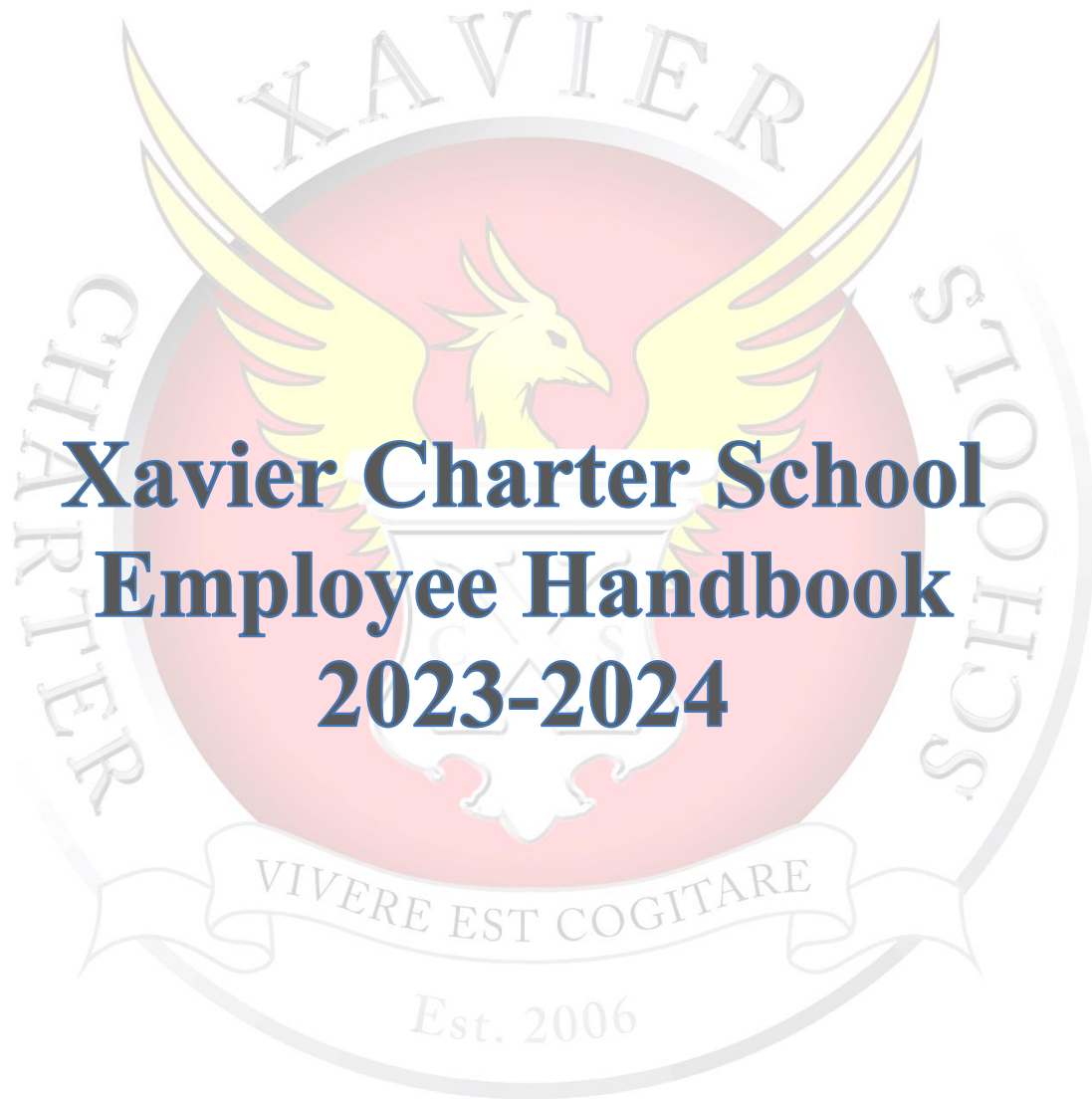




Xavier
Charter
School



Welcome to Xavier Charter School!

