



BOARD MEETING AGENDA
DECEMBER 13, 2011

6:00 – 9:45 PM
Ben Franklin Academy

- Opening (5 minutes) – Jason Sanders
 - Welcome
 - Pledge of allegiance
 - Read mission and vision
 - Amend/approve agenda
 - Convene in Executive Session (A Closed Session) (30 minutes)
 - Motion to resolve into executive session according to C.R.S. 24-6-402 (4)(h) to discuss a grievance regarding an individual student and C.R.S. 24-6-402(4)(e) to discuss a matter subject to negotiations.
 - Consent agenda (5 minutes)
 - Approve minutes from the November 8 board meeting
 - Approve minutes from the December 8 special board meeting
 - Approve minutes from the December 9 special board meeting
 - Ratify approval of revised financial policy
 - Ratify approval of revised scheduling policy
 - Highmark & Slater Paul proposal for expansion (30 minutes)
 - Review costs plans and costs for each proposal
 - Principal Barber's comments on educational impact on each option
 - Comment from the School Lunch Coordinator
 - Vote on which plan to pursue
 - Option 1 - expand the existing facility, no additional gym, but with the option for an additional gym later.
 - Option 2 - build a stand alone facility with no additional gym, but with the option for an additional gym later.
 - Option 3 - expand the existing facility with an additional gym
 - Discuss options on the approved plan
 - Open Comments (3 minutes/person)
 - Remarks will be limited to three minutes.
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- Groups representing a consistent viewpoint are encouraged to select one spokesperson to address the Board.
- The board may or may not comment.
- Principal's report (20 minutes)
- Committee Reports (20 minutes)
 - PAC
 - SAC
 - PTO
 - STEM
 - Grant
 - Finance
 - Board and finance committee process for approving finances
 - Asset Management
 - Inventory Management
 - Payroll Timing
- Parking report (10 minutes) – Matt Matherly
- Treasurer's report on finances (5 minutes) – Jason Sunahara
- Policies (35 minutes) – Jason Sanders
 - First reading of the Inventory Management Policy
 - First reading of Laptop and Tablet Usage Policy
 - Review Grievance Policy and the Grievance Form
 - Review Grading Policy and implementation.
 - Uniform policy recommendations
 - Proposed changes to the student handbook
- Team Building (20 minutes) – Becky Mullen
- CDE training (5 minutes) – Jason Sunahara
- CDE purchase plan (5 minutes) – Jason Sunahara
- Board meetings and newsletters (5 minutes) – Jason Sanders
- Review Draft Strategic plan (10 minutes) – Jason Sanders
- Summary
 - Review action items
 - Review votes
 - Review future board agenda items
 - January - Final vote on uniform policy recommendations
 - January – Final vote on the school calendar
 - January – Plan for board elections
 - February – Discuss middle school curriculum options

BEN FRANKLIN ACADEMY

- February – Organize and finalize board election process
- February – Principal to present board with a proposed 2012-13 budget
- March – Complete election nomination process and prepare for election
- May – Announce results of board elections

All board meetings are open to the public and are conducted in compliance with Colorado Open Meeting Requirements.

The Ben Franklin Academy Board works for the students, parents and patrons of Ben Franklin Academy in promoting the vision and mission of the school. Community input that can help the Board meet the challenge of educating our children to our high standards is always welcome. Thus, the Board welcomes comments from members of the public during the public comment time set aside on the agenda on any topic.

The Board may choose to respond to public comments during this open forum but is not required to do so. The Board will only take action on items listed on the agenda. For other matters, the Board will receive comments only, and may, at its discretion, refer the matter or calendar the issue for future discussion.

This is our opportunity to hear from students, parents and patrons for deliberation and discussion.

MISSION

The mission of Ben Franklin Academy is to develop young adults with character like America's founding Renaissance man, Benjamin Franklin: well-read, scientifically curious, and civically engaged.

VISION

Our students will excel academically through a challenging, sequenced curriculum that emphasizes math, science, and literacy. We will be a data driven institution, focusing on individual students. Our students, teachers, parents, staff, and leaders will be held accountable for the success of our school. Finally, we recognize that an education is incomplete without fostering the arts, sports, nature, and character.

Date Modified: 12/10/11



BOARD MEETING AGENDA NOVEMBER 8, 2011

6:30 – 9:45 PM
Ben Franklin Academy

Attendance: Jason Sanders, Paige Brock (left at 8:20), Staci Ferguson, Ward Cerny, Becky Mullen (came at 7:00), Matt Matherly (came at 7:30)

- Welcome, approve agenda, approve minutes, calendar, and review the mission and vision of BFA (6:30 – 6:40) – Jason Sanders
 - Jason Sanders moves to approve the agenda
 - Paige Brock seconds the motion
 - Yeas - 4 Nays - 0
 - Jason Sanders moves to approve the minutes from Oct 25th
 - Paige Brock seconds the motion
 - Yeas - 4 Nays - 0
 - Principal Report (6:40 – 7:00) – Bob Barber
 - Carpool is getting done within 30 min, we are also having more cars due to colder weather.
 - Open Comments (7:00 – 7:30) - Jason Sanders
 - No comments
 - Finances (7:30 – 8:00) – Ward Cerny
 - Jason Sanders moves to approve the engagement letter Swanhorst and Company LLC
 - Paige Brock seconds the motion
 - Yeas - 4 Nays - 0
 - \$350,000 cash in reserves
 - Only had a \$9,000 net loss, much better than September
 - Vote to approve October financials
 - Ward Cerny moves to approve the October financials
 - Jason Sanders seconds the motion
 - Yeas - 4 Nays - 0
 - Policies (8:00 – 8:10) – Jason Sanders
 - Vote on scheduling policy
-

BEN FRANKLIN

ACADEMY

- Paige Brock moves to approve the scheduling policy with the modifications discussed in sections 2 and 3.
 - Ward Cerny seconds the motion
 - Yeas - 6 Nays - 0
- Vote on Finance policy
 - Jason Sanders moves to approve the Finance Policy with recommended non-material changes, with a plan to ratify at the next meeting in December.
 - Paige Brock seconds the motion
 - Yeas - 5 Nays - 0
- SAC (8:10 – 8:20) – Ann Citrin
 - Vote to approve SAC annual policy review
 - Jason Sanders moves to approve the SAC annual review of board policies, with in 1 month of the anniversary, and have the SAC provide a recommendation of said policies.
 - Matt Matherly seconds the motion
 - Yeas - 6 Nays - 0
- PAC (8:20 – 8:30) – Andrea Day
 - Events – Veterans Day Friday, Donuts with Dad 16th, Muffins with Mom 30th
 - Log – As of Aug 6th, logging when an email is received and how it is taken care off. No longer logging Facebook complaints.
- Team building (8:30 – 8:45) – Becky Mullen
- Best practices discussion (8:45 – 9:05) – Becky Mullen
 - Principal Report – Enrollment, Dress Code, Discipline, Test Scores/Grades
 - Board Member Agreement
 - New Board Member Orientation
 - Email list for those who want emails for Sunshine Law purposes
 - Need to create a committee to put together the matrix for evaluations. Informal for this year and the matrix for the following year.
- Strategic plan (9:05 – 9:20) – Becky Mullen/Jason Sanders
 - Academics (# of graduates are in honors in high school and how we will follow up), review grants, review contract, etc.
 - Matt has a rough draft of one from last spring.

BEN FRANKLIN ACADEMY

- Put something together and review it at our annual summer conference.
- Expansion (9:20 – 9:30) – Jason Sanders
 - Meeting with architect tomorrow
 - Need to keep at below 20%
 - Need to up our preschool #'s
- Parking (9:30 – 9:40) – Matt Matherly
 - Can't afford it for a temporary solution.
 - Back-up plan – Organization planning event needs to have a plan. Using parking lot somewhere else and shuttle people.
- Highmark reporting (9:40 – 9:45) – Jason Sanders
 - Jason Sanders proposes that he be our rep with Highmark for reporting purposes and Highmark would pay the school. It could generate a little extra cash.
 - Becky makes a motion that we approve Jason Sanders to report to Highmark as a Highmark Consultant, and Ben Franklin Academy will be paid for said services.
 - Staci Ferguson seconds the motion
 - Yeas – 4 Nays – 0 Abstain – Jason Sanders
 - Board elections - coming up in April. Need to decide if we would like to up again (Staci and Ward's seats are up)
- Adjourn (9:45)
 - Jason Sanders moves to adjourn the meeting.



BOARD MEETING MINUTES
DECEMBER 8, 2011

8:30 AM
Ben Franklin Academy

Attendance: Jason Sanders, Paige Brock, Jason Sunahara, Staci Ferguson, Matt Matherly, Becky Mullen

- Open Comments – no one was here, so no comments
 - Review Options on Kindergarten from Principal Barber –
 - Option 1 – 3 full, 4 half day
 - More Founding Families and siblings would like half day
 - Option 2 – 4 full, 2 half day
 - Provides \$80,000 more to our budget
 - All Day Fees -
 - Neighborhood schools are charging \$400 a month, Sky View is \$390 a month, Platte is \$315 a month, and American Academy is \$480 a month.
 - Vote on kindergarten classes
 - Jason Sanders moves to approves option 1 (4 half day and 3 full day classes) for the kindergarten classes next year.
 - Jason Sunahara seconds the motion
 - Yeas – 6 Nays – 0
 - Matt Matherly moves to approve the kindergarten all day fee to \$420 per month for 10 months, or \$4200 a year. With a 10% discount if paid in full by the first day of school.
 - Becky Mullen seconds the motion
 - Yeas – 5 Nays – 1 (Paige Brock)
 - Vote on number of students per class (24, 25, or 26)
 - Jason Sanders moves to enroll 26 students per class and no more, with the goal of 25 students per class.
 - Jason Sunahara seconds the motion
 - Yeas – 6 Nays - 0
 - Vote on whether to add a sixth grade class.
 - Jason Sanders moves to approve a third 6th grade class for the 2012-2013 school year.
 - Matt Matherly seconds the motion
 - Yeas - 6 Nays - 0
 - Adjourn – Jason Sanders moves to adjourn
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BOARD MEETING MINUTES
DECEMBER 9, 2011

1:00 - 2:00 PM
Telephone Conference
Phone no.: 712-432-3100, passcode: 575423

Attendance: Jason Sanders, Paige Brock, Jason Sunahara, Becky Mullen, Ward Cerny

- Welcome & roll call
 - Approve agenda – Jason Sanders
 - Jason Sanders moves to amend the agenda to discuss and approve only the finances.
 - Yeas – 5 Nays – 0
 - Jason Sanders moves to approve the agenda as amended.
 - Yeas – 5 Nays - 0
 - Review & approve finances (15 minutes) – Ward Cerny
 - Ward Cerny moves to approve November 2011 finances
 - Yeas – 5 Nays - 0
 - Discussed agenda for Tuesday nights meeting
 - Jason Sunahara moves to adjourn
-



FINANCIAL ACCOUNTING AND REPORTING POLICIES AND PROCEDURES

SECTION 1. BEN FRANKLIN ACADEMY

MISSION

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VISION

Our students will excel academically through a challenging, sequenced curriculum that emphasizes math, science, and literacy. We will be a data driven institution, focusing on individual students. Our students, teachers, parents, staff, and leaders will be held accountable for the success of our school. Finally, we recognize that an education is incomplete without fostering the arts, sports, nature, and character.

SECTION 2. FINANCIAL PLANNING AND BUDGETING POLICY

PURPOSE

Ben Franklin Academy ("the Academy") will operate according to a formal financial plan and operating budget. This plan will provide the framework for both anticipated revenues and planned expenditures as planned by the Ben Franklin Academy Board of Directors ("BOD"). The BOD will be accountable for the establishment, adoption and reporting of this proposed budget using a fiscal year reporting structure (July 1 to June 30). A modified accrual basis of accounting shall be used in measuring financial position and operating results for fund accounting purposes.

RESPONSIBILITY

The BOD assigns overall responsibility for preparation and administration of the annual budget to the Principal. No later than April 1 (with a goal of March 1st) of each fiscal year, administration will present to the BOD for their approval an initial annual formal budget for the successive fiscal year in conjunction with a three-year budget projection model developed and reviewed by the Finance Committee in accordance with the rules of the Governmental Accounting Standard Board (GASB) and in observance of any applicable Colorado State law or District contractual requirement. No later than June 1 of each year, administration will present to the BOD for final approval.

ORGANIZATION

Each budget shall include both a summary sheet as well as a detail sheet as per the requirements listed under C.R.S. 22-44-105 and will conform to the requirements established by the Financial Policies and Procedures (FPP) Handbook and Chart of Accounts coding requirements. Information pertaining to budget versus actual revenue and expenditures as well as projected year-end balances will be presented to the BOD via a budget presentation. Material opportunities or risk that may impact the budget shall be footnoted for consideration by the BOD.

SUPPLEMENTAL BUDGET

Following a final October pupil count, a “Supplemental Budget” may be developed for any additional funding to be expended within the academic year. If there were to be a reduction in funding, the BOD will approve either a percentage adjustment or follow an alternative Administrative recommendation for a reallocation of current year expenditures. The board may review and change the budget with respect to both revenues and expenditures at any time prior to January 31 of the fiscal year for which the budget was adopted. C.R.S. 22-44-110(5)

SECTION 3. FISCAL ACCOUNTING AND REPORTING

PURPOSE

The purpose of this policy is to communicate to the Ben Franklin Academy Administration the expected frequency of financial reporting and analysis and the amount of detail required by the Board of Directors (BOD). All financial dealings including, but not limited to, all cash management, contractual dealings and fundraising operations of or related to Ben Franklin Academy shall operate through school Administration.

