



**Xavier Charter School Policy Manual**

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## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2000 Goals**

Xavier Charter School personnel are responsible for apprising the Board of the educational program's current and future status. The Head of Schools should prepare periodic reports that include:

- A review and evaluation of the present curriculum;
- A projection of curriculum and resource needs;
- An evaluation of, and plan to eliminate, any sexual, cultural, ethnic, or religious bias that may be present in the curriculum or instructional materials and methods;
- A plan for new or revised instructional program implementations; and
- A review of present and future facility needs.

To this end the Board of Directors and the charter for Xavier Charter School desires that all students receive a classical, liberal education. To this end the Board of Directors has determined the following educational priorities:

1. Basic cognitive skills: reading / writing / mathematics.
2. Core subjects: English language and literature; history, geography, and government; physical and biological sciences; mathematics.
3. Other classical subjects: music; dance, art, Greek and Latin.
4. Auxiliary subjects: foreign languages, P.E., performing arts, other social sciences.
5. Extracurricular activities of any type as defined by the Head of Schools.

#### K-8

The K-8 curriculum will follow the Core Knowledge Sequence. Occasionally, the School will diverge from the Core Knowledge Sequence in order to raise the standards in teaching a particular skill or subject. The Board of Directors and Head of Schools will determine these instances. The Head of Schools will ensure that all skill areas in the K-8 Core Knowledge Sequence are taught at some point in grades K-8.

#### 9-12

The Rhetoric School will feature an advanced arts and sciences curriculum. The objective of the high school curriculum is to explore issues and texts intensively rather than to offer a superficial "covering." The humanities program will be centered on a coordinated Western Civilization sequence. In all humanities courses priority will be given to original sources and great works as opposed to textbooks. Mathematics and the sciences will offer rigorous training in the fundamentals and theories of these disciplines. Students will receive extensive training in analytical thinking and the scientific method. *In all subjects textbooks will be used as a resource, not as the basis of the curriculum.* The curriculum will exceed the Idaho Core Standards.

Teachers must develop a curriculum under the direction of the Head of Schools who is accountable to the Board of Directors.

Policy History:

Adopted on: July 19, 2012

Revised on: September 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2100 Curriculum Development and Assessment**

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Head of Schools is responsible for making curriculum recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence consistent with the Xavier Charter School's educational philosophy, mission statement, objectives and goals.

#### Development and Assessment

Written sequential curricula shall be developed for each subject area. The curricula shall address learner goals, content and program area performance standards and Xavier Charter School's education goals, and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and time lines for curriculum development and evaluations shall be developed as well.

The staff and administration will suggest materials and resources, to include supplies, books, materials and equipment necessary for development and implementation of the curriculum and assessment that are consistent with the goals of the education program.

In all program areas and at all levels, Xavier Charter School shall assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. Xavier Charter School will use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school.

All courses of instruction shall comply with state statutes and the rules of the State Board of Education.

**Cross Reference:** 2000  
2800

Goals  
Objectives

**Legal Reference:** I.C. § 33-512A  
I.C. § 33-1601 et seq.  
IDAPA 08.02.01 et seq.

District curricular materials adoption committees  
Courses of Instruction  
Rules of the State Board of Education

Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2120 Program Evaluation and Diagnostic Tests**

The Board strives to achieve efficiency and effectiveness in all facets of its operations. In order to achieve this goal, the Board shall strive to set forth:

1. A clear statement of expectations and purposes for the District's instructional program;
2. A provision for staff, resources and support to achieve the stated expectations and purposes; and
3. A plan for evaluating instructional programs and services to determine how well expectations and purposes are being met.

Parents who wish to examine any assessment materials may do so by contacting the Head of Schools. Parental approval is necessary before administering an individual intelligence test or a diagnostic personality test. No tests or measurement devices containing any questions about a student's or the student's family's personal beliefs and practices in family life, morality and religion shall be administered unless the parent gives written permission for the student to take such test, questionnaire or examination.

<b>Legal Reference:</b>	20 U.S.C § 1232h I.C. § 1601 et seq.	Protection of Pupil Rights Courses of Instruction
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#### Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2125 K-3 Reading Intervention**

Xavier Charter School strives to ensure that all students read at or above grade level by the end of third grade. In order to achieve this goal Xavier Charter School has established a reading intervention program, in addition to core reading instruction, which is aligned with Idaho State Board of Education's Comprehensive Literacy Plan. Xavier Charter School's reading intervention program includes research-based literacy instructional practices, student engagement, and effective interventions.

#### Definition

Idaho has adopted the International Literacy Association definition of literacy. Literacy is defined as the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context.

#### Intervention Program

Xavier Charter School provides a research based reading intervention programs to all kindergarten through third grade students identified with a reading deficiency as determined by the statewide reading assessments.

The program provides intensive development in phonemic awareness, phonics, fluency, vocabulary, text comprehension, and decoding intervention as applicable to the grade level.

Xavier Charter School monitors the reading progress of each student's reading skills throughout the school year and adjusts instruction according to student needs.

The program provides a minimum of 60 hours of supplemental instruction for students in kindergarten through grade 3 who score below basic on the reading screening assessment and a minimum of 30 hours of supplemental instruction for students in kindergarten through grade 3 who score basic on the reading screening assessment.

#### Reading Improvement Plan

Any student in kindergarten through third grade who exhibits a deficiency in reading based upon the statewide assessment receives an individual reading improvement plan. Any student who has been identified as not proficient through a local literacy assessment may also be put on a reading improvement plan. Xavier Charter School notifies parent(s)/guardian(s) as outlined below once the deficiency has been identified and requests their participation in developing the plan.

The reading improvement plan is created by the teacher, Lead Teacher, parent(s)/guardian(s), and other pertinent school personnel. The plan describes the reading intervention services the student will receive to remedy the reading deficit.

If, after a good faith effort, Xavier Charter School is unable to engage the parent(s)/guardian(s) in the development of the student's reading improvement plan within 15 days of notification, school personnel move forward with the creation of the student's reading improvement plan without parental participation.

Students who are on a reading improvement plan and have been identified through the statewide assessment to be at grade level may be transitioned off of the reading improvement plan. Xavier Charter School notifies the parent(s)/guardian(s) in advance of transitioning students off of their reading improvement plan.

### Parental Notification

The parent(s)/guardian(s) of any student in kindergarten through third grade who exhibits a deficiency in reading at any time during the school year shall be notified in writing of the student's reading deficiency.

The Board hereby directs the Head of Schools or designee to provide written notification to the parent(s)/guardian(s) of any student who has not met grade-level proficiency.

The initial notification must include the following:

1. A statement that his or her student has been identified as having a deficiency in reading and a reading improvement plan will be established by the teacher, Lead Teacher, other applicable school personnel, and the parent(s)/guardian(s);
2. A description of the current services that are provided to the student; and
3. A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student that are designed to address the identified areas of reading deficiency.

Following development of the plan, the parent(s)/guardian(s) will be provided with:

1. A description of the reading intervention and supplemental instructional services and support that will be provided to the student that are designed to address the identified areas of reading deficiency; and
2. Strategies for parent(s)/guardian(s) to use at home in helping their student to succeed in reading.

At the conclusion of each school year, or earlier if it has been determined that the student is proficient and is no longer in need of intervention, the parent(s)/guardian(s) will be updated on the student's progress, including any recommendation for placement.

### Student Records

The assessment scores and interventions recommended and implemented shall be maintained in the permanent record of each student.

### Reporting

Annually by October 1, Xavier Charter School shall report to the Idaho State Department of Education the following information on the prior school year:

1. By grade, the number and percentage of all students in grades kindergarten through third performing at the basic or below basic level on local and statewide assessments in reading; and
2. By grade, the number and percentage of all students in grades kindergarten through third performing at the proficient or higher level on local and statewide assessments in reading.

**Legal Reference:** I.C. § 33-1614                      Reading Instruction and Intervention  
                          I.C. § 33-1615                      Reading Assessment  
                          I.C. § 33-1616                      Literacy Intervention

**Other Reference:** Idaho Comprehensive Literacy Plan  
[https://boardofed.idaho.gov/k\\_12/documents/2015%20Comprehensive%20Literacy%20Plan\\_COMPLETE%20FINAL%201-29-16.pdf](https://boardofed.idaho.gov/k_12/documents/2015%20Comprehensive%20Literacy%20Plan_COMPLETE%20FINAL%201-29-16.pdf)

### Policy History:

Adopted on: December 14, 2016

Revised on:

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2130 Research Studies**

The Board recognizes the value of participation in educational research. Studies using observation, surveys, and experimentation can aid in the improvement of the instructional program in the school system as well as growth in the profession and growth for individual teachers and researchers.

Simultaneously, the Board recognizes that the amount of time available for student learning is limited and must be handled carefully. It is, therefore, important that only those research studies that are of the greatest value to the Board should be allowed to be conducted in the school system.

All research proposals from outside sources will be submitted in prospective form, with the instruments attached, to the Head of Schools at least three (3) weeks prior to the date on which the research study is to be conducted. The prospectus will include the researcher's name, address and phone number, as well as a description of the purpose of the study, the procedures to be used, and the treatment of the data and the distribution of the study. The Head of Schools will approve or disapprove all research studies. Approval will be based on educational significance, project design, and disruption to the regular school process. The primary criteria in approving research studies will be the value to the Board. A final copy of the study will be provided free of charge to the Board.

No test, questionnaire, survey, or enumeration containing questions about a pupil's or his parent's personal beliefs, practices in sex, family life, morality and religion will be administered without Board approval.

#### Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2140 Student and Family Privacy Rights**

##### Surveys - General

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the Board's educational objectives as identified in Board Policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Personally identifiable information from student education records may be disclosed to an educational agency or institution in order to:

1. Develop, validate, or administer predictive tests;
2. Administer student aid programs; or
3. Improve instruction.

In such cases, Xavier Charter School shall enter into a written agreement with the receiving organization. The study must not allow identification of individual parents or students by anyone other than representatives of the organization with legitimate interests in the information and the information must be destroyed when it is no longer needed for study purposes.

##### Surveys Created by a Third Party

Before the Board administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a Board official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

##### Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one (1) or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;

6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request, and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

### Instructional Material

A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any instructional material used as part of their child's educational curriculum.

The term "instructional material," for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

### Collection of Personal Information from Students for Marketing Prohibited

The term "personal information," for purposes of this section only, means individually identifiable information including: (1) a student's or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (4) telephone number, or (5) a Social Security identification number.

The Board will not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

The Board, however, is not prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for

- the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education-related activities;
  6. Student recognition programs.

#### Notification of Rights and Procedures

The Head of Schools or designee shall notify students' parents/guardians of:

1. This policy as well as its availability from the administration office upon request;
2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

This notification shall be given parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student, when the student turn 18 years of age or is an emancipated minor.

<b>Cross Reference:</b> 3500	Student Health
2520	Instructional Materials
3200	Student Rights and Responsibilities

**Legal Reference:** 20 U.S.C. 1232h Protection of Pupil Rights

#### Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016

Revised on: April 13, 2016

## Xavier Charter School

### INSTRUCTION

#### Policy: 2150P Copyright Compliance

##### Authorized Reproduction and Use of Copyrighted Material in Print

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay or short poem; or a chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper. A teacher may make multiple copies, not exceeding more than one (1) per pupil for classroom use if the copying meets the tests of “brevity, spontaneity and cumulative effect” set by the following guidelines. Each copy must include a notice of copyright.

1. Brevity
  - a. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
  - b. Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less, may be copied; in any event, the minimum is 500 words. (Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.)
  - c. One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose or poetic prose.
2. Spontaneity. Should be at the “instance and inspiration” of the individual teacher.
3. Cumulative Effect. Teachers are limited to using copied material for only one (1) course in the school in which copies are made. No more than one (1) short poem, article, story or two (2) excerpts from the same author may be copied, and no more than three (3) works can be copied from a collective work or periodical issue during one (1) class term. Teachers are limited to nine (9) instances of multiple copying for one (1) course during one (1) class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations or collective works. “Consumable” works include: workbooks, exercises, standardized tests, test booklets and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers’ reprints or periodicals, nor can they repeatedly copy the same

item from term-to-term. Copying cannot be directed by a “higher authority,” and students cannot be charged more than actual cost of photocopying. Teachers may use copyrighted materials in overhead or opaque projectors for instructional purposes.

#### Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy of an unpublished work which is in its collection; and a published work in order to replace it because it is damaged, deteriorated, lost or stolen, provided the unused replacement cannot be obtained at a fair price.

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one (1) article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use may subject the person to liability for copyright infringement.

At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in "Authorized Reproduction and Use of Copyrighted Material in Print".

#### Authorized Reproduction and Use of Copyrighted Music

A teacher may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in a larger work, for purposes of preparing for instruction.

A teacher may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song. Printed musical works which have been purchased may be simplified provided that the fundamental character of the work is not distorted and that lyrics are not added or altered.

A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes.

In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.

