



Rhetoric School Student Handbook 2019-2020

Rhetoric Students have the concepts and logic to criticize their own work and persuade others. According to Aristotle "Rhetoric is the counterpart of dialectic." It is concerned with finding "all the available means of persuasion." Students have learned to reason correctly in the Logic stage so that they can now apply those skills to Rhetoric. Students read and emulate classical authors in learning how to present their arguments well.

The Rhetoric Stage focuses on learning the science of communication and the art of expression. In the grammar stage children learned facts; in the logic (dialectic) stage children began to understand those facts, and in the rhetoric stage children learn to express what they now understand in the most compelling manner possible.

This is the stage where abstract thought reaches its zenith. The unknown can be explored because the known is understood; the hypothetical can be introduced and grasped with the mind. The mental jump can be made from the natural to the spiritual, from the practical to the theoretical. Self-expression finally comes into its own in the language arts; "hard" sciences and advanced mathematics are more easily mastered; history can be applied to economics and political science.

Emphasis is placed on:

New Contexts
Awakened Imagination
Synthesis over Analysis
Appreciation over Criticism
Contemplation of the Strengths and Limits of Logic and Reason

Welcome!

Xavier Charter School 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 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 you how to reason, not just regurgitate
 - Uses discussion as a tool of learning
- Teaches you 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-bound

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.

Xavier Classical Education Tenets

1. Classical Western Civilization

- At Xavier Charter School Western Civilization study is the cornerstone of all other subjects.
- The priority is that students be historically grounded.

- The primary founding purpose is to provide American students with a coherent narrative of their civilization's rise, looking for evidence throughout history of who America is as a nation.
- History education is America's core civic responsibility.
- Classical education distinguishes features that eventually led to the West's expansion to world dominance and the West's unique creativity. It is a fundamental responsibility of a classical education to preserve a nation's (in this case, America) civic culture, identity and the store of historical memory about that nation that underlies it.
- Xavier does not glorify conquest, enslavement, oppression, social injustice, and similarly hopeless characteristics.
- As a Western Civilization school, Xavier does not focus on multiculturalism at its core.
- The classical education approach is pro-human; pro-humanity.
- The purpose of Western Civilization study is to inform and educate youth but also to encourage them to invest themselves as good human beings, understanding the responsibilities of a human being, and influencing the world through integrity, responsibility, and purpose.

2. American Classical Education

- Classical education in America promotes American culture and **ideals**. Xavier's responsibility is to "transform future citizens into loyal Americans."

Traditional Ideals:

"Let us tenderly and kindly cherish, therefore, the means of knowledge. Let us dare to read, think, speak, and write. Let every order and degree among the people rouse their attention and animate their resolution. Let them all become attentive to the grounds and principles of government . . ."

John Adams, 1765

a. Respect for the Founding Fathers' intellectual virtue –

"...the founding fathers were men of genuine convictions; and dedication to the highest ideals known to Man in the governmental field as exemplified by those recited in the Declaration of Independence and in the Preamble to the Constitution. This is unquestionably true of them as a group, judged by the entire record, despite the inescapable frailties of human nature to which every human being is subject and at times exhibits in some degree, as history proves."

Hamilton Albert Long, 1976

b. Individual self-government –

“For the security and enjoyment by Man of his Divinely created rights, it follows implicitly that Man is ‘endowed by his Creator’ not only with the right to be self-governing but also with the capacity to reason and, therefore, with the capacity to be self-governing.”

Hamilton Albert Long, 1976

“A man cannot govern a nation if he cannot govern a city; he cannot govern a city if he cannot govern a family; he cannot govern a family unless he can govern himself; and he cannot govern himself unless his passions are subject to reason...”

Hugo Grotius, seventeenth century jurist, laid foundations for international law

c. Civic responsibility - ...knowledge of responsibilities as citizens of the Republic

1. Responsibility to be a good person.

“A general dissolution of principles and manners will more surely overthrow the liberties of America than the whole force of the common enemy. While the people are virtuous they cannot be subdued; but when once they lose their virtue then will be ready to surrender their liberties to the first external or internal invader.”

Samuel Adams, 1779

2. Responsibility to support and defend the Constitution.

“That knowing the strong bias of human nature to tyranny and despotism, we have nothing else in view but to provide for posterity against the wanton exercise of power, which cannot otherwise be done than by the formation of a fundamental constitution.”

