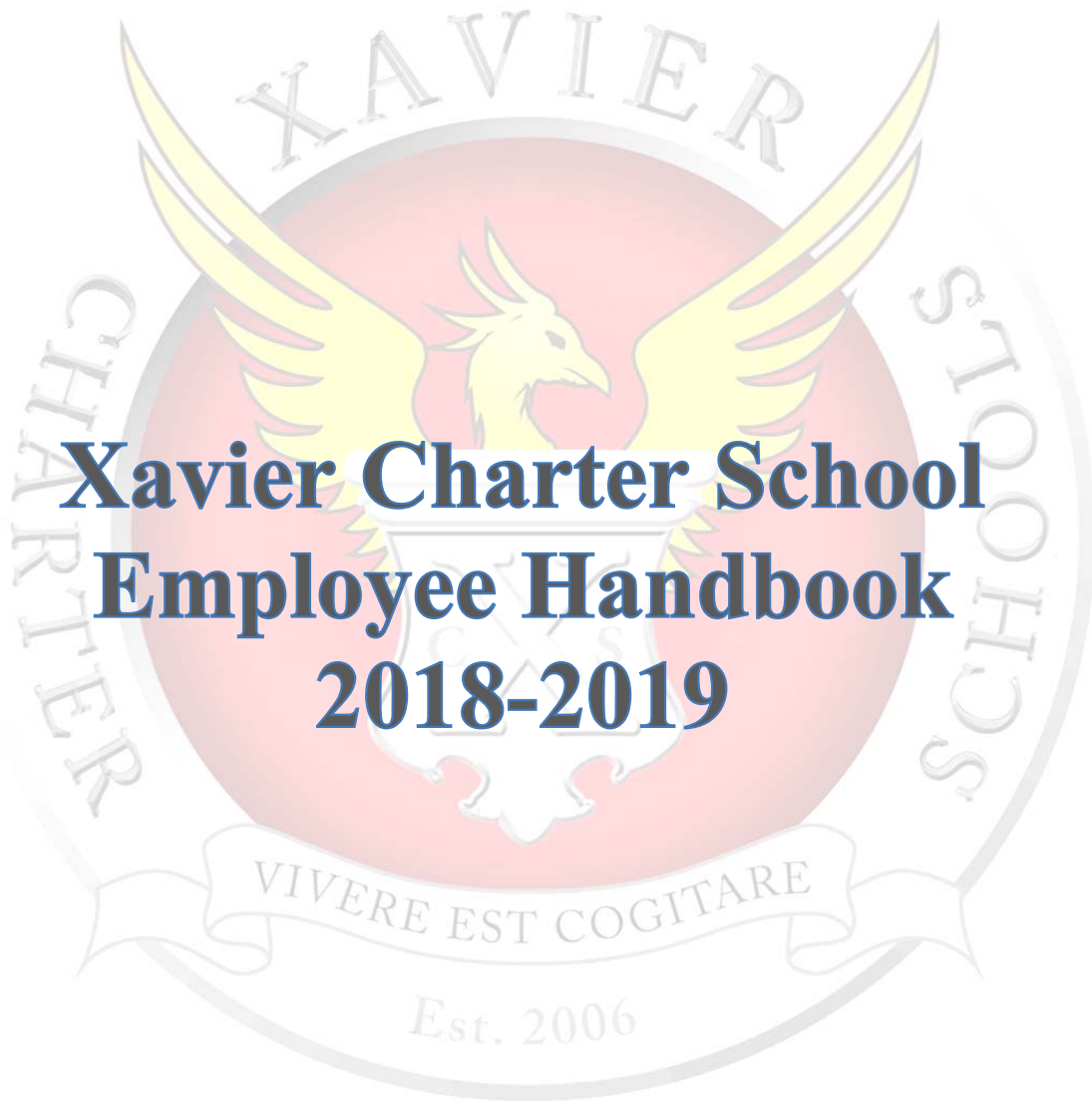




Xavier  
Charter  
School

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## Welcome!