#### Recording of Broadcast Programs

Television programs may be recorded and used for instruction for up to ten (10) days following recording. The recording may be retained for up to forty-five (45) days for teacher evaluation purposes. The recording may only be replayed for educational purposes in the classroom or a

similar learning environment. No program may be recorded by or for the same teacher more than once and the recording may not be altered. A limited number of copies may be made for legitimate educational purposes. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded. The Head of Schools will establish appropriate control procedures to maintain the integrity of these guidelines.

#### Authorized Reproduction and Use of Copyrighted Materials on Websites

No information or graphics may be posted on any school official website in violation of any copyright laws. The Head of Schools or web maintenance designee is responsible for maintaining copies of permission granted for the use of copyrighted material on any school official website.

#### Teacher Instruction to Students for Reproduction and Use of Copyrighted Material

Teachers will instruct students to respect copyright laws and to request permission when their use of material has the potential of being considered an infringement.

**Legal Reference:** 17 U.S.C. 101 to 110 Federal Copyright Act

#### Policy History:

Adopted on: July 2012

Reviewed on: August 10, 2016

Revised on: May 11, 2016

**Xavier Charter School**

**INSTRUCTION**

**Policy: 2200 School Year Calendar and Day**

School Fiscal Year

The fiscal year of the school is from July 1 to June 30.

School Calendar

The Board annually shall establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays.

Holidays / Commemorative Days

School holidays shall include New Year’s Day, Memorial Day, Independence Day, Thanksgiving Day, and Christmas Day.

For those commemorative days that fall on a school day, the teachers and students shall devote a portion of the day on each such day designated in I.C. § 73-108.

Instructional Hours

The Board of Directors shall provide the minimum number of instructional hours for students at each grade level as follows:

<u>Grades</u>	<u>Hours</u>
K	450
1-3	810
4-8	900
9-12	990

PIR Days

Not more than twenty-two (22) hours may be utilized for in-service teacher activities.

<b>Legal Reference:</b> I.C. § 33-512	Governance of schools
I.C. § 33-701	Fiscal year – Payment and accounting of funds
IDAPA 08.02.01.250.01	Required Instructional Time
IDAPA 08.02.01.250.03	Day in Session When Counting Pupils in Attendance

Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2210 School Closure**

The Head of Schools may order the closure of schools in the event of extreme weather, facility failures or other emergency, in compliance with established procedures for notifying parents, students and staff.

**Legal Reference:** I.C. § 33-512 Governance of schools

Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2210P School Closure**

All students, parents, and school employees should assume that school will be in session and buses running as scheduled, unless there is official notification from the Head of Schools to the contrary. Such notice will be given via public media.

In the event that extremely cold temperatures, wind chill factors, snow, wind or other circumstances require a modification of the normal routine, the Head of Schools will make the modification decision prior to 6:00 a.m. and contact the public radio stations for broadcast to the community and will initiate the emergency fan-out communication procedure to all administrators.

#### Work Schedules and Responsibilities for School Closures

##### *Head of Schools*

Only the Head of Schools shall have the authority to close schools. The Head of Schools will be on duty throughout any existing or potential emergency situation, day or night. All orders that are of doubtful origin should be confirmed with the Head of Schools.

##### *Non-Teaching “Exempt” Personnel, and Key Support Staff*

All non-teaching “exempt” personnel shall report for duty per their normal shifts or as otherwise directed each day during the school closure, together with the head custodian and at least one (1) secretary, insofar as is safely possible. The Head of Schools shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school [in the event that school has been closed] is properly and safely cared for and returned home. The Head of Schools and this minimal support staff shall notify other staff and/or other support employees of the situation, and shall respond to telephone questions. When the situation has been stabilized, the personnel who reported to work may choose to return home. An administrator or exempt employee who does not work a normal day shall then adjust his/her work year by memorandum to the Head of Schools by the number of hours not worked on the day or days of school closure.

##### *12-Month Classified Employees*

In the event of a school closure, 12-month classified personnel may report for duty or not report for duty, as directed by their immediate supervisor or the Head of Schools. Building secretaries who are required to be on duty are expected to report for duty. If a 12-month classified employee is unable to or does not report for duty, the employee shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

### *10- and 11-Month Classified Employees*

Ten- and 11-month employees may report for duty or not report for duty as directed by their immediate supervisor or Head of Schools. If such employees do not report for duty, they shall complete a district leave request form to declare the day as either personal leave, vacation, or leave without pay.

### *Aides, Food Service Workers, and Other 9-Month Classified Employees*

These employees work only those days when school is in session and are not expected to work when school is not in session. If school has been closed, 9 -month employees should not report for duty unless otherwise directed by their immediate supervisor or the Head of Schools. 9-month employees shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

### *Teachers (Teachers, Librarians, Psychologists, Counselors)*

If schools are closed for weather or other emergency conditions, teachers are not expected to report for duty unless directed otherwise. Teachers do not need to submit an absence form. In cases of school closures, it is customary for the days to be made up at another time; thus teachers will typically still fulfill their contract days.

### Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2300 Guidance and Counseling**

The Board recognizes that guidance and counseling are an important part of the total program of instruction and should be provided in accordance with state laws and regulations, Board policies and procedures, and available staff and program support.

The general goal of this program is to help students achieve the greatest personal value from their educational opportunities. Such a program should:

1. Provide staff with meaningful information that can be utilized to improve the educational services offered to individual students.
2. Provide students with planned opportunities to develop future career and educational plans.
3. Refer students with special needs to appropriate specialists and agencies.
4. Aid students in identifying options and making choices about their educational program.
5. Assist teachers and administrators in meeting academic, social and emotional needs of students.
6. Provide for a follow-up of students who further their education and/or move into the world of work.
7. Solicit feedback from students, staff and parents for purposes of program improvement.
8. Assist students in developing a sense of belonging and self-respect.

All staff shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to gender, race, marital status, national origin or handicapping conditions, including reasonable efforts and encouraging students to consider and explore "nontraditional" occupations.

**Legal Reference:** I.C. § 33-1212 Elementary school counselors  
IDAPA 08.02.03.108 Guidance Programs

Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2330 Community and Adult Education**

Xavier Charter School makes its resources available to adults and other non-students within the limits of budget, staff and facilities, provided there is no interference with or impairment of the regular school program. Community school, adult education and other offerings may be developed in cooperation with community representatives, subject to approval and authorization by the Board.

#### Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2340 Controversial Issues and Academic Freedom**

Xavier Charter School shall offer courses of study which will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice, and to form, hold, and express their own opinions without personal prejudice or discrimination.

The Board recognizes the need for the teacher to have the freedom to discuss and teach subjects and issues which may be controversial. Such subjects and issues may include but not necessarily be limited to (1) politics, (2) science, (3) health and sex education and (4) values and ethics.

Teachers shall guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, importance of fact, value of good judgment, and the virtue of respect for conflicting opinions.

The Board encourages and supports the concept of academic freedom, recognizing it as a necessary condition to aid in maintaining an environment conducive to learning and the free exchange of ideas and information.

The Board also believes that academic freedom carries with it a responsibility that is shaped by the basic ideals, goals and institutions of the local community. These standards are expressed via the goals and objectives of the adopted curriculum, by the adopted textbooks, by school board policy, and by the school's mission statement.

In the study or discussion of controversial issues or materials, however, the Board directs the teaching staff to take into account the following criteria:

1. relative maturity of students;
2. Xavier Charter School philosophy of education;
3. community standards, morals and values;
4. the necessity for a balanced presentation; and
5. the necessity to seek prior administrative counsel and guidance in such matters.

As a consequence of its responsibility to guarantee academic freedom to both students and teachers, the Board expects that:

1. All classroom studies will be curriculum-related, objective, and impartial;
2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance, and that no one idea or viewpoint should necessarily prevail;

3. Teachers will not attempt, directly or indirectly, to limit or control students' judgment concerning any issue, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation;
4. Teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and to the age and grade level of the students.

To this end:

1. The teacher shall be free to choose supplemental materials to support and enhance the regular classroom curriculum. To encourage the free flow of information and enhance student creativity, unplanned issues may be brought up in the classroom and briefly discussed.
2. The school shall provide for parents to have their child excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent and include an explanation of the conflict. The student may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The student must explain in writing as to the nature of the conflict. The teacher will provide an alternative assignment if the request is approved by the teacher and Head of Schools.
3. The teacher shall notify parents when especially controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate. The teacher should have the Head of Schools view questionable materials, etc.
4. When speakers are to be used, the Head of Schools must always give approval as outlined in the School Board Policy on "Controversial Speakers".

Controversial issues are defined as contemporary problems, subjects, or questions of a political or social nature where there are differences of opinion and passions run high. Controversial issues will only be explored when emanating from some part of the 9-12 grade curriculums. When these subjects come up teachers will present an impartial view of both sides without proselytizing. Contemporary controversial issues will not be discussed in the elementary school even if part of the Core Knowledge sequence, without Head of Schools approval.

### Teaching Evolution

Much of modern biology rests on the theory of evolution. The Core Knowledge Sequence introduces the theory of evolution in the seventh grade. Xavier Charter School will adhere to the Core Knowledge Sequence. The theory of evolution in relation to human origins will not be taught at this time. In the high school biology class the evolutionary theories of human development will be canvassed. The teaching of evolution is not intended to exclude other

theories of human origins and development, such as Creation. Nevertheless, we will not teach these theories but refer students back to their parents.

**Cross Reference:** 2341 Controversial Speakers

**Legal Reference:** I.C. § 33-512 Governance of schools

Policy History:

Adopted on: July 19, 2012

Revised on: October 12, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2341 Speakers in the Classroom and at School Functions**

The Board encourages the use of outside speakers when the speaker's program is educationally sound, consistent with the curriculum, and follows Xavier Charter School policies and procedures.

Speakers may only be invited with the Lead Teacher's approval. The Head of School reserves the right to deny any invited guest speakers. If the subject is controversial, the Head of Schools may decide to engage speakers for both sides of the issue(s). In no instance shall a speaker who is known to advocate unconstitutional or illegal acts or procedures be permitted to address the students. Parents will be given the option to remove their student from certain discussions, and an alternative assignment will be given if the speaker is to address a classroom.

#### Controversial Speakers

The Board recognizes that visiting speakers may be of specific persuasions and that their topics may be controversial. If they are prohibited from speaking because of their points of view, academic freedom is endangered. Students need to examine issues upon which there is disagreement and to practice analyzing problems, gathering and organizing facts, discriminating between facts and opinions, discussing differing viewpoints and drawing tentative conclusions. The Board also recognizes that many topics are not suitable for younger or less mature students. When correctly handled, the use of controversial speakers becomes an invaluable component in accomplishing the goals of citizenship education. However, this places a serious responsibility on the professional staff members to correctly structure the learning situation involving a speaker.

**Legal Reference:** I.C. § 33-512 Governance of Schools

#### Policy History:

Adopted on: November 9, 2016

Revised on:

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2350 Student Religious Activity at Xavier Charter School**

In keeping with the United States and Idaho Constitutions and judicial decisions, Xavier Charter School may not support religion or endorse religious activity. At the same time, Xavier Charter School may not prohibit private religious expression by students. The purpose of this policy is to provide direction to students and staff members about the application of these principles to student religious activity at school.

#### Student Prayer and Discussion

Students may pray individually or in groups and discuss their religious views with other students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer does not include the right to have a captive audience listen, to harass other students, or to force them to participate. Students may pray quietly in the classroom, except when they are expected to be involved in classroom instruction or activities.

#### Staff Members

Staff members are representatives of Xavier Charter School and must “navigate the narrow channel between impairing intellectual inquiry and propagating a religious creed.” They may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content. They must remain officially neutral toward religious expression.

#### Graduation Ceremonies

Graduation is an important event for students and their families. In order to assure the appropriateness and dignity of the occasion, Xavier Charter School sponsors and pays for graduation ceremonies and retains ultimate control over their structure and content.

Xavier Charter School officials may not invite or permit members of the clergy to give prayers at graduation. Furthermore, Xavier Charter School officials may not organize or agree to requests for prayer by other persons at graduation, including requests from students. Xavier Charter School may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or nonbelievers, or communicate any endorsement of religion.

#### Baccalaureate Ceremonies

Students and their families may organize baccalaureate services, at which attendance must be entirely voluntary. Organizers of baccalaureate services may rent and have access to school facilities on the same basis as other private groups but may not receive preferential treatment.

Xavier Charter School may not be identified as sponsoring or endorsing baccalaureate services. Xavier Charter School funds, including paid staff time, may not be used directly or indirectly to support or subsidize any religious services.

#### Assemblies, Extracurricular and Athletic Events

Xavier Charter School officials may not invite or permit members of the clergy, staff members, or outsiders to give prayers at school-sponsored assemblies and extracurricular or athletic events. Xavier Charter School officials also may not organize or agree to student requests for prayer at assemblies and other school-sponsored events. Furthermore, prayer may not be broadcast over the school public address system, even if the prayer is nonsectarian, nonproselytizing, and initiated by students.