Reverend Thomas Allen, 1776

3. Responsibility to participate in society as an informed voter, juror, and tax payer.

4. Responsibility to preserve liberty for future generations of Americans.

All citizens have a duty to preserve what is great about this nation for future generations of Americans.

“Our country is in danger, but not to be despaired of . . . On you depend the fortunes of America. You are to decide the important question, on which rest the happiness and liberty of millions yet unborn. Act worthy of yourselves.”

Joseph Warren--President of the Massachusetts Congress, Boston oration, 1775

5. Responsibility to revere and obey the law.

“Let reverence for the laws, be breathed by every American mother, to the lisping babe, that prattles on her lap – let it be taught in schools, in seminaries, and in colleges; let it be written in Primmers, spelling books, and in Almanacs; let it be preached from the pulpit, proclaimed in legislative halls, and enforced in courts of justice. And, in short, let it become the political religion of the nation; and let the old and the young, the rich and the poor... all sexes and tongues, and colors and conditions, sacrifice unceasingly upon its altars.”

Abraham Lincoln’s Lyceum Speech – 1838

6. Responsibility to serve his/her fellow man.

“I know of no great man except those who have rendered great services to the human race.” Voltaire, 1778

7. Responsibility to respect individual humanness, worth and dignity.

There is a fundamental importance to each individual human life. Each individual, no matter what his or her station in life, is a separate and distinct being and has value. This concept of the dignity and worth of the individual is of overriding importance in American thought and civic duty.

d. Understanding of American primary sources including the Constitution, Declaration of Independence, Federalist Papers, etc. Understand the difference between a Republic and a Democracy –

Democracy -

The chief characteristic and distinguishing feature of a Democracy is: Rule by Omnipotent Majority. In a Democracy, The Individual, and any group of Individuals composing any Minority, have no protection against the unlimited power of The Majority. It is a case of Majority-over-Man.

Republic –

Its purpose is to control The Majority strictly, as well as all others among the people, primarily to protect The Individual’s God-given, unalienable rights and therefore for the protection of the rights of The Minority, of all minorities, and the liberties of people in general.

The definition of a Republic is: a constitutionally limited government of the representative type, created by a written Constitution--adopted by the people and

changeable (from its original text) by them only by its amendment--with its powers divided between three separate Branches: Executive, Legislative and Judicial. Here the term "the people" means, of course, the electorate.
Hamilton Albert Long, 1976

e. Self-reliance –

...the primarily American ideal that people are able to fulfill their own destiny, rely on themselves rather than others, and believe in the promise that through hard work and perseverance life can be different and better; the idea that through self-reliance individuals have control over the course of their lives.

- Xavier teaches that America has common knowledge, virtues, ideals, language, and commitments (Core Knowledge).
- Xavier is patriotic and promotes a sense of national loyalty as opposed to being citizens of the world.
- Individuals participate in the world as citizens of America first. “Being a world citizen first, destroys a culture’s national identity.” (E.D. Hirsch)

3. Religion

- Ancient religions are studied– Judaism, Christianity, Buddhism, Hinduism, and Islam.
- The ancient religions are worthwhile in order to see the cause and effect in history at a particular time in a particular era.
- To speak of religion in a historical context is relevant, appropriate and truthful.
- Care is taken not to present religion so that students can equalize them or to find their common ground, but to understand their impact on humanity throughout the ages.

4. Reason and Logic

- The correct use of reason and logic is taught as opposed to an emotional response to knowledge.
- Logic’s purpose is to scatter a light over understanding while seeking after truth being careful not to supply the tongue with debate and controversy.
- Plato stated that one should not “*inflame the emotions at the expense of the intellect.*”
- Logic cultivates reason to better enable human beings to distinguish good from evil, truth from falsehood, better from best.”
- The purpose of logic is not a stirring and fomenting of the thought process, but a leading to an end – truth.

