated and placed in an alternate learning environment
- Out-of-school (OSS): The student is removed from school for a duration of time determined by campus administration

In-school and out-of-school suspended students are responsible for assignments given by their teachers, and make-up work must be turned in in accordance with the BFHS make-up work policy. Any student assigned an out-of school suspension (OSS), is prohibited from attending any BFHS campus activities or events throughout the duration of their suspension.

ACADEMIC INTEGRITY

***"It is more honorable to fail than to cheat."* – Abraham Lincoln**

Academic integrity is not just an educational matter but a moral one as well. A major aspect of classical education is instruction on growing in character and our goal of becoming a virtuous person. With this in mind, BFHS takes very seriously the willful misrepresentation of another student's work as their own. This includes, but is not limited to, plagiarism (intentional or unintentional), cheating on exams, and copying the work of other students.

Every effort will be made by the teacher to discern intentional plagiarism from unintentional plagiarism. In the case of the latter, remediation will take place between student and teacher in order to review how to properly cite others' work. This is not a punitive measure but rather an opportunity for the student to understand and correct his/her citation skills. On the other hand, intentional plagiarism and cheating will result in a zero on the assignment, suspension, removal from extra-curricular activities or leadership positions held in the school, and, in the case of repeat offenders, corrective action.

BFHS uses a variety of tools to uphold academic integrity via plagiarism similarity reports and generative AI probability. Any papers submitted with a plagiarism similarity report of 25% or more

and/or returned as 25% or more of "qualifying text...[being] determined to be generated by AI" may not be accepted for credit. Suspected papers will be reviewed by the teacher and could result in a conference with the student and/or parent. Consequences can include but are not limited to referral to administration and a score of 0 on the paper. Students are encouraged to draft all of their written work using their school Google account and Google Drive. This allows teachers the ability to check version and revision histories to help mitigate plagiarism (intentional or unintentional) as well as the use of generative AI on a portion or all of the writing assignment.

BUS RULES AND REGULATIONS

Arizona law requires that, with respect to the authority of bus drivers, "Passengers shall comply with all instructions given to them by a school bus driver. A passenger or non-passenger who has boarded the school bus and refuses to comply with the bus driver's instructions may be surrendered into the custody of a person who is authorized by the school to assume responsibility for the passenger or non-passenger" (A.A.C. R17-9-104). Bus drivers are required to report student discipline issues to school administrators.

The BFCS bus safety program applies to school buses and any other transportation vehicles used by the school to transport students. Students have the privilege of riding BFCS buses or other vehicles as assigned. Conduct that violates the Student Code of Conduct at bus stops, on BFCS vehicles, in the process of boarding or exiting such vehicles, or otherwise related to the vehicle may result in corrective action being taken.

School bus rules are created to protect students, parents, staff, and the community. Inappropriate behavior by students pulls the driver's attention away from the road and thus compromises the bus driver's ability to operate the bus in the safest possible manner. Students must observe the following rules:

Arriving at pickup point:

- Be on time.
- Get in line with other students without pushing or crowding.

Boarding the bus/vehicle:

- Line up in a single file.
- Wait until the vehicle comes to a complete stop before attempting to board.
- Board the vehicle quickly but without crowding or pushing.
- Never run on the bus.
- Be particularly careful if you are carrying books or parcels.
- Go directly to your seat. Sit straight, well to the back of the seat. Face the front of the vehicle.

Conduct on the bus/vehicle:

- Remain seated throughout the trip.
- Leave your seat only when the bus has reached its destination and comes to a complete stop.
- Keep your books and parcels on your lap or put them under the seat or on the luggage rack.
- Keep the aisle clear.
- Do not talk to the driver except in case of an emergency.
- Avoid doing anything that might disturb or interfere with the driver.
- Do not talk loudly or yell. Be courteous at all times.

- Never stick hands, arms, head, or feet out of the window.
- Do not open windows without the driver's permission.
- Do not throw anything within the bus or out of a window.
- Do not touch the emergency door or exit controls or any of the bus safety equipment without the driver's permission.
- Do not discard refuse (garbage) on the bus.
- Do not eat or drink on the bus, except that students may drink water from plastic water bottles.
- Obey the driver's directions and instructions at all times.

Musical instruments, athletic equipment, and large school projects:

- Should not occupy a seat needed for a passenger.
- Must not be placed in the driver's compartment or the step well of the bus.
- Must not block the aisle or any emergency exit of the bus at any time.
- Must be under the student's control at all times or otherwise secured.

Prohibited items:

- Tobacco
- Alcoholic beverages
- Insects, reptiles, or other animals
- Weapons, explosive devices, drugs (including medication) or chemicals
- Any item that is otherwise prohibited by Governing Board Policies, Administrative Regulations, or law
- Violation will result in discipline outside the scope of normal bus rule consequences

Violation of bus rules may include the following actions by the bus driver:

- Counsel the student.
- Move the student to another seat.
- Issue a bus conduct referral incident form to the student and/or the school administration.