#### Student Religious Expression and Assignments

Students may express their individual religious beliefs in reports, tests, homework, and projects. Staff members should judge their work by ordinary academic standards, including substance, relevance, appearance, composition, and grammar. Student religious expression should neither be favored nor penalized.

#### Religion in the Curriculum

Staff members may teach students about religion in history, art, music, literature, and other subjects in which religious influence has been and continues to be felt. However, staff members may not teach religion or advocate religious doctrine or practice. The prohibition against teaching religion extends to curricular decisions that promote religion or religious beliefs.

School programs, performances, and celebrations must serve an educational purpose. The inclusion of religious music, symbols, art, or writings is permitted if the religious content has an historical and/or independent educational purpose that contributes to the objectives of the approved curriculum. School programs, performances, and celebrations cannot promote, encourage, discourage, persuade, dissuade, or discriminate against a religion or religious activity and cannot be religious or religious-holiday oriented.

#### Student Religious Clubs

Students may organize clubs to discuss or promote religion, subject to the same constitutionally acceptable restrictions that Xavier Charter School imposes on other student-organized clubs.

#### Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions that Xavier Charter School imposes on the distribution of other non-school literature. Outsiders may not distribute religious or other literature to students on school property, consistent with and pursuant to the Xavier Charter School's policy on solicitations (Policy 4240).

## Religious Holidays

Staff members may teach objectively about religious holidays and about the religious symbols, music, art, literature, and drama that accompany the holidays. They may celebrate the historical aspects of the holidays, but may not observe them as religious events.

### Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2360 Release Time**

For students in grades K through 10 (K-10), Xavier Charter School will not allow release time.

Upon application, students in grades 11-12 may be excused from school provided that no student will be excused in excess of five (5) periods in a school week or one hundred sixty-five (165) hours in any given school year.

The Head of Schools shall determine exceptions on a case by case basis.

No student will be permitted to attend release time programs except upon written request from a parent or guardian filed with the Lead Teacher and Head of Schools.

Release time shall not interfere with the scheduling of classes, activities and programs of Xavier Charter School. No credit shall be given for completion of courses during release time for religious purposes. Credit may be granted for other purposes, at the discretion of the school board as long as those credits are attained from an accredited institution. Registration for release time programs shall not occur on school property. It is recommended that students schedule their release hours at the beginning or end of the school day. It is required that the student meet with the academic counselor prior to applying for a release hour to assess his or her current graduation status. Once a graduation plan is confirmed by the academic counselor the application will be presented to the Lead Teacher for final approval.

Xavier Charter School is not responsible for the health, safety and welfare of a student participating in a release time program nor will Xavier Charter School be liable for acts, injuries or events occurring while: (1) a student is being transported to and from release time programs; or (2) while a student participates in release time programs. All students with a release hour must vacate school property during their allotted release time.

#### **Legal Reference:** Article IX, § 6

I.C. § 33-519

I.C. § 33-1603

IDAPA 08.02.02.220

Idaho Constitution – Religious Test and Teaching in School Prohibited

Release for Religious Instruction

Sectarian Instruction Forbidden

Release Time Program for Elementary and Secondary Schools

#### **Policy History:**

Adopted on: July 19, 2012

Reviewed on: August 10, 2016

Revised on: February 10, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2370 Interscholastic Activities**

The program of interscholastic activities shall include all activities relating to competitive sport or intellectual contests, games or events, or exhibitions involving individual students or teams of students of this Xavier Charter School when such events occur between schools outside this Xavier Charter School.

Although Xavier Charter School recognizes that there is some value in offering programs of interscholastic activities, interscholastic activities shall not be considered to be a property, liberty or contract right of any student; any and all interscholastic activities offered by Xavier Charter School shall not be deemed a “right” but rather is considered to be a “privilege.”

All facilities and equipment utilized in the interscholastic activity program, whether or not the property of Xavier Charter School, shall be inspected on a regular basis. Participants will be issued equipment that has been properly maintained and fitted.

An activity coach must be properly trained and qualified for an assignment as described in the coach's job description. A syllabus which outlines the skills, techniques and safety measures associated with a coaching assignment will be distributed to each coach.

The Board recognizes that certain risks are associated with participation in interscholastic activities. While Xavier Charter School will strive to prevent injuries and accidents to students, each parent or guardian will be required to sign an “assumption of risk” statement that indicates that the parents assume all risks for injuries resulting from such participation. Each participant shall be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A participant shall be free of injury and shall have fully recovered from illness before participating in any event.

Coaches and/or trainers may not issue medicine of any type to students. This provision does not preclude the coach and/or trainer from using approved first aid items.

**Cross Reference:**        3510                            Administering Medication to Students

**Legal Reference:**        I.C. § 33-512                    Governance of Schools

#### Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2375 Service Animals in Xavier Charter School**

Xavier Charter School acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a service animal in its school buildings, in classrooms, and at school functions, as required by the American with Disabilities Act.

“Service animal” refers to any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of someone with a disability. The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purpose of this definition.

Use of service animals shall be subject to the following requirements:

1. All requests for an individual with a disability to be accompanied by a service animal must be addressed in writing to the Head of Schools. This written request must be delivered to the Head of Schools’ office at least ten business days prior to bringing the service animal to school or a school function. Any such request by a student shall be advanced to the proper administrative personnel for consideration of a Section 504 analysis and possible program.
2. The animal must be required for the individual with a disability.
3. The animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, will be permitted in schools as a service animal.
4. Requests to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classrooms, or at school functions will be handled on a case by-case basis, considering:
  - A. The type, size, and weight of the miniature horse, and whether the facility can accommodate these features;
  - B. Whether the handler has sufficient control of the miniature horse;
  - C. Whether the miniature horse is housebroken; and
  - D. Whether the miniature horse’s presence in specific facility compromises legitimate safety requirements that are necessary for safe operation.
5. Owners of service animals must provide proof of current vaccinations to the Head of Schools with their request to be accompanied by a service animal.
6. All service dogs must be spayed or neutered.

7. All service animals must be kept clean and groomed to avoid shedding and dander, and must be treated for, and kept free of fleas and ticks
8. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.
9. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control, such as by voice control, hand signals, or other effective means.
10. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animals need to relieve itself.
  - A. Xavier Charter School is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
  - B. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care or supervise his service animal, the parent is responsible for providing care and supervision of the animal.
  - C. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis in the discretion of the building administrator.
12. A school administrator may ask an individual with a disability or his or her parents to remove a service animal from a school building, a classroom, or from a school function if any of the following circumstances occurs:
  - A. The animal is out of control and the animal's handler does not take effective action to control it.
  - B. The animal is not housebroken.
  - C. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.
  - D. The animal presents a direct threat to students, staff, or other individuals.

**Legal Reference:** ADA Regulations, 28 C.F.R. Part 35

Policy History:

Adopted on: May 11, 2016

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2380 Homebound, Hospital and Home Instruction**

A student absent from school for more than ten (10) consecutive days because of health or physical impairment will be provided the services of a teacher or an aide in the home or hospital. Appropriate educational services may begin as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parental or guardian request.

Such students shall be included in calculating the average daily attendance.

**Legal Reference:** I.C. § 33-1001 Definitions  
I.C. § 33-1003A Calculation of Average Daily Attendance

#### Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2395 Idaho Digital Learning Academy Classes**

The Idaho Digital Learning Academy (IDLA) is a legislatively created virtual school created to provide Idaho students with greater access to an assortment of courses while working in collaboration with public schools. IDLA offers educational opportunities that meet students' changing needs and grant students flexibility of learning anytime, anyplace and at a pace that meets their individual learning styles.

Xavier Charter School will use IDLA classes to supplement its curriculum and to provide remedial academic support.

#### Site Coordinator

Xavier Charter School will designate an individual, employed by Xavier Charter School, as a Site Coordinator. The Site Coordinator is to regularly motivate and monitor the progress of the student. The role of the Site Coordinator is to:

- A. Advise the student on appropriate courses for registration.
- B. Ensure that the student is completing work on a timely basis, including checking grades online every three weeks.
- C. Proctor the final exam.
- D. Facilitate communications with the student's parent/guardian regarding course progress and the IDLA instructor.

Additionally, the Site Coordinator is a contact for the IDLA instructor and IDLA staff. The site Coordinator shall successfully complete the IDLA online Site Coordinator Course. The cost of the IDLA online Site Coordinator Course shall be paid by Xavier Charter School.

#### Student and Course Selection

The administrators, counselors and teachers will identify those students who will benefit from IDLA classes.

At the discretion of the Head of Schools or designee, students may be recommended to take IDLA courses who:

- A. Need to make up credits in order to graduate on schedule;
- B. Are eligible for hospital or homebound programs;
- C. Are interested in advanced placement or dual credit courses not offered at Xavier Charter School;
- D. Have scheduling conflicts which, in the judgment of the administration, cannot be resolved in a different manner and will likely delay graduation.

Students will not be recommended for IDLA enrollment if their academic and behavioral record does not indicate the academic ability and self-discipline needed to succeed in online classes.

The parent, student and Head of Schools or designee must confer and agree that the course(s) selected is (are) academically and developmentally appropriate for the student and that all prerequisites as determined by the student's school of record have been completed before registration in an IDLA course.

### Ethical Conduct

Any student attending classes through IDLA shall adhere to Xavier Charter School Acceptable Use policies 3270 and 3270P and any acceptable use policy implemented by IDLA. Additionally, the student and the student's parent/guardian shall agree to abide by the Acceptable Use form 3270F prior to IDLA classes beginning.

In the event of a violation of the acceptable use policy, plagiarism, or other disciplinary issues, IDLA will notify Xavier Charter School. Xavier Charter School shall take any disciplinary measures necessary as provided in the school policy.

### Tuition / Fees

Xavier Charter School shall pay the IDLA costs associated with students who take IDLA classes as part of their normal school day when the school has required it of them (i.e. Health or Economics classes). Xavier Charter School will only pay for one attempt per student of such required courses. Otherwise, students are responsible for paying all IDLA costs in full at registration.

If the student is enrolled in six or more credits or sufficient classes to qualify as fulltime in the home high school, the student is responsible for all tuition and registration fees to be paid to IDLA.

### Scheduling

All students are required to have a full course load regardless of enrollment in an IDLA course(s). The school will designate a particular class period(s) during the normal school day for supervised IDLA coursework. If this designated scheduling opportunity is not utilized by the student, for whatever reason, the IDLA course(s) will be considered Independent IDLA study and must take place outside of the regular school day under parental supervision.

### Grading

IDLA provides a percentage grade to the school. The school transcribes the credit. The grade received from any IDLA class will be averaged into the student's GPA. The student will be granted high school credit when earned through the IDLA. Grade percentages in courses shall be based on such criteria as mastery of the subject, demonstrated competency, and meeting the standards set for each course.

For all other requirements regarding IDLA, please refer to the Idaho Digital Learning Academy current year Fees Policy Statement.

*Policy Note: Some information to develop this policy was provided by the Idaho Digital Learning Academy.*

**Legal References:** I.C. § 33-5502                      Creation—Legislative Findings—Goal  
I.C. § 33-5505                      Definitions  
*Paulson v. Minidoka School District No. 331, 93 Idaho 469, 470 (1970).*

**Policy History:**

Adopted on: July 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2410 Section 504 of the Rehabilitation Act of 1973**

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, Xavier Charter School shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include: notice, an opportunity for the student's parent or legal guardian to examine relevant records, an impartial hearing with opportunity for participation by the student's parent or legal guardian, and a review procedure.

**Legal Reference:** 29 U.S.C. § 794 Rehabilitation Act of 1973, Section 504  
34 C.F.R. 104.36

#### Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2410P Section 504 of the Rehabilitation Act of 1973 (Section 504)**

##### Impartial Due Process Hearing

If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagree with a decision of Xavier Charter School with respect to: (1) the identification of the child as qualifying for Section 504; (2) the Xavier Charter School's evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in his/her current placement until the matter has been resolved through the process set forth herein.

1. Xavier Charter School shall provide written notice to the parent or legal guardian of a Section 504 student prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;
2. Upon request, the parent or legal guardian of the student shall be allowed to examine all relevant records relating to the child's education and the school's identification, evaluation and/or placement decision;
3. The parent or legal guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian are in disagreement with Xavier Charter School;
4. Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three (3) business days of receipt of the same;
5. Within ten (10) days of receipt of a written request for an impartial due process hearing, Xavier Charter School shall select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, Xavier Charter School may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person that would conduct the hearing in an impartial and fair manner;
6. Once Xavier Charter School has selected an impartial hearing officer, Xavier Charter School shall provide the parent or legal guardian and all other interested parties with notice of the person selected;
7. Within five (5) days of Xavier Charter School's selection of a hearing officer, a pre-hearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard and stipulate to undisputed facts to narrow the contested factual issues;

8. The hearing officer shall in writing notify all parties of the date, time and location of the due process hearing;
9. At anytime prior to the hearing, the parties may mutual agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators.
10. At the hearing, Xavier Charter School and the parent or legal guardian may be represented by counsel;
11. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriately equipped or a court-reporter. Xavier Charter School shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer shall make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions and decision;
12. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;
13. Appeals may be taken as provided by law. The parent or legal guardian may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.