- “Dialectic” or logic is *“the search for truth through resolution of disagreement through rational discussion. It results in probable truth or the most reasonable resolution of opposite opinions.”* (Cheryl Swope)

5. Classical Virtue versus Modern Values

- Although “virtue” seems almost archaic today, Aristotle spoke of it as *“excellence at being human.”*
- *“...powers of moral habits enable us to be what we ought to be, to achieve our telos...our end purpose in life.”* (Cochran)
- Four Cardinal Virtues –
 - a. **Temperance** – virtue of the appetites (moderation)
 - b. **Prudence** – virtue of the intellect (wisdom)
 - c. **Fortitude** – virtue of the will (heart)
 - d. **Justice** – harmony of the soul (right ordering of the other three)
- Modern Values embrace characteristics society most prizes: tolerance which encompasses being kind, non-judgmentalism, happiness, comfort/convenience and fairness.
- What is the study of Classical Virtue? – *“the study of Man as he is, but also Man as he ought to be.”*

6. The Good, the Beautiful, and the True

- Xavier’s purpose is to seek **truth**, in order to discover and to act on what is **good** and **beautiful** in this life.
- How is “good” measured? Is it defined by the majority? Is it measured by self-satisfaction or personal fulfillment? **The good** of any thing is found in its ability to accomplish what it was created for...to realize its purpose for existence as intended by its maker. Only in this realization can something truly be called **“good.”**
- **“The good”** is possible only in the light of truth (logic and reason). Not truth as it is often defined today, by personal preference or popular consensus, but truth as it is...independent from opinions and emotions.
- And where **goodness** and **truth** exist, there you will find **beauty**.
- Beauty is not left to chance or whim, but is written in our nature as humans and in the natural world.
- A student’s purpose is to seek **truth**, in order to discover and to act on what is **good** and **beautiful** in this life.

7. The Great Conversation

- The Great Conversation is the name given to the exchange of ideas that has been going on for thousands of years.
- The ideas have to do with our world, relationships, truth, knowledge, existence, hope, despair, and purpose - in short, who we are and why we live.
- Socratic Discussion and Response (7-12) based on logic and reason through the spoken and written word is both the process and culmination of classical training.

Direct/Explicit Instruction/Group Response (K-6) is the process of laying the foundation of facts and group response.

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 Nine Pillars of Character.

Academic Programs

The Rhetoric School will feature an advanced arts and sciences curriculum. The arts are the tools, the ways of doing; the sciences are the subjects to be done.

The goals:

Virtue – develop habits that are good for you; pursue excellence
Wisdom—knowledge and experience
A perceptive and disciplined mind

Content and skills are emphasized in that they allow students to grapple with *ideals* which will free them from the tyranny of unlimited and unrestrained content.

College prep: the trained mind is gradually prepared for specialization in the "subjects" which, when the Trivium is completed, it should be perfectly well equipped to tackle on its own.

The Rhetoric curriculum is designed 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 State Content Standards.

Graduation Requirements

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	2
Foreign Language	2
Humanities	2
Music	1
Art	1
Electives	10
Senior Masterpiece Class	1
Additional Requirements	
1. 4-Year Plan	
2. Complete Senior Classical Compendium	
3. Sit for the SAT (Junior Year)	
4. Math Senior Year	

Grades

Teachers will assign grades in order to accurately reflect student ability and knowledge. Grade inflation will be discouraged. The following letter grades have these meanings:

A= 4.0	Mastery
B= 3.0	Proficiency
C= 2.0	Sufficiency
D=1.0	Insufficiency
F= 0.0	Failing

Idaho Digital Learning Academy 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.

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 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. Policy 2395

Homework

Homework prepares students 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/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 average homework time allotment for the Rhetoric School (grades 9-12) is 2 hours per day. This is a guideline and may vary depending on the time of year, a student's organization and study habits, and the nature of the assignments and the class. Parents are expected to support their children as they learn how to efficiently manage their homework time.

For grades 7-12 it is highly recommended that the student has access to a home computer. Written work will be submitted in a typed format. Computers will be available for student use before and/or after school if needed. Students are always encouraged to seek after school help from teachers if they require additional assistance.

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 and dance classes, etc...**

If enough funds are not collected, activities will be removed and items will need to be removed accordingly.

Grade	Fee
9-12	\$30



Additional Fees	
Course Fees	Replace Student ID \$5.00
7-12 grade art classes \$20 (voluntary)	Dance Shoe Rental \$2.00
7-12 grade science class lab fees \$20 (voluntary)	NSF Check FEE \$35.00

***Art and Science fees are voluntary, the types of labs and art activities/projects offered to students are influenced by the amount of voluntary fees collected.

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 pm.

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.

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 must go directly to class and check in with their teacher.