RESPONSIBILITY

The Principal, including through delegation of activities to the Business Manager, shall be responsible for receiving and properly accounting for all funds of Ben Franklin Academy. Administration shall review internal and external audit results and provide recommendations to the BOD annually to assure the controls associated with payroll, accounts payable, cash management and all other areas of business management are in compliance with policies and procedures of all governing entities.

ACCOUNTING SYSTEM

The accounting system utilized shall conform to the requirements of the State Board of Education and District standards providing for the appropriate separation of accounts, funds and operational duties. Fiscal accounting and reporting must meet requirements established by the State Board of Education as set forth in the Financial Policies and Procedures Handbook for public schools in Colorado. (C.R.S. 22-44-203 and 22-44-204).

FINANCIAL REPORTING

Financial statements for each month shall be final and available for presentation by the 10th day of each calendar month and upon request by the BOD. Administration shall

provide the BOD financial reports including, but not limited to, a Balance Sheet, Income Statement (as compared to Budget) and Cash Flow Statement.

The Principal will inform the BOD of any anticipated modifications to budgeted revenues and expenditures which may be required. Administration is not permitted to reallocate or approve expenditures which create a negative account balance in approved budget funding by major category (as defined by the CDE Chart of Accounts) without BOD consent.

SECTION 4. EXPENSE PROCEDURES

PURPOSE

In order to track expenses, Ben Franklin Academy has established the following procedure for all conducting school or school related business. Proper authorization must be obtained prior to making a school related purchase otherwise the person assumes all risk associated with making this purchase including the possibility of not being reimbursed. Individuals are expected to provide receipts whenever reimbursement is requested. Exceptions to this procedure will be permitted only in rare exceptions, when allowed by the Principal.

PURCHASING AUTHORITY

The BOD assigns the overall responsibility for purchasing approval to the Principal. The Principal or designee shall have the authority to independently issue purchase orders for amounts within budget parameters. Purchase orders outside of budget parameters shall require consent of the Ben Franklin Academy BOD and signature by a BOD officer.

SIGNATURE REQUIREMENTS

The Principal and Business Manager (collectively, the “Signatories”) shall have authority to approve Ben Franklin business related checks. Approval of material expenses, including capital expenditures, must be approved by the Board of Directors before any expenditure is made or commitment to a project is given. Checks over \$2,000.00 must have two original signatures from these Signatories. Please note: any expenditure from the Capital Reserve / Insurance Reserve Fund requires Ben Franklin Academy BOD consent as per CRS 22-45-103.

CREDIT CARD POLICY

Corporate credit cards will be assigned to designated staff for school related purchases and travel expenses. Each staff member will also receive a budget amount which will correlate to the use of this credit card. It will be the responsibility of the staff member to ensure that this budget is not exceeded. It is expected that staff members will exercise due care and judgment when using the school credit card.

Credit card limits will be set by the BOD. On a monthly basis, the credit card statements and supporting original documentation/receipts must be reviewed and approved by the Business Manager. On a quarterly basis, the credit card statements and supporting original documentation/receipts must be reviewed by the Finance Committee of the BOD. The purpose of the review is to ensure items charged to the credit card meet all Board

Policies and Procedures, are reasonable and justifiable and are adequately supported by original receipts and explanations for expenditures.

SECTION 5. PAYROLL PROCEDURES

PURPOSE

This policy ensures that all Ben Franklin employees be paid correctly and in a timely manner while conforming with the requirements established by the Federal Wage and Hour Division within the U.S. Department of Labor. Ben Franklin will operate on a monthly payroll cycle with payment being made on the last business day of every calendar month, or on the Friday preceding the 30th whenever the 30th should fall on a weekend.

BOARD APPROVAL

Employee wages and salaries are established by the Principal and approved by the BOD. Pay structure for all employees as well as contractor rates will be included in this analysis. The BOD reviews and approves all budgets, including the Payroll Procedure, each fiscal year as part of the Financial Planning and Budgeting Procedure.

HOURLY EMPLOYEES

Hourly employees will be required to punch in and out utilizing a Time and Attendance tracking system. At the end of every time period, time sheet data must be verified and approved (via signature) by the employee and their immediate supervisor. Once approved the information should be sent to the Business Manager for final review. Any changes to the timecards should also be initialed next to the change by the Business Manager.

BENEFITS

In addition to the hourly or salary rate, employees working over 35 hours per week may be eligible for Health Insurance benefits, as underwritten and administered by a third party administrator chosen by the BOD.

Employees must contribute to the Public Employee Retirement Association (PERA) as per Title 24, Article 51 Section 309 of the Colorado Revised Statutes.

SALARIED EMPLOYEES

Salaried employees are not required to punch in/out via a time clock but will need to have days of leave or time off approved by the Principal.

Employees are responsible for sending Time-Off Request forms to their supervisor for approval. Once approved, these requests can be forwarded to the Business Manager for review. All approved requests should be entered onto the Leave Calendar so that they are visible by all company Managers.

PRINTING AND DISTRIBUTION OF PAYROLL CHECKS & TRANSFERS

Once all payroll data has been approved, the Business Manager will upload data from the Time and Attendance system to the Payroll System for processing. Once the payroll cycle is complete, a report outlining all payroll deductions and withholdings will be

submitted to the Business Manager so that all bank transactions and adjustments can be entered.

RECORD RETENTION

All records will be retained in accordance with the Division of State Archives and Public Records' permanent records control schedule authorization. Destruction of any financial record will be done in compliance with the procedures set forth in this same schedule.

SECTION 6. COLLECTION AND DEPOSIT PROCEDURES

PURPOSE

This section of the document defines and outlines Ben Franklin Academy's policy with respect to the handling, receiving, transporting and depositing of cash ("Cash"). The term Cash includes currency, checks, money orders, negotiable instruments and charge card transactions.

Ben Franklin funds are monies received primarily from per pupil funding, grants, tuition, interest income, community use fees, donations, rental income, student fees and all other sources of revenue. All checks made payable to the Ben Franklin Academy are considered Ben Franklin Academy funds.

INTRODUCTION

The collection and control of Cash at Ben Franklin Academy are very important functions. The Business Manager is the primary Cash handling agent.

SAFEKEEPING OF FUNDS

All forms of Cash (currency, checks, money orders, negotiable instruments and charge card transactions) should be physically protected through the use of vaults, locked cash drawers, and/or locked metal boxes. It is the responsibility of each department to make whatever provisions are necessary to properly safeguard the cash receipts in their area. Any amount of Cash on hand that exceeds \$500 must be maintained in a vault or heavy safe.

FREQUENCY OF DEPOSITS

Deposits are to be made in a timely manner to insure proper posting of accounts and to ensure the safety of Ben Franklin Academy funds. All bank deposits are to be made at a bank acceptable to the BOD and Principal as required, and generally not less than once per week. Cashing checks from Ben Franklin Academy deposits, borrowing cash for personal use, lapping receipts to cover shortages in cash receipts, withholding checks for deposit in order to float checks, commingling of personal and Ben Franklin Academy funds, and modification of cash records are all serious offenses and may result in immediate discharge from employment and/or prosecution.

RETURNED CHECK PROCEDURES

Any checks returned to Ben Franklin Academy as uncollected will be assessed a returned check fee of \$25. Examples of returned checks include; non-sufficient funds (NSF), account closed, payor's signature missing, refer to maker and post dated or stale dated

checks. If after proper due diligence is performed, collection problems exist, the Business Manager may turn the debt over to collections.

PETTY CASH FUNDS

The Business Office may determine a need for the use of petty cash funds. A petty cash fund (“Petty Cash”) is a small amount of currency issued (not more than \$500) and held by the business office to cover payments of day-to-day miscellaneous purchases and postage charges. Petty Cash is not to be used to circumvent Ben Franklin Academy procedures and record keeping in regards to purchases and payments.

The Business Manager is the primary cash handling agent and is responsible for its safekeeping, disbursing and balancing. The Business Manager is fully responsible for the safekeeping of Petty Cash and for its proper usage. The Business Manager must exercise caution in the administration and protection of Petty Cash in his/her possession. Access to Petty Cash should be limited to the Business Manager. Petty Cash should be locked in an office safe, file safe, or reinforced lockable file at all times and the key should be kept in the custodian's possession. At no time should Petty Cash be left in unlocked desk drawers or cabinets. Petty cash funds must not be commingled with any other funds or used for any purposes other than those listed in this policy document. Any discrepancies in Petty Cash are the responsibility of the Business Manager.

No money may be loaned or borrowed from Petty Cash for personal use, and it may not be used to cash personal checks.

SECTION 7. EXPENDITURE PROCEDURES

PURPOSE

This procedure is the process for the approval and monitoring of capital expenditures for Ben Franklin Academy.

INTRODUCTION

Approval of material expenses, including capital expenditures, must be approved by the Board of Directors before any expenditure is made or commitment to a project is given. All capital expenditure must align with the plans, direction and vision of the Ben Franklin Academy BOD.

Projects requiring capital expenditure must be approved as an entire project rather than on an individual item basis. Each project is to be defined as being self-contained and requiring no subsequent approvals or authorities. The calculation of the amount of capital expenditure for which approval is being sought is to be the total cost of the item/project including any duty, freight, internal labor costs, working capital and capitalized interest (where applicable). Any operating costs associated with the projects need to be listed. If there are maintenance contracts associated with the capital expenditure, the commitment to Ben Franklin Academy needs to be specified.

APPLICATION PROCESS

Applications for capital expenditure must include a cost-benefit analysis with all applicable quotations/estimates. Once the capital improvement is approved, the BOD will notify the Principal. Purchasing/procurement should not begin until approval is received.

Date Modified: 10/31/2011

Date Approved: x/x/xxxx



SCHEDULING POLICY

SECTION 1. BEN FRANKLIN ACADEMY

MISSION

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PURPOSE

Ben Franklin Academy has a commitment of respect for individual religious beliefs expressed in the constitutional guarantee of religious liberty. The Academy is mindful that its students come from different backgrounds. Accordingly, the Academy sets forth the following policy.

SECTION 2. SCHEDULING SCHOOL ACTIVITIES, EVENTS OR EXAMS

On those religious holidays that members of a faith typically observe and are absent from school or work, made known to the Academy by the Academy's students or families, the Academy will make all reasonable attempts to avoid the scheduling of events or activities such as registration, the first day of classes, parent/teacher conferences, science expos or fairs, field days, spirit days, exams, or other one-time events (including, but not limited to, field trips, plays, athletic events, auditions, etc.).

SECTION 3. ABSENCES DUE TO RELIGIOUS PRACTICES

On those religious holidays when members of a faith typically observe and are absent from school or work, made known to the Academy by the Academy's students or families, students will be allowed excused absences, without penalties, to observe religious holidays within their traditions. Moreover, the Academy's employees will provide an opportunity for the student to make up the required work without penalty.

POLICY HISTORY:

Original: approved by the board November 8, 2011



FACILITY OPTIONS SUMMARY

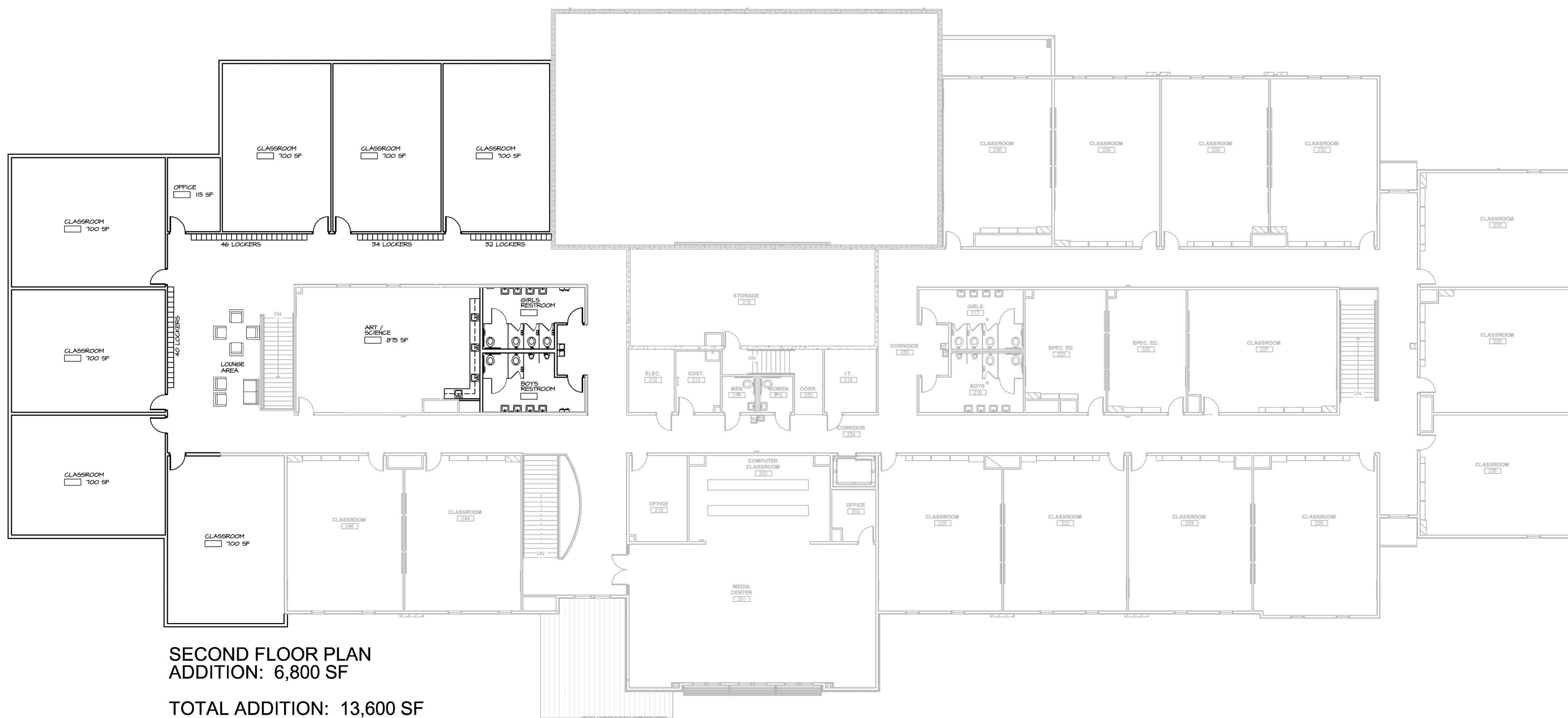
	Option 1	Option 2	Option 3
Description	Expand the existing facility, no additional gym, but with the option for an additional gym later	Build a stand alone facility with no additional gym, but with the option for an additional gym later	Expand the existing facility with an additional gym
Estimated yearly lease	\$200,985	\$253,483	\$389,209
Square Footage	13,600	16,840	23,800
2012-2013 percent	20%	22%	25%
2015-2016 percent	19%	20%	23%
Cost/month/sq ft	\$14.78	\$15.05	\$16.35
Notes			