#### Uniform Grievance Procedure

If a parent or legal guardian of the student allege that Xavier Charter School and/or any employee of Xavier Charter School has engaged in discrimination or harassment of the student, the parent or legal guardian will be required to proceed through Xavier Charter School's Uniform Grievance Procedure.

**Legal Reference:** 34 C.F.R. 104.36 Procedural safeguards

#### Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2420 Title I Parent Involvement**

Xavier Charter School endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy the word “parent” also includes guardians and other family members involved in supervising the child’s schools.

Pursuant to federal law Xavier Charter School will develop jointly with, agree upon with, and distribute to parents of children participating in the Title I program a written parent involvement policy. The notice shall include information about complaint procedures regarding Title 1 parental participation programs and shall inform parents of their right to request information about the professional qualifications of both the teachers and the paraprofessionals who teach and work with their children. To the extent practicable, each parent should receive the policy in a language they can understand.

The Board directs the Head of Schools to develop a plan to provide support for the school in planning and implementing parent involvement activities. The Head of Schools is also directed to coordinate and integrate other parental involvement strategies related to programs such as Head Start, Reading First, Early Reading First, Even Start Family Literacy Programs, Home Instruction Programs for Preschool Youngsters, Parents as Teachers, and public preschools.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the parental involvement program for the next school year. Proposed activities to address the requirements of parental-involvement goals shall be presented.

In addition to the required annual meeting, at least three (3) additional meetings shall be held at various times of the day and/or evening for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet, and how the school will provide individual student academic assessment results;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and

4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the Charter School Board of Directors; and
5. The opportunity for parents to evaluate involvement activities and to identify barriers to greater participation. This input shall be used to inform strategies for effective parental involvement and to revise policy as necessary.

Parents with disabilities shall be provided with an opportunity to request the auxiliary aids and services of their choice. Such support shall be provided by the school unless it demonstrates that another effective means of communication exists or that use of the means chosen by the parent would result in a fundamental alteration in the service, program, or activity or in an undue financial and administrative burden. Outreach efforts shall include outreach to parents of limited English proficient students to inform them of how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet the challenging state academic achievement standards and state academic content standards expected of all students.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the Head of Schools and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist at home in the education of their children.

Each school in Xavier Charter School receiving Title I funds shall develop jointly with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The "School-Parent Compact" shall:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time;
3. Address the importance of parent-teacher communication on an ongoing basis with, at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff; and

4. Describe students' responsibility for academic improvement.

**Legal Reference:** Title I of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301-6514, as implemented by 34 CFR parts 200, 201, 203, 205, and 212  
Improving America's Schools Act, P.L. 103-382, § 1112 Local Education Agency Plans  
P.L. 107-110, "No Child Left Behind Act of 2001," Title I – Improving the Academic Achievement of the Disadvantaged, § 1118

Policy History:

Adopted on: July 19, 2012

Revised on: August 20, 2015

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2420P Title I Parent Involvement**

In order to achieve the level of Title I parent involvement desired by Xavier Charter School policy on this topic, these procedures guide the development of each school's annual parental involvement plan designed to foster a cooperative effort among parents, school, and community.

#### Guidelines

Parent involvement activities developed at each school will include opportunities for:

- Volunteering;
- Parent education;
- Home support for the child's education;
- Parent participation in school decision making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices. Xavier Charter School also encourages the inclusion of family literacy when a substantial number of students have parents who do not have a secondary school diploma or its recognized equivalent or have low levels of literacy.

#### Roles and Responsibilities

It is the responsibility of the student to:

Cooperate with school personnel and be responsible for their behavior;

- Complete all homework assignments on time;
- Participate to the best of their ability in all classes;
- Read independently or with family on a regular basis; and
- Let teachers, school counselors, and family know when they need help.

It is the responsibility of the parent to:

- Actively communicate with school staff;
- Be aware of rules and regulations of school;
- Take an active role in the child's education by reinforcing at home the skills and knowledge the student has learned in school;
- Take an active role in assuring that the child is prepared to attend school each day; and
- Utilize opportunities for participation in school activities.

It is the responsibility of staff to:

- Work with parents to develop and implement a school plan for parent involvement;
- Promote and encourage parent involvement activities;
- Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement; and
- Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Community members who volunteer in the schools have the responsibility to:

- Be aware of rules and regulations of the school; and
- Utilize opportunities for participation in school activities.

It is the responsibility of the administration to:

- Facilitate and implement the Title I Parent Involvement Policy and Plan;
- Provide training and space for parent involvement activities;
- Provide resources to support successful parent involvement practices;
- Provide in-service education to staff regarding the value and use of contributions of parents and how to reach out to, communicate and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; and
- Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Policy History:

Adopted on: July 19, 2012

Revised on: August 20, 2015

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2425 Parental Rights**

The Board of Directors encourages parents/guardians to be involved in their student's school activities and academic progress.

The Board is mandated to adhere to laws, rules, and regulations including the Constitution of the State of Idaho; the rules of the Idaho State Board of Education (Idaho Administrative Procedures Act); the rules and regulations of the Idaho State Department of Education; the laws, rules, and regulations of the federal government and the U.S. Department of Education; as well as educational provisions outlined in the Idaho Code. These mandates include the requirement stated at Article IX, Section 1 of the Idaho Constitution that it is “. . . the duty of the Legislature of Idaho to maintain a general, uniform and thorough system of public, free common schools.”

Based upon the above provisions, as well as the State's mandated requirements for advancement and graduation, Xavier Charter School has established its practices, policies, and procedures as well as the approved curriculum and assessment program. The failure to follow Xavier Charter School's practices, policies, and procedures as well as the school's curriculum and assessment program amounts to Xavier Charter School's violation of State and/or federal laws, rules, and regulations, including but not limited to the failure to provide a general, thorough, free, and uniform system of public education as well as putting Xavier Charter School's operations and funding in jeopardy.

Parents/guardians, and students are expected to abide by Xavier Charter School's practices, policies, and procedures governing the operation of the schools which are required by various State and/or federal laws, rules, and regulations. However, a student's parent/guardian has the right to reasonable academic accommodation if the accommodation does not substantially impact Xavier Charter School staff and resources, including employee working conditions, safety and supervision on school premises for school activities and the efficient allocation of expenditures. Xavier Charter School will strive to balance the rights of parents/guardians, the educational needs of other students, the academic and behavioral impacts to a classroom, a teacher's workload and the assurance of the safe and efficient operations of the school.

If a parent/guardian has an objection to Xavier Charter School's implementation of various mandates through Xavier Charter School's practices, policies and procedures, or if a parent/guardian would like to request reasonable academic accommodation, the appropriate avenue for the parent/guardian is to first seek to address such concerns through communication with Xavier Charter School's administration. Should that avenue not resolve the situation, a parent/guardian is free to address such concerns with the Board of Directors in conformance with Board policy regarding public participation at Board meetings.

A parent/guardian who has an objection to their child's participation in Xavier Charter School's adopted curriculum and/or Xavier Charter School's implementation of practices, policies, and



## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2430 Gifted and Talented Program**

The term “gifted and talented” means students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or the ability in the performing or visual arts and who require children of outstanding abilities who are capable of high performance and require services or activities not ordinarily provided by Xavier Charter School in order to fully develop such capabilities.

By law, Xavier Charter School is required to provide for special instructional needs of gifted and talented children enrolled in Xavier Charter School. The Board, in conjunction with the Head of Schools and staff, shall develop the State required plan for the Xavier Charter School’s gifted/talented program. The Plan shall include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation. Pursuant to State Board mandate, the Plan will be updated every three (3) years.

The Board designates the Head of Schools to be responsible for development, supervision and implementation of the Xavier Charter School’s gifted and talented program. Such program shall include, but not be limited to, the following:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The Head of Schools shall establish procedures consistent with state guidelines for screening, nominating, assessing and selecting children of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

<b>Legal Reference:</b> I.C. § 33-201	School Age
I.C. § 33-2001	Definitions
I.C. § 33-2003	Responsibility of school districts for education of gifted/talented children
IDAPA 08.02.03.999	Gifted and Talented Programs

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2435 Advanced Opportunities**

A Classical Education is a complete and specific continuum which is best undertaken in its entirety. To achieve the full benefits of our Classical Education it is encouraged that off-site/advanced opportunity courses be an extension to, not an evasion of, rigorous classical coursework.

Participation in Xavier Charter School's advanced opportunities program requires parent/guardian and student agreement to program requirements and completion of the State Department of Education's participation form documenting the program requirements found in 2435F.

Xavier Charter School provides opportunities for students to begin earning credit for college and vocational programs and/or to take advanced placement or other college credit-bearing or professional certificate examinations while they attend. Students who take advanced placement courses shall take the related advanced placement exam(s) at the end of the course.

In order to ensure that students have a chance to participate in advanced opportunity programs, the Board hereby directs the Head of Schools to establish procedures with timelines and requirements for financial transactions, and transcription of credits.

#### Definitions

"Credit" means middle level or high school credit.

"Dual credit" means credit awarded to a student on his or her secondary and postsecondary transcript for the completion of a single course.

"Full credit load" means at least twelve (12) credits per school year for grades 7 – 12 or the maximum number of credits offered by the student's school during the regular school day per school year, whichever is greater.

"Overload course" means a course taken that is in excess of a full credit load, including summer courses.

"School year" means the normal school year that begins upon the conclusion of the spring semester leading up to the break between grades and ends upon the beginning of the same break of the following year.

### Fast Forward Program

The State's Advanced Opportunities funding, known as the Fast Forward program, provides students in Xavier Charter School with \$4,125 to use toward overload courses, dual credits, college credit-bearing examinations, and professional certificate examinations.

Students may access these funds in grades 7 through 12 for:

1. Overload courses, in an amount which may not exceed \$225 per overload course. A student must take and successfully be completing a full credit load within a given school year to be eligible for funding of an overload course. An overload course must be taken for high school credit to be eligible for funding.
2. Dual credits, in an amount which may not exceed \$75.00 per one dual credit hour.
3. Eligible college credit-bearing or professional certificate examinations.

To qualify as an eligible overload course for the program, the course must be offered by a provider accredited by the organization that accredits Idaho high schools and be taught by an individual certified to teach the grade and subject area of the course in Idaho. Eligible examinations include advanced placement (AP), international baccalaureate (IB), college-level examination program (CLEP), and professional-technical examinations.

Xavier Charter School shall make reasonable efforts to ensure that any student who considers participating in Xavier Charter School's advanced opportunities program understands the challenges and time necessary to succeed in the program. Xavier Charter School shall make such efforts prior to a student's participation in the program.

Parents/guardians of participating students may enroll their child in any eligible course, with or without the permission of Xavier Charter School, up to the course enrollment limits described in this policy. Each participating student's transcript shall include the credits earned and grades received by the student for any courses taken pursuant to this policy. For an eligible course to be transcribed as meeting the requirements of a core subject, as identified in administrative rule, the course must meet the approved content standards for the applicable subject and grade level.

Xavier Charter School will collaborate with publicly funded institutions of higher education in Idaho to assist students who seek to participate in dual credit courses or graduate high school early by enrolling in postsecondary courses.

### Challenging Courses

The Board hereby directs the Head of Schools or designee to develop criteria by which a student may challenge a course. The Head of Schools will present the criteria for challenging courses to the Board for approval. If a student successfully meets the criteria then the student shall be counted as having completed all required coursework for that course.

If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for 1 similar course before any further reimbursements for the student can be paid. If a student performs inadequately on an examination for which the State Department of Education has paid a reimbursement, the building Head of Schools shall determine whether the student must pay for and successfully pass such examination to continue receiving State funding. Repeated and remedial courses or examinations are not eligible for funding through this program.

### Advanced Opportunities Scholarship

Students who successfully complete grades 1-12 at least one (1) year early may be eligible for an advanced opportunities scholarship. A student shall be eligible if he or she:

1. Shows that he or she has met all of the graduation requirements of Xavier Charter School;
2. Completes grades 1-12 curriculum in eleven (11) or fewer years; and

A student is not required to graduate early and can choose to participate in dual credit or advanced placement classes upon meeting these criteria.

If an eligible student requests an advanced opportunities scholarship, the student shall be entitled to such a scholarship which may be used for tuition and fees at any publicly funded institution of higher education in Idaho. The amount of such scholarship shall equal thirty-five percent (35%) of the statewide average daily attendance-driven funding per enrolled pupil for each year of grades 1-12 curriculum the student avoids due to early graduation.

Xavier Charter School shall collaborate with publicly funded institutions of higher education in Idaho to assist early-graduating students in enrolling in postsecondary or advanced placement courses held in high school.