Whether this is your first year or you are an Xavier veteran, on behalf of the Board of Directors, Leadership Team, and administrative staff, we welcome you! Xavier offers a different kind of educational program for our students, one that emphasizes rigorous academics, strong character and service to others. The curriculum leads to students taking responsibility for their learning through in-depth study of classical studies. As a member of our staff, you will be intrinsically involved in moving our vision and mission forward – each one of us has a responsibility toward our students, enabling them to take advantage of their potential and gifts that you will help them discover. We're excited to get to know each and every one of you and hope you will find our school an inviting and inclusive one.

## The Mission of Xavier Charter

**Xavier Charter Schools are dedicated to providing a classical, intellectually rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.**

Xavier Charter School's philosophy lies with the strong belief that all children can learn. It is our goal to prepare each student with personal tools that will assist them in life's choices. We do so by addressing the needs of the Whole Child –Body, Mind, and Spirit:

**Body:** The atmosphere of the school and the classrooms will reflect mutual respect so that students will feel empowered to take risks necessary for growth and learning. Mistakes will be seen as opportunities to learn and all ideas will be valued.

Teachers will possess positive attitudes necessary to shape and facilitate learning in the classroom through encouraging, believing in the students, caring and requiring excellence in every detail.

**Mind:** We will seek to challenge every student all of the time through a coherent and orderly classical education curriculum.

We will have high expectations of our students, and our teachers will possess knowledge and skill necessary to assist students in achieving those high expectations.

Students will learn to value knowledge for knowledge's sake.

**Spirit:** Students will develop the self-esteem necessary to allow them to achieve their personal goals and to become active, responsible members of their communities.

## **The Xavier Difference:**

### ***Our Curriculum***

- Teaches you how to think, not just regurgitate
- Uses methods of discussion as a tool of learning
- Teaches you how to write by using language, logic and evidence effectively
- Uses original sources in history and complete works of great literature instead of only a textbook. Students learn to become historians and build their own resource notebooks.
- Emphasizes Latin to build English vocabulary and a better understanding of grammar
- Teaches the concepts behind mathematical and scientific problems in addition to the procedures and formulas
- Is based on the concept that real learning comes from total engagement, not from filling out worksheets
- Most classes are taught at an honors/college-prep level

### ***Our Teachers***

- Are highly intelligent, energetic, and care about their students
- Have strong academic backgrounds
- Undergo training in Core Knowledge, Singapore Math, Great Expectations and other Xavier specific professional development needs
- Are committed to their own learning as well as the instruction of children
- Xavier believes that the smartest and best-educated people make the best teachers

### ***Our Students***

- Are serious about their education
- Work diligently on meaningful assignments
- Are in class to learn
- Enjoy spirited discussions and debate
- Are articulate, thoughtful and hard-working
- Read books – serious books!
- Are college-bound

**We reject** the fashionable notion of self-esteem as the objective of education. Genuine self-confidence arises only through self-respect – the result of academic accomplishment, right behavior, and proper regard for others. We have cultivated a learning environment that encourages full development in all these areas even as we remain dedicated to teaching young children as effectively as caring adults can.

Xavier Charter School desires to educate all students who enter our school, expecting nothing less than the best from each one.

“If you treat an individual as he is, he will remain as he is. But if you treat him as what he ought to be and could be, he will become what he ought to be and could be.”-Goethe

The aim of Xavier is to teach students. “Student” derives from the Latin word *studēre*, which means “to give attention to,” “to take pains with,” “to apply oneself to,” “to strive after,” “to pursue,” “to desire.” Students, then, are by definition diligent in, attached to, zealous for, their studies. We simply expect students to live up to their name. The teachers of Xavier Charter School will work hard to prepare their lessons. These lessons are designed to teach students nothing less than who they are and what the world offers them. Students must in turn take fullest advantage of these lessons and make the best use of this time of their lives given to preparing their minds for the opportunities and challenges that await them. ***All policies regarding student conduct and discipline flow from this general principle: students must fully engage themselves in the education Xavier offers them.***

## Welcome to Xavier Charter School

Welcome to Xavier Charter School. To answer some of the questions you may have concerning Xavier Charter School and its policies, we encourage you read this manual thoroughly and retain it for future reference. The policies stated in this handbook are guidelines only and are subject to change at the discretion of the Xavier Administration and/or Board of Directors, as are all other policies, procedures, benefits, and other programs of Xavier Charter School. From time to time, you may receive updated information concerning changes in policy. If you have any questions regarding any policies, please ask the Leadership Team.

