



Xavier Charter School

A Parent Guide to **Grammar School** **2018-2019**

Grammar Students study the structure and content of language. They are fascinated and astonished by the human tongue making it the ideal time to teach basic facts and fundamentals of language and numbers. At the Grammar Stage, students are young philologists who are in love with words. It matters not whether words are sung, chanted, or clapped; words are as music to the young mind.

The Grammar student learns to break information down into bite-sized, manageable pieces. It is the stage where the tried and true takes root; where inventing symbols and combining them to express thought is an art form. This is the stage where the concrete leads to the pictorial, which ultimately leads to the abstract.

The arts of reading, writing, and reckoning have formed the traditional basis of what has become known as a liberal arts education, each constituting both a field of knowledge and the technique to acquire that knowledge. The trivium is at its best when it is exercised in reading and composition. Clarity of thought through composition is the culmination of grammar instruction. It is the foundation of future communication.

Emphasis is placed on:
facts and memorization
grammar and syntax
structure and vocabulary
language root study
basic fundamentals for all subjects

Welcome!

Xavier Charter School offers a different kind of educational program for 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 and fine arts.

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, and zealous for their studies. We simply expect students to live up to their name.

The Xavier Difference

Our Curriculum

- Teaches how to reason, not just regurgitate
 - Uses discussion as a tool of learning
- Teaches how to write using language, logic and evidence effectively
- Uses original sources in history and complete works of great literature instead of only a textbook
- Requires Latin to build English vocabulary and 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 a college-prep level

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-ready

We reject the fashionable notion of self-esteem as the objective of education. Genuine self-esteem arises only through self-respect – the result of academic accomplishment, right behavior, and proper regard for others. Those students who thrive at Xavier will be the ones who understand-and whose parents understand-the *effort* necessary to attain a classical education. Parents and students not in agreement with the mission, philosophy, and policies of the school may not be able to adhere to the stated policies of the school. In such cases a different educational opportunity may be more appropriate.

General Expectations

All policies regarding student conduct and discipline flow from this general principle:

Students must fully engage themselves in the education Xavier offers them.

The following are a few of the more important policies/procedures that pertain to our students here at Xavier – please refer to our web page for a complete listing of the board policies.

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 9 Pillars of Character.

Attendance

The general welfare of all students is best served by regular attendance.

NOTIFICATION

A telephone call or a note from either parent or guardian is necessary when a student is absent or late for any reason. When a student arrives late the student should go directly to class.

STUDENT CHECK-OUT

Students may NOT be taken from the school unless parents have signed them out in the office.

TARDIES

Three (3) tardies occurring within the same semester will be equal to one unexcused absence. A tardy in excess of 10 minutes in a period will be counted as an un-excused absence. Tardy students should go directly to class.

Homework

Homework allows students to be prepared to fully participate in class. Lack of participation inhibits learning. Therefore, all assignments should be completed on time. Work up to three days late may be accepted for partial credit at the teacher's discretion.

For poor or uncompleted work, teachers may require students to redo assignments. When absent, students have two school day for each day missed to make up missed work.

Homework for Grammar School students is as follows:

- 20 minutes of reading for 5 days plus
- Grade 1 – 10 minutes (additional classroom practice)
- Grade 2 – 20 minutes (additional classroom practice)
- Grade 3 – 30 minutes (additional classroom practice)
- Grade 4 – 40 minutes (additional classroom practice)

These times are guidelines and do vary and depend on a student’s study habits, organizational skills, and the nature of the assignment. Parents are expected to support their children as they learn how to use their time wisely.

Student Fees

A fee will be assessed to all students that will cover basic student supplies. In some courses students will be required to purchase books and/or additional supplies. All fees are set and approved annually by the Board of Directors. **These fees are voluntary and are non-refundable. The fees are used for a variety of items and activities depending on the grade level. Examples include: field trips, class event day activities, student prizes, medals, graduation expenses, diplomas, Pemberley Ball, student awards, Shakespeare presentations, supplies for music, art, and dance rotations, etc...**

If enough funds are not collected, items from the list will need to be removed accordingly.

Grade	FEE
K	\$15
1	\$ 25
2	\$25
3	\$25
4	\$25

After School Activities

All students that stay after school for activities, extra help, or for any other reason must be supervised by a teacher. Any student that is wandering the hallways or that is otherwise not engaged in a school activity that is being actively supervised by a teacher must leave the school building by 3:15 p.m.