**Legal Reference:** I.C. § 33-4601 Definitions  
I.C. § 33-4602 Advanced Opportunities  
IDAPA 08.02.03.106 Advanced Opportunities

**Other References:** <http://www.sde.idaho.gov/student-engagement/advanced-ops/index.html>

### Policy History:

Adopted on: February 10, 2016

Revised on: October 12, 2016; March 8, 2017

Reviewed on: December 14, 2016

## Xavier Charter School

### INSTRUCTION

#### Policy: 2435F Advanced Opportunities Participation Form

This participation form allows students to participate in the *Fast Forward* program through the Idaho State Department of Education as authorized by *Idaho Code 33, Chapter 46: Advanced Opportunities*. By signing this form, the student and parent/guardian agree to the conditions and provisions of the program.

Students are allocated a total of \$4,125.00 to use in grades 7-12. Funds can be used towards:

1. Overload courses; high school credits taken in **excess** of the full credit load offered by the public high school, up to \$225.00 per course. Definitions of full credit load may vary between schools;
2. Dual credits; a maximum of \$75.00 per credit; and
3. Examinations; Advanced Placement, International Baccalaureate, College Level Examination Program, Professional Technical.

Students should meet with their guidance counselor to develop a 4, 5, or 6 year learning plan that will help them maximize the benefits of this program according to the student's college and career interests. Intentional selection of coursework is a critical element of these programs.

All courses paid for by *Fast Forward* must be transcribed on the student's public high school transcript.

The parent/guardian and student understands that he/she will be held responsible for tuition and fees incurred as a result of participation in courses or exams taken from a college/university or other provider, and will be responsible for complying with policies and procedures set forth by the provider.

The Idaho State Department of Education will send payment for courses to the public Idaho post-secondary institution or the student's Charter School. Eligibility for payment is subject to the deadlines and procedures set forth by Xavier Charter School in partnership with course/exam providers. All payment requests must be submitted through the Advanced Opportunities portal according to Xavier Charter School guidelines.

If a student fails to earn credit for a course paid for by *Fast Forward*, the student must subsequently pay for a "like" course on their own before he/she is eligible for further *Fast Forward* funding. If a student performs inadequately on an examination paid for by *Fast Forward*, the local school district will decide whether the student may continue utilizing *Fast Forward* funding, or if she/he must pay for the cost of a "like" examination before using further funds. *Fast Forward* funds may not be used for repeated or remedial course work.

With the approval of Xavier Charter School students can track expenditures of their allocation by creating an account in the Advanced Opportunities portal.

This form will be retained by Xavier Charter School.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Charter School Name: \_\_\_\_\_

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2440 Alternative Credit Options**

In addition to regular classroom-based instruction, students may earn credit through the following means.

##### Virtual/Online Courses

Students in grades 7-12 may register with agencies approved by the State Department of Education, such as the Idaho Digital Learning Academy upon recommendation from the school counselor or administrator. Credit from an online or virtual course may be earned only in the following circumstances:

1. The course is not offered at the high school;
2. Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict;
3. The course will serve as a supplement to extend homebound instruction;
4. The student has been expelled from the regular school setting, but educational services are to be continued; or
5. The Head of Schools, with agreement from the student's teachers and parents/guardians, determined the student requires a differentiated or accelerated learning environment;
6. Unless otherwise approved by the Head of Schools/designee, students taking such courses must be enrolled in Xavier Charter School and take the courses during the regular school day at the school site.
7. The school must receive an official record of the final grade before credits earned for coursework completed through virtual or online instruction will be recognized.

As determined by school policy, students applying for permission to take a virtual course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment. In addition, the express approval of the Head of Schools/designee shall be obtained before a student enrolls in a virtual course.

##### Correspondence Courses

Xavier Charter School will permit a student to enroll in an approved correspondence course from an institution approved by the State Department of Education, in order that such a student may include a greater variety of learning experiences within the student's educational program.

High school students may earn, through correspondence, a maximum of 8 units of academic credit to be applied toward graduation requirements. Only 2 units may be earned during any one (1) school year.

Only courses offered by institutions recognized by the Board will be accepted. The express approval of the Head of Schools shall be obtained before the course is taken.

Credit for correspondence courses may be granted provided the following requirements are met:

1. prior permission has been granted by the Head of Schools; and
2. the program fits the education plan submitted by the regularly enrolled student;

An official record of the final grade must be received by the school before a diploma may be issued to the student.

**Cross Reference:** Policies 2700 & 2700P  
Policies 3030 & 3035

High School Graduation Requirements  
Dual Enrollment

**Legal Reference:** I.C. §33-5501, et seq.

Idaho Digital Learning Academy

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2450 Contracted Student Services**

The Board of Trustees hereby delegates to the Head of Schools the authority to enter into agreements for student services but requires district approval of such contracts. The reason for District approval is District Administration has no control over excess spending if contracts are signed at the building level without the District's approval.

#### Special Education

It is the intent of the District to provide services required by student's Individualized Educational Programs (IEPs) and develop resources within the district to eliminate the need for outside sources for special education services.

#### Supplemental Education Services

Star rating the supplemental services may include tutoring, remediation, and other educational interventions and are provided outside of the regular school day. If sufficient funds are not available to serve all eligible children, the Xavier Charter School district will give priority to the lowest achieving eligible students.

#### Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2500 Library Materials**

Pursuant to State law, the Board has the duty and responsibility to equip and maintain a suitable library and to exclude therefrom all books, tracts, papers and catechisms of a sectarian nature. Xavier Charter School library and classroom library books are provided primarily for use by Xavier Charter School students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The Head of Schools may assess fines for damaged or unreturned books.

Xavier Charter School residents or parents/guardians of non-resident students attending Xavier Charter School may be allowed use of library books at the discretion of the Head of Schools. However, such access shall not interfere with regular school use of those books. Use of the library books outside of Xavier Charter School is prohibited except for inter-library loan agreements with other libraries.

Xavier Charter School will not allow books, tracts, papers or catechisms of a sectarian nature in the library.

Any individual may challenge the selection of materials for the library/media center. The Uniform Grievance Procedure shall be utilized to determine if the challenged material is properly located in the library.

<b>Cross Reference:</b>	Policy 2530	Learning Materials Review
	Policy 4120	Uniform Grievance Procedure

<b>Legal Reference:</b>	I.C. § 33-512	Governance of Schools
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#### Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2510 Selection of Library Materials**

The District has libraries in every school with the primary objective of implementing and supporting the educational program in the schools. It is the objective of these libraries to provide a wide range of materials on all appropriate levels of difficulty, with diversity of appeal and the presentation of different points of view.

The provision of a wide variety of library materials at all reading levels supports the District's basic principle that the school in a free society assists all students to develop their talents fully so that they become capable of contributing to the further good of that society.

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights, endorsed by the American Association of School Librarians in 1969.

The Head of Schools is responsible for selection of library materials. Ultimate responsibility for the selection of library materials rests with the Board.

The Board, acting through the Head of Schools, thereby delegates the authority for the selection of library materials to the Lead Teacher in each of the schools. The Head of Schools further delegates that authority to the librarian in the school.

#### Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2510P Selection of Library Materials**

The selection of library materials is a professional task conducted by the library staff. In selecting library materials, the librarian will evaluate the existing collection; assess curricula needs; examine materials and consult reputable, professionally prepared selection aids.

#### Weeding

When materials no longer meet the criteria for selection, they shall be weeded. Weeding is a necessary aspect of selection, since every library will contain works which may have answered a need at the time of acquisition, but which, with the passage of time, have become obsolete, dated, unappealing, or worn out.

Discarded materials will be clearly stamped:

“WITHDRAWAL FROM XAVIER PUBLIC SCHOOL LIBRARY”

Materials will be discarded in compliance with I.C. § 33-601. The Board may sell materials with an estimated value of less than \$1,000, without appraisal, by sealed bid or at auction if there is at least one published advertisement prior to such sale. If the Board, by unanimous vote of those members present, finds that the materials have an estimated value of less than \$500.00 and is of insufficient value to defray the costs of arranging a sale, the materials may be disposed of in the most cost-effective and expedient manner by an employee with such authority.

#### Gifts

Gift materials may be accepted with the understanding that they must meet criteria set for book selection.

**Legal Reference:** I.C. § 33-601      Real and Personal Property – Acquisition, Use or Disposal of the Same.

#### Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2520 Curricular Materials**

The term “curricular materials” is defined as “textbook, instructional media, including software, audio/visual media and internet resources.”

The Board is legally responsible to approve and to provide the necessary curricular materials used in the Xavier Charter School. Textbooks and instructional materials should provide quality learning experiences for students and:

- Enrich and support the curriculum;
- Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
- Provide background information to enable students to make intelligent judgments;
- Present opposing sides of controversial issues;
- Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
- Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

The Board may adopt a curricular materials adoption committee for the purpose of advising the Board on selection of curricular materials for use within the Xavier Charter School that are not covered by the state curriculum materials committee. At least one-fourth (1/4) of this committee must be comprise of persons other than public educators and trustees. All meeting of the committee shall be held in open session and be duly noticed.

Curricular materials may be made available for loan to students when the best interest of Xavier Charter School and student will be served by such a decision. Students will not be charged for normal wear. They will be charged replacement cost, however, as well as for excessive wear, unreasonable damage or lost materials. The professional staff will maintain records necessary for the proper accounting of all curricular materials.

Any person may submit oral or written objections to any curricular materials under consideration.

**Cross Reference:** Policy 2530

Learning Materials Review

**Legal Reference:** I.C. § 33-118A

I.C. § 33-512A

IDAPA 08.02.03.112

Curricular materials – Adoption procedures

District curricular materials adoption committees

Curricular Materials Selection

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2530 Learning Materials Review**

Citizens objecting to specific materials used in Xavier Charter School are encouraged to submit a complaint in writing and discuss the complaint with the Lead Teacher prior to pursuing a formal complaint pursuant to the Uniform Grievance Procedure.

Learning materials, for the purposes of this policy, shall be considered to be any material used in classroom instruction, library materials, or any materials to which a teacher might refer a student as part of the course of instruction.

**Cross Reference:** Policy 4120      Uniform Grievance Procedure

#### Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2540 Selection, Adoption and Removal of Curricular Materials**

Curriculum recommendations will be made to the Head of Schools.

##### Selection and Adoption

Curricular materials shall:

- Be in keeping with the mission and vision of Xavier Charter School's classical curriculum in concert with state standards.

##### Removal

Curricular materials may be removed when they no longer meet the criteria for initial selection, when they are worn out, or when they have been judged inappropriate.

##### Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2550 Field Trips, Excursions and Outdoor Education**

The Board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities in missed classes. Therefore, the Board endorses the use of field trips when the educational objectives achieved by the trip clearly outweigh any lost in-class learning opportunities.

Field trips which take students out of the state must be approved in advance by the Board. Head of Schools have the authority to approve all other field trips.

Head of Schools shall develop procedures for the operation of a field trip. Each field trip must be integrated with the curriculum and coordinated with classroom activities that enhance its usefulness.

No staff member may solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

#### Policy History:

Adopted on: July 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2560    Contests for Students**

Contests may be made available to students by outside organizations through the schools, subject to certain limitations. The Administrator shall determine that the contest is not in conflict with nor will it diminish the primary educational aims of the schools and that it meets the needs and interests of students.

The schools shall confine their participation to those national contests which are currently placed on the approved list published annually by the Committee on National Contests and activities of the National Association of Secondary School Head of Schools.

A state or local contest in which students participate shall be:

1.     One that supplements and does not interfere with the regular school program.
2.     One that is beneficial to youth in education, civic, social or ethical development.
3.     One that makes it possible for individual students to work out contributions by their own efforts and does not invite dishonest collaboration.
4.     One whose subject is not commercial, controversial, sectarian or concerned with propaganda. It must emphasize high moral standards, good citizenship and intellectual competence.
5.     One from which no contestant shall be excluded because of race, color, creed, sex or payment of entry fee.
6.     One which does not place an undue burden on students, teachers or the school, nor requires frequent or lengthy absence of participants from the school.
7.     One sponsored by an organization engaged in a creditable or acceptable enterprise regardless of kind or amount of prizes offered. The contest or activity must not be used as a “front” for advertising a company name or product.

Contests will not be allowed unless they further the educational goals of Xavier Charter School.

#### Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2570 Use of Commercially Produced Video Recordings**

##### Purpose

The Board believes that movies, videos and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, it is the Board's purpose to have a policy that promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process and fostering community values.

##### Policy

It is Board policy to establish course curriculum and work in partnership with parents to promote an appropriate learning environment that reflects community values. Therefore, the following guidelines represent Board policy regarding how and when movies and videos may be used as an instructional strategy to supplement approved course curriculum.

##### Educational Relevance

The showing of movies and videos must be limited to a specific educational purpose. General selection criteria should include quality of the overall work, fair and accurate representation of the facts, the reputation and significance of the writer, director and/or performer and critical acclaim of the work itself.