Minimum Code Required Parking: 82 Spaces
 Total Parking Provided: 124 Spaces
 Scale: 1" = 50'

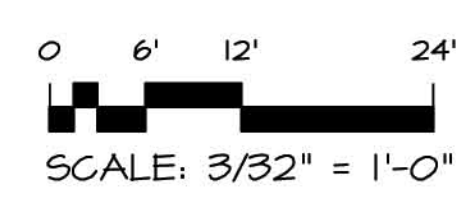


site plan



SECOND FLOOR PLAN
 ADDITION: 6,800 SF

TOTAL ADDITION: 13,600 SF

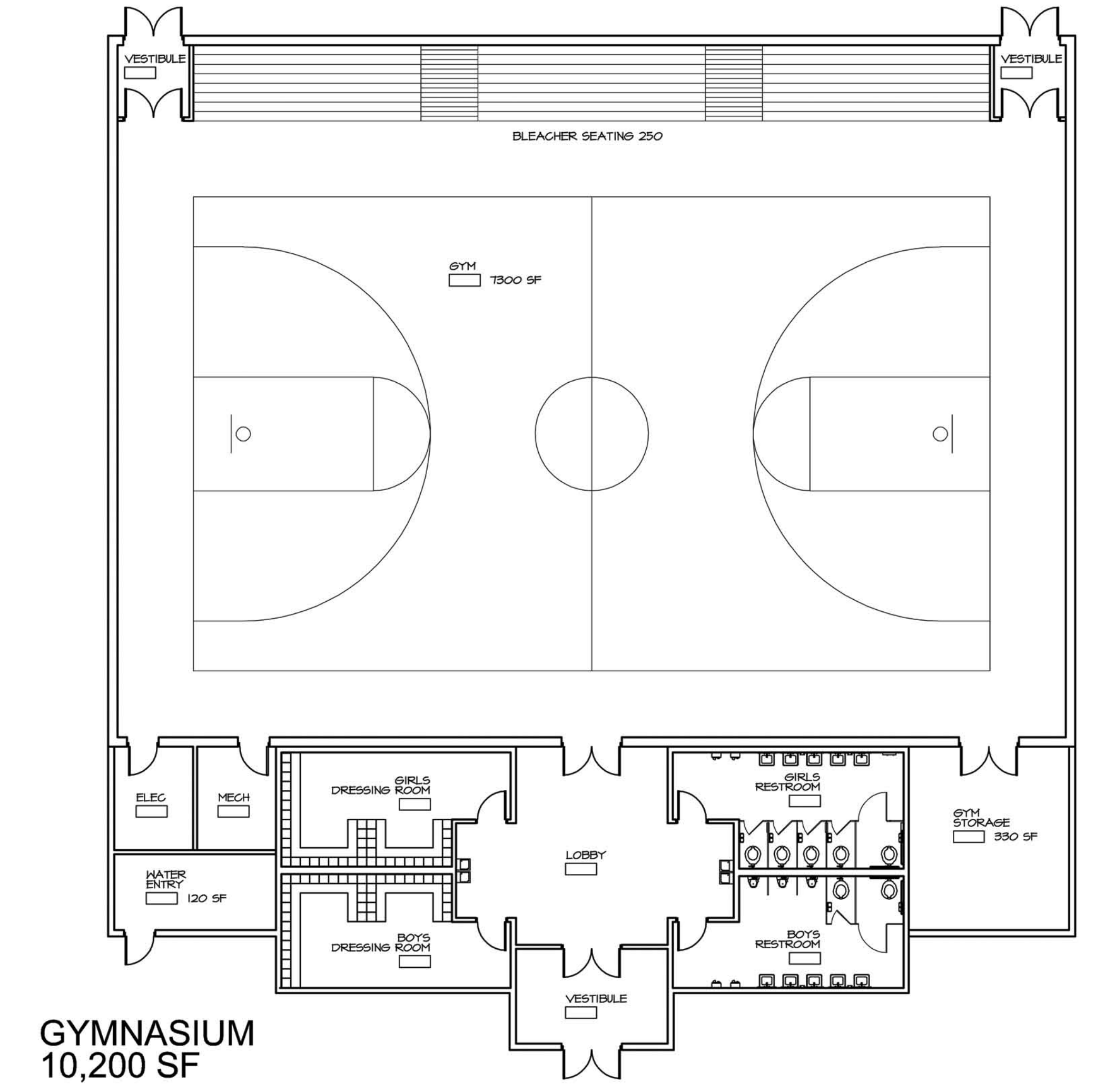


second floor plan



FIRST FLOOR PLAN
ADDITION: 6,800 SF

0 6' 12' 24'
SCALE: 3/32" = 1'-0"



GYMNASIUM
10,200 SF



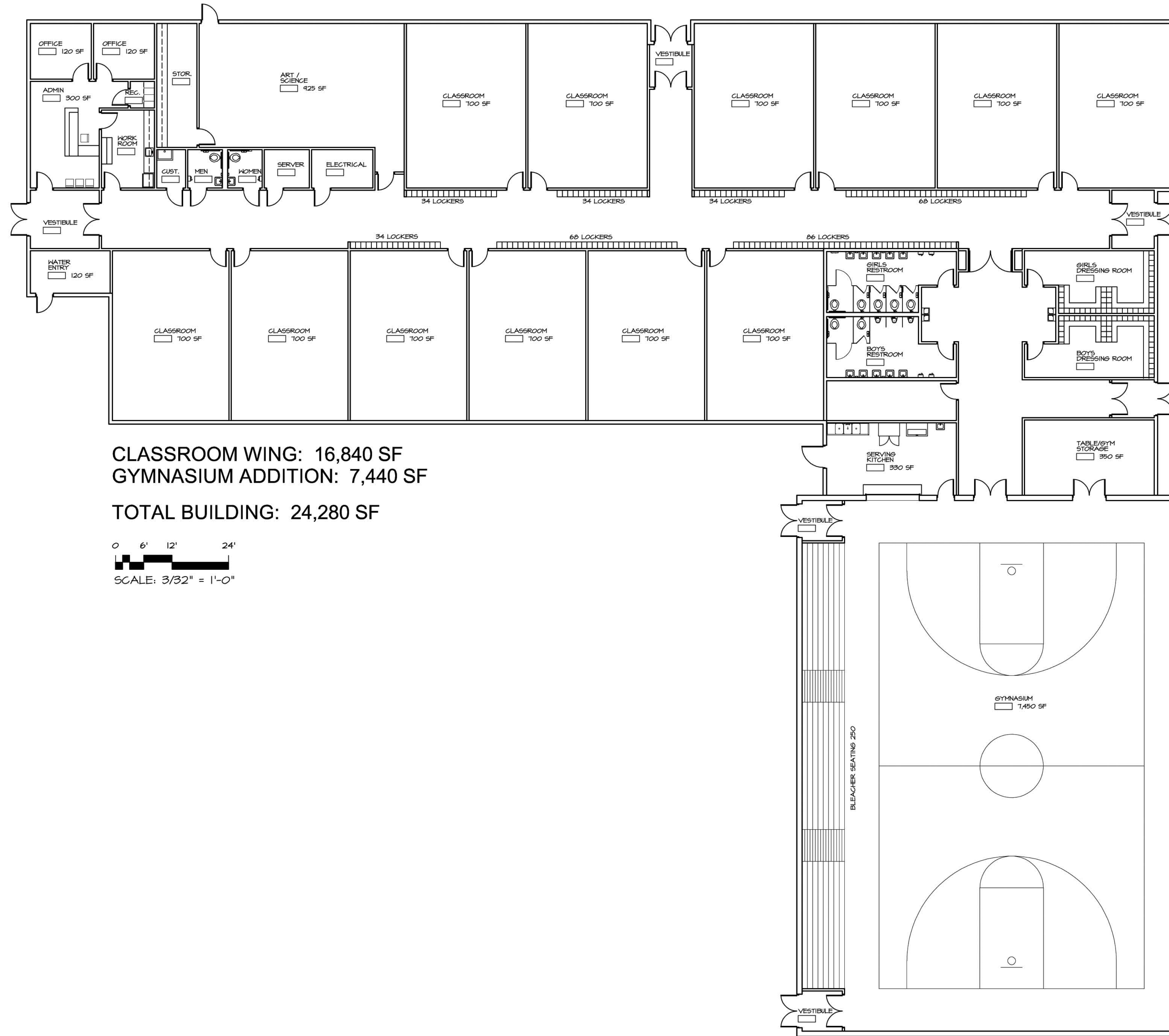
first floor plan



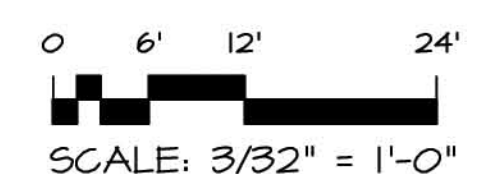
Minimum Code Required Parking: 82 Spaces
 Total Parking Provided: 124 Spaces
 Scale: 1" = 50'



site plan



CLASSROOM WING: 16,840 SF
 GYMNASIUM ADDITION: 7,440 SF
 TOTAL BUILDING: 24,280 SF



first floor plan



LUNCH OPTIONS WITH NEW FACILITY REPORT

A NEW SCHOOL WITH NO GYM (OPTION 2)

1. **Kids eat in classroom-** someone would need to serve the food to each class and bring milk to the class. This would increase the staff (lunch on the go). We cannot have volunteers serve meals from Lunch On The Go. They have to follow strict guidelines on temperatures; they have to make sure each child gets his or her food. If the student goes and gets the food from a central location then you have the chance of a child spilling their lunch on the floor, the time it will take to get the food and walk back to the classroom. A prep room and refrigerator would be needed. I would like to do more research on how this looks at other schools.
2. **Kids eating in 2 different locations-** with 150 kids you would need to have 2 sets of everything; tables, chairs, storage, food prep area, along with a refrigerator. This would also require double staff/volunteers. The time, man power to move tables, chairs equipment and products from one end to another end would take a minimum of an hour on each end. Finding volunteers to do this on a daily bases would be impossible. We are already having issues finding volunteers.
3. **Having one place with 2 lunches-** one set of everything- tables, chairs, storage, and food prep area, storage of the supplies along with a refrigerator. Each table holds 12 kids 7 tables. (a wide door for the tables to go in and out of the storage room) (We are having issues with this.)
4. **One Common area-** this space could be used for a verity of activates such as study time, tutoring, and the lunch room. The space could be set up with 14 round tables with 6 chairs at each table. As the school grows more tables and chairs would be added. This space would include a prep area, a refrigerator along with a peanut free table and chairs. With this set up the storage would be minimal.

AN EXTENSION OF CURRENT SCHOOL (OPTION 1)

1. **Students eat in the current lunchroom-** would have some major impact in the gym. With adding an extra lunch the first lunch would start at 11am going to 11:20 2nd lunch would go from 11:25 to 11:45 3rd lunch from 11:50 to 12:10 and 4th lunch 12:15 to 12:35. Or if you started at our current time lunch would end at 12:55. It takes about 17 minutes to set up but 35 minutes to clean up not including mopping or using the zambony. This adds 30 minutes before the kids can walk or play in the gym. The only thing that would need to be added would a larger refrigerator.

2. **Separate building for lunch:** Unless the building is going to be used for other than lunch this would be a waste of space/money. If the space is going to be an extra gym then a prep space, tables, chairs, refrigerator.
3. **One common area-** this space could be used for a variety of activities such as study time, tutoring, dances and the lunch room. The space could be set up with 14 round tables with 6 chairs each at all times. As the school grows more tables and chairs would be added. This space would include prep area and a refrigerator along with peanut free table/chairs. With this set up the storage would be minimal.