This employee handbook was developed to describe some of the expectations of employees of Xavier Charter School. Employees should familiarize themselves with the contents of the employee handbook as soon as possible, it will answer many questions about employment with at Xavier Charter School.

This handbook is not a contract, express or implied, and does not guarantee employment for any specific duration. Although we hope that your employment relationship will be long term, no employee should interpret anything in this employee guide or actions by leadership during employment to imply that there is a contract for employment, this employee guide is not a contract for employment, it is simply a set of guidelines and procedures to assist employees in doing their jobs.

We wish you the best of luck and success in your position and hope that your employment relationship with Xavier Charter School will be a rewarding experience.

### Equal Employment Opportunity

Xavier Charter School provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, or status as a Vietnam-era or special disabled veteran in accordance with applicable

federal laws. In addition, Xavier complies with applicable state and local laws governing non-discrimination in employment. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

## **Xavier School Board Policies**

All Xavier School Board Policies are located on our web page at [www.xaviercharter.org](http://www.xaviercharter.org) .

## **Xavier School Procedures**

### **School Board Staff Relationship**

The Head of Schools shall transmit all communications from the Board to the instructional staff, administrative staff, and non-instructional staff. The Head of Schools shall transmit communications from all staff members to the Board.

### **Classical Education and Great Expectations**

Classical education is the foundational philosophy from which all other practices and procedures flow. At Xavier classical education is guided by Core Knowledge in its grammar and logic schools and an advanced liberal arts curriculum in the rhetoric school while using the tool of Great Expectations to set high expectations for teachers and students alike. Great Expectations includes methods and procedures of instruction, discipline, and teacher/staff evaluations. As a requirement, all teachers and staff members dedicate themselves to the implementation of the classical teaching model and Great Expectations in the classroom and school. The strength of Xavier Charter School is epitomized by the fact that every employee is focused on the execution of Great Expectations and classical education principles.

### **Student Handbook**

Our student handbook is available on-line. All staff are required to be familiar with the student handbook and uphold the guidelines concerning homework, tardies /absentees, dress code and other topics addressed.

### **General Guidelines**

The following is a list of guidelines and procedures that have been developed over time and interpreted from policy by the leadership team. One of the strengths of Xavier is the consistency of focus and direction that all staff members share.

### **Chain of Command**

To facilitate proper communication and enhance the decision making process, it is imperative that faculty and staff follow the established chain of command. Teachers should report to their respective Lead Teachers and/or Principal, para-professionals should report to their assigned

teacher/supervisor, and other staff should report to their assigned supervisor. Issues or concerns that may require the involvement of another department should first go through their lead teacher or supervisor, and then to the other department. For example, a question or concern from a teacher regarding a requisition would go through the Lead Teacher and then to the Business Manager.

### **Dress code**

Expectations for staff dress at a minimum is that our staff will consistently model business casual attire with the exception that appropriate open-toe shoes are allowed. This attire includes no blue denim, and no sleeveless shirts/blouses or flip-flops. Staff is asked to follow the student dress code concerning piercings and tattoos. Policy 5360 has recently been updated (Summer 2018) and discusses staff dress code in more detail.

### **Sick Leave**

In an emergency, notify your respective Lead Teacher and make every effort to locate a substitute teacher. In all cases, you must also complete the appropriate form and place in the Business Manager's box as soon as possible. An emergency lesson plan including class roster, and seating chart shall be on file in the main office. If you would like to continue with the current lesson you have planned, please be sure to send them to Ms. Young and your Lead Teacher-on or prior to the day or days you are going to be absent.

### **Personal phone/internet use**

**At no time**, except in the case of an emergency, should staff engage in using phones, cell phones, Internet or any other electronic devices for personal use during student contact time. Cell phones should be on silent so as not to distract instruction.

