

BENJAMIN FRANKLIN CLASSICAL CHARTER PUBLIC SCHOOL POLICIES & PROCEDURES

NO. 0000

Title: Pillars – Defining Principles

Effective Date: November 9, 2017

Submitted By: Governance Committee

Supersedes Date: June 12, 2013

Approved By: Board of Trustees

Rev. No. 3.0

1. Purpose

1.1. The Benjamin Franklin Classical Charter Public School (BFCCPS) stands on the four pillars of its mission statement. These pillars guide, direct, and define the school in all it does.

1.2. This policy establishes defining principles for each pillar and directs how the defining principles documents will be used and maintained.

2. Scope

2.1. This policy applies to the defining principles documents for the four pillars contained in the BFCCPS mission statement.

3. Responsibility

3.1. The BFCCPS Board of Trustees (BOT) is responsible for interpreting the provisions of this policy.

3.2. The BFCCPS Head of School (HOS) is responsible for implementation and adherence of the provisions of this policy.

4. Definitions

4.1. Pillar Document – the document approved by the BOT defining principles and background of an individual pillar.

5. Procedure

5.1. For each pillar, the BOT will develop and maintain a Pillar Document.

5.1.1. BOT approval dates will be included on each Pillar Document for reference.

5.2. The appendix of this policy will include the approved version of each pillar document.

5.3. Curriculum and activities within BFCCPS must be consistent with the defining principles of the pillars.

5.4. The BOT approval date must be included when pillar documents are published in handbooks, online, or other locations.

6. Related Policy & Procedures

7. Appendix

7.1. The Pillars at BFCCPS: Parents As Primary Educators

7.2. The Pillars at BFCCPS: Classical Education

7.3. The Pillars at BFCCPS: Character Education

7.4. The Pillars at BFCCPS: Community Service

Appendix 7.1: The Pillars at BFCCPS- Parents as Primary Educators
Approved July 15, 2017

Background:

The Benjamin Franklin Classical Charter Public School exists “to assist parents in their role as primary educators”. A child is first taught by his or her parents and continues to be profoundly influenced by them throughout life. As an expression of the deep love they have for their children, parents assume the ultimate responsibility of ensuring their children receive the education they will need to succeed in tomorrow’s world. Parents choose their children’s schools carefully and follow their studies closely, acting as true partners with teachers in all that they do. They welcome the responsibility to share in the education of their children in many phases, including remediation and challenge, and to provide guidance and support during the school experience.

Defining Principles:

1. Parents are welcome at our school.
2. Active communication based on mutual respect is paramount to a successful partnership.
3. In order to support a true partnership between parents and the school -

BFCCPS will:

- provide parents with detailed information about the BFCCPS classical, sequential, content- rich curriculum and access to classroom materials
- consult parents on important academic decisions regarding their children
- provide parents with opportunities to learn about the school’s pillars, as well as resource support for non-academic subjects, that will help them fulfill their primary educator role
- provide numerous volunteer opportunities

Parents are encouraged to:

- actively participate in their child’s educational experiences and are responsible for supporting their child’s educational activities beyond the school day, such as homework, establishing organizational systems, as well as enrichment and remediation activities
- vigilant and proactive in addressing any educational issues they observe in their child, both in school and at home
- discuss with teachers or administrators any questions they may have about teaching philosophy, curriculum, or classroom materials
- participate in volunteer activities as their schedule allows
- cultivate the virtues in their children’s character

Appendix 7.2: The Pillars at BFCCPS- Classical Education
Approved July 15, 2017

Background:

A classical education is one of four BFCCPS pillars used collectively for the development of the whole student. We have developed a framework, based on the foundation of the Trivium, which incorporates the Massachusetts Curriculum Frameworks, and guides our approach to education. The Trivium is derived from three critical thinking hierarchies that include: **Grammar** (gather information), **Logic** (understand information), and **Rhetoric** (express or apply information).

Our approach to classical education at BFCCPS combines rigorous content, research-based teaching methods, and real-world learning outcomes that support whole-child development. Students are grounded in the fundamental subjects of literature, history, mathematics, science, languages, music and the arts in order to understand culture and enable active participation.

The learning process is cyclical and all students progress through the various stages of the Trivium as they develop subject matter expertise. We also incorporated the language of Bloom's Taxonomy to describe the phases of the Trivium (as shown in table below).