Bus Rules Violation Corrective Actions Actions taken by school administration may include, but are not limited to:	
1st Offense	Verbal warning from the bus driver
2nd Offense	A campus administrator will schedule a conference with the student. Parent signs and returns the Discipline Report.
3rd Offense*	Three-day suspension of bus riding privileges
4th Offense*	Ten-day suspension of bus riding privileges
5th Offense*	Thirty-day suspension of bus riding privileges
6th Offense*	Suspension of bus riding privileges for the remainder of the school year (or at least 4 months - whichever is greater). The suspension may need to carry through to the next school year.
*For all bus violations above a 3rd offense: • A parent signs and returns the Discipline Report.	

- A campus administrator will schedule a conference with a parent (by phone or in person) and the student.
- If a parent fails to attend a conference, the student will remain suspended from the bus until the conference has occurred.

CELL PHONES AND ALL OTHER ELECTRONIC DEVICES

Cell phones and all other electronic devices (with the exception of calculators being used for academic purposes) must be powered off and kept in students' backpacks during the school day. "School day" includes all time when students are at school, including meals, passing periods, and recess.

Students are not permitted to use cell phones or other electronic devices in the school building between 7:00 a.m. and 3:30 p.m. unless one of the following applies:

-Use is required due to the student's medical condition.

-Use is necessary in the event of an emergency.

If a parent or guardian needs to contact their student during the school day, they may call the school office at any time, and a message will be delivered to the student as soon as possible. If a student needs to contact their parent or guardian, they must come to the front office and use the school phone.

Phones and other electronic devices may be used outside the school building before and after school only (before 7:00 a.m. and after 3:30 p.m.). A.R.S. § 15-120.05.

Cell Phone and All Other Electronic Devices Violation Corrective Actions The cell phone policy is a school-wide non-negotiable. Corrective actions are cumulative throughout the school year. Students who fail to comply with the stated policy regarding cell phones, smart watches, or any other *non-educational* electronic devices will be subject to the following discipline procedures:	
1st Offense	The device will be confiscated from the student and delivered to campus administration. A parent will need to come into the office to retrieve the device.
2nd Offense	The device will be confiscated from the student and delivered to campus administration. A parent will need to come into the office to retrieve the device. The student will serve a one-day detention.
3rd Offense	In addition to the corrective action outlined in steps one and two, the student will serve one-day of out-of-school suspension.
4th Offense	In addition to the previous three steps, students may be referred to the Governing Board for possible expulsion.

BFHS 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. The dress code policy is a school-wide non-negotiable. 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. Corrective actions for dress code violations are cumulative throughout the school year. 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
✻ Must be clean and in good repair with sewn hems (no frayed, distressed, or ripped tops, etc)

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 with sewn hems (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)
✻ Make-up, bandaids, face patches, etc may be worn in moderation, complement skin tones and be natural in color/tone
✻ P.E. uniforms are only permitted to be worn during physical activity class
✻ Footwear must have an ankle or heel strap or be reinforced with a second front strap

Not permitted:
⊗ Any attire or jewelry that presents a safety hazard (spiked jewelry, chains, etc.)
⊗ Any piercings other than ears
⊗ Gauges
⊗ 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 and slides
⊗ Clothing that has inappropriate writing or pictures
⊗ Bandanas/durags

Note: Nonpermitted items remain unapproved even when covered.

Dress Code Violation Corrective Actions Actions taken by school administration may include, but are not limited to:	
1st Offense	● student's attire modified in order to comply with dress code ● parent notified of the infraction
2nd Offense	In addition to the corrective actions outlined for the 1st offense: ● student assigned after-school detention
3rd Offense	In addition to the corrective actions outlined for the 1st and 2nd offenses: ● student assigned out-of-school suspension
4th Offense	In addition to the corrective actions outlined for the 1st, 2nd, and 3rd offenses: ● student may be referred for possible expulsion

DANCE RULES

Dances should be FUN! BFHS administration wants all students to be safe and comfortable.

- "Extremes" are discouraged, and CLASS is encouraged. (Mohawks, dyed hair, outlandish hats, duct tape, etc., will not be permitted.)
- All school rules will be enforced at school dances. Offenses will be dealt with accordingly.
- Any student who engages in disruptive behavior will be asked to leave. Ticket price will not be refunded if the student is asked to leave.
- Students and guests must have a picture ID to be admitted to the dance.
- Students must remain inside the building for the duration of the dance. Access to the courtyard will be approved by administrators/chaperones in attendance.
- Any student/guest who leaves the dance for any reason may only re-enter with permission of the administrator on duty.
- Only appropriate physical contact will be permitted. Suggestive dancing will not be permitted. If contact looks questionable, it will be stopped. Repeated infractions will be cause for expulsion from dance.
- All students and guests must leave the location within 30 minutes of the end of the function. No loitering in parking lots. Please make transportation arrangements within this time limit.
- Junior high students are not permitted to attend high school dances.
- Students in grades 9-12 from other schools may be invited as guests but are subject to the same dance and school regulations as BFHS students. BFHS students may only bring one outside guest and prior approval must be secured from school administration. Approval forms are in the office. Guests may not be over the age of 19 and must bring a current photo ID with birth date. It is the responsibility of BFHS students to inform their guest about school guidelines.
- Any type of disciplinary issue could potentially prohibit a student from attending a school dance.
- Be aware of your surroundings. Make good choices! Display good character. Make some memories. HAVE FUN!