Student telephone use –Students may only use cell phones in accordance with Xavier policy during the school day. You may send a student to the office to use the phone during instructional time if the student has an emergency.

Xavier Charter School provides its users with Internet access and electronic communications services as required for the performance and fulfillment of job responsibilities.

### **Use policy**

These services may be used outside of scheduled hours of work, provided that such use is consistent with professional conduct. Users should have no expectation of privacy while using company-owned or company-leased equipment. Information passing through or stored on company equipment can and will be monitored.

Violations of Internet and e-mail use include, but are not limited to, accessing, downloading, uploading, saving, receiving, or sending material that includes sexually explicit content or other material using vulgar, sexist, racist, threatening, violent, or defamatory language. Gambling and

illegal activities are not to be conducted on company resources. Infringements of this policy will be investigated on a case-by-case basis. Any violation of the policies may result in loss of access privileges and disciplinary action. Questions about this policy are to be directed to the Head of Schools.

### **Payroll**

All staff are paid on the 25<sup>th</sup> of each month. Direct deposit is the preferred form of payroll payment. If the 25<sup>th</sup> falls during a weekend, deposits will be made on the previous Friday. If the 25<sup>th</sup> falls during a school holiday, payment will be made the closest school day preceding the holiday. Teaching and contracted staff are responsible for being aware of total contracted hours and days. "In-service Days" are contracted days for teaching staff and need to be treated as such concerning Leaves of Absence.

Hourly staff are responsible for correctly recording and submitting time sheet based on the schedule provided by the Direct Supervisor. Failure to submit a timesheet at the designated time will result in delayed payment. There is time/cost/effort concerning payroll. Re-opening a payroll date to make adjustments for non-submitted hours increases workload and time of our payroll staff.

Para-educator positions are budgeted for during student contract hours. The total number of days is dependent upon the student calendar. If a teacher wishes to have a para-educator extend their hours, that request must be made in writing to the Head of Schools prior to the occasion. Specified contract hours for these positions must be strictly enforced.

### **Field trip request/Student activities**

Requests for field trips and requests for student activities that remove students from regularly scheduled classes must be made 10 school days in advance of the event. The person making the request is responsible for completing a request for the bus, obtaining necessary parental permission, insuring that the event is placed on the school calendar, informing impacted teachers/staff and emailing a list of students involved to the Attendance Clerk. Field trips must fall in line with the curricula the teacher is covering.

### **Fund raising**

At times a group/class will find the need for fund raising. Please review our policy concerning fund raising. All fundraising activities must be approved by the appropriate Principal and Head of Schools

### **Homework**

Teachers should pay very careful attention to the amount and the type of homework they assign. Their goal is not just rigor for the sake of rigor.

Rather, Xavier was created to:

1. Allow students the best opportunities to acquire knowledge and wisdom
2. Foster in students a love of learning and a desire to continue to their studies
3. Help students master both the arts (tools of learning) and the sciences (the subjects).

Homework should be in keeping with the Classical Education Model. Homework should be (a) necessary practice one needs to master a skill or an art, and (b) contribute directly to a student's mastery of the specific content. Teachers should use the shared Homework Calendars (electronic, on the Teachers Shared Drive) to post major test or projects, and care should be given to not overload students, when possible.

Homework prepares students to fully participate in class. Lack of participation inhibits learning. Therefore, students are expected to complete all assignments on time. Work up to three days late may be accepted for partial credit at the teacher's discretion. For poor/uncompleted work, teachers may require students to redo assignments.

When absent, students have two school days for each day missed to make up missed work.

The expected homework time allotment for each grade is as follows:

Kindergarten 10 minutes plus 20 minutes family reading time

Grade 1 - 10 minutes plus 20 minutes family reading time

Grade 2 - 20 minutes plus 20 minutes reading time

Grade 3 - 30 minutes plus 20 minutes reading time

Grade 4 - 40 minutes plus 20 minutes reading

Grade 5 - 50 minutes plus 20 minutes reading time

Grade 6 - 60 minutes plus 20 minutes reading time

Grade 7 - 70 minutes plus 20 minutes reading time

Grade 8 - 80 minutes plus 20 minutes reading time

Grades 9-12 - 2 hours plus reading time

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the student's organizational skills and study habits, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time.