Other factors that need to be taken into consideration:

1. Who is going to run the lunch program? Currently I spend over 100 hours a month on lunch from writing procedures, reports, finding volunteers, dealing with families, vendor and other lunch issues along with being in the lunch room once or more a week.
2. Currently we have a lead person for each day that leads 5 to 8 volunteers a day. Since we serve the pizza on Friday we have 10 plus volunteers. We would need the same amount for the addition. Unless we go the common area where the tables are already set up we could run with 4 to 6 people. We also rely on the teacher's aides to help with lunch.
3. Our vendors have all stated that they would be able to work with us next year. I have spoken to them regarding a middle school program. Lunch on the Go would be the only one that needs details so they can plan. However; there is no contract at this time with anyone. If we don't use Lunch on the Go then PTO will need to start looking in January for a new program.

My recommendation would be to develop a **common space** that is able to grow as the school grows. This space would be used for other activities but would be reserved during the lunch time for lunch.

Once you decide on a plan I would be willing to check out other schools to see how they handle lunches and bring those ideas back and see how they might work within our program.

At the board meeting I will briefly talk about the common area and how I envision it.

Thank you,

Brenda Sarconi
Lunch Room Coordinator

Principal's Report
December 13, 2011

Operation Deliverables

- **2012-2013 Probable Enrollment**
 - Grade K 104 (3 full day/4 half-day classes)
 - Grade 1 134 (5 classes)
 - Grade 2 104 (4 classes)
 - Grade 3 104 (4 classes)
 - Grade 4 104 (4 classes)
 - Grade 5 104 (4 classes)
 - Grade 6 73 (3 classes)
 - Grade 7 50(2 classes)

Total Probable Enrollment = 777 Students (725 funded pupil count)

The goal was to have class sizes at 25 students per class for the next school year, however, when we accepted siblings of newly enrolled students it left the classes at 26 per class.

- **Dress Code and Conduct Code Enforcement**
 - Figures are available in the chart

- **Administrator Off-Site Meetings**
 - Bob Barber
 - 1. December 16, 2011 Charter School Administrator Meeting

Academic Deliverables

- The fall NWEA assessment will be administered in January

Calendar for 2012-2013

- Attached is a proposed calendar for the 2012-2103 school year. All of the holidays match the DCSD middle and high schools to aid in vacation planning.
- The teacher in-service days do not match the district as most of the district days are on Mondays.

Personnel Deliverables

- **Classroom Visitation Log**
 - *Will be available in the office for your review*

Building Security/Safety

- The alarm system has been installed. The building now has door alarms, motion sensors and two panic buttons. The panic buttons work great – they have unofficially been tested twice and the police have responded within minutes.
- The program will be set to automatically turn on the alarm at midnight and disable the alarm at 5:30am.

Facilities

- We continue to have small issues with the building (floor heaving, cracks due to settling, grout needing to be re-done,...)
 - Bouma came out yesterday and walked a punch list and will be taking care of these problems
 -
- The following are groups that will be or are renting the building in December:
 - Douglas Arnold Tae Kwon Do (Tuesdays and Thursdays)
 - Warrior Basketball (Mondays, Wednesdays and Fridays)
- The afternoon carpool times are consistently finishing at the 30-minute mark. Using the new color-coded system has been very effective. As the weather gets colder we have seen more and more cars using the carpool lanes.
- I spent another afternoon on Greensborough during afternoon pickup and had the following observations:
 - 37 cars parked on the street
 - no cars were double parked
 - no cars were blocking driveways or businesses
 - no cars were blocking the mailbox area
 - 3 residents pulled in to pick up their mail
 - no students were left unattended
 - no students were on the roof of the mailbox structure
 - 4 students crawled under the fence as a short cut to Greensborough

Teacher Websites

- Diana and I continue to monitor teacher websites and offer suggestions as needed.

Dress Code Violation Summary

	Primary (K-3)	Intermediate (4-6)	
# of violations issued	2	5	
# of students missing dress of choice day	0	2	

Discipline Summary

	Primary (K-3)	Intermediate (4-6)	
Level 1 Infractions	6	14	
Level 2 Infractions	0	0	
Level 3 Infractions	0	0	
Suspension Days	0	0	

Ben Franklin Academy
2012-2013 Calendar Proposal

August (13 contact days)

First day of school – Wednesday, August 15, 2011
13 student days

September (18 contact days)

20 student days
-Labor Day
-1 Professional Development Day

October (17 contact days)

23 student days
-5 fall break days
-1 teacher comp. day for parent-teacher conferences

November (18 contact days)

22 student days
-3 for Thanksgiving break
-1 professional development day

December (15 contact days)

21 student days
-6 winter break days

January (17 contact days)

23 student days
-4 winter break days
-Martin Luther King Day
-1 professional development day

February (17 contact days)

20 student day
-President's day
-teacher comp. day for conferences
-1 professional development day

March (15 contact days)

21 student days
-5 spring break days
-1 professional development day

April (20 contact days)

22 student days
- Friday before Easter
- 1 professional development day (plan day for 2013-2014)

May (20 contact days)

Last day of school – Thursday, May 30, 2013
22 student days
-1 professional development day
-1 Memorial Day

Summary

170 student contact days
7 professional development days
2 teacher comp. days for parent-teacher conferences



Helping Ben Franklin Academy Families in Distress

The Parent Advisory Committee (PAC) has developed a process that will allow Ben Franklin Academy families to help one another during times of distress. Our efforts will focus on families that have experienced sudden or unexpected circumstances adversely impacting an immediate family member. For instance, if a family member suffers a critical injury or illness, a baby is born extremely premature, or, in the worst case, if an immediate family member passes away. In these and similar instances, we would like to come together and provide support and/or resources to help the family cope.

What type of support will we provide?

Our goal is to provide support and comfort to Ben Franklin families who are in distress. At times, this will mean that we simply send a card on behalf of the Ben Franklin Community. We may also recommend community resources beneficial to the family, or in some cases, arrange for meals to be delivered on a temporary basis.

How can you help?

If you become aware of a family who would benefit from comfort or support due to an unexpected crisis, please *first ask that family* if you can share their situation with a member of the Parent Advisory Committee so we can offer support. If the family agrees, please contact the PAC at PACHelps@gmail.com. A member of the PAC will call the family to determine their needs and will arrange for support and resources as needed. If it is determined that the family would benefit from meals, the PAC will coordinate with the Baking Committee to provide meals temporarily.

Keeping Circumstances Confidential

It is important that anyone with knowledge of a family in distress handle the situation with the utmost sensitivity. Many people prefer to keep stressful situations confidential, especially if they involve medical conditions or job loss. The Parent Advisory Committee will do its best to keep all matters brought to their attention confidential.

The Parent Advisory Committee (PAC) has developed a process to help Ben Franklin Academy families experiencing an especially difficult time. The PAC will offer support, resources and/or meals to families dealing with sudden, critical situations such as severe illness or injury, the pre-mature birth of a baby, or, in the worst case, if an immediate family member passes away. If you become aware of a family who would benefit from support due to an unexpected crisis, please *first ask that family* if you can share their situation with a member of the Parent Advisory Committee so they can offer support. If the family agrees, please contact the PAC at PACHelps@gmail.com. A member of the PAC will call the family to determine their needs and will arrange for support and resources as needed.

It is important that anyone with knowledge of a family in distress handle the situation with the utmost sensitivity. The Parent Advisory Committee will do its best to keep all matters brought to their attention confidential. To find out more information about the program, visit the PAC page on our website: <http://www.bfacademy.org/parent-advisory-committee>.



GRANT REPORT

The following grants were awarded and are being currently implemented:

1. CDE Implementation Grant (\$195,000)
2. Target Arts Grant (\$2,000)
3. Consolidated Federal Programs & Title IIA (\$4501 for RtI training)
4. Employer Grants (Qwest, Farmers, Bank of America: all previously implemented)

The following grants are pending:

1. Gametime (playground grant submitted through Highmark)
2. Toshiba (Pixie Software for environmental public service announcements)
3. Buell (preschool science curriculum)
4. Kinder Morgan (science and math apps for iPads)
5. Lowe's Toolbox for Education (2 swing set bays for playground)
6. Medtronic (mobile microscope labs)
7. Captain Planet (mobile grow carts)
8. CH2MHill (LOI for greenhouse lab)

The following are the the focus of research:

1. Preschool math program (Safeway LOI)
2. Literacy grants (listening centers, library books, book series for classrooms)
3. Apps and "hands-on" projects to teach social studies
4. Greenhouse lab
5. Playgrounds
6. Math/Science Manipulatives (legos, robotics, etc.)
7. Colorado based opportunities

Miscellaneous:

1. Coordination with the PTO on teacher funding requests to leverage funds and consolidate efforts
2. Second round of teacher surveys distributed

3. Follow up regarding employer grants - if available on annual basis and new regular reminder for new employer grant opportunities

The following foundations declined funding:

1. Amgen (Living Labs: greenhouse & mobile microscope lab)
2. Cedar Tree Foundation (Living Labs: greenhouse & mobile microscope lab)
3. Daniels Grant Fund (Literacy, character education, Science)
4. Dollar General (library)
5. IEEE (mobile microscopes)
6. RGK Foundation Grant (Living Labs: greenhouse & mobile microscope lab)
7. Ruckus Wireless Contest (wireless)
8. Target Arts Early Literacy (science literature/story time)
9. Wells Fargo (Science & Literacy)



FINANCE COMMITTEE REPORT/DISCUSSION

PROCESS FOR APPROVING FINANCES NEXT YEAR

To streamline matters, I would propose that the board not have to approve the financials directly by the 10th of each month, but that the approval of the Finance Committee - as an extension of the board - should suffice. Further, I will propose to the finance committee that, since we are currently having a call and a meeting each month, that we streamline matters by having only one meeting prior to the 10th of each month, but after the 5th (to give Brenda sufficient time to prepare the reports).

ASSET MANAGEMENT

I spoke with Sunahara about how Bob mentioned that the finance committee might look into a plan for investing the financial assets of the school, with (my thoughts, not Bob's) the primary goal of protecting the principal but secondarily gaining some moderate return on our capital invested. I think this makes a lot of sense and, if given the go ahead by the board we will prepare a plan for investment as we reach certain financial milestones down the road.

INVENTORY MANAGEMENT

Andy Beggins and Patrick Wolf from the Finance Committee have been doing some research into an inventory tracking mechanism that will work in conjunction with our inventory policy (which J. Sanders' committee has already drafted, to which I've given comments). I have written them about coordinating with you here, and will defer to them to get something in place by year end, since that is when Paige needs to have made progress for grant writing purposes.

PAYROLL TIMING

As discussed briefly today and following our finance committee call last night with Brenda, there is a possibility of a cash shortfall - despite our positive current cash position - in the event we receive our PPR funds a few days late since we don't have enough in reserves to fund an entire payment cycle yet (especially without an extended line of credit). Accordingly, Brenda and I discussed that we could potentially switch payment to the teachers from the current practice of payment on the 26th to the last business day of the month. If we were to change this practice, no policy change would be necessary since our current Financial and Accounting Reporting Policies & Procedures state that "Ben Franklin Academy will operate on a monthly payroll cycle with payment being made by the last business day of each calendar month."



PARKING REPORT/DISCUSSION

PARKING IN OUR SPARE LOT

Mike McKesson was kind enough to procure (for about \$1,000) and spread some gravel on our dirt lot so that parents may park there in inclement weather. We also reconfigured the entry drive closer to Plaza so that traffic in and out of the lot will not interfere with drop-off or pick-up circulation.

PARKING ALONG PLAZA

I have had some conversations with our traffic engineer and the County traffic engineer regarding the possibility of parking on Plaza for special events (when the dirt lot cannot be used or when the lot has been built on). There is some potential for this to happen, but the procedures for obtaining the permit are still being investigated.

PARKING AT ENGLEWOOD FIELDS

Conversations are in the works to use some of the Englewood field for overflow parking. Nothing has been agreed to at this point.



DRAFT INVENTORY MANAGEMENT POLICY

SECTION 1. BEN FRANKLIN ACADEMY

MISSION

The mission of Ben Franklin Academy is to develop young adults with character like America's founding Renaissance man, Benjamin Franklin: well-read, scientifically curious, and civically engaged.

VISION

Our students will excel academically through a challenging, sequenced curriculum that emphasizes math, science, and literacy. We will be a data driven institution, focusing on individual students. Our students, teachers, parents, staff, and leaders will be held accountable for the success of our school. Finally, we recognize that an education is incomplete without fostering the arts, sports, nature, and character.

PURPOSE

The purpose of this policy is to ensure the proper safe keeping and protection of Ben Franklin Academy's assets.

SECTION 2. INVENTORY MANAGEMENT

Each individual item costing over \$400 shall be inventoried. Inventoried items shall be labeled with a unique serial number. An inventory database shall be maintained that lists at least the serial number, location, description, and/or staff member responsible for each inventoried item. The inventory database shall be maintained by a designee of the principal and shall be updated when the location or the responsible staff member changes.

PORTABLE DEVICES

Portable devices for classroom use include laptops and tablet computers. These devices can be designated as a classroom portable device or a staff portable device.

Classroom Portable Devices

Classroom portable devices will be housed in a secure location. The Technology Specialist or the Technology Specialist's designee shall manage the physical storage of these devices in a secure location. For use in a classroom, classroom portable devices can only be checked out at most for a single day. At some time prior to the end of the school day, classroom portable devices must be returned to the secure location and checked back in by the Technology Specialist or the Technology Specialist's designee. Classroom portable devices shall not be checked out over night. Nor shall classroom

portable devices be checked out to a student or teacher for use at home, even for academic purposes.

