CONFLICT RESOLUTION 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, the arts, 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 social emotional development, character, sports, and nature.

Purpose

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

Exceptions may be made to timelines within this policy on a case-by-case basis. Only the Board of Directors ("Board") of BFA can create policies or grant any exception to the same. Exceptions to policies can only be granted or denied in a public meeting. A request for a policy exception must be made in writing to the Board President at least five (5) calendar days before a regularly scheduled Board meeting and will be listed in the meeting agenda posted on BFA's website.

SECTION 2. CONFLICT RESOLUTION

The Board provides the appropriate direction and guidelines to ensure that BFA's faculty and staff are composed of competent, ethical, and responsible professionals and to ensure that BFA employees are free from unnecessary, spiteful, or destructive criticism and complaints. BFA believes concerns, complaints, or disagreements should be addressed constructively and in a timely manner. While BFA 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 BFA's conflict resolution philosophy as well as the required procedures for instituting a formal complaint. In general, individuals must attempt to resolve the issue with the person with whom they have a concern before instituting a formal complaint. BFA believes that most concerns, complaints, and/or disagreements can be resolved through open and honest communication. Several of Benjamin Franklin's virtues should be kept in mind when attempting to resolve a concern, complaint, and/or disagreement: Temperance, Resolution, Sincerity, Justice, Tranquility, and Humility.

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

All complaints must be in writing and a Complaint Form, under the Policy Form Tab on BFA website, must be used to formally initiate BFA's conflict resolution process at any level. Any meeting required herein must occur in person at BFA. Also, thorough documentation is required as parties proceed collaboratively toward the resolution of the concern, complaint, and/or disagreement. Therefore, 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 concern, complaint, and/or disagreement with a teacher/staff member until the parent has, through the procedures set forth in this policy, formally attempted to resolve the conflict with the teacher/staff member. The Board shall not address a parent's concern, complaint, and/or disagreement with the Principal until the parent has, through the procedures set forth in this policy, formally attempted to resolve the conflict with the Principal.

If at any time an individual believes that any action taken by a teacher, staff member, the Principal, or a Director of the Board 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. COMPLAINT INVOLVING A TEACHER OR STAFF MEMBER

Thorough documentation is required as parties proceed collaboratively toward the resolution of the complaint and/or concern. The complaining party must document any complaint in writing using the Complaint Form to formally initiate BFA's conflict resolution process at any level.

Procedure 3.1: The Teacher/Staff Member

After attempting to resolve the dispute in person with the teacher/staff member, the complaining party must present his/her specific concern or issue in writing using the Complaint Form to the teacher/staff member and request an appointment to discuss the specific concern or 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 shall decide on a course of action and commit this plan to writing with an intent to collaboratively remedy the situation and provide a set of actions and a timeline for accomplishing the agreed upon action(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 may revise the plan accordingly.

If an agreement on an appropriate course of action cannot be reached, the complaining party is to consult with the Principal to assist the parent and teacher/staff member in resolving the dispute and developing a plan of action.

Procedure 3.2: The Principal

If, after the plan of action has been completed, 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, including submitting the Complaint Form previously submitted to the teacher/staff member and the written plan of action, by submitting a Supplemental Complaint Form explaining the current or unresolved status of the original complaint to the Principal, along with any other documentation the complaining party feels is appropriate. The complaining party then shall schedule an appointment to discuss the issue with the Principal. The Principal, at his/her sole discretion, will determine if the teacher/staff member's presence is required at this meeting.

After reviewing the original Complaint Form, the written plan of action, the Supplemental Complaint Form and any additional documentation provided by the complaining party, 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 of action. If the Principal concurs with the plan of action developed in Procedure 3.1, he/she must inform the complaining party and teacher/staff member. 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 plan and schedule a meeting with the complaining party once the Principal believes the 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, including submitting the Complaint Form previously submitted to the teacher/staff member, the written plan of action, and the Supplemental Complaint Form, by submitting a Second Supplemental Complaint Form explaining the current or unresolved status of the complaint to the Board President. Upon receipt of the Second

Supplemental Complaint Form, the Board President will, within two (2) school days, assign a Board member to serve as a liaison. The liaison will gather and review relevant information and engage a three-party Panel consisting of the liaison, an additional Board member and the Principal.

Ten (10) school days after the liaison is assigned, the three-party Panel will meet with all parties. In no event shall this meeting occur more than twenty (20) school days after the ten (10) day period referenced in this paragraph. The Panel will render a written recommendation to the full Board within seven (7) school days of the Panel meeting.

The Board will issue a final written decision 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 written decision.

SECTION 4. COMPLAINT INVOLVING THE PRINCIPAL

Thorough documentation is required as parties proceed collaboratively toward the resolution of the complaint and/or concern. The complaining party must document any complaint in writing using the Complaint Form to formally initiate BFA's conflict resolution process at any level.

Procedure 4.1: The Principal

After attempting to resolve the issue in person with the Principal, the complaining party must present his/her specific concern or issue in writing using the Complaint Form to the Principal and request an appointment to discuss the specific concern or issue with the Principal. The complaining party and the Principal should schedule this meeting in a timely fashion.

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

Procedure 4.2: The Board

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

The complaining party must document compliance with Procedure 4.1, including submitting the Complaint Form previously submitted to the Principal and the written plan of action, and submit a Supplemental Complaint Form explaining the current or unresolved status of the original complaint to the Board President. Upon receipt of the Supplemental Complaint Form, the Board President will, within

two (2) school days, assign a Board member to serve as a liaison. The liaison will gather and review relevant information and engage all Board members.

At the next regularly-scheduled Board meeting, the Board will convene into executive session pursuant to Colorado law and will meet with all parties.

The Board then will issue a final written decision no later than the date of the next regularly-scheduled Board meeting. The Board will consider the matter closed after issuing its final written decision.

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