**On occasion**, the Leadership Team will request a cutting back or moratorium on homework during a specific time frame. These will be announced in advance with the expectation of compliance.



Notebooks – following the intent of our charter, students in each grade 3-12 will develop and be evaluated on a notebook that is a compilation of information and knowledge gained in that subject. At the discretion of teachers, notebooks may be compiled electronically.

### **Grading Guidelines**

All grades will be entered into Power School in a timely manner and represent as accurate a representation of student performance as possible. Student grades will be updated on Mondays by 4:00 PM. Grades 7-12 will have a minimum of two grades entered each week. 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.

### **Curriculum Map**

All teachers are required to use/complete a curriculum map for their grade/subject for the school year. This needs to follow our Core Knowledge Curriculum and/or Xavier curriculum guidelines.

### **Discipline/Student Referrals**

Strength comes from consistency. Expectations for student behavior are uniform for grades K – 12, as is the manner in which teachers and staff deliver and approach procedures concerning behavior. We follow the Great Expectations model for modeling and shaping student behavior. For Example, all students will be in dress code at the start of the school day.

Teachers are expected and encouraged to document inappropriate student behavior. An Accountability Notice may be written for students who fail to meet expectations. The accountability notice will be written on the triplicate form and may be entered into power school and the teacher shall contact the child's parent. Upon receipt of the accountability notice, the Leadership Team will take appropriate action. In general, the following procedure will be used:

1. Student is not meeting school or classroom expectations (teacher will talk to student and document the problem and the consequence).
2. Student is not meeting school or classroom expectations a second time (teacher will contact the parent about the problem and assign a consequence). This should not be a punishment but a way to help change the student's behavior. This must also be documented.
3. If the problem continues the student will be sent from the class to the office and the teacher shall write an accountability notice and notify parents.

An Accountability Notice may be written at any time when extremes in behavior are involved.

## **Meetings**

Board Meetings: teachers are encouraged to attend the monthly Board of Directors meetings.

Staff Meetings: staff meetings are designed to be informative of current events and issues, and may include instructional teaching techniques. All certified staff are encouraged and welcomed to all meetings, but required to attend group meetings.

Special Meetings: teachers/staff may also be required to attend other meetings as the need arises.

## **Hall passes**

Any 6-12 student who leaves your room during class time MUST carry a hall pass.

## **Workday**

Teachers need to arrive ½ hour before the beginning of the school day, and remain for ½ hour after the end of the school day.

## **Ordering procedures**

Please be aware that there will be NO reimbursement of personally purchased school supplies or supplies for any school purpose without prior written approval. All items purchased for the school must follow ordering procedures.

Step 1 – Complete purchase order including vendor, item numbers, and prices

Step 2 – Give purchase order to Lead Teacher/Principal for approval

Step 3 – Obtain Tax ID number to prevent tax from being charged. (it is against board policy to reimburse tax that is paid)

Step 4 -- Once approved the order can be made

Step

Keep in mind – the first step is ALWAYS approval of the purchase order!

Reimbursements – This is used in certain circumstances determined by an administrator. This would only be used if the prior procedure is followed and permission is given for purchase by a teacher when time requires immediate purchase.

\*Staff members should not collect money. All monies should be receipted at the front office. If a staff member would like to collect for an event or fundraiser a cash box will be issued . Email the business manager your request 10 days prior to the event to ensure availability.

\*If you receive money, for whatever reason – do NOT leave it in the classroom overnight – turn it into the office (we are required to deposit all checks within 24 hours). Everything must be documented and receipted.

### **Teacher observations of other teachers**

We ask that you observe another teacher at least once a month. Don't limit yourself to your grade level – and be sure to ask prior permission from the other teacher before your observation.

### **Staff Evaluations**

We will follow the schedule set down by the State of Idaho for staff evaluations. We will be using the teacher's rubric developed from the Charlotte Danielson model and Great Expectations. A copy of the rubric can be found on the teacher's shared drive on the server.