When classroom portable devices are checked in or out within a mobile cart, the Technology Specialist or the Technology Specialist's designee shall ensure that each and every portable device is present in the cart and indicate as such in a database.

Staff Portable Devices

Staff Portable Devices are for the use by an assigned staff member. The inventory database shall reflect this use and indicate the assigned staff member. The assigned staff member can use an assigned device away from the facility. The assigned staff member shall be responsible for the safe keeping of the staff portable device. At the principal's sole discretion, the principal can allow or disallow a staff member from using a staff portable device away from the facility.

POLICY HISTORY:

Original: approved by the board XXXXX



GRIEVANCE POLICY

SECTION 1. BEN FRANKLIN ACADEMY

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PURPOSE

The purpose of this grievance policy is to provide procedures for resolution of questions, concerns, issues, or disputes. As Ben Franklin Academy ("the Academy") seeks to follow Benjamin Franklin's thirteen virtues at all times, it is expected that all parties will manage grievances according to these thirteen virtues. We will hold each student, parent, teacher, administration, and staff member to a high standard of behavior at all times and especially during the grievance procedure.

SECTION 2. GRIEVANCE

The Board of Directors ("Board") of the Academy provides the appropriate direction and guidelines to ensure that the Academy's faculty and staff are comprised of competent, ethical, and responsible professionals and to ensure that Academy employees are free from unnecessary, spiteful, or destructive criticism and complaint. The Academy believes concerns, complaints, or grievances should be addressed constructively and in a timely manner. While the Academy welcomes constructive criticism, such criticism should be focused on improving the quality of the educational program or to equip the administration, faculty or staff to do their tasks more effectively in order to benefit the students.

This policy provides general guidance regarding the Academy's grievance philosophy as well as the required procedures for instituting a formal grievance. In general, individuals must attempt to resolve the issue with the person with whom they have a concern before instituting a formal grievance. The Academy believes that most grievances can be resolved through open and honest communication. Several of Benjamin Franklin's Virtues should be kept in mind when

attempting to resolve a grievance: Temperance, Resolution, Sincerity, Justice, Tranquility, and Humility.

If the issue cannot be resolved despite best efforts, a formal grievance may be instituted pursuant to the procedures outline in this policy.

Whenever a complaint is made directly to the Board as a whole, or to an individual Board member, the complaint will in all circumstances be referred back through the proper channels, as outlined in this policy. Similarly, the principal shall not address a parent's grievance with a teacher until the parent has formally addressed the grievance with the teacher. The Board shall not address a parent's grievance with the principal until the parent has formally addressed the grievance with the principal.

If at any time an individual believes that any action taken by a teacher, staff member or the Principal is illegal, that person should immediately take his/her concern to the Board President. If at any time an individual believes that any action taken by the Board President is illegal, that person should immediately take his/her concern to the Principal.

SECTION 3. GRIEVANCE WITH A TEACHER OR STAFF MEMBER

Thorough documentation is required as parties proceed collaboratively toward the solution of the complaint and/or concern. The complaining party must document all complaints and grievances in writing using the Complaint and Grievance Form.

PROCEDURE 3.1: THE TEACHER/STAFF MEMBER

After attempting to resolve the issue in person, the complaining party must present a completed Complaint and Grievance Form to the teacher/staff member with whom the complaining party has a concern. The complaining party must then request an appointment to discuss the specific issue with the teacher/staff member. The complaining party and the teacher/staff member should schedule this meeting in a timely fashion.

At this meeting, the complaining party and teacher/staff member should decide on a course of action and commit this plan to writing with an intent to collaboratively remedy the situation and identify action item(s) and a timeline for accomplishing the agreed upon action item(s). The complaining party is responsible for putting the plan of action in writing, including the specific action item(s) and timeline. The teacher/staff member must review the written plan. If appropriate, the plan may be reviewed periodically, and if needed, the complaining party and teacher/staff member can revise the plan accordingly.

PROCEDURE 3.2: THE PRINCIPAL

If, after the plan of action has been completed and the complaining party still feels the situation has not improved satisfactorily, then the complaining party may elevate the issue to the Principal. The complaining party must document compliance with Procedure 3.1 in the Complaint and Grievance Form and present the updated Complaint and Grievance Form to the Principal, along

with any other documentation the complaining party feels is appropriate. The complaining party shall then schedule an appointment to discuss the issue with the Principal. The Board recommends that the teacher or staff member be included in this meeting; however, this is not required.

After reviewing the updated Complaint and Grievance Form, meeting with the complaining party, and taking other steps the Principal may view as helpful, the Principal may either concur with the plan of action as developed in Procedure 3.1 or develop a new plan for resolution. If the Principal concurs with the plan of action developed in Procedure 3.1, he/she must inform the complaining party. If the Principal develops a new plan, he/she must document the plan, including specific action item(s) and a timeline for accomplishing the action item(s). The Principal shall monitor compliance with the new plan and schedule a meeting with the complaining party once the Principal believes the new plan has been fully implemented and the issue resolved.

PROCEDURE 3.3: THE BOARD

If the complaining party continues to be dissatisfied with the resolution of the issue, then, and only then, the party may bring the concern or issue to the attention of the Board President.

The complaining party must document compliance with Procedures 3.1 and 3.2 in the Complaint and Grievance Form and present the updated Complaint and Grievance Form to the Board President. The Board President will then assign a Board member to serve as a liaison and stay in contact with the Principal, the complaining party, and the teacher/staff member as everyone tries to reach a resolution.

If the issue continues to be unresolved ten (10) school days after the updated Complaint and Grievance Form is presented to the Board President, a three-party Panel made up of two Board members and the Principal will hold a hearing with all parties. The Panel will render a written recommendation to the full Board within seven (7) school days of the hearing. The Board will then issue a final written decision in a timely manner, and no later than twenty (20) school days after it receives the Panel's written recommendation. The Board will consider the matter closed after issuing its final decision.

PROCEDURE 3.4: THE DISTRICT

In the event the Board issues a final written decision and the complaining party is dissatisfied, the complaining party may bring his/her written complaint to the attention of the District or Board of Education. The Douglas County Board of Education WILL NOT accept a grievance unless written documentation is provided demonstrating that Procedures 3.1, 3.2 and 3.3 have been followed.

SECTION 4. GRIEVANCE WITH THE PRINCIPAL

Thorough documentation is required as parties proceed collaboratively toward the solution of the complaint and/or concern. The complaining party must document all complaints and grievances in writing using the Complaint and Grievance Form.

PROCEDURE 4.1 – THE PRINCIPAL

After attempting to resolve the issue in person, individuals must present the completed Complaint and Grievance Form to the Principal and request an appointment to discuss the specific issue with the Principal. The individual and the Principal should schedule this meeting in a timely fashion. At this meeting, the individual and Principal should decide on a course of action and commit this plan to writing with an intent to collaboratively remedy the situation and identify action item(s) and a timeline for accomplishing the agreed upon action item(s). If appropriate, this plan will be reviewed periodically. And, if needed, the individual and Principal can revise the plan accordingly.

PROCEDURE 4.2: THE BOARD

If the complaining party continues to be dissatisfied with the resolution of the issue, then, and only then, the party may bring the concern or issue to the attention of the Board President.

The complaining party must document compliance with Procedure 4.1 in the Complaint and Grievance Form and present the updated Complaint and Grievance Form to the Board President. The Board President will then assign a Board member to serve as a liaison and stay in contact with the Principal and the complaining party as everyone tries to reach a resolution.

If the issue continues to be unresolved ten (10) school days after the updated Complaint and Grievance Form is presented to the Board President, a three-party Panel made up of two Board members and the Chair of the School Accountability Committee will hold a hearing with all parties. The Panel will render a written recommendation to the full Board within seven (7) school days of the hearing. The Board will then issue a final written decision in a timely manner, and no later than twenty (20) school days after it receives the Panel's written recommendation. The Board will consider the matter closed after issuing its final decision.

PROCEDURE 4.3: THE DISTRICT

In the event the Board issues a final written decision and the complaining party is dissatisfied, the complaining party may bring his/her written complaint to the attention of the District or Board of Education. The Douglas County Board of Education WILL NOT accept a grievance unless written documentation is provided demonstrating that Procedures 4.1 and 4.2 have been followed.

POLICY HISTORY:

Original: approved by the board 8/22/2/11



TEACHER/STAFF
(PROCEDURE 3.1)

This complaint and grievance form shall be used when addressing a grievance to a teacher or the staff as outlined in the Grievance Policy. The most up to date version of the Grievance Policy and this form can be found at the Ben Franklin Academy website. Use this page and the next if you have a grievance with a teacher. Feel free to attach appendices or other documentation as needed.

Nature of Grievance:

Date you met with the teacher: _____

Please list the action items, timelines, or resolutions you discussed with the teacher:

PRINCIPAL
(PROCEDURE 3.2)

This complaint and grievance form shall be used when addressing a grievance to the principal as outlined in the Grievance Policy. The most up to date version of the Grievance Policy and this form can be found at the Ben Franklin Academy website. Use this page and the previous if you have a grievance with a teacher. Use just this form if you have a grievance with the Principal. Feel free to attach appendices or other documentation as needed.

Nature of Grievance:

Date you met with the teacher: _____

Please list the action items, timelines, or resolutions you discussed with the teacher:

BOARD
(PROCEDURE 3.3)

This complaint and grievance form shall be used when addressing a grievance to the Ben Franklin Academy Board of Directors as outlined in the Grievance Policy. The most up to date version of the Grievance Policy and this form can be found at the Ben Franklin Academy website. Use this page and the previous pages if you have a grievance with a teacher. Use this page and the previous if you have a grievance with the Principal. Feel free to attach appendices or other documentation as needed.

Date submitted to the board president: _____

Assigned board liaison: _____

Date a three party panel will be organized if the complaint is unresolved: _____

Date the three party panel was organized if necessary: _____

Panel members: _____

Panel recommendation to the board:



GRADING POLICY

SECTION 1. BEN FRANKLIN ACADEMY

MISSION

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Our students will excel academically through a challenging, sequenced curriculum that emphasizes math, science, and literacy. We will be a data driven institution, focusing on individual students. Our students, teachers, parents, staff, and leaders will be held accountable for the success of our school. Finally, we recognize that an education is incomplete without fostering the arts, sports, nature, and character.

PURPOSE

The purpose of this policy is to define the grading scale used by Ben Franklin Academy (the "Academy") and the report cards used to communicate a student's achievement.

SECTION 2. GRADING SCALE

Ben Franklin Academy uses the standard 10-point grade scale for Academic Performance. Fractions one-half and above will be rounded up. For example performance of 93.5% shall be an A grade.

A+	98-100%	C+	77-79%
A	94-97%	C	73-76%
A-	90-93%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	64-66%
B-	80-82%	F	Below 64%

SECTION 3. ACADEMIC PERFORMANCE AND ACADEMIC RESPONSIBILITY

It is important for each student to learn the materials and skills presented in class as well as to develop good work habits and classroom conduct. Accordingly, there are two sections of the Academy's report card: Academic Performance and Academic Responsibility.

ACADEMIC PERFORMANCE

The Academic Performance grades will reflect a student's performance and mastery of material and skills in each subject area. This section of the report card may include, but is not limited to,

grades for Reading, Writing, Grammar, Spelling, Math, Science, Technology, Social Studies, Art, Music, and Physical Education.

ACADEMIC RESPONSIBILITY

The Academic Responsibility grades will reflect a student’s work habits and classroom conduct. This section of the report card will list each of the Thirteen Virtues and reflect whether a student is living these virtues in an age appropriate way. The Thirteen Virtues will encompass grades for work habits and classroom conduct. Penmanship shall also be reported in the Academic Responsibility section. The grading scale for Academic Responsibility will be Outstanding (“O”), Satisfactory (“S”), or Needs Improvement (“N”).

SECTION 4. EXTRA CREDIT

Extra credit shall not be given. However, the Academy’s focus is on learning and expects that each student shall have the opportunity to learn the relevant materials and skills. Accordingly, teachers at the Academy may work with the students to ensure that the students have mastered the relevant materials and skills. For example, a teacher may have a classroom policy in place to permit students to “redo” an assignment or test to gain a percentage of additional points to the original score. Any “redo” must be completed within one week of the original assignment or test.

SECTION 5. LATE WORK

The Academy expects all students to complete their work in a timely manner.

KINDERGARTEN – 3RD GRADE

If a student in kindergarten through 3rd grade turns an assignment in late, it will be marked 10% off for the first day late, 20% for the second day late, and 50% off if it is turned in within the unit.

4TH THROUGH 8TH GRADE

If a student in 4th through 8th grade turns an assignment in late, it will be marked 10% off for the first day late, 50% off for the second day late, and will receive no credit if it is turned in after the second day late.

SECTION 6. REPORT CARDS

An example of the Academy’s report card is attached. Note, a teacher should complete the red portions.