##### Age Appropriate Movies

*Grammar School (K-4):* Only G-rated movies may be shown without parental permission. However, parents must be notified that the movie will be shown in class. Any PG-rated movie to be shown in the grammar school requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

*Logic School (5<sup>th</sup>-8<sup>th</sup>):* Only G-rated movies may be shown without parental permission. Any movie with a PG-rating to be shown at the logic school requires parent/guardian notification. Any movie with a PG-13 rating to be shown at the junior/middle school requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

*Rhetoric School:* Only G, PG and PG-13 rated movies may be shown without parental permission. Only certain segments having a valid educational purpose of any R-rated movie may be shown. Any segment of an R-rated movie to be shown at the high school requires a

signed written consent from a parent/guardian that must be kept on file before the student may view the video.

The Board discourages the showing of an R-rated movie in school. However, the Board also recognizes that some segments of certain R-rated movies may have a valid educational purpose. Therefore, R-rated movies are not to be shown in their entirety, and segments may be shown only if no other means of instruction can present the information. Signed, written permission must be granted by a parent/guardian before the student may view the excerpt.

### Administrator's Authorization

At least five (5) days prior to the showing, the instructor/teacher shall submit to the Head of Schools, in writing, the following information on the particular films:

1. Title and brief description
2. Purpose for showing the movie/video
3. Match with course objectives
4. Proposed date(s) of viewing
5. When and how parents will be notified, or if necessary, grant consent
6. Audience rating (G, PG, PG-13)

### Copyright

All School employees must comply with federal copyright laws, as well as publisher licensing agreements. A rented or privately owned movie or video may only be shown in the classroom provided "fair use" exceptions/requirements are satisfied:

1. The movie or video is shown in the course of face-to-face teaching activities.
2. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives.
3. Recorded Programs from Network and Cable Television: Teachers may only show programs recorded off-air from network and cable television channels, according to the following guidelines:
  - a. Educators desiring to show television programs for instructional purposes should request the school library/media specialist to record the program at school with school recording facilities.
  - b. A television program that is recorded off-air may be retained for 45 consecutive calendar days after the date of the recording. At the conclusion of this 45 day retention period, the recording must be destroyed or erased.
  - c. During the first ten (10) consecutive school days of the forty-five (45) day period the recording may be used once by individual teachers in classrooms or similar places devoted to instruction, in the course of relevant teaching activities. The teacher may show the program again only once within this ten (10) school day period when instructional reinforcement is necessary.
  - d. Teachers and other school officials who show television programs for entertainment purposes violate this policy as well as federal copyright law.

- e. After the first ten (10) consecutive days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include a broadcast program in the teaching curriculum, and may not be shown in the schools to students or for other non-evaluation purposes.
- f. Copies may be made from an off-air recording as necessary to meet the legitimate needs of teachers. However, all copies are subject to the provisions of this policy and must include the copyright notice on the broadcast program as recorded.
- g. Off-air recordings need not be used in their entirety, but recorded programs may not be altered from their original content nor may they be physically or electronically merged to constitute teaching anthologies.

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

**Xavier Charter School**

**INSTRUCTION**

**Policy: 2570F Parental Movie Opt-Out/Consent Form Regarding Movies**

**Parental Movie Opt-Out/Consent Form**

Xavier Charter School Board of Directors believes that movies, videos and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, Xavier Charter School policy, Use of Commercially Produced Video Recordings, promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process and fostering community values. (See Policy 2570)

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**Parental Opt-Out Form for Movies, Videos, etc.**

I, \_\_\_\_\_, parent/guardian of \_\_\_\_\_,  
request that my child be removed from class and/or student activities when the following  
movie(s) or videotape(s) is/are shown:

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I have had the opportunity to review the materials mentioned above and have explained to my child why I do not wish to have him/her view it/them.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

**Parental Consent Form for Movies, Videos, etc.**

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I, \_\_\_\_\_, parent/guardian of \_\_\_\_\_,  
allow my child to view the following movie(s) or videotape(s) when it/they are shown in class:

\_\_\_\_\_ Rating: \_\_\_\_\_

\_\_\_\_\_ Rating: \_\_\_\_\_

\_\_\_\_\_ Rating: \_\_\_\_\_

I have had the opportunity to review the materials mentioned above and understand the ratings of said movies and videotapes as designated above.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2600 Promotion/Retention (K-8)**

The Board recognizes that students of the same age are at many intellectual and developmental levels and that these differences are a normal part of human development. Because of these differences, the administration and teaching staff are directed to make every effort to develop curricula and programs which meet the individual and unique needs of all students and allow them to remain with their age cohorts.

It is the philosophy of Xavier Charter School that students thrive best when placed in or promoted to grade levels with other students who have compatible age, physical, and social/emotional status. Promotion as well as retention from grade to grade is based on a student's ability to meet specific standards over time.

It is our philosophy to promote students who demonstrate competence within their grade level. It is equally our philosophy and practice to retain students who do not meet grade level expectations. Students can be retained only once in their K-6 school career. All students who are considered for retention will have participated in the Xavier Charter School's Targeted Assistance program. Retained students who do not show sufficient growth the following year will continue through the RTI process.

#### K-6 Students

Our primary goal at the elementary level is solid literacy. A child cannot go on to more complex studies if he or she does not have adequate reading skills. In addition to literacy, K-6 students must have attained competence in math computation and math concepts.

Classroom educators are responsible for assessing student progress and, based on competency, recommend the promotion of students each year. Competency in both literacy and math are determined through the method and practice of triangulation. Triangulation is a powerful technique that facilitates validation of data through cross verification from more than two sources. Competency goals for students are set using state benchmarking standards. Students who fail to reach set goals and standards are considered for retention. Age, maturity, and completion of assigned work are other criteria used for grade placement at Xavier Charter School

**Student retention decisions will be made by March 31. On rare occasions, in cooperation with the parent, teacher, Lead Teacher, and Head of Schools, a student may be retained after the March deadline. Xavier Charter School administration reserves the right to determine student grade placement for all K-6 students.**

## 7<sup>th</sup> and 8<sup>th</sup> Grade Students

### *Criteria for Promotion:*

1. Attain passing grades (60% or better) to receive credit in each class.
2. Attain at least 12 of the 14 credits for the year.
3. Compliant with Xavier Charter School's attendance policy.

A student will not be promoted to the next grade level if they lose a full year of credit in one core class (i.e. student would not be able to fail a full year of Math, English, History or Science).

Students that do not meet the requirements above may be offered an alternate path to promotion provided that their overall GPA is 2.0 or greater for the current year and they have earned 6 to 8 core class credits and 4 of 6 elective class credits. Students that do not meet the regular requirements or the requirements for the alternate path will be retained.

### *To Appeal:*

Students/parents who choose to appeal must meet the following eligibility requirements:

1. The student must be enrolled in a special education program and have a current Individual Education Plan (IEP); or
2. Must be enrolled in a Limited English Proficiency Program; or
3. Must site reasonable or unusual circumstances that have led to the loss of credit.

### *The Appeals Process:*

1. An appeal must be submitted in writing to the Head of Schools by the parents/guardians of the student.
2. A review of the information in relation to the student's case will be conducted by the Head of Schools, Lead Teacher, parents and teachers of concern in relation to the student, no less than 15 school days after the receipt of the appeal letter.
3. The final decision will be made by the Head of Schools.
4. Notification will be sent to the parents by certified mail.
5. The parents may appeal the decision to the Board of Trustees.
  - a. The hearing will be held no later than the next regularly scheduled Board of Trustees meeting.
  - b. A decision by the Board of Trustees will be final.
  - c. Notification will be sent to the parents by certified mail no less than 7 school days after the hearing.

### Policy History:

Adopted on: July 19, 2012

Revised on: October 2013

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2610 Advancement Requirements (9-12)**

Xavier Charter School has established a set of advancement requirements for 9-12 grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the following are Xavier Charter School's advancement requirements:

1. To advance to the 10th grade, students must earn at least 12 credits in 9th grade, 6 credits of which must be in English, math or science.
2. Failure to pass a 9th grade English, math or science class shall necessitate the failed course being retaken even though the student may have earned enough credit to advance to the 10th grade.
3. Students who have failed one or more courses may get credit for that course by retaking it during the summer.
4. Students may be retained at each grade level if the following year requirements are not met by August 30:

A minimum of 12 credits is required for advancement into the 10th grade.

A minimum of 24 credits is required for advancement into the 11th grade.

A minimum of 36 credits is required for advancement into the 12th grade.

#### Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2615 Awarding High School Credit for Courses Taken Before Ninth Grade**

The purpose of this policy is intended to allow high-performing upper Logic School students (7<sup>th</sup> and 8<sup>th</sup> grade students) enrolled in high school level courses the opportunity to earn high school elective credit for courses taken while in the Logic School.

Xavier Charter School will award high school (Rhetoric School) elective credit to any student who completes any required high school course with a grade of C or higher before entering grade nine (9), if the following criteria are met:

1. The course meets the same standards that are required in high school;
2. The course is taught by a properly certified teacher who meets the federal definition of being highly qualified for the course being taught; and
3. The school providing the course is accredited as recognized by the Idaho State Board of Education.
4. The parent and student have requested in writing (2615F) to have the course grade and credit placed on the student's high school transcript at least two weeks prior to the completion of the applicable semester. Once the decision has been made, the appropriate form has been signed and returned to the office, and the student has matriculated, the grade cannot be added or deleted from the student's record. Eighth grade students are matriculated to ninth grade after completion of the spring semester of eighth grade.

Upon successful completion of the course, the student's grade and the number of credit hours assigned to the course will be transferred to the student's high school transcript, labeled/ categorized as an "elective."

Credits will be transcribed on student's permanent high school record (transcript), and the grade will be used to determine grade point average (GPA) throughout the student's high school career.

In following the Idaho and Xavier Charter School Graduation Requirements, students must still complete the minimum credits required for graduation **during** their 9th-12th grade years, including, but not limited to, all senior year requirements (i.e. math, senior project).

**Legal Reference:** I.C. § 33-512C

Encouragement of Gifted Students

#### Policy History:

Adopted on: September 2012

Reviewed on: December 14, 2016

**Xavier Charter School**

**INSTRUCTION**

**Policy: 2615F Awarding High School Credit for Courses Taken Before Ninth Grade**

**Memorandum**

**To:** Logic School Students and Parents

**From:** Head of Schools

**Date:**

**Re:** Awarding High School Credit for Courses Taken Before Ninth Grade

Xavier Charter School, in conjunction with the Idaho Board of Education, has adopted Policy #2615 pertaining to earning high school (Rhetoric School) credit for courses completed in upper-Logic School (grades 7 and 8) that meet the high school content standards. This change is intended to allow high-performing 7<sup>th</sup> and 8<sup>th</sup> grade students enrolled in high school level courses the opportunity to earn high school **elective** credit.

Students taking High School (Rhetoric School) Courses while in grades 7 and 8 can earn High School Elective Credit under the following Xavier Charter School policy:

- a. Student must be enrolled in a high school level course taught by a properly certified teacher who meets the federal definition of being highly qualified for the course being taught, and the school providing the course is accredited as recognized by the Idaho State Board of Education (may include IDLA).
- b. Student must earn a C or higher for semester grades.
- c. The parent and student have requested in writing at least two weeks prior to the end of the applicable semester to have the course grade and credit placed on the student's high school transcript. Once the decision has been made, the appropriate form has been signed and returned to the office, and the student has matriculated, the grade cannot be added or deleted from the student's record. Eighth grade students are matriculated to ninth grade after completion of the spring semester of eighth grade.
- d. Credits will be transcribed on student's permanent high school record (transcript), and the grade will be used to determine grade point average (GPA) throughout the student's high school career. The course will be labeled/categorized as an "elective."

After reading this document, I understand the Xavier Charter School policy for earning high school elective academic credits as a 7th and 8th grade student. I/We understand that the student must still complete the minimum credits required for graduation **during** his/her 9th-12th grade years, including, but not limited to, all senior year requirements (i.e. math, senior project).

This document, signed by all parties, becomes part of the student's permanent record.

Students/parents may select one of the following credit options

- One credit for **Semester A**
- One credit for **Semester B**
- Two credits for two semesters, **A and B**

Student Name (printed)\_\_\_\_\_

Student Signature\_\_\_\_\_

Date\_\_\_\_\_

Parent/Guardian Name (printed)\_\_\_\_\_

Parent/Guardian Signature\_\_\_\_\_

Date\_\_\_\_\_

*After grades are received, this application is to be completed and submitted to the Logic School Lead Teacher for signature and high school credit posting.*

Lead Teacher (printed)\_\_\_\_\_ School \_\_\_\_\_

Lead Teacher Signature\_\_\_\_\_

Date Received\_\_\_\_\_

Policy History:

Adopted on: September 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2620 Grading and Progress Reports**

The Board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades and progress reports on a regular basis serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These reports shall be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The Board directs the Head of Schools to establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility. Staff members, parents and teachers shall be involved.