ABSENCES

Rhetoric School students who have accumulated 10 excused or unexcused absences (not counting absences related to school activities) and/or 10 tardies within a single semester will be assigned to the next regularly scheduled **Academic Make-up Day (Saturday School)**. Parents will be notified. The dates of Saturday Schools will be determined by the Administration and held from 8:00 am to 12:00 pm. If a student does not attend an assigned Saturday school the student may be suspended for two days following the no-show. Any additional absences may result in a student being assigned a Saturday School for each additional absence.

If poor attendance continues, the Leadership Team may assign additional consequences per school policy, including but not limited to referral to the Attendance Review Committee, referral to Truancy Court, withholding credit for the semester, or assigning semester grades of “incomplete/FA”. Policy 3050

Xavier Charter School 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

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.

Steps to insure correct behavior can include, but are not limited to, the following:

1. Positive reinforcement
2. Teacher intervention
3. Parental contact
4. Referral to Principal.
5. Recess/Lunch Detention
6. Out of School Suspension
7. Expulsion

Academic Honesty

Xavier Charter School Policy 3335

All schoolwork submitted for the purpose of meeting course requirements must represent the efforts of the individual student. Any form of academic dishonesty is prohibited. Academic dishonesty includes, but is not limited to: plagiarism, cheating, forgery, copying or stealing another person's work, allowing another person to copy one's own work, doing another person's class work, creating more than one copy of one's work for distribution, intentionally accessing another's material for the purpose of using it as one's own, downloading information from other sources and presenting it as one's own, unauthorized copying of software, unauthorized use of hard copy or software to develop one's own software. Faculty and building administrators will have the responsibility for monitoring the above actions. Where appropriate, parents shall be contacted as soon as practicable to report any alleged academic dishonesty on the part of students. Teachers are granted authority, with the direction and advice of the administration, to exercise their good judgment in applying a range of academic consequences for violations of this policy.

Student and parent appeals of any consequences resulting from violations of this policy should be addressed to the Principal.

Cheating

Cheating is defined as and includes, but is not limited to, the following:

1. Copying or attempting to copy another student's homework, quiz, test, essay, or lab report.
2. Cheating on tests through such means as cheat sheets, use of unauthorized electronic devices, and discussion of test information with other students.
3. Obtaining test questions and/or copies of tests outside the classroom test setting.
4. Lending and/or copying from another student's work (homework, tests, projects, assignments).
5. Altering or interfering with grading (forging signatures, changing or inserting answers on work after grading).
6. Allowing another student to copy answers during a test situation.
7. Collaborating with other students on an assignment in direct violation of teacher's instructions.
8. Using books and electronic information in generating an assignment in direct violation of teacher's instructions.
9. Accessing, taking, and benefiting from copies of tests and quizzes previously used or to be used by teachers unless provided as study guides by the teacher.
10. Submitting work previously presented in this course or in another course.

Plagiarism

Plagiarism is defined as and includes, but is not limited to, the following:

1. Copying material from the source, including the Internet, without citing the source, or citing the source but omitting quotation marks.
2. Paraphrasing the source without proper citation.
3. Copying stories, in whole or part, which appear in books, magazines, television or film.
4. Copying directly, without making any changes, alterations or adaptations from a drawing, painting, illustration, photographic image, or graphic symbol without citing the source.
5. Submitting papers written in whole or part by someone else, including the Internet.
6. Submitting papers on which the student has received substantial assistance from peers and/or adults that dramatically changes the character of the work so that it is no longer the student's own.
7. Submitting a paper purchased from a research or term paper service, including, but not limited to the internet.

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.

Alcohol, Tobacco, Drug Policy

Use, possession, concealment, delivery, or distribution of any drug, drug-related paraphernalia, alcohol or tobacco products at any time on school property, or school related functions is prohibited in accordance with Xavier School Policies. In accordance with Federal law a “Drug-Free School Zone” extends 1000 feet from the boundary of Xavier school property.

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... 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 Head of Schools or Assistant Head of Schools 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.

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 ...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. Policy 3265

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.

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.

Closed Campus

Students shall remain on school grounds from time of arrival until close of school unless officially excused.

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.

Student Dress Code 9-12 Policy: 3261

Purpose of the Dress Code Policy:

- 1) Ensure the dress code policy reflects the Xavier culture of a virtuous learning environment.
- 2) Ensure the dress code policy is not a distraction to learning.
- 3) Ensure the dress code policy is easy to interpret and enforce.

- 4) Ensure the dress code policy meets the minimum business casual standard.