Cheating

Absolutely no cheating is acceptable. Cheating is defined as acting dishonestly or unfairly in order to gain an advantage, especially on a test. It is important to note that claiming someone else’s work as one’s own is a form of cheating.

Discipline

Good behavior and kindness, politeness, honesty, and integrity, are the expectations for every student. When a student chooses to disregard these attributes, steps will be taken to correct the behavior.

Discipline Procedures and Consequences

Progressive Discipline Procedures

When it is necessary to impose discipline, school administrators and teachers will follow a progressive discipline process. The degree of discipline to be imposed by each school official will be in proportion to the severity of the behavior of a particular student and will take into account the student's discipline history, and other relevant factors. This school-wide discipline plan provides a systematic process of behavioral correction in which inappropriate behaviors are followed by consequences.

The following plan has been developed in order to assist teachers to handle disciplinary issues in a fair and consistent manner. Please note that this outline is not intended to replace the disciplinary plan used in a teacher's classroom. It is meant to provide some direction when initial efforts to improve student behaviors are unsuccessful. This is the format that will be used when any student is referred to the office for discipline.

Xavier Charter School Discipline Point System- Administration Intervention

Level I Offenses: Actions which interfere with the orderly operation of the classroom or school. These misbehaviors are handled by the classroom teacher. After the 5th incident the student is referred to the administrator.

Examples

- Class Disruption (talking, or other minor off-task behavior)
- Homework Policy violation
- Drinks/food in hallway/classroom (except bottled water)
- Failure to follow established procedures
- Writing on desks
- Cheating
- Throwing objects in class

Consequences: including but not limited to the following:

1. Immediate intervention by the staff member
2. Warning
3. Parent contact
4. Detention- Early Morning School
5. Isolation from peers
6. Documentation by the staff
7. 1 discipline point

Level II Offenses: Actions against persons or property or whose consequences may endanger the health or safety of self or others in the school. The student is referred to the administrator.

Examples

- Repeat occurrence of any Level I offense
 - Profanity, vulgarity, obscene gestures,
- Leaving class without permission
- Disrespect towards a staff member
- Truancy
- Vandalism/Intentional damage to school property littering

Consequences: including but not limited to the following:

1. Parent contact and conference with principal
2. Early Morning School, Sat. or OSS**
3. Loss of privileges (field trips, prom ,Sr. trip)
4. Suspension from participation/attendance in all extracurricular activities
5. Participation in the cleaning/repair of any damage

- Verbal aggression
 - Intimidation
 - Defiance, Incurrigibility
 - Failure to show up for detention
- caused to the school-related environment.
6. Financial restitution for the repair of any damage caused to the related environment
 7. Possible police contact
 8. Documentation by principal
 9. 3 discipline points

Level III Offenses: Actions which result in violence to another’s person or property or pose a direct threat to the safety of others in the school. These acts are clearly criminal and are so serious that they always require administrative action which may result in immediate removal of the student from school and/or action by the School Board. The student is referred to the administrator.

Examples

- Repeated occurrences of offenses listed in previous levels
- Violence against an administrator, teacher or any other school employee
- Violation of the Idaho drugs, alcohol and weapons law, section 18-1502 of Idaho Code
- Any criminal acts committed at school or school-related Events
- Violence against a student,
 - Fighting, Assault
 - Electronically sending explicit text messages, pictures or videos.
 - Inappropriate explicit behavior/ harassment
 - Bullying per policy

Consequences: including but not limited to the following:

1. Parent conference with principal and teacher
2. School Board action resulting in appropriate placement of student
3. Possible expulsion
4. Loss of privileges (field trip, prom, Sr. trip)
5. Suspension from participation/attendance in all activities (athletics, band , etc)
6. Out-of-School Suspension
7. Documentation by principal
8. Referral to police
9. 10 - 15 discipline points

Parent/Guardian contact will be made informing the following:

- A phone contact will be made informing parents or guardians of violations of this behavior code when the student has accumulated three discipline points. Parental conferences may also be necessary at various times during the year to help modify behavior.
- Whenever it is appropriate, counselor/social workers, outside agencies and law enforcement officials may be brought into the process.