#### Grading Policy

Grading is not the be-all and end-all of education. Still, grades are a useful tool to evaluate the extent to which a student has mastered a particular skill or course. Therefore grades will be assigned in all subjects. Xavier Charter School will assign grades in order to reflect accurately the range between true mastery and insufficient knowledge of a subject. Grade inflation will be discouraged. In this scheme the following letter grades have these meanings:

- A-Mastery (90 - 100)
- B-Proficiency (80-89)
- C-Sufficiency (Competence) (70 – 79)
- D-Insufficiency (60 – 69)
- F-Failing (0 – 59)

Xavier will be using a 4.0 grading scale for *class ranking and scoring of GPA*. The letter and numerical grades for this system are:

A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

Incompletes will only be given under special circumstances as determined by the Head of Schools. Students not maintaining a 2.0 GPA in core classes (Language Arts, History, Math and Science) will be put on academic probation.

## Grades

Parents and students should always be informed of the student's progress. This can be done by contacting the school or tracking of grades through the web site of Xavier Charter School.

All grades will be entered into Power School in a timely manner and represent as accurate representation of student performance as possible. In no case should there be a time delay between collection of an assignment and entry into the grade book of more than two weeks. No single assignment should be worth more than 20% of the total grade.

Parents will receive mid-term and semester report cards regarding their child's academic standing and citizenship.

Teachers in Grades 3 to 12 will assign grades in order to accurately reflect the range between true mastery and insufficient knowledge of a subject.

K-2 will be graded by using an M to indicate mastery of standards designated.

### Policy History:

Adopted on: July 19, 2012

Revised on: May 10, 2017

## **Xavier Carter School**

### **INSTRUCTION**

#### **Policy: 2625 Parent-Teacher Conferences**

Parent-Teacher Conferences have been adopted by Xavier Charter School as a means of reporting student progress to parents in K - 12 grades. These conferences are to serve as a two-way method of face-to-face communication for the benefit of the child. They should not necessarily be confined to reporting, but may be planned for any occasion that will be helpful to the teacher, the child and the parent(s). They should afford an opportunity for sharing information and views designed to promote the welfare of the child.

Schedule for conferences, the number of conferences and general details shall be worked out to meet the needs of the parents, teachers, and students.

#### Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2630 Homework**

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students; and should be evaluated and returned to students in a timely manner.

Teachers may give homework to students to aid in the student's educational development. Homework should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes.

Homework is an essential part of education, an opportunity for practice or for acquisition of background material. As such, students at all grade levels will have assignments to work on and complete on a daily basis. Parents should be supportive of this policy by providing a suitable, quiet place to work, free from intrusion by other family members and the various media.

All assignments must be turned in on time. Work up to three days late may be accepted for partial credit at the teacher's discretion. When absent, students have one school day for each day missed to turn in assignments and make up missed work.

Homework will not be sent home nor will credit be awarded for any work done during periods of unexcused absence.

#### Policy History:

Adopted on: 2011

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2700A Secondary Route to Graduation - Alternative to Proficient ISATs**

Per Policy 2700, students who do not attain at least a proficient score on the Idaho Student Achievement Test will have the option of appealing to the Board of Trustees for relief from the ISAT proficiency requirement. Students who choose to appeal must meet the following eligibility requirements:

1. Must be enrolled in a special education program and have a current Individual Education Plan (IEP); or
2. Must be enrolled in a Limited English Proficiency Program; or
3. Must be enrolled in their senior year.

If a student does not attain passing ISAT scores, the following options for graduation shall be available:

- A. A special education student would have to meet the requirements of his/her IEP (Individualized Education Plan) that outlines specific alternative requirements for his/her graduation and/or what adaptations will be made for the student when testing. If in the opinion of the IEP team the student has met his/her IEP requirements, a recommendation would be made to the Xavier Charter School Board to grant a waiver of the ISAT requirement.
- B. A student who is considered and LEP (Limited English Proficient) student through a score determined on the state language acquisition test, and has been in an LEP program for less than three academic years, would be eligible for a waiver to graduate if he/she had met the other graduation requirements.
- C. A student scoring a composite score of seventeen (17) or better on the ACT (American College Test) or composite score (reading + writing + math) of nine hundred (900) on the SAT (Scholastic Aptitude Test).

If a student does not meet A, B or C above, Xavier Charter School requires the student successfully complete an alternative program approved by the Board of Trustees in order to graduate. This alternative program must demonstrate that students possess the skills and knowledge necessary to graduate from Xavier Charter School, and is as follows:

ALTERNATIVE TO PROFICIENT ISATs

**Demonstrate Reading Proficiency:**

Proficiency on the ISAT Reading/Literacy Assessment OR  
450 on SAT Reading section OR  
school-approved alternative literacy assessment

**AND**

**Earn 300 Points from the categories below:**

**Grade Point Average: 100 points maximum**

3.5 – 4.0 = 100  
3.0 – 3.5 = 90  
2.5 – 3.0 = 80  
2.0 – 2.5 = 70  
1.5 – 2.0 = 60

**Assessments: 200 points maximum**

**Demonstrate Proficiency of ISAT Sub-Skill**

ISAT Math..... 100 points  
ISAT Language Arts.....100 points  
*Either actual ISAT scores or comparable exams in an untimed setting.*

450 on SAT Math section.....100 points  
450 on SAT Writing section.....100 points

70 on COMPASS EXAM English.....100 points  
46 on COMPASS EXAM Math.....100 points

**Senior Masterpiece (Senior Project)  
100 points maximum**

Rating of:

4 – Excellent = 100 points  
3 – Very Good = 80 points  
2 – Acceptable = 70 points  
1 – Unacceptable = 0 points  
(corrections/additions assigned)

**Portfolio or Performance Measures:  
200 points maximum**

-Portfolio of Academic Work .....100 pts  
-Community-based Learning Portfolio...100 pts  
-Performance Measures: PLATO, IDLA, District Writing, other professional/ institutional evaluations, including end-of-course assessments....100 pts  
-Excellent attendance and work ethic documented at school site.....100 pts  
-Developing an administration-approved portfolio outlining post-high school education and/or career plans, and demonstrating skills necessary to meet the requirements of that plan.....100 pts

**Cross Reference:** Policy 2700P

High School Graduation Requirements

Policy History:

Adopted on: July 2012

Revised on: March 8, 2017

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2700P High School Graduation Requirements**

##### Publication of Graduation Requirements

Prior to registering in Xavier Rhetoric School, each student will be provided with a copy of the current graduation requirements. Graduation requirements shall also be included in the student handbook.

##### Credits and Graduation Requirements

Students shall be expected to earn the total semester credits as designated for that graduation year (see chart below). Special education students who have successfully completed their IEP leading to completion of Xavier Rhetoric School will be awarded a diploma.

The core of instruction of semester credits for Xavier Rhetoric School includes and goes beyond the core State of Idaho graduation standards (IDAPA 08.02.03.107).

##### Middle School Credit

Cross reference Policy 2615 Awarding High School Credit for Courses Taken Before Ninth Grade.

##### College Entrance Examination

A student must take one of the following college entrance or placement examinations before the end of the student's eleventh grade year: COMPASS, ACT or SAT.

A student may elect an exemption in their eleventh (11<sup>th</sup>) grade year from the college entrance exam requirement if the student is:

1. Enrolled in a special education program and has an Individual Education Plan that specifies accommodations not allowed for a reportable score on the approved tests;
2. Enrolled in a Limited English Proficient program for three (3) academic years or fewer;
3. Enrolled for the first time in grade twelve (12) at an Idaho high school after the spring statewide administration of the college entrance exam; or
4. Eligible to take an alternative assessment. In this case the student may instead take the ACCUPLACER placement exam during their senior year.

A student who misses the statewide administration of the college exam during the student's eleventh (11<sup>th</sup>) grade year may instead take the examination during his or her twelfth (12<sup>th</sup>) grade year if the student:

1. Transferred to an Idaho public school during his or her eleventh (11<sup>th</sup>) grade year;
2. Was homeschooled during his or her eleventh (11<sup>th</sup>) grade year; or
3. Missed the spring statewide administration of the college entrance exam for a documented medical reason.

### Senior Project

A student shall complete the Senior Classical Compendium class in the spring semester of their junior year. Students will have the summer between their junior and senior year to complete the Exposition portion of the Compendium and they will sit for their Examination in the fall of their senior year. They must complete all portions of the Compendium in order to graduate.

### Idaho Standards Achievement Tests (ISAT)

In addition to obtaining the necessary credits as outlined above, a student will show proficiency on the Idaho Student Achievement Test (ISAT). Students who receive a proficient or advanced score on the grade ten (10) ISAT while in grade nine (9) may bank the score for purposes of meeting their graduation requirements. Students who do not attain at least a proficient score on the Idaho Student Achievement Test will have the option of appealing to the Board of Trustees for relief from the ISAT proficiency requirement. Students who choose to appeal must meet the following eligibility requirements:

1. Must be enrolled in a special education program and have a current Individual Education Plan (IEP); or
2. Must be enrolled in a Limited English Proficiency Program; or
3. Must be enrolled in the fall semester of the senior year.

Xavier Charter School requires that all students who appeal from relief of the ISAT proficiency requirements must successfully complete an alternative program equivalent to the ISAT requirement approved by the Board of Trustees in order to graduate. (see 2700A)

Xavier Charter School's program that students must use to demonstrate that they possess the skills and knowledge necessary to graduate from Xavier Rhetoric School is as follows:

- A. Successfully complete performance measures that are equivalent to the sub-skills areas measured in the ISAT, and/or
- B. Successfully complete multiple factors that evaluate academic proficiency and performance of an individual child. These factors should include:
  - Grade point average;
  - Assessment scores including ISAT reading, ISAT math, ISAT language arts, Directing Writing Assessment and/or literacy assessment;
  - Performance assessment measures, as appropriate, or other performance entries included in a student's portfolio;

- Other professional/institutional evaluations, including end-of-course assessments, senior projects, community service, work experience, attendance and work ethics documented at school site.

Xavier Charter School's alternative programs are aligned to state content standards and are based on academic proficiency and performance.

### Waiver of Requirement

Graduation requirements generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, the school administrator may approve minor deviation from the graduation requirements.

### Alternative Programs

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, university courses, correspondence courses, and online/virtual courses.

Credit for work experience may be offered when the work program is a part of and supervised by the school.

All classes attempted at Xavier Rhetoric School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average and class rank. Credit shall be awarded only once regardless of repetition of the course.

Those students who will graduate in 2016 and have not received a proficient or advanced score on the ISAT in grade nine (9) will be required to complete an alternative plan for graduation, as designed by Xavier Charter School, including all elements required by state law and administrative rules. The student may enter the alternate path prior to his or her senior year.

### Honor Roll

Students who attain a 3.0 grade-point average or above while at Xavier will graduate with honors. Students who attain a 3.5 grade-point average or above will graduate with high honors.

### Class Rank (Grade Point Average)

Class Rank is compiled from semester grades. Courses not eligible for GPA are designated with an asterisk on the report card.

### Early Graduation

Seven-semester graduate: A student who completes all of the graduation requirements set forth by Xavier Charter School and the State Department of Education prior to the completion of eight

semesters of school attendance in grades 9-12 may petition the State Board of Education for early graduation by submitting such a petition to the Head of Schools. The Head of Schools shall submit the petition to the Board of Directors for Board endorsement and approval at the end of the quarter preceding the requested graduation date.

1. Attendance: To be eligible for early graduation, a student must complete seven semesters of school attendance and must have been in attendance in Xavier Rhetoric School prior to the beginning of his/her seventh semester of attendance. During the student's seventh semester of school attendance, the student must be in school for six class hours and must pass five or more subjects during his/her seventh semester of attendance.
2. Guidelines: Students should notify the school of their interest to graduate early by the end of their junior year. Approval to enter the seven semester program must be subsequent to a conference of parents, student and school Head of Schools. The conference and application should be submitted to the school prior to the last day of the first quarter of the Fall semester.
3. Students who stay out of school the Fall semester and attend the Spring semester will be ineligible for athletics during the Spring semester.
4. Students graduating on the seven semester program have the average daily attendance for the first semester apply to the second semester, as well as the first, in determining the funding for the educational support program.

Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

Participation in graduation ceremonies is a privilege extended to students. Students may be denied the right to participate.

Xavier Rhetoric School Graduation Requirements

<b>Graduating Class of 2016 &amp; All Subsequent Classes</b> 50 total credits to graduate	
Math	6
Lang. Arts	8
Speech/Rhetoric	1
Science	6
Social Studies <i>(Western Civ. 4, Econ 1, US History 2, US Gov. 2)</i>	9
Health	1
Fitness <i>(PE or Dance Hum.)</i>	2
Foreign Language	2
Humanities	2
Music	1
Art	1
Electives	10
Senior Compendium Class	1
<b>Additional Requirements</b> 1. 4-Year Plan 2. Complete Senior Classical Project 3. College Entrance (Junior Year) 4. Pass United States Citizenship Test with the minimum of 60% or higher 5. Math Senior Year	

\*In mathematics the senior year shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned 6 credits of high school level mathematics.