POLICY HISTORY:

Original: approved by the board 8/30/11

BEN FRANKLIN ACADEMY



Student Progress Report 2011- 2012

		Trimester			Trimester				
		1	2	3					
Student Name:					Attendance	1	2	3	
Grade:					Days Absent				
Home Teacher:					Days Tardy				
Reading – Teacher: [REDACTED]					Knowledge and application of the 13 virtues:				
Grade					Temperance				
Demonstrates fluency					Silence				
Demonstrates comprehension					Order				
					Resolution				
Writing/Grammar – Teacher: [REDACTED]					Frugality				
Grade					Industry				
Edits mechanics and spelling					Sincerity				
Expresses ideas clearly					Justice				
					Moderation				
Spelling– Teacher: [REDACTED]					Cleanliness				
Grade					Tranquility				
Spells words correctly in writing					Purity				
					Humility				
Math – Teacher: [REDACTED]					Penmanship:				
Grade					Writes legibly in daily work				
Demonstrates accuracy and automaticity in recall of math facts					Forms letters correctly				
Social Studies – Teacher: [REDACTED]									
Grade									
Science – Teacher: [REDACTED]					0	Yes	No		
Grade					Is currently on an ILP (Individualized Literacy Plan)				
					Is receiving added support in the following areas:				
Physical Education					Reading				
Music					Writing				
Art					Math				
Technology									
Academic Performance:					13 Virtues/Penmanship:				
A+	98-100%	B+	87-89%	C+	77-79%	D+	67-69%	0	Outstanding
A	94-97%	B	83-86%	C	73-76%	D	64-66%	S	Satisfactory
A-	90-93%	B-	80-82%	C-	70-72%	F	< 64%	N	Needs Improvement
Comments:									
Parent Signature:									

UNIFORM COMMITTEE REPORT

1. I sent out surveys to the board and to the administration asking them what they like and dislike about the policy and what we need to change:
 - The ones I have received back all said they like the uniform policy; it is working the way it is intended, and easy to follow for the most part. It is simple!
 - All love EO, have no complaints with them. Do not want to change.
 - A few suggestions:
 - More options – a few added items.
 - More sweater options, warm weather options.
 - Boot policy, allow snow boots in school. Two had this suggestion.
 - Allow red, white, or blue turtle necks under the sweaters and sweatshirts only.
 - Logo on any uniform top.
 - More variety
2. Talked to Bob about his thoughts on another vendor (in addition to Educational Outfitters):
 - We have a uniform policy, not a dress code.
 - Another vendor would be okay only if they label like EO does. It is easy for the staff to identify who is in compliance and who is not. No gray areas.
 - Too many are vested in EO (multiple kids – hand me downs, and the buy back program)
 - Allowing people to buy their white polos anywhere would be okay. There can be no label and they still must get the formal logo from EO at a higher price.
 - Bob even came and answered questions from the committee about the 1 vendor. He reiterated that he prefers 1 vendor, it is easier to enforce and creates no gray areas.
3. PAC Logged Complaints about the Uniforms:
 - Shoe clarification – policy is vague. Also what about boots
 - Brands at EO wearing differently –
 - Poor customer service at EO –
 - Back orders at EO – Many items and they were on order for long periods of time. This is mostly BFA's fault. When we signed the contract in the

spring, Holly had already placed her order with the suppliers in Jan. We told her we were enrolling 475 students. We ended up enrolling 525 students, 150 more than we told her. We never told her we revised our number so she could order more uniforms. It never dawned on us. We now know that we need to let her know our #'s when we know so she can plan ahead.

- Hoodie Policy – Why can't k-5 wear the hoodies
 - Better uniform styles
 - More options for cold weather wear , maybe a zipper fleece –
 - PTO wants to embroider names on the back of the sweatshirts
 - Sock policy clarification –
4. Questions for EO –
- 5% back –
 - How much is the school going to get back as of now? The school will get back \$7818 as of 11/15
 - When will we get the money? Checks are issued at the beginning of summer
 - If we go with an additional vendor, how does it affect this cash back program? Since they are our sole provider, we get back 5%. If we use another supplier in addition to EO, the cash back falls to 3% next year.
 - Service was our biggest complaint, what can be done to fix this?
 - Talking to others, this was not brought up to Holly. The first year is rough. Some just did not want to be purchasing uniforms and took it out on the staff. The next years will be better.
 - What kind of sales can you offer our families this year? What about new families?
 - If we stay with EO as our sole provider, she will offer the same sales (15% in June, 10% in July, and 10% in December).
 - She will give us coupons for new families that we can include in an orientation packet.
 - Holly has suggested that we add some more items, this will help with the fit issues
 - Recommends A+ brand only. Better quality for same price. This will be who she uses more next year.
 - Plaid belt for girls and plaid ruffle socks (this is our plaid)
 - Button up boys sweater
 - Lighter gage sweaters for Fall and Spring.

- Girls cut long sleeve polo is no longer being made. Has other options we can look at
- Spandex in the pants for girls and skorts with the bike shorts in them is another one.
- PTO:
 - Navy or Red sweatshirt with large BFA in our plaid
 - Fleece zip up jacket and vest
 - On top of the sweatshirts they already sell.
- Misc:
 - Is 80% sure that she will not have to raise prices next year on the main items (pants and polos)
 - Our school does not fit the mold that other schools do. We have a lot more slim girls than others. She now has a better grasp on what our school needs so ordering will be better. Also, A+ has more items on hand than the other supplier.
 - They will be using a new computer system which will help with processing orders.
- 5. The uniform committee's recommendations:
 - We voted and it was a 2-2 tie for adding Dennis. I broke the tie and voted to stick with EO as our sole provider. I did this for several reasons:
 - 5% vs 3% - This could equal close to \$3000 or more next year (we are still expanding our school).
 - Board and Administration are happy with EO and 1 vendor. This is what was recommended to our school when we first started to uniform discussion from another charter school.
 - Some parents are happy with EO, and some are not. We cannot please everyone. I have heard from parents that they want other vendors in the way of Target, Old Navy, Gymboree, etc. This is not a uniform, it is a dress code and the board decided last year that we wanted a dress code.
 - Location – Dennis is at Park Meadows
 - Cost – A pair of pants were roughly \$8.50 more than EO. Parents who are unhappy with the cost at EO were not going to be happy with the cost at Dennis. I also felt that for the handful of parents that would use Dennis would not make it worth losing out on the additional 2% back.
 - Issues with EO are the same at Dennis and there were more (no adjustable wait pants at Dennis)
 - Store Hours – EO has better hours to serve our families.

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- Colors would not match – the tans within Dennis did not match each other. We would not be able to control which color tan our parents would be purchasing. We would have 3 or more colors of tan. It looks so nice to go on a field trip and all the kids look the same.
- Parents want variety – we have added more items from EO. This will help with fit and back order issues.
- Holly has been a huge help to our school. She has bent over backwards to help our parents and students. She has taken back ripped knees, which is not part of her policy, and replaced them. She gave pants to families so they would have a uniform for the start of school if the ones they ordered were backordered.
- Holly also will donate uniforms if there is a family in need. This will go through Bob (I would assume if a family qualifies for FRL they would get a referral from Bob for this). Dennis had a program that you had to purchase so much in uniforms and then a % went into an account for needy families at our school.
- Holly is eager to keep our business exclusive. Some added ideas for sales are:
 - Monthly specials (buy 2 pants get 1 free)
 - Frequent Buyer Program – Dennis used to do this, and a parent brought this up. Holly is looking into the feasibility of this.
 - Back to School night in July and Aug – 1 night a month Holly will open for just our school and have her staff there to answer questions, we can buy the uniforms, maybe have a sale, meet other families.

*We never went to Dennis as a committee. Rochelle went one Saturday to price out items and to check colors. We spent a lot of time on this issue last year when setting up the uniform policy. Dennis was not helpful. They were more expensive, the pants were stiffer, they would not let us use a plaid that matched the colors we had chosen, they do not do embroidery they use patches which do not look as nice, and they did not offer the sales that EO did. I felt it was a waste of time to look at it again since it had not even been a year and people were happy with EO.

- We will do a parent survey in January so parents can let Holly know what some of the problems are. Holly had no idea that some of the problems were going on until the board meeting in Oct. She wants to know how to make our families happy.

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- Bob has approved a uniform section in the news letter. We want to educate our parents about the uniforms ie; how to purchase their uniforms better (size, items, etc.), how to wash the uniforms, why the hoodies are for grades 6-8 only, return policy of EO, there are patches available at EO for the girls pants on the knees (this will help with the knees tearing I have heard of recently), sales at EO.
- All the added items and changed items and wording are in red in the policy and charts.
- It is optional to logo any of the polos.
- All outer wear (sweaters included) must have the logo
- We are recommending a change in the formal uniform:
 - Red shirt with the logo
 - Blue bottoms
 - If you wish to wear a sweatshirt or sweater, it must be a logo'd one.



UNIFORMS

SECTION 1. BEN FRANKLIN ACADEMY

MISSION

The mission of Ben Franklin Academy is to develop young adults with character like America's founding Renaissance man, Benjamin Franklin: well-read, scientifically curious, and civically engaged.

VISION

Our students will excel academically through a challenging, sequenced curriculum that emphasizes math, science, and literacy. We will be a data driven institution, focusing on individual students. Our students, teachers, parents, staff, and leaders will be held accountable for the success of our school. Finally, we recognize that an education is incomplete without fostering the arts, sports, nature, and character.

PURPOSE

The learning environment can be influenced by students' attire. The purpose of the Uniform Policy is to promote learning by reducing distraction, disruptions and disciplinary problems. The policy also promotes student pride in themselves and their school. This policy is intended to promote uniformity of dress. Students are required to adhere to these standards.

Section 1.01 Grooming and General Guidelines

Students are required to arrive at school properly and neatly attired. Uniforms are mandatory and should be worn as the manufacturer intended. Uniforms must be purchased from Educational Outfitters (www.educationaloutfitters.com). The acceptable school uniform can be found by reviewing the Ben Franklin Academy Uniform Standards for All Students and Additional Uniform Standards for Girls. Clothing which is oversized, undersized, excessively baggy, tight, or revealing is not acceptable. Uniforms are required to be in good repair. Under no circumstances may students write on, cut up, defame or add to their uniforms.

Hair

Hair shall be clean, neatly groomed, evenly cut, a natural hair color and follow the natural shape of the head. No distracting or disruptive hairstyles or colors will be permitted. No beads, yarn, fabric, or other items may be braided into hair. Girls may wear colorcoordinated hair accessories. Boys' and girls' bangs cannot be longer than the eyebrows

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ACADEMY

in front. Boys' hair shall not extend below the top of the shirt collar in back or below the bottom the earlobes on the sides, and shall not be worn in a ponytail, Mohawk, oiled, or spiked. Side burns shall not extend below the bottom the earlobe. Beards or mustaches shall not be worn.

Hats

At no time will hats, caps, bandanas, or visors be permitted for either boys or girls.

Jewelry

Jewelry and accessories are acceptable as long as they are conservative and in keeping with the type and color of the uniform. Girls may wear one post or small (1/2") hoop per ear, without dangles or charms. Girls or boys may wear one each of the following items: simple necklace (not large or bulky), bracelet, ring, or watch. Boys shall not wear earrings.

Makeup and Nail Polish

Girls may wear nail polish in a single color for all fingers of both hands, in clear or pale pink. For sixth graders and beyond, girls ONLY may wear lightly applied mascara (brown or black), blush (pale neutral or pale pink), and lip gloss (clear or pale pink). Boys shall not wear makeup.

Body Art

At no time shall tattoos of any kind be allowed on the face, hands, arms, legs, or any other exposed skin. Exposed body parts shall not be pierced, except as allowed for girls' earrings (see Jewelry above).

Pants

Pants must fit properly and shall not ride lower than the natural waist, fit neither too loose or tight, not visibly flared, must be no longer than the sole of the shoe, and no shorter than 2" above the ankle bone. Jeans, sweatpants, athletic wear, cargo-type clothing, corduroy, capris, and leggings are not acceptable.

Shirts

Collared shirts shall always be worn, even when sweatshirts, sweaters, and jumpers are also worn. Undershirts must be tucked in and not visible at any time.

Shoes

Shoes must be closed-toe with backs. Students may not wear sandals, flip-flops, "wheelies", or clogs. Shoes must be tied in a traditional manner and must stay on the heels when walking. Multicolored laces are not allowed. Shoes must meet the uniform standard on all school days with the exception that shoes may have patterns on Dress of Choice Days.

Outerwear (Boys and Girls)

Snow boots may be worn to school or during recess in inclement weather. Boots must be

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removed in designated areas within the school building and replaced with shoes. **All sweaters and sweatshirts must display the Ben Franklin Academy logo while worn in the building and on field trips.**

SECTION 2. EXCEPTIONS

Organizational uniforms such as Boy Scouts and Girls Scout Uniforms may be worn in place of, or in addition to, the Ben Franklin Academy Uniform on spirit days. If the Organizational Uniform does not include all clothing elements, (i.e. no specified pant/skirt), the applicable Ben Franklin Academy component should be worn with the Organizational Uniform components.

Temporary exceptions to the clothing requirements of this policy may be granted by the Principal for hardship, as an individual reward, based on family circumstance (i.e. funeral), for medical or religious reasons, or as part of the Dress of Choice day. Exceptions to the clothing requirements of this policy shall not include exceptions to the student grooming standards set forth herein, unless expressly authorized by the Principal. Upon request, reasonable accommodations in the Uniform Policy shall be made by the Principal for students with disabilities or religious convictions which conflict with the code.

SECTION 3. DRESS OF CHOICE (DOC)

Dress of Choice Days shall be scheduled periodically as a reward for those students who have not received a single Uniform Policy Violation between the previous DOC day and the upcoming DOC day. Clothes worn by all the students during the Dress of Choice days shall be modest, in good condition, and neat in appearance. Students are not allowed to wear pajama items or clothing that contains wording or images that could be interpreted as racial, vulgar, or offensive in any way. Revealing clothes are not acceptable (i.e. tank tops, midriiffs, sleeveless, etc.)