Discipline Point System

The Discipline System will be enforced according to the following point system:

1 Point	Morning detention
2 Points	2 days morning detention
3-5 Points	1 out-of-school suspension
6-9 points	2 out-of-school suspension
10 points	3 out-of-school suspension
11-14	5 out-of-school suspension
15- up	10 days out-of-school suspension or expulsion possible

**OSS = Out of School Suspension

Dissemination of Information and Photo Consent

Any person responsible for coordinating any special classroom event must give appropriate information to the front office and receive approval prior to the event. Unless written notice is received by the school office, a student's photograph or video image may be used in school-related publications, including the annual, website, newspaper, video or television advertisement.

Class/Birthday Parties

In some schools, classroom parties have become brain-nibblers, time-gobblers and education distracters. Xavier does not permit birthday celebrations or deliveries of gifts/flowers to classes. Please see the Parent Handbook for details.

Dress Code Policy 3260 (this policy can be read in its entirety on the school website)

Minimum Standards

- Students are not to wear or carry items of apparel (clothing, accessories, cosmetics, tattoos, jewelry—including body piercing) which depict or allude to, by picture, symbol or word, drugs, including alcohol and tobacco, controlled substances, drug paraphernalia, gangs, violence, sexually explicit, lewd, indecent or offensive material, or illegal acts.
- The wearing, using, or displaying of any gang clothing or attire (based upon the administration's reasonable belief that gangs may be present in the school) jewelry, emblem, badge, symbol, sign, codes or other things which evidence membership or affiliation in any gang is prohibited on the school premises or at any school sponsored activity, regardless of location.
- Hair should be neat and clean in appearance and naturally colored. No extreme make-up, haircuts, or hair color. Hair is to be worn in a way that does not obstruct the natural vision of the student.
- Facial hair is allowed when trimmed and neat in appearance.
- Shirts and blouses must have a modest neckline (no cleavage) and be long enough to cover the midriff (front and back).
- Modest fashion accessories and jewelry are allowed.
- No hats in the school building during school hours, 7:30 a.m. to 3:30 p.m.
- Skirts, dresses, skorts, jumpers, and shorts can be no more than 3 inches above the knee when sitting or standing.
- Leggings must not be worn as pants, but must be worn with a mid-thigh length or longer top, dress, jumper, or skirt.
- Two piercings in each ear and/or one small nose stud is allowed. No visible body piercings, tattoos or gauges allowed.
- All Xavier issued apparel is permitted.
- The following are NOT permitted:
 - Sleeveless shirts, blouses or tank tops
 - Visible undergarments
 - Logos bigger than a half dollar
 - Graphic tee shirts, sweatshirts, hoodies, etc.

- Active wear (except in dance and lifetime sports classes with the permission of the instructor)
- Flip flops or slippers

Dress Code for Grammar School (Grades K-4)

Interpretation and Implementation of the Dress Code Policy

Dress Code for Grammar School (Grades K-4)

- 1) Khakis, Dockers, corduroy pants, cargo pants, wool pants, capris, cotton, linen, knit, or polyester pants or slacks, shorts, skorts, jumpers, dresses or skirts. Color choices are to be solid navy blue or khaki tan.
- 2) Basic collared school shirts, turtlenecks and blouses are solid blue, burgundy, or yellow. Basic school shirts may be over-layered with any solid blue, burgundy, or yellow sweater, sweatshirt or vest.
- 3) T-shirts and camisoles are acceptable as a layer underneath as long as they are one of the basic colors and a basic collared shirt or blouse is worn over it.
- 4) Clothing worn for warmth is removed while inside and put in a designated location.
- 5) Closed-toe shoes are required.

Interpretation and Implementation of Policy

The Head of Schools/Principal and faculty shall use reasonable discretion in interpreting and implementing the provisions of this policy. If a conflict arises in the interpretation of this policy, the interpretation of the Head of Schools shall be final.

Enforcement

Dress code violations will be handled on a tiered basis similar to other disciplinary issues. First violation: a written warning documented and recorded by the office or. Second violation: parent contact. Third violation: sent home for the day. After the third violation students who repeatedly violate the dress code may be subject to disciplinary action up to and including suspension or expulsion, depending on the facts and circumstances, for violating the standards of student conduct.