**Cross Reference:** Policy 2435                      Advanced Opportunities  
                         Policy 2615                      Awarding High School Credit for Courses Taken  
                                                              Before Ninth Grade  
                         Policy 2700A                      Secondary Route to Graduation-Alternative to  
                                                              Proficient ISAT's  
                         Policy 2710                      Alternative Measure to the ISAT  
                         Policy 2715                      Secondary Route to Graduation

**Legal Reference:** I.C. § 33-1620, *et seq.*      Mastery Advancement Pilot Program  
                         IDAPA 08.02.01.350              Early Graduation  
                         IDAPA 08.02.03.105              Graduation from High School  
                         IDAPA 08.02.03.107              High School Graduation Standards  
                         IDAPA 08.02.03.107              Middle Level Credit System

Policy History:

Adopted on: July 2012

Revised on: March 2013, November 12, 2014, March 9, 2016; May 10, 2017

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2705 Military Compact Waiver**

The State of Idaho is one of numerous states across the country that is a member of the Interstate Compact on Educational Opportunity for Military Children. As a Xavier Charter School within the State of Idaho and subject to the laws of the State of Idaho, Xavier Charter School shall follow the requirements of the Compact for students who enroll at Xavier Charter School for whom the Compact applies.

#### Purpose

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success for children of military families due to frequent relocation and deployment of their parents. The Compact facilitates educational success by addressing: timely student enrollment, student placement, qualification and eligibility for programs (curricular, co-curricular and extra-curricular), timely graduation, and the facilitation of cooperation and communication between various member states' schools.

#### Applicability

This Compact applies only to children of:

1. Active duty members of the uniformed services, including members of the National Guard and reserve on active duty orders;
  - For application of this section the parent must be on full time duty status in the Army, Navy, Air Force, Marine Corps, Coast Guard, or the commissioned corps of the national oceanic and atmospheric administration and public health services;
2. Veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

#### Educational Records and Enrollment

1. *Hand Carried/Unofficial Educational Records*

In the event that official educational records cannot be released to a parent for the purpose of school transfer, the custodian of records from the sending school shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission.

Upon receipt of the unofficial educational records, Xavier Charter School shall enroll and appropriately place the student based upon the information the school receives in the unofficial educational records, pending validation by the official records, as soon as possible.

2. *Official Educational Records/Transcripts*

At the time of enrollment and conditional placement of a qualifying student at Xavier Charter School, Xavier Charter School shall request the student's official educational records from their last school of attendance.

A school receiving such a request shall process the official educational records request and furnish such within a period of ten (10) days, or within the timeline determined to be reasonable by the Interstate Commission.

3. *Immunizations*

Xavier Charter School shall provide a period of thirty (30) days from the date of enrollment, or such other time frame as determined by the rules of the Interstate Commission, within which students may obtain any immunizations required by Xavier Charter School. Where the Xavier Charter School's requirements include a series of immunizations, initial vaccinations must be obtained within thirty (30) days, or within the timeline determined to be reasonable by the Interstate Commission.

4. *Kindergarten and First Grade Entrance Age*

Students shall be allowed to continue their enrollment at grade level at Xavier Charter School, commensurate with their grade level from their receiving school, including kindergarten, at the time of transition. However, the provisions of Idaho Code Section 33-201 regarding attaining the age of five (5) on or before the first day of September for enrollment in Kindergarten, and attaining the age of six (6) on or before the first day of September or having attained the age of five (5) and having completed a private or public out of state kindergarten for the required four hundred fifty (450) hours for enrollment in first grade, shall continue to apply.

A student who has satisfactorily completed the prerequisite grade level in the sending school shall be eligible for enrollment in the next highest grade level in Xavier Charter School, at the receiving school, regardless of age.

A student who is transferring into Xavier Charter School after the start of the school year shall enter Xavier Charter School on the student's validated grade level from an accredited school in the sending state.

## Placement and Attendance

### *1. Course Placement*

Upon transfer of a qualifying student, the receiving Xavier Charter School shall place the student in courses consistent with the student's courses in the sending school and/or the school's educational assessments.

Course placement includes, but is not limited to honors, international baccalaureate, advanced placement, vocational, technical, and career pathways courses.

Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This requirement does not preclude Xavier Charter School from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).

### *2. Educational Program Placement*

Xavier Charter School shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending school or participation/placement in similar programs at the sending school.

Educational program placement includes, but is not limited to, gifted and talented programs and English as a second language (ESL). This requirement does not preclude Xavier Charter School from performing subsequent evaluations to ensure appropriate placement of the student.

### *3. Special Education Services*

In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA), Xavier Charter School, as the receiving school, shall initially provide comparable services to a student with disabilities based on his or her current Individual Education Plan (IEP).

In compliance with Section 504 of the Rehabilitation Act and with Title II of the Americans with Disabilities Act (ADA), Xavier Charter School, as the receiving school, shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities consistent with his or her existing 504 or Title II Plan.

This does not preclude Xavier Charter School, as the receiving school, from performing subsequent evaluations to ensure appropriate placement and/or accommodations are made for the student.

#### 4. *Placement Flexibility*

Xavier Charter School's Administration shall have the flexibility to waive course/program prerequisites or other preconditions for placement in courses/programs offered by the receiving Xavier Charter School.

#### 5. *Absences relating to Deployment Activities*

A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment in a combat zone or combat support position, shall be granted additional excused absences at the discretion of Xavier Charter School's Head of Schools to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian.

### Eligibility

#### 1. *Eligibility for Enrollment*

A Special Power of Attorney pertaining to the guardianship of a student of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

The receiving Xavier Charter School shall not charge tuition to a transitioning military student placed in the care of a noncustodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent.

A transitioning military student, placed in the care of a noncustodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which he or she was enrolled when residing with the custodial parent.

#### 2. *Eligibility for Extra-Curricular Activity Participation*

Xavier Charter School shall facilitate the opportunity to transitioning military student's inclusion in extracurricular activities, regardless of application deadlines, to the extent the student is otherwise qualified.

### Graduation

In order to facilitate the on-time graduation of a child of military families, the receiving Xavier Charter School shall incorporate the following procedure:

1. *Graduation Course Requirements - Waiver*

The receiving Xavier Charter School's Administration, through the Head of Schools or designee, shall waive specific courses that are required for graduation if similar coursework has been satisfactorily completed at another school.

If Xavier Charter School does not waive the specific course requirement for graduation, Xavier Charter School shall provide a reasonable justification for the denial. This justification shall be provided to the parent/legal guardian in writing.

If the receiving Xavier Charter School does not waive the specific course requirement for graduation and the student would have otherwise qualified to graduate from the sending school, the receiving Xavier Charter School shall provide an alternative means of acquiring required course work to ensure that the student's graduation will occur on time.

2. *Exit Exams*

In lieu of testing requirements required for graduation at the receiving Xavier Charter School, Xavier Charter School and the State of Idaho shall accept any or all of the following:

- Exit exams or end-of-course exams required for graduation from the sending school;
- National norm-referenced achievement tests; or
- Alternative testing.

In the event the above alternatives cannot be accommodated by the receiving Xavier Charter School for a student transferring during his or her senior year, subsection 3, below, shall apply.

3. *Transfer During Senior Year of High School*

Should a military student transferring at the beginning of or during the senior year be ineligible to graduate from the receiving Xavier Charter School after all alternatives have been considered, the sending school and the receiving Xavier Charter School shall ensure the receipt of a diploma from the sending school if the student meets the graduation requirements of the sending school.

In the event that one of the states in question is not a member of this Compact, the member state shall use best efforts to facilitate the on-time graduation of the student.

### Conflicts

All state laws and Xavier Charter School policies that conflict with this policy and/or in conflict with the Compact are superseded to the extent of the conflict.

### Cooperation

The receiving Xavier Charter School, through its administrative agents, shall timely cooperate with all state agency inquiries and other Xavier Charter School/school inquiries relating to a student who is covered by the Compact.

**Cross Reference:** Policy 2700P  
Policy 2715

High School Graduation Requirements  
Secondary Route to Graduation

**Legal Reference:** I.C. § 33-5701  
IDAPA 08.02.03.105

Interstate Compact on Educational Opportunity for  
Military Children  
Graduation from High School

### Policy History:

Adopted on: July 21, 2014

Reviewed on: December 14, 2016

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2720 Participation in Commencement Exercises**

A student's right to participate in the commencement exercises of the graduating class at Xavier Charter School is an earned privilege. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all of the state and local requirements for graduation before the date of the ceremony. Students who have not completed satisfactorily every credit required for graduation as set in this policy by 12 PM (noon) the day before graduation shall not be allowed to march with the graduates at any of the regular graduation exercises. Students who are not eligible for a diploma at the regular graduation exercise will be awarded their diploma upon successful completion of all graduation requirements.

#### Organization and Content of Commencement Exercises

Xavier Charter School administration may invite graduating students to participate in Xavier Rhetoric School graduation exercises according to academic class standing or class officer status. Any student who, because of academic class standing, is requested to participate may choose to decline the invitation. Xavier Charter School administration shall not censor any presentation or require any content, but may advise the participants about appropriate language for the audience and occasion. Students selected to participate may choose to deliver an address, poem, reading, song, musical presentation, or any other pronouncement of their choosing.

#### Valedictorian and Salutatorian

In determining class rank for graduating seniors, there is obviously a difficulty. Some students will have attended Xavier full time all four years of Xavier Rhetoric School, whereas others will have attended only for one year. The question is which manner of ranking students is the most just if, as we believe, standards at Xavier are much higher than in other schools. It would seem that a system by which students are ranked "head to head" is the most appropriate. To this end, final class rank for seniors will be based solely on the classes taken at Xavier by full-time students.

Only students who have attended Xavier for at least the complete junior and senior years will be given a class rank. Students who come just for the senior year may graduate but will not be ranked. The system of ranking students who have attended for different numbers of years will be as follows:

- The students who attend full time for four years will all have their cumulative grade-point averages compared.
- The students who attend full time for three years will have their cumulative grade-point averages compared to the three-year averages (sophomore-senior) of the above students.

- The students who attend full time for two years will have their cumulative grade-point averages compared to the two-year averages (junior-senior) of the above students.
- The students who attend full time for only one year will not be ranked. Nonetheless, in writing letters of recommendation to colleges, the college counselor or Head of Schools will inform admissions officers of what the student would be ranked in his or her graduating class.

The purpose of this policy is to keep Xavier’s four-year students from being penalized for what sometimes is a relatively difficult freshman year. At the same time, students who come to Xavier in their last two or three years of high school will be ranked according to how they do at this school.

The selection of valedictorian and salutatorian will be based upon final grade point averages. The privilege of giving the valedictory or salutatory address will only be granted to those students who exemplify all of the Life Principles of Xavier Charter School. In line with the process detailed above, both the valedictorian and the salutatorian must have attended Xavier full time for two complete years upon graduation.

The final class rank will be determined after the first semester of the senior year. It is important to make the cutoff at that point since colleges will wish to know the final rankings as soon as possible and since the valedictorian and salutatorian should be afforded the opportunity of including their honors on their graduation invitations. All students must nonetheless complete all graduation requirements in the last semester in order to graduate.

In the unlikely event of a tie for a certain place, two or more people may hold the same class rank. The subsequent place in rank will not be skipped. For example, if two students tie for third place, the next student in rank will be fourth.

Students who attain a 3.0 grade-point average or above while at Xavier will graduate with honors. Students who attain a 3.5 grade-point average or above will graduate with high honors.

**Legal Reference:** United States Constitution – 1<sup>st</sup> Amendment  
 Art. 9, Sec. 6, Idaho Constitution – Religious Test and Teaching in School Prohibited  
 I.C. § 33-1603 Sectarian Instruction Forbidden  
 I.C. § 33-512 Governance of Schools  
 I.C. § 67-5909 Acts Prohibited

Policy History:

Adopted on: July 19, 2012

Revised on: February 8, 2017

## **Xavier Charter School**

### **INSTRUCTION**

#### **Policy: 2800 Accreditation Objectives**

##### Accreditation Standards

The Board will comply with all accreditation standards established by the State Board of Education. Xavier Charter School uses State approved contractor for secondary education serving grades 9-12, as required by law. Accreditation is voluntary for elementary schools, grades K-8.

Xavier Charter School will timely submit an annual accreditation report to the State Board of Education.

##### Continuous Progress Education

The Board acknowledges its responsibility for developing and implementing a curriculum designed to provide for sequential intellectual and skill development necessary for students to progress on a continuous basis from the elementary through secondary school.

The Head of Schools is directed to develop instructional programs that will enable each student to learn at the student's best rate. The instructional program shall strive to provide for:

1. Placement of a student at the student's functional level;
2. Learning materials and methods of instruction considered to be most appropriate to the student's learning style; and
3. Evaluation to determine if the desired student outcomes have been achieved.

Each year, the Head of Schools shall determine the degree to which such instructional programs are being developed and implemented. Accomplishment reports submitted annually shall provide the Board with the necessary information to make future program improvement decisions.

**Legal Reference:** I.C. § 33-119

IDAPA 08.02.02.140

Accreditation of Secondary Schools – Standards for  
Elementary Schools  
Accreditation

##### Policy History:

Adopted on: July 19, 2012

Revised on: December 14, 2016