SECTION 4. SPIRIT DAYS

Spirit Days shall be scheduled periodically. On Spirit Days students can wear spirit wear provided only by the Parent-Teacher Organization along with the rest of the uniform. These items include t-shirts with the official Ben Franklin Academy logo. Spirit Days shall be scheduled at the discretion of the Principal. For example, on a Spirit Day, a student may wear a T-shirt purchased through the PTO along with an approved pair of shorts.

SECTION 5. FORMAL UNIFORM / FIELD TRIP UNIFORM

The first day of the school year and the first Wednesday of every month are Formal Uniform days. Other days throughout the school year may be designated a Formal Uniform day as determined by the Principal, and students and families will be notified ahead of time. All field trips will require the Formal Uniform.

The Formal Uniform for Boys and Girls is: **Red short sleeve or long sleeve polo with**

BEN FRANKLIN ACADEMY

the Ben Franklin Academy logo and navy blue pants, skort, shorts, or skirt. A Ben Franklin Academy sweater or sweatshirt may be worn over the formal uniform at anytime.

SECTION 6. UNIFORM STANDARDS

The Uniform Standards Document listed at the Academy's website is incorporated herein by reference and shall be used as a guide for all uniform decisions.

SECTION 7. UNIFORM VIOLATIONS

Uniform violations shall be subjected to discipline as per the discipline policy.

Ben Franklin Academy Uniform Standards for All Students

*The omission of a specific guideline does not automatically permit its use.
Items must meet current uniform standards or may be deemed unacceptable.*

Uniform Standards for Boys and Girls	Uniforms will have or will be	Uniforms will NOT have or will not be	Educational Outfitters Item #
Polo Shirt	White, navy blue, red (K-8) Light blue (6-8 only) Short or long sleeve You may logo all shirts (optional)	Tucked in Buttoned except top neck button Short sleeves fall midway between shoulder and elbow	6909 70098320 6830 68328326
T-Shirts	White Plain / without design or pockets	Tucked in To be worn only as an undershirt	
Oxford Shirt	White Short or long sleeve Button down collar	Tucked in Buttoned except top neck button	6860 6861 6718 6717
Sweaters	Navy or Red with the BFA logo V-Neck Pull-Over or Vest	Collared shirt must be worn under the sweater	65006300 - Boys 6600 4917 - Girls Blue Only
¼ Zip Sweatshirt	Navy with the BFA logo (6-8 only)	Must bear the official Ben Franklin Academy Logo An approved shirt must be worn underneath the sweatshirt 6-8 graders may wear a hooded sweatshirt	6295
Crewneck Sweatshirts	Navy with the BFA logo Navy or Red with BFA in Navy/Red Plaid #36	Must bear the official Ben Franklin Academy log and lettering An approved shirt must be worn underneath the sweatshirt	Must be purchased through the PTO
Fleece Jackets and Fleece Vests	Navy or Red with the BFA logo	Over-sized, or tied around the neck Over-sized, or tied around the neck	Must be purchased through the PTO
BFA T-Shirt (only allowed on spirit days)	White with red logo or approved insignia	Over-sized, or tied around the neck	Must be purchased through the PTO
Pants	Twill dress slacks in khaki or navy	Flat front or pleated twill pants Worn at natural waistline	7427 74907121 6714 7094600 7000 6757 7102 7548 7501
Shorts	Twill walking shorts in khaki or navy Not rolled Cuffs must be sewn in	Inappropriate length - shall not be less than 4 " above the knee when kneeling shall not be longer than the top of the kneecap measured from a standing position Not worn below the natural waistline Without pattern or design	7388 7301 6713 7320 6767 7099
Belts	Black or brown Plain single color Braided or flat		
Socks	White, navy, red, or tan		
Shoes	Loafers, dress shoes, deck shoes, dress boots Black, brown, navy, gray, tan, white, and red Athletic shoes must be suitable for PE Predominately black, white, navy blue, or gray High or low top Predominately means more than 2/3	Lace, embroidery, patterns, or ruffles Not pulled up to mid calf or higher unless knee highs for girls. Lights, rollers, cleats, wheels, neon colors, decorations Platforms, heels higher than 1", snow boots, hiking boots Patterns such as (but not limited to) plaid, flowers, polka dots, checkers, or other decorations. No fur trimmed or ornate shoes or boots The only exception is that shoes may have patterns on Dress of Choice Days	

Additional Uniform Standards for Girls

These uniform items for girls are in additions to those described previously for both boys and girls.

The omission of a specific guideline does not automatically permit its use. Items must meet current uniform standards or may be deemed unacceptable.

Additional Uniform Standards for Girls	Uniforms will have or will be	Uniforms will NOT have or will not be	Educational Outfitters Item #
Peter Pan Blouse	White Short or long sleeve K - 5 only	Broadcloth	67388360 67376819 6620
Jumpers	Navy/Red Plaid #36 Khaki or Navy K - 5 only	Inappropriate length shall not be less than 4" above the knee when kneeling	1194 6481
Skort	Navy/Red Plaid #36 Khaki or Navy	Inappropriate length shall not be less than 4" above the knee when kneeling	6755 6784 7876
Skirts	Navy/Red Plaid #36 Khaki or Navy	Inappropriate length shall not be less than 4" above the knee when kneeling	6751 1034 6851 6 - 8 Only
Sweaters	Crew Neck Cardigan – Navy or Red with the BFA logo	Crew Neck Cardigan Sweater	6000
Bike Shorts	Navy, Black, or Red	Only to be worn under skirts or jumpers	
Socks/Tights	Grades K-8 White, navy blue, red, and tan Grades 7-8 May wear flesh colored hose Ruffle plaid socks purchased from EO	Plain single color Matching in color Flat or cable knit knee highs, or opaque tights Should be worn as intended	Plaid Ruffle from EO
Hair Accessories	White, navy blue, and red, Neutral colors - Tan, Brown, and Black	No fake braids or hair extensions, or beads No pattern other than navy red plaid No colors other than those specified Headbands not wider than 2"	
Leggings	Red, White, or Navy Blue	No lace or designs	
Belt	Navy/Red Plaid #36 This is an other option, not required	Full Length, to the ankle	Need Item #



PROPOSED STUDENT HANDBOOK CHANGES

SECTION 4. SCHOOL OPERATIONS

SPECIAL EDUCATION 504 LEAD

The Academic Director serves as special education coordinator and the 504 Team lead. Diana Simpson is the current academic director. She can be reached at dsimpson@bfacademy.org and at 720.383.4519.

SECTION 9. POLICIES

All other policies of Ben Franklin Academy are incorporated herein by reference. The most up to date version of the Academy's policies can be found on the Academy's website.

In particular, the Conflict Resolution Policy should be referred to in all situations when an individual has a conflict with a teacher, staff, or administrator at the Academy. The most up to date version of this policy can be found at <http://www.bfacademy.org/policies>.

**EXHIBIT 1 – EQUIPMENT INFORMATION
to Short-Term Payment Agreement**

Part Number	Details & Comments	Qty	Unit Discounted Price	Extended Disc. Price
BG806LL/A	BNDL IPAD WI-FI 16GB WHT-10 PK PRSN	15	\$4,790.00	\$71,850.00
H3635LL/A	BRETFORD POWERSYNC CART FOR IPAD	2	\$2,161.95	\$4,323.90
BG019LL/A	BNDL MACBOOK 5PACK-USA MacBook 5-pack (White/13.3" LED/2.4GHz/2GB DDR3/250GB/SD)	17	\$4,131.30	\$70,232.10
				\$146,406.00

The above Equipment includes all attachments and accessories attached thereto and made a part thereof.



DRAFT STRATEGIC PLAN

SECTION 1. MISSION, VISION & PURPOSE

MISSION

The mission of Ben Franklin Academy is to develop young adults with character like America's founding Renaissance man, Benjamin Franklin: well-read, scientifically curious, and civically engaged.

VISION

Our students will excel academically through a challenging, sequenced curriculum that emphasizes math, science, and literacy. We will be a data driven institution, focusing on individual students. Our students, teachers, parents, staff, and leaders will be held accountable for the success of our school. Finally, we recognize that an education is incomplete without fostering the arts, sports, nature, and character.

PURPOSE

The purpose of the strategic plan is to outline the long term direction of Ben Franklin Academy.

SECTION 2. CORE VALUES

Some ideas on our core values.

- 13 Virtues
- Academic Achievement
- Individual Focus
- Balance
- Financial stability
- Family involvement

SECTION 3. SITUATIONAL ANALYSIS

Our competitors are all providers of pre-K through 8 education. This includes all public, private, and charter schools within a 10 mile radius. BFA has various substantial advantages over public schools, has a significant cost advantage over private schools, but is less differentiated from other charter schools. This is an area that will require more attention as we move forward.

STRENGTHS:

- New – other established charter schools to learn from
- Educational balance between academics and life, as well as subject matter
- Science, tech, and math focus/daily exposure
- Quality of teachers
- Quality administrators
- Character Education
- Strong founding families

WEAKNESSES:

- Lack of a true specialty – can't be both “well rounded” and STEM focused
- Unproven

OPPORTUNITIES:

- Displeasure with public schools – class sizes, less motivated teachers, lack of academic rigor
- New - no pre-existing perceptions, flexibility to adapt to needs
- Difficulty of getting enrolled in other charter schools
- Charter schools as a “trend”

THREATS:

- New - no track record
- Lack of understanding among the general public about charter schools
- Little differentiation among BFA and other charter schools
- Funding from state and county
- Performance metrics not being met
- Expansion of new/ existing charter schools as parents cannot get their children enrolled

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- Funding increases for public schools and class sizes, general perception of them gets better
- Option certificates (vouchers) taking students who wouldn't otherwise choose private education
- Unhappy neighbors/ lack of parking options
- Inability to expand

SECTION 4. GOALS AND OBJECTIVES

This section is comprised of goals collected from both our charter application and the CDE grant. There is likely some overlap.

CHARTER APPLICATION GOALS

Academic Goals

Academic excellence is another fundamental component of the Academy's mission. Each student will achieve academic excellence and above-average growth. Our academic goals are:

- The Academy will utilize the NWEA system to create baseline, mid-year, and end-of-year comparison data for all students initially in grades 2-6. Based on this data, at least one year's growth every year in achievement will be expected in all students in grade levels 2-8 by the end of the third year. Students who are behind will have one-and-a-half year's growth that will enable them to catch up in three years.
- The Academy will analyze data from both formal and informal assessments, evaluating each student's growth and achievement through progress monitoring. All students will meet or exceed growth targets according to the NWEA results.
- All disaggregated groups of students will meet the Colorado Department of Education's Adequate Yearly Progress (AYP) Targets.
- Through the use of the Academy's chosen curricula, and by emphasizing science, math, and literacy, the Academy expect students in grades 3-8 to have at least one year's growth on the Colorado Standardized Assessments by the end of year three of operations.
- Through the use of the School Performance Frameworks, which incorporates the Colorado Growth Model, the Academy will identify students' achievement, growth, and growth gaps using Colorado Standardized Assessment testing results for students in grades 3-6 starting in year two. The Colorado Standardized Assessment test will be administered the spring of year one, and the results will be available in the fall of that year. The Colorado Growth model will be best utilized in year three when the baseline data can be compared with the prior year's growth. Thus, the Academy expects to see a median growth percentile of at least 60 percent or higher for each student in grades 3-8 by year three.

Balance Goals

The Academy will provide an academically rich learning environment in a balanced fashion.

- The Academy will fully implemented a homework level evaluation system in place by the spring of 2012. This homework level evaluation system will provide teachers and administrators a mechanism to measure and adjust homework levels that are appropriate for each grade level.

- Through the use of character education, students will understand what it means to work hard, be kind and patient, and to stand for what they believe in. By the end of their first year at the Academy, second grade students and above shall be able to recite and describe the Thirteen Virtues.

Individual Focus

The Academy will focus on individual students so each student can be challenged at his/her level.

- 90 percent of students who start below grade level in any category will be at grade-level after attending the Academy for two years. This performance will be monitored and measured by the North West Evaluation Assessment (NWEA) and Colorado Standardized Assessments (e.g., CSAP).
- 95 percent of students who start at grade level will remain there or perform above grade level, and 95 percent of students who start above grade level will maintain their performance. This performance will be monitored and measured by the NWEA and Colorado Standardized Assessments (e.g., CSAP).
- The Academy will actively work to reduce the number of students that start out on an Individualized Literacy Process (ILP).
- The Academy's students will express a high level of satisfaction with the school as measured by yearly surveys.
- Each year, a majority of parents will express satisfaction with Ben Franklin Academy based on a survey, which will be administered each spring. A baseline measure of overall satisfaction will set in the spring of 2012. Satisfaction will increase from the baseline each year until the rating reaches 80 percent or greater.

Individual focus extends to the Academy's faculty.

- The Academy will provide regular professional development days throughout the school year, as well as before the school year starts, for its teachers to improve their craft.
- The Academy shall provide school-wide training either in-house or in conjunction with another school. In the first year of operation, many of these trainings will focus on the Core Knowledge Sequence, ability groupings, character education, and assessments. Additional training may focus on other aspects of the curriculum such as Saxon Math, Treasures, Step Up to Writing, D'Nealian Handwriting, and the Scott Foresman and Prentice Hall Science curricula.
- Before the Academy opens, the staff will undergo mandatory training on Core Knowledge and the other curriculum for about two weeks to ensure a cohesive and smooth transition on the first day of school.
- Teachers will be given the opportunity to have a mentor or be a mentor to encourage collaboration and skill building among the teaching staff.
- 100 percent of the Academy's teachers will possess the Elementary and Secondary Education Act (ESEA) "Highly Qualified" designation. Additionally,

the Academy's Principal and Board president will conduct regular analyses to determine school-specific educational, financial, and operational goals designed to improve overall school performance.