Temporary Exceptions

As is customary at Xavier Charter School, many educational activities highlighting our Classical Education model take place that are direct exceptions to this policy. Such activities are considered appropriate and enhance the academic experience of the students. The administration has ~~have~~ the authority to grant temporary exceptions to this policy.

Policy History:

Adopted on: February 2012

Revised on: April 15, 2014; January 14, 2015; May 11, 2016

Cell Phones/Small Electronics

Xavier Charter School will allow students to possess cell phones/small electronic devices provided the following rules are strictly adhered to:

- The use of all Cell Phones/Small Electronic devices in the school building from the first bell to the end of the last period is strictly prohibited.
- Cell Phones/Small Electronic devices should be stored turned off and out-of-sight in the students' locker, purse or backpack. If the device "goes off" in the school building during school hours, it is considered "in use" and a violation of school policy.
- Parents should continue to call the school office for any emergency situation, and not contact students by cell phone. Likewise, students who need to contact their parents during the day should ask to use a school phone.

Teachers and administrators may use professional discretion in allowing students to use electronic devices in supervised classroom settings *only* when such use complements the instruction of a Classical Education or assists in assignments (i.e. E-readers, laptops, film production projects).

Teachers will take extra caution before approving the use of cameras in the classrooms and will notify the administration in writing prior to granting approval. All participants in any type of photographed or filmed project must have completed the school's media release.

- The use of cameras, video equipment, or any type of recording phone or device is strictly forbidden in private areas at any time, such as locker rooms, restrooms, dressing areas, and offices. Such use may also be in violation of the criminal code.

Students found to be using any electronic communications device to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on tests or examinations shall be subject to discipline and the device shall be confiscated and not returned until a parent conference has been held.

The Charter School shall not be responsible for loss, theft, or destruction of devices brought onto school property.

Students who violate the provisions of this policy, are subject to disciplinary action, including losing the privilege of bringing the device onto school property, detention, suspension, or expulsion. In addition, an administrator will confiscate the devices, which shall only be returned to the student's parent(s)/guardian(s). Where appropriate, police authorities may be contacted. (Refer to Policy 3265 for detailed description)

Bus Discipline Procedures

Correct bus behavior is crucial to the safety and well-being of those on board. All bus students are apprised of bus procedures when school begins each year and are expected to respond appropriately at all times. If it should become necessary for action to be taken in regard to misbehavior, the following steps will be pursued:

Verbal Warning (first incident):

When a student's actions jeopardize the safety and welfare of other students or the operation of the bus, the driver will personally and verbally address that student.

Yellow Ticket (second incident):

After one verbal warning by the bus driver, a yellow ticket will be given to the student. A student presented a yellow ticket on the morning ride will go directly to the front office, hand the ticket to the Principal, and discuss the issue that led to the ticket before returning to class. If a yellow ticket is issued on the afternoon ride, the student should follow the above procedure upon arrival to school the morning following the incident.

The Principal will email the parent/guardian explaining the situation as it occurred with a warning that any future ticket will result in suspension from bus privileges for a period of time determined by the Principal and/or HOS.

The bus driver will keep a written record of student bus incidents to be collected weekly by a Principal.

Red Ticket (third incident):

If a red ticket is presented to a student, it is understood that loss of bus privileges will follow. Students follow the same procedure as a yellow ticket. A parent/guardian phone call will immediately ensue. Length of bus suspension shall be determined by the administration on a case by case basis. Administrative decisions shall be final.

Administration of Medications

Designated school personnel must have written permission from parent or guardian to assist in a student's self-administration of over the counter medications. Prescription medications must also be accompanied by written instruction from a physician. Direct administration of medications must be done by an authorized individual and pursuant to the written authorization of a physician or dentist, as well as the written authorization of a parent or guardian. See policy 3510 for additional details and exceptions.

Alcohol, Tobacco, Drug Policy

In accordance with Federal law, the Board of Directors hereby establishes a "Drug-Free School Zone" that extends 1000 feet from the boundary of Xavier school property. In accordance with Xavier School Board Policies 3300 & 3320 www.xaviercharter.org/for-parents/school-board/board-policies, the Board prohibits the use, possession, concealment, delivery, or distribution of any drug, or drug-related paraphernalia. Use, possession, concealment, delivery, or distribution of alcohol or tobacco products at any time on school property, or school related functions is prohibited in accordance with Xavier School Policies 3320 and 3330.