Trivium	Grammar (Gather)		Logic (Understand)		Rhetoric (Express/Apply)	
Bloom's Taxonomy	Remember	Understand	Apply	Analyze	Evaluate	Create
Examples	Define Duplicate List Memorize Repeat State	Classify Describe Discuss Explain Identify Locate Recognize Report Select Translate	Execute Implement Solve Use Demonstrate Interpret Operate Sketch Teach	Differentiate Organize Relate Compare Contrast Distinguish Examine Experiment Question Test	Argue Defend Judge Support Critique Debate	Design Assemble Construct Develop Author Investigate Present

The BFCCPS Classical Education Defining Principles are rooted in the Trivium.

Defining Principles:

1. Students are grounded in fundamental subjects of literature, history, mathematics, science, language, music and the arts in order to understand and actively participate in culture.
2. The Trivium stages (grammar, logic, and rhetoric) guide how our curriculum is taught. In addition to learning the content of a wide range of subjects, students develop the ability to analyze, reason, and express themselves.
3. Massachusetts Curriculum Frameworks provide structure for a systematic, rigorous and challenging curriculum, with an emphasis on learning through reading, writing and spoken language.
4. A variety of thoughtful, engaging teaching methods promote a student's active role in learning.

Appendix 7.3: The Pillars at BFCCPS- Classical Education

Approved July 15, 2017

“Character Education is about helping students know the good, love the good, and do the good.”

Background:

For social, moral, civic, and personal reasons, parents and teachers have a responsibility to help students develop good habits. That’s really what a virtue is: a good habit. A virtue is not a point of view or a matter of what we like or dislike; a virtue is a positive character trait.

The founders of BFCCPS chose to focus on four core virtues, historically known as the “cardinal virtues”: Justice, Temperance, Fortitude, and Prudence. Within each of these virtues, there are related sub-virtues.

Virtue	Sub Virtues	Definition
Justice: “Do unto others as you would have them do unto you”	Respect Kindness Fairness	The just person is distinguished by kindness and positive conduct towards others.
Prudence: “The ability to govern and discipline oneself by the use of reason.”	Wisdom Honesty Integrity	The ability to discern the true good in every circumstance and to choose the right means of achieving it. Prudence guides the other virtues by setting rule and measure.
Fortitude: “Courage in the face of obstacles”	Courage Determination	Firmness in difficulties and constancy in the pursuit of the good. It strengthens the resolve to resist temptations and to overcome obstacles in life. Fortitude enables one to conquer fear.
Temperance: “Acting the right way at the right time”	Courtesy Self Control	Mastering of one’s impulses for their own good and for the sake of others. It directs us to what is good and healthy.

Defining Principles:

1. BFCCPS students, faculty and staff strive to always demonstrate good character and model that character for others, and are publicly recognized at grade level assemblies for demonstrating virtuous character.
2. Character Education instruction is integrated across the curriculum and across the four pillars utilizing various teaching methods, and a common language throughout grades K-8
3. Grade level character education benchmarks are used to create a spiraling curriculum for grades K-8.
4. A school wide calendar details which virtue the entire BFCCPS community will focus on each month.
5. BFCCPS regularly reviews and updates its resources to achieve the objectives of its Character Education program.

Appendix 7.4: The Pillars at BFCCPS- Community Service
Approved July 15, 2017

Background:

At BFCCPS, starting with kindergarten, our students are introduced to the concept of community service. It is connected to the curriculum and matures through various local, regional and global programs each year. These initiatives will build good character, self-esteem, respect for others and will nurture confident and caring citizens – all while bringing families and communities together. Beginning in the seventh grade, they will plan and execute their own service-learning, Capstone Project.

Defining Principles:

1. We are part of many communities: family, neighborhood, region, global, etc. BFCCPS students learn at a young age that they have the power to be a force for good. They learn the importance and rewards of serving others and making our collective world a better place. This develops self-esteem that will stay with them throughout their lifetime.

2. Hands-on efforts are encouraged as they create a tangible connection between students, the community and the BFCCPS character education program. Group discussion and/or written reflections are a part of each project. Fund-raising efforts may also be a component of some programs.

3. Each year, every student participates in at least one school, local and global community service initiative. One of these initiatives is school-wide and year-long and culminates in their own Capstone project prior to graduating the 8th grade. Students are encouraged to network with others outside of BFCCPS as they develop their Capstone.

4. Community service activities incorporate learning objectives across the curriculum whenever possible. Cumulative K thru 8 benchmarks in community service learning will be attained as student's progress through the grades.

5. The BFCCPS community (parents, teachers, faculty, alumni, etc.) is encouraged to engage in their own community service activities as a means to lead by example.