Minimum Business Casual Standards for ALL Xavier Charter School Students

- 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.
- 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.
- Two piercings in each ear and/or one small nose stud is allowed. No visible body piercings, tattoos or gauges allowed.

Dress Code for Grades 7 – 12 (All clothing reflects business casual standard.)

- 1) Pants, slacks, shorts, skorts, capris, jumpers, dresses, skirts, shirts, quarter zip sweater or fleece, turtlenecks, vests, or blouses can be worn in any combination in any solid color or pattern that reflects business casual except blue denim.
- 2) Skirts, dresses, and shorts must be knee length.
- 3) Skirts and dresses with leggings must be finger-tip length (leggings can be any color or pattern that reflects business casual).
- 4) Length of tops with leggings must be finger-tip length.
- 5) Shirts must have a modest neckline (no cleavage) and be long enough to cover the midriff (front and back when standing or sitting).
- 6) Outerwear: Jackets and coats must be removed when entering the classroom.
- 7) All clothes must be clean with no rips or holes.
- 8) Open-toed shoes/ sandals are permitted.
- 9) Any type of Xavier wear will only be allowed to be worn on Fridays and on calendared club-specific event days. Xavier wear may be worn Monday through Thursday as long as the clothing meets the minimum business casual standard and the logo is no larger than a 4 inch square.

The following are not permitted:

- o- Visible undergarments
- o- Blankets
- o- Trenchcoats
- o- Sleeveless shirts, tank tops, shirts with open backs, and open/cold shoulder tops

- o- T-shirts or graphic T-shirts worn as an outer shirt
- o- Logos larger than a 2 in. square
- o- Athletic wear such as gym shorts, sweatpants, warm-up pants, sweatshirts, hoodies, and joggers (except in dance and P/E classes with the permission of the instructor)
- o- Flip flops or slippers
- o- Pajamas or sleepwear of any kind
- o- Blue denim or blue denim-looking clothing of any kind

Interpretation and Implementation of Policy

The Head of Schools/ Assistant Head of Schools 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

The enforcement of the dress code policy will take place during the school day and at all Xavier Charter School activities. Dress code violations will be handled on a tiered basis similar to other disciplinary issues. 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 the authority to grant temporary exceptions to this policy.

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 time-gobblers and education distracters. Xavier does not permit birthday celebrations or deliveries of gifts/flowers to classes.

Visitors/Shadowing

The Principal may, at his/her discretion, allow a non-Xavier student to "shadow" an Xavier student for a day (or a portion of a day) if the student is seriously considering enrollment and would like to experience firsthand the classical program. Prior arrangements must be made and will include a conversation with the future student's parents.

All visitors are required to sign in at the office and receive and wear a visitor's pass when inside the school building.

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.

Role of the Parent

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.



Xavier Charter School 2019-2020 Academic Calendar

Approved
March 21, 2019

September 2019

Sun	Mo	Tue	We	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019

Sun	Mo	Tue	We	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019

Sun	Mo	Tue	We	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019

Sun	Mo	Tue	We	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020

Sun	Mo	Tue	We	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020

Sun	Mo	Tue	We	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020

Sun	Mo	Tue	We	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020

Sun	Mo	Tue	We	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020

Sun	Mo	Tue	We	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Sept. 3	First Day of School	Feb. 17	No School—President's Day		First/Last Day of School
Oct. 4	No School—Teacher Inservice	Mar. 13	End of 3rd Quarter		No School
Oct. 25	End of Quarter 1	Mar. 18	PTC 3:30—6:00		Partial Day or Special Event
Oct. 30	PTC 3:30—6:00	Mar. 19	Early Release—PTC 1:30-3:30 Kindergarten No School		Monday Release at 2 p.m.
Oct. 31	Early Release—PTC 1:30-3:30 Kindergarten No School	Mar. 20	No School		
Nov. 1	No School	Mar. 23-27	No School, Spring Break		
Nov. 25-29	No School, Fall Break	Apr. 7	SAT Day, K-10th No School		
Dec. 23-Jan. 3	No School, Winter Break	May 22	Last Day for Seniors		
Jan. 16	End of Semester 1—Early Release Kindergarten No School	May 25	No School—Memorial Day		
Jan. 17	No School - Teacher Inservice	May 28	Last Day for Kindergarten		
		May 29	Last Day for 1st - 11th Early Release		