Internet/Computer Use Policy

The appropriate and scholarly use of computers and the Internet is expected and required. Students will be required to sign an acceptable use policy to be kept on file in the office. Refer to Policy 3270 for details.

Weapons Policy

The Board of Directors prohibits students from possessing, storing, making, carrying, concealing in a locker or vehicle, or using a weapon or other devices designed to inflict serious bodily harm in any setting that is under the control and supervision of the School for the purpose of school activities ... without the written authorization of the Principal. The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Items pre-approved in writing by the Principal as part of a class or individual presentation or a theatrical prop used under adult supervision, if used for the purpose and in the manner approved, would be an exception to this policy. (Working firearms and any ammunition will never be approved as part of a presentation.) Nothing in this Handbook shall be construed to supersede Xavier School Board policy or Idaho Code.

Academic Programs

Xavier Charter School desires that all students receive a classical, liberal education.

K-4

The K-4 curriculum follows the Core Knowledge Sequence. Occasionally, the school diverges from or adds to the Core Knowledge Sequence (Winston Grammar, Singapore Math, and Excellence in Writing, Journey's reading/phonetics) in order to raise the standards in teaching a particular skill or subject. In addition, a Grammar School classical education practices the High Arts which include music, dance, visual art, and drama.

Grades

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:

Grades K-2

The "litterator" grade levels do not receive a letter grade, but an accounting of progress and improvement.

Grades 3 and 4

- A-Mastery (90 - 100)

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

Promotion/Retention

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 school's School-wide Assistance program.

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, Principal, and Head of Schools, a student may be retained after the March deadline. The school administration reserves the right to determine student grade placement for all K-6 students.

INSTRUCTION
Policy 2600

Parent Role

Parent involvement is vital to a child's success in a classical education environment. We understand that families come to Xavier because they want the best for their children. Each year it is our desire to provide our students a classical education that will support both intellect and virtue. We cannot do this alone. To give students the best possible opportunity of success we ask our parents to:

- Demonstrate good character
- Help their children develop study skills and work habits
- Oversee and monitor student progress in reading, writing, and math - especially in grades K-8
- Promote Socratic discussion at home by asking questions and having active dialogue about what students have learned on a consistent basis
- Hold high expectations of their student's performance
- Support Xavier by having children to school on time with the necessary supplies, books, and homework in hand
- Gain understanding of the mission and philosophy of Xavier Charter Schools by reading the monthly newsletter, reading recommended books and articles on classical education (some can be checked out at the office), and attending any parent training sessions offered by the school

A classical model of education calls for students to participate in serious work at home. Homework including reading assignments and test preparation that Xavier requires of students is not busy work. It is 'work with a purpose' that prepares them for the following day's discussion and learning in class. We understand that in our techno-reliant world we compete daily for our student's attention. All sorts of distractions compromise real learning and the maturation process. From television to music to computer/video games, we are bombarded with diversions of all kinds. It is absolutely essential that students have a place to work at home that is free from the distractions of other people or the clamor of media. Of course, Xavier cannot police student's behavior away from school. We would, however, offer a few suggestions to help parents ensure their children's success in a classical environment:

- **Television** is a distraction. The TV should be turned off while children are studying. The idea that a student can give thoughtful attention to school work while watching television is a complete illusion. In the case of young children, television compromises the imagination. Far more beneficial to a child is reading,

drawing, and observing natural phenomena which invite the imagination to pursue further study. Therefore, the amount of time in front of the TV should be restricted. Our recommendation is no more than one show per day. Movies are a bit different. Classic films can be both entertaining and educational. Movies however, even good ones, can be equally destructive if used without discretion. No more than one or two quality movies per week are highly recommended. An additional suggestion would be to check out movies that are not under the 'new release' heading. For a good discussion of television and its impact, we recommend Neil Postman's *Amusing Ourselves to Death*.

- **Music** speaks directly to the passions. It can inspire us to fall in love, fight a battle, or act with dignity. Music can also invite us to hate other people, engage in drugs, or commit suicide. We must therefore be careful what sorts of music our young people listen to. We strongly urge parents to not only monitor the time spent listening to music but the quality of that music. We further recommend that while studying, students turn music off unless it is unobtrusive in nature such as classical or other music without words. Parents who wish to be informed about what is at stake in our modern culture might read Allan Bloom's *The Closing of the American Mind* and William Kilpatrick's *Why Johnny Can't Tell Right from Wrong*.