Informal unannounced visits will occur from time to time ("walk-throughs") as well as official scheduled observations. These will occur on a regular basis.

### **Open Classroom Visitation**

Xavier teachers open their doors to visitors during the regular classroom hours. Any Xavier visitor may pick up a visitor tag at the front office and visit classrooms of choice. This practice communicates to our school and general community that we welcome and value them in our school environment. It is also a tool that allows our community to have a clearer picture of our philosophy in practice. Visitors are asked to observe basic visitor etiquette.

### **Students checking out for the day**

Students leaving during the day MUST be checked out by their parent through the front office. The secretaries will personally call or visit with you concerning when a student should leave. DO NOT release a student unless notified by the front office. Two scenarios come to mind:

- I have a note from my mom that says I have to leave at 10.... MUST be cleared by the front office – do not release the student – call the office (don't send the student!)
- A parent shows up at your door. Direct them to the front office to follow proper checkout procedures. Again, the secretaries will let you know when a student should be released from your class.

### **Text Books**

Students are financially responsible for all text books checked out to them. Therefore, the teacher must track students and text book numbers. If a student does not return the book, the

teacher will submit the student's name, textbook number and title to the Business Manager. In the case of a student leaving the school mid-term, all books must be returned and documented before the teacher signs the checkout sheet.

### **Parent Communication**

Each teacher has a school assigned email address. It is expected that you will check your email daily, and respond to parent concerns within 24 hours unless on a weekend or during a break. Any e-mail or communication that is, or has the potential to be contentious should be cc'd to the Teacher/Principal. It is also highly recommended that you log parent visits/conversations.

### **Educational Media**

Occasionally with approval from the Lead Teacher, Principal, or Head of Schools educational media may be shown in the classroom to enhance the learning environment. Keep in mind, we prioritize the use of the Socratic Teaching Model: the teacher is delivering and guiding instruction. Technology is highly encouraged, but not a substitute for instruction.

### **Forms**

All forms can be found on the teacher's shared drive under "Admin Docs" or in the teacher's work room.

### **Extra-Curricular Activities**

Faculty are encouraged to chaperone and/or attend extra-curricular activities and may be assigned these duties as needed.

## **Eight Expectations**

Our Great Expectations Model is one of educators helping students achieve excellence by holding themselves and their students to the following expectations:

1. We will value one another as unique and special individuals.
2. We will not laugh at or make fun of a person's mistakes nor use sarcasm or putdowns.
3. We will use good manners, saying "please," "thank you," and "excuse me" and allow others to go first.
4. We will cheer each other to success.
5. We will help one another whenever possible.
6. We will recognize every effort and applaud it.
7. We will encourage each other to do our best.
8. We will practice virtuous living, using the Life Principles.

## Professional Standards Commission - Code of Ethics

This version of the Code of Ethics for Idaho Professional Educators was revised by the Professional Standards Commission and approved by both the State Board of Education and the Idaho legislature. (IDAPA 08.02.02.076)

The Idaho Code of Ethics consists of Ten (10) Principles. Below is a summary of those principles - please refer to the complete document for details

### Code of Ethics: The Ten Principles (Summary)

- **Principle I:** A professional educator abides by all federal, state, and local laws and statutes.
- **Principle II:** A professional educator maintains a professional relationship with all students, both inside and outside the classroom.
- **Principle III:** A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice.
- **Principle IV:** A professional educator exemplifies honesty and integrity in the course of professional practice.
- **Principle V:** A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility.
- **Principle VI:** A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation.
- **Principle VII:** A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law.
- **Principle VIII:** A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract.
- **Principle IX:** A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators, and submits reports as required by Idaho Code.
- **Principle X:** A professional educator demonstrates conduct that follows generally recognized professional principles with the right to exercise academic freedom.

**Full Manual for the Code of Ethics for Idaho Professional Educators:** available on the Idaho State Department of Education website. [www.sde.idaho.gov](http://www.sde.idaho.gov)