



## STUDENT DISCIPLINE POLICY

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### 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

High expectations and consistent practices related to discipline are important aspects of Ben Franklin Academy (BFA). BFA provides a learning environment that is safe, caring, and orderly, where everyone is treated with courtesy and respect. It is essential that BFA's administrators, teachers, staff, students, volunteers, and other community members understand and adhere to a common set of practices related to behavior and discipline. We are collectively responsible for exhibiting and enforcing respectful, responsible, and safe behaviors from all members of the BFA community. The purpose of this policy is to define the expectations and procedures related to student discipline at BFA.

### SECTION 2. ROLE OF STAKEHOLDERS

#### TEACHERS AND STAFF:

All BFA teachers and staff must maintain an unwavering commitment to providing a safe and sound educational community for all learners. This commitment includes comprehensive and effective lesson planning and instruction as well as the establishment of a positive learning environment with clear expectations for student behavior. These expectations are not solely for the classroom, but as a representative of BFA are also expected outside of the school, while always keeping the framework of the Thirteen Virtues and our social emotional curriculum in mind.

At the start of each school year, teachers are responsible for establishing, with the input of their students, a clear set of positively stated classroom behavior expectations based on current BFA policies and procedures. Further, teachers are responsible for establishing and consistently applying a set of clear consequences for behavior – both positive and negative – in the classroom. These expectations and consequences will be established and enforced throughout the given grade level. Teachers are expected to demonstrate regular focus and attention to developing these behaviors in students. Also, they are responsible for following the BFA Student Code of Conduct (located in the [Parent Handbook](#), Section 8) in disciplinary matters. They will provide a model of appropriate behavior as well as provide explicit instruction on the school expectations on a monthly basis utilizing multiple teaching strategies.

**The entire staff at BFA accepts responsibility for clearly and consistently guiding the behaviors of ALL students within the school setting and in accordance with BFA policies and procedures.**

**STUDENTS:**

Students at BFA are expected to be familiar with all of BFA’s behavioral expectations. Students must take responsibility for their own learning and their behavioral choices that contribute to their safety, as well as that of others, and the creation of an effective learning environment. They are expected to abide by these guidelines in all that they do on the school campus and in school-related activities in order to create a peaceful and productive learning environment.

**PARENTS:**

By enrolling a student at Ben Franklin Academy, parent(s)/guardian(s) acknowledge that they know, understand, and accept BFA’s expectations for student behavior and the related consequences. Parents are responsible for ensuring that their children arrive at school each morning in a timely fashion, ready to learn. BFA expects parental support in reinforcing behavioral expectations, in communicating regularly with their child’s teachers, and in receiving and reading all school-related information that is sent home in either paper or electronic form. When consequences for inappropriate student behavior must be implemented at BFA, parents should follow up at home to be sure the behavior does not occur again, in addition to having reviewed the BFA Student Code of Conduct (located in the [Parent Handbook](#), Section 8) with their student(s).

**SECTION 3. DISCIPLINE SYSTEMS**

Any BFA teacher or staff member who witnesses or becomes aware of inappropriate behavior has the obligation and responsibility to implement this system. Any parent/volunteer witnessing any inappropriate behavior will notify a staff member so disciplinary action, if warranted, can be taken. School discipline is the sole responsibility of teachers, staff, and Administration, and not that of any parent.

Students not adhering to the BFA Student Code of Conduct (located in the [Parent Handbook](#), Section 8) will be subject to the following process:

Classroom Intervention: Teachers/classroom staff will use a variety of verbal and non-verbal techniques as they work with a student in order to refocus the student to prevent a discipline issue. Each grade level will have a system in place for classroom management and discipline.

Administrative Intervention: Students who exhibit serious or repeated violations of the BFA Student Code of Conduct will be referred to an administrator through the use of an office referral and the parent(s)/guardian(s) will be notified.

**SECTION 4. ADMINISTRATIVE RIGHTS**

BFA Administrators have the right to make disciplinary decisions and consequences based on their judgement after investigation.

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