- **Video games** have little if any value in the greater scheme of life. The time they consume should be restricted. Children who spend an extraordinary amount of time playing video games have difficulty thinking about anything else when in an educational setting. It goes without saying that children should not be allowed to go from one mind-numbing activity to another – one television show, followed by a CD, followed by half an hour of video games, followed by half an hour on the phone with a friend. Computers have their place, but unrestricted use of the internet and e-mail is highly questionable.

Encourage healthy living:

Students need healthy foods to promote strong cognitive function: 1. Consider having regular family meals. Knowing dinner is served at approximately the same time every night and that the entire family will be sitting down together is comforting and enhances appetite. 2. Cook more meals at home. Eating home cooked meals is healthier for the whole family and sets a great example for kids about the importance of food. 3. Make a variety of healthy snacks available instead of empty calorie snacks. Keep plenty of fruits, vegetables, whole grain snacks, and healthy beverages (water, milk, pure fruit

juice) around and easily accessible so kids become used to reaching for healthy snacks instead of empty calorie snacks like soda, chips, candy bars, or cookies. *

Regular physical activity promotes an alert and focused mind. Physical activity also helps control weight, builds lean muscle, reduces fat, promotes strong bone, muscle and joint development, and decreases the risk of obesity. Students aged 6-17 need to be physically active at least 60 minutes a day, five days a week. Exercise, exercise, exercise! Go for hikes, ride your bikes, swim, etc. as a family. *

***Let's Move Campaign**

HARASSMENT/INTIMIDATION & BULLYING (XCS Policy No. 3290 & 3295)

It is the policy of this district to maintain a safe school environment for all students while attending school, riding the school bus, and attending district-sponsored activities on school premises or at other locations. Harassment, intimidation, and bullying, regardless of the specific nature of the students' behavior, are disruptive to safe school environment and will not be tolerated.

Definition: (XCS Policy No. 3295P)

Harassment, intimidation, and/or bullying is defined as misconduct by a student(s), which is characterized by the aggressor(s) repeatedly engaging in negative actions against another student(s) in an attempt to exercise control over the victim. Harassment, intimidation, and/or bullying is generally characterized by aggressive or intentionally harmful behavior, which is carried out repeatedly over time.

Prohibitive Behavior:

Students attending XCS schools are prohibited from engaging in the following behaviors:

1. Physical abuse against a student, including, but not limited to, hitting, pushing, tripping, kicking, blocking, or restraining another's movement; sexual misconduct; causing damage to another's clothing or possessions; and taking another's belongings.
2. Verbal abuse against a student, including, but not limited to, name calling, threatening, sexual misconduct, taunting, and malicious teasing.
3. Psychological abuse against a student, including, but not limited to, spreading harmful or inappropriate rumors regarding another, drawing inappropriate pictures or writing inappropriate statements regarding another, and intentionally excluding another from groups, or similar activities.
4. Cyberbullying, including, but not limited to, using any electronic communication device to convey a message in any format (audio or video, text, graphics, photographs, or any combination thereof) that intimidates, harasses, or is otherwise intended to harm another individual.
5. Harassment, intimidation, and/or bullying, including any intentional gesture or any intentional written, verbal, or physical acts or threats, against another student that:

- a. A reasonable person under the circumstances should know will have the effect of: (1) Harming a student; or (2) Damaging a student's property; or (3) Placing a student in reasonable fear of harm to his or her person; or (4) Placing a student in reasonable fear of damage to his or her property; or
 - b. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for a student.
6. Conspiring with another individual to commit any act of harassment, intimidation, or bullying against another student.

The prohibition extends not only to actions taking place on school grounds but also actions originating at a remote location and carried out via any technology, including, but not limited to, the use of a landline, car phone, or wireless telephone, or through the use of data or computer software that is accessed through a computer, computer system, or computer network.

Investigation:

The school administrator or designee will investigate any allegations of misconduct that are reasonably characterized as harassment, intimidation, or bullying. At the discretion of the Head of Schools and/or Assistant Head of Schools, the alleged perpetrator(s) may be suspended pending the outcome of the investigation.