Dress Code for Formal and Semi-formal Dances

BOYS

- Collared shirt required. Tie strongly suggested.
- Shirts must have sleeves.
- Well-groomed hair and clean-shaven.
- Dress shoes required; no tennis shoes or flip-flops.

GIRLS

- All clothing must be modest. Clothing may not be too tight or revealing.
- Shoulders need to be covered at all times.
- Dresses may not be cut below the bust line (armpits) in the front OR the back.
- Dresses/skirts must be no shorter than 2 inches above the kneecap.
- No sheer/see-through fabric below the bust line.
- Slits are not permitted above the knee.
- No bare midriffs.

PARKING

Parking Rules

Utilizing the parking lot at BFHS is a privilege. Loss of parking privileges may result from, but are not limited to, the following:

- Reckless driving/speeding
- Leaving campus without office approval
- Transporting alcohol, illegal substances, or any form of weapon on campus
- Transporting students off campus who should otherwise be on campus
- Transporting non-sibling students off-campus
- Defiance of any staff member while on campus
- Sharing a parking permit
- Not displaying parking pass at all times
- Unauthorized/non-registered vehicles
- Students are not allowed to sit in cars or loiter in the parking lot during the school day. This includes during lunch.
- Vehicles must be parked straight and occupy one space.

Suspension of parking privileges, towing of vehicles, and/or suspension from school may occur when violations of these regulations occur.

Vehicle Damage and Loss Liability

Students who drive vehicles to school will park at their own risk and must understand that neither the school nor the Governing Board are responsible for any vehicular damage, theft, loss of property, or damages.

Vehicle Registration

All student-driven vehicles parked on campus must be registered with the school office and display a parking hanger. All student vehicles are to be parked in designated student spaces. Students may not park in staff, visitor, or reserved spaces or in any designated fire lane. The campus speed limit is 15 MPH.

Parking Fees

Parking permits must be purchased at registration and hereafter at the front office. All vehicles that will be driven must be listed on the application. If you should get a new

vehicle or drive a different vehicle temporarily, please give the office the temporary vehicle information. Unauthorized/non-registered vehicles are not allowed. Repeat offenses may result in cars being towed.

- The parking permit is $80 for the year and is prorated per semester. If a parking hanger is lost, the cost to replace it is $5.
- Refunds will be prorated for students who withdraw during the school year. To receive your refund you must turn in your parking hanger.
- Students who have their parking privileges revoked will not receive a refund.

RELEASE TIME

For students who have elected to participate in release time, BFHS has designated staff members posted on site to ensure that students relocate off site by using the crosswalk and parking lot with caution. The following expectations will further ensure that students participate in release time safely:

- Vehicles used by student drivers are expected to remain on campus from the time of arrival in the morning until after their last class of the day.
- Students who have release time as their first-class of the day may drive directly there; however, BFHS recommends that students park at the school and walk to the release time location.
- Only senior (12th grade) students who have release time as their last class of the day may drive to the release time location.

Violations of the Release Time Policy may result in:

OFFENSE	POSSIBLE CORRECTIVE ACTIONS
First Offense	In-school Suspension
Second Offense	In-school or Out-of-school suspension (3-5 days)
Third Offense	Out-of-school Suspension (up to 10 days)

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.

<u>Bullying Definition</u>
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).

<u>Hazing Definition:</u>
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 CHAPTER119, 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

BFHS 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 BFHS 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 BFHS 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 High School (BFHS) Acceptable Use Policy for the Use of Computers and Telecommunications. This contract is in effect for the length of the student's studies at BFHS. Benjamin Franklin High School makes computer and Internet services available to students and staff and in support of the educational objectives of the school. The BFHS 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, BFHS 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 BFHS'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 BFHS 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 BFHS-owned computer equipment or BFHS-provided Internet access for non-instructional purposes, financial gain, or profit.
- Attempts to harm or destroy BFHS-owned equipment, materials, and/or data belonging to BFHS 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 BFHS.
- Harassing, insulting, threatening, 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 BFHS'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 BFHS network.
- Routine monitoring and maintenance of the network may lead to the discovery of violations of this policy, BFHS 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.
- BFHS 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 BFHS 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 BFHS computers or network to access these services implies acceptance of this agreement.

Additional Agreements
In order to participate in the BFHS 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 nondiscrimination policies: Diana Dana , Title IX Coordinator, 690 E. Warner Rd, #141, Gilbert, AZ 85296, (480) 264-3710, ddana@bfcsaz.com

The Benjamin Franklin High School Alma Mater

Composed and Written by former student Vance McMillan

We proudly stand for the blue and gold as we battle and aim high,

Challenges are nothing, for our limit is the sky,

It's knowledge we pursue, victorious and true,

Our memories and friendships to you we owe our strength,

Benjamin Franklin High School, our character at length,

It's knowledge we pursue, victorious and true,

Who are we? Who are we? **WE ARE CHARGERS!**