Operational Goals

The Academy will maintain high standards of enrollment and parental involvement.

- The Academy will expand from a K-6 charter school to a K-8 charter school by the 2013-2014 school year.
- A strong parental involvement program will be implemented by 2013. Each family will be asked to provide at least 30 volunteer hours (15 hours for single parents) per school year. The Academy expects 80 percent compliance by year three.
- The Academy will maintain an attendance rate of 95 percent or higher in alignment with similar Douglas County charter and neighborhood schools.
- The Academy will maintain a voluntary re-enrollment rate of 85 percent or higher from year-to-year.
- Ben Franklin Academy will be a data-driven institution. As such, all components of the Academy, including curriculum implementation, character education, parent involvement, professional development, school safety, discipline, and communication will be assessed annually via parent, teacher, and student surveys. We will work to ensure that more than 60 percent of families will complete such surveys each year.

Financial Goals

The Academy will be financially stable. The Academy will use conservative budget and accounting standards to achieve financial freedom and stability.

- The Academy core functions will be fully supported by per pupil operating revenue (PPOR) and any mil levy override funds provided by DCSD by the end of the 2012-2013 school year. Assuming PPOR does not drastically decrease (e.g., beyond decreases substantially more than 2.7 percent per year) in future years, reliance on government and non-profit grants will end by 2014. Although the Academy's core functions will be fully supported by PPOR, the Academy may still seek grant support for auxiliary functions including but not limited to technology improvement, professional development, lab equipment, and assistance for special needs students.
- The Academy will maintain two separate reserve accounts. The Academy will reserve at least 3 percent of PPOR annually for unforeseen contingencies starting in the 2012-2013 school year. This reserve is separate from the mandated TABOR reserve account, which also will be maintained. By the end of year three (spring 2014), the Academy will have reserves of more than \$300,000.

CDE IMPLEMENTATION GRANT GOALS

BFA students will make AYP in reading, writing and math and BFA will meet 100 percent of its AYP goals for all students by the end of its second year of operation.

Specifically, BFA students in grades K-5 will meet or exceed growth targets by the end of the second year of operation as measured by DRA2 and curriculum-based assessments and teacher observation. Moreover, the percentage of BFA students in grades 3-8 who have attended the school for three years and who attain a CSAP score of Proficient or Advanced in all areas will exceed the average percentage for DCSD schools by at least 5 percent.

BFA students in grades K-8 will demonstrate proficiency and improvement of skills and content knowledge in math.

BFA students in grades K-2 shall show an achievement increase in math of 20 percent by the end of two years of attendance and 30 percent by the end of three years of attendance as measured by curriculum-based assessments and teacher observation. Additionally, the average growth among BFA students in grades 2-8 will exceed nominal annual growth in math as measured by the NWEA MAP. Similarly, the percentage of BFA students in grades 3-8 who have attended the school for three years and who attain a CSAP score of Proficient or Advanced in math will exceed the average percentage for DCSD schools by at least 5 percent. Also, BFA students in grades 3-8 will achieve a median growth percentile of 60 percent or higher in math at each grade level according to the Colorado Growth Model in year 2 of operations.

BFA students in grades K-8 will demonstrate proficiency and improvement of skills in content knowledge in science.

BFA students in grades K-2 shall show an achievement increase of 10 percent in science by the end of two years of attendance and 20 percent by the end of three years of attendance as measured by curriculum-based assessments and teacher observation. Further, the average growth among BFA students in grades 2-8 will exceed nominal annual growth in science as measured by the NWEA MAP. Additionally, the percentage of BFA students in fifth and eighth grade who have attended the school for three years and who attain a CSAP score of Proficient or Advanced in science will exceed the average percentage for DCSD schools by at least 5 percent.

BFA students in grades K-8 will demonstrate proficiency and improvement of skills and content knowledge in reading.

Specifically, 90 percent of BFA students in grades K-5 will meet or exceed CBLA requirements by the end of year 1 of operations as measured by the DRA2 and curriculum-based assessments and teacher observation. Moreover, the average growth among BFA students in grades 2-8 will exceed nominal annual growth in reading and language usage as measured by AIMSweb and/or NWEA MAP. Also, the percentage of BFA students in grades 3-8 who have attended the school for three years and who attain a CSAP score of Proficient or Advanced in reading will exceed the average percentage for DCSD schools by at least 5 percent. Further, BFA students in grades 3-8 will achieve a median growth percentile of 60 percent or higher in reading at each grade level according

to the Colorado Growth Model.

BFA students in grades K-8 will demonstrate proficiency and improvement of skills and content knowledge as well as meet all Colorado Literacy Act requirements in writing.

BFA students in grades K-2 shall show an achievement increase of 10 percent in writing by the end of two years of attendance and 20 percent by the end of three years of attendance as measured by curriculum-based assessments and teacher observation. Additionally, the percentage of BFA students in grades 3-8 who have attended the school for three years and who attain a CSAP score of Proficient or Advanced in writing will exceed the average percentage for DCSD schools by at least 5 percent. Furthermore, BFA students in grades 3-8 will achieve a median growth percentile of 60 percent or higher in writing at each grade level according to the Colorado Growth Model.

BFA students in grades K-8 will demonstrate proficiency and improvement of skills and content knowledge in social studies and geography.

Specifically, BFA students in grades K-8 will demonstrate proficiency in the Colorado Academic Standards at each grade level in social studies and geography as measured by curriculum-based assessments and teacher observation.

BFA students in grades K-8 will meet all state goals for the State and District Language Proficiency Test for all students identified as English Language Learners (“ELL”).

Specifically, BFA ELL students in grades K-5 will meet or exceed growth targets by the end of the second year of operation as measured by the DRA2 and curriculum-based assessments and teacher observation. Further, BFA ELL students in grades 3-8 will achieve a median growth percentile of 60 percent or higher in as measured by CSAP according to the Colorado Growth Model. Also, BFA ELL students in grades 6-8 will exceed nominal annual growth as measured by the NWEA MAP.

SECTION 5. STRATEGIES AND TACTICS

This section must be completed. The following was pulled from the Charter Application.

EVALUATING PERFORMANCE

Ben Franklin Academy will be a data-driven school. As such, data from regular assessments will be used to gauge the progress of students and teachers. The Academy's Student Performance Plan includes all required district and state assessments of student progress for grades K-8. It also includes additional measures that inform instruction and/or provide broader evaluations of Academy student growth and achievement. The Academy welcomes assessments as information that increases the likelihood of student success, and will track individual students longitudinally as they progress through each grade, enabling the school to continually adapt its curriculum, instructional strategies and content delivery to ensure that students are learning and progressing.

The Academy will collect student performance data from formal and informal assessments in the classroom, Colorado Standardized Assessments (e.g., CSAP) results, nationally norm-referenced test results, attendance records, and behavior records. The Academy will analyze the data and apply it in a way that will close learning gaps and increase individual student achievement. Through the use of the Colorado Growth Model, the Academy will be able to identify the growth and achievement levels of each student, each class, and the school. The education and achievement of each student are responsibilities shared by students, teachers, parents, and community members. The Academy plans to use three performance management systems. A student information system, such as Infinite Campus; formative assessments, such as NWEA; and a data management system, such as Alpine Achievement.

Assessments

The Academy will utilize various assessment tools to enable teachers to react quickly to students' changing needs. Teachers will have a common planning time one day per week during specials to collaborate, plan, and review assessment materials. And teachers will work with the academic director to utilize the assessments to inform instruction.

Colorado Standardized Assessments (e.g., CSAP).

Colorado Standardized Assessment tests will be given to all students in third through eighth grades in available subject areas and will serve as the foundation for determining Adequate Yearly Progress (AYP). These assessments will also allow the Academy to measure and compare academic achievement and growth, as well as growth gaps, from year-to-year through the Colorado Growth Model, which is an integral part of the School Performance Frameworks. These tests are informative, providing yearly information as to how well teachers are addressing state and district academic standards, instruction is being delivered, and students are learning the information targeted by those standards. Each year, the Academy's teachers, Academic Director, and administrative staff will formally analyze the results to inform instruction to meet individual student's needs and ensure that all students reach their target growth percentile or above. The Academy

recognizes that Colorado Standardized Assessment tests will be changing over the next four years and will adapt to the changes through the Academic Director and Principal. The Academy will also assess students using any new assessments required by federal or state law or by DCSD.

Measures of Academic Progress (MAP)

The Academy plans to administer the NWEA MAP test to all students in second through eighth grades. This MAP test will be the NWEA. MAP tests will be administered at the beginning of the new school year to gather baseline data, mid-year to track progress, and the end of the year to assess each student's progress and potential placement for the next school year. MAP tests are available in these four subject areas: Mathematics; Reading; Language Usage; and Science.

MAP tests have a number of qualities. First, they are aligned to each state's measurement scales and content standards and are often used as an indicator of preparedness for state assessments. MAP tests allow educators to test up to four times a year, providing the opportunity to make timely instructional adjustments. Map tests are grade independent, allowing educators to monitor a student's academic growth. Moreover, MAP tests are dynamically adjust to each student's performance level, providing an accurate indication of instructional level. Finally, MAP tests report scores as norm-referenced, achievement, and growth, providing different perspectives on an individual student's learning.

Developmental Reading Assessment (DRA2)

The DRA2 provides teachers of kindergarten through sixth grade with a method for assessing and documenting primary students' development as readers over time. Its purpose is to identify students' reading level, defined as text on which students meet specific criteria in terms of accuracy, fluency, and comprehension. Additional purposes include identifying students' independent reading strengths and weaknesses, planning for instruction, and monitoring reading growth. It prepares students to meet classroom testing expectations while providing information to teachers, schools, and the DCSD regarding reading achievement. The assessments are conducted during one-on-one reading conferences as children read specially selected assessment texts. A set of leveled texts, which increase in difficulty, are used for the assessment. The DRA2 evaluates the major aspects of reading that are critical to independence as a reader. This serves as a diagnosis guiding necessary intervention and tracking student growth.

A sample DRA2 is provided in Appendix **Error! Reference source not found.**

Standardized Testing and Reporting (STAR)

This assessment will be used in conjunction with research-based Accelerated Reader in order to:

- Assess a student's proficiency level in reading vocabulary
- Provide additional reading data
- Track student growth in reading
- Analyze strengths in specific reading skills

- Assess the types of materials a student is able to read and use independently

Curriculum Specific Assessments

In addition to the more formal assessments detailed above, ongoing assessment and evaluation will occur as part of the regular instructional program. Most programs being implemented at the Academy (e.g., Saxon Math, Treasures, Scott Foresman Science, Prentice Hall Literature and Prentice Hall Science Explorer) have assessment provisions as a part of their programs. These ongoing assessments will inform instruction so that teachers are able to discern whether their teaching is successful and whether students are learning the material being presented. Furthermore, teacher-made tests will provide more frequent information on student performance. Ninety percent of students will demonstrate mastery on informal assessments in all subject areas before a teacher moves to a new unit.

Timelines

	NWEA MAP Grades 2-8	CO Standards Grades 3-8	Develop- mental Reading Assessment 2 (DRA2) Grades K-6	Ongoing school based assessments	Special education - referral/IEP testing
Start date	Fall 2011	Spring 2012	Fall 2011	Ongoing	As Needed
Fall	X		X	X	X
Winter	X		X	X	X
Spring	X	X	X	X	X

Using complete analysis of all data and testing results, the Academy teachers will write individual growth plans, use the results to inform instruction, initiate ILPs and reading specialist services, and identify students who qualify for higher leveled instruction. Teachers at the Academy also will be required to maintain a teacher binder (Body of Evidence) that will include the following:

- NWEA MAP testing results, if applicable
- Class testing profiles
- Copy of Saxon Math fact or application test for each student
- Copy of Treasures comprehension or reading skill test for each student
- Class STAR test results/grade equivalency and reading ranges
- Accelerated Reader progress reports
- Student growth plans
- Student intervention plans

In addition, teachers will maintain an additional binder (Body of Evidence) for science curriculum assessments to enable teachers to track progress for individual student growth.

Procedures for Corrective Action

The Ben Franklin Academy Student Evaluation Plan includes acknowledging those students having difficulty learning, accompanied by individual planning to ensure they are on target to close the learning gap within a reasonable amount of time. Teachers will deliberate plans for students in need of attention during weekly team meetings. Teachers will ensure that students in need of assistance beyond regular classroom instruction are provided with intensive classroom interventions before any additional steps are taken and in accordance with the revised Individuals with Disabilities Education Improvement Act (IDEIA).

Through the use of progress monitoring, teachers can identify students who are not responding to classroom intervention. Such students may need further assistance and will be referred to the Special Education Multi-Disciplinary Study Team for further evaluation while interventions at the classroom level continue. Students who respond to the classroom interventions will continue to be reviewed at the weekly team meetings to ensure their continued success. Examples of classroom interventions a teacher might include on an individual intervention plan are tutoring, change or alteration of materials or program used for instruction, more individual attention, additional homework, more time to complete assignments, or parent/teacher conferencing and planning.

We should also address other goals and the following three items.

REPORTING

FEEDBACK

RESPONSIBILITIES