Disciplinary Action:

Students who engage in harassment, intimidation, or bullying will be disciplined as determined to be appropriate. Depending on infraction and available evidence disciplinary action may include:

- a. Conference with offending student
- b. Parent conference with parents of offending student
- c. Recess Detention (K-6)
- d. Saturday School (7-12)
- e. No Contact Contract
- f. Out of School Suspension
- g. Expulsion

Report to Law Enforcement:

The Head of Schools and/or Assistant Head of Schools may refer allegations of bullying to law enforcement if he/she depending on infraction and available evidence.

****How to Report****

If you are being harassed, report it immediately to someone in authority (a Teacher, Counselor, Principal, Assistant Head of Schools, or Head of Schools). Disciplinary actions will be enforced on a student who has been harassing other student(s) and legal charges may be filed for reoccurrences of harassment.

Xavier Charter School 2014-15

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) afford parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access. Parents or eligible students should submit to the Head of School a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the Head of School, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

Media/ Photo RELEASE

Throughout the course of the school year, the student/participant may be participating in Xavier Charter School activities in which the student /participant may be photographed or videotaped from time to time. The media may be in our schools or at school sanctioned events to cover our activities. The majority of the media coverage featuring students is considered human interest stories that do not contain sensitive subject matter or are not controversial in nature. Often, reporters are present at our request to showcase our students and teachers engaged in exciting educational activities. Xavier Charter Schools includes in its classification of directory information student names and photographic images of students participating in regular classroom or school-authorized events. This simply means that the media may publish and/or broadcast the names and photographs of students participating in school-related activities without prior parental consent.

*If you do not wish to have your child featured in any form of media, please sign the media portion of the FERPA Opt-Out Form, and we will exclude them from any media photos or publications. If you have not completed an Opt-Out Form, your student will be allowed to participate in human interest stories. The XCS Student FERPA Opt-Out Form is located at the XCS office upon request.

If you have any questions regarding the information provided in this notice, please contact Stacey Young at 734-3947



Xavier Charter School Calendar 2018-2019

Monday releases are at 2:00 PM

Nov.1st, Jan. 17th, March 21st, May 31st are 1:00 PM releases

<u>SEPTEMBER</u>				
M	T	W	TH	F
3	④	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

<u>OCTOBER</u>				
M	T	W	TH	F
1	2	3	4	⑤
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

<u>NOVEMBER</u>				
M	T	W	TH	F
			①	②
5	6	7	8	9
12	13	14	15	16
⑱	⑳	㉑	㉒	㉓
26	27	28	29	30

<u>DECEMBER</u>				
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17	18	19	20	21
⑳	㉑	㉒	㉓	㉔
⑳				

<u>JANUARY 2019</u>				
M	T	W	TH	F
	①	②	③	④
7	8	9	10	11
14	15	16	⑰	⑱
21	22	23	24	25
28	29	30	31	

September
9/4 - First Day of School

October
10/5 - No School-Teacher Inservice

November
11/1 - Early Release-PTC Afternoon-(K) No School
11/2 - No School
11/19 - 11/23 Fall Break

December
12/24 - 1/4 Winter Break

January
12/24 - 1/4 Winter Break
1/17 - End of Semester 1- Early Release-(K) No School
1/18 - No School - Teacher Inservice

February
2/18 - No School - Presidents Day

March
3/20 - Parent-Teacher Conference (PTC) Evening
3/21 - Early Release-PTC Afternoon-(K) No School
3/22 - No School
3/25 - 3/29 Spring Break

April
4/9 - SAT Day - No School K-10th

May
5/24 - Last Day Seniors
5/27 - Memorial Day-No School
5/30 - Last Day Kindergarten
5/31 - Last Day 1st-11th- Early Release

<u>FEBRUARY</u>				
M	T	W	TH	F
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<u>MARCH</u>				
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18	19	⑳	㉑	㉒
㉓	㉔	㉕	㉖	㉗

<u>APRIL</u>				
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15	16	17	18	19
22	23	24	25	26
29	30			

<u>MAY</u>				
M	T	W	TH	F
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6	7	8	9	10
13	14	15	16	17
20	21	22	23	⑳
㉑	28	29	⑳	㉑