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

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

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

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

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

The Mission of Xavier Charter School

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

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

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

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

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

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

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

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

The Xavier Difference:

Our Curriculum

- Teaches you how to reason, not just regurgitate
- Uses methods of discussion as a tool of learning
- Teaches you how to write by using language, logic and evidence effectively
- Uses original sources in history and complete works of great literature instead of only a textbook.
- 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 an honors level

Our Teachers

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

Our Students

- Are serious about their education
- Work diligently on meaningful assignments

- Are in class to learn
- Enjoy spirited discussions and debate
- Are articulate, thoughtful and hard-working
- Read books – serious books!
- Are college-bound

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

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

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

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

Equal Employment Opportunity

Xavier Charter School provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, or status as a Vietnam-era or special disabled veteran in accordance with applicable federal laws. In addition, Xavier complies with applicable state and local laws governing non-discrimination in employment. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

Xavier 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 content through memorization, direct/explicit instruction and group response.

Xavier School Board Policies

All Xavier School Board Policies are located on our web page at www.xaviercharter.org.

Xavier School Procedures

School Board Staff Relationship

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

Classical Education and Great Expectations

Classical education is the foundational philosophy from which all other practices and procedures flow. At Xavier, classical education is guided by Core Knowledge in its grammar and logic schools and an advanced liberal arts curriculum in the rhetoric school while using the tool

of Great Expectations to set high expectations for teachers and students alike. Great Expectations includes methods and procedures of instruction, discipline, and teacher/staff evaluations. As a requirement, all teachers and staff members dedicate themselves to the implementation of the classical teaching model and Great Expectations in the classroom and school. The strength of Xavier Charter School is epitomized by the fact that every employee is focused on the execution of Great Expectations and classical education principles.

Student Handbooks

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

General Guidelines

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

Chain of Command

To facilitate proper communication and enhance the decision making process, it is imperative that faculty and staff follow the established chain of command. Teachers should report to their respective Lead Teachers and/or Principal, para-professionals should report to their assigned teacher/supervisor, and other staff should report to their assigned supervisor. Issues or concerns that may require the involvement of another department should first go through their lead teacher or supervisor, and then to the other department. For example, a question or concern from a teacher regarding a requisition would go through the Lead Teacher and then to the Business Manager. Refer to the Chain of Command Flow Chart attached at the end of the handbook.

Dress Code

The minimum expectation for staff is to consistently model business casual attire with the exception that appropriate open-toe shoes are allowed. This attire includes no blue denim, and no sleeveless shirts/blouses or flip-flops. Staff is asked to follow the student dress code concerning piercings and tattoos. Staff dress code (policy 5360) and student dress codes (policies 3260 and 3261) are available on the school website and offer more detail.

- Interpretation and Implementation of Policy
 - The Head of Schools/ Assistant Head of Schools 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.

Workday

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

Leave Request Procedures

For any type of leave such as vacation leave, personal leave, professional leave, sick leave or bereavement, the employee must fill out a Jot Form “Leave Request Form.” This form is available on the school webpage. The employee must find a substitute teacher when necessary. A list of substitutes is available at the office or in the “Sub List” on the shared XCS Jotforms. Enter the substitute teacher on the “Teacher Leave Tracker” available in the shared XCS Jotforms or on the school webpage. If a substitute teacher is not available, the employee must contact teachers to cover.

For any leave which is less than two hours of contract time, notify your administrator. If any leave is more than 2 hours of contract time but less than 4 hours, then half a day of leave will be taken and a Jotform submitted.

If you are going to be absent, upload your current lesson plan, class roster, and seating chart onto Google Drive on or prior to the day or days you are going to be absent so they are accessible by substitutes and staff.

In an emergency, notify your respective Lead Teacher and/or Principal and the front office. An emergency lesson plan, including a class roster and seating chart, shall be uploaded as a digital file to the Google Drive.

Meetings

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

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

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

Extra-Curricular Activities

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

Personal Phone/Internet Use

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

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

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

Use Policy

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

Violations of internet and email use include, but are not limited to, accessing, downloading, uploading, saving, receiving, or sending material that includes sexually explicit content or other material using vulgar, sexist, racist, threatening, violent, or defamatory language. Gambling and illegal activities are not to be conducted on company resources. Infringements of this policy will be investigated on a case-by-case basis. Any violation of the policies may result in loss of access privileges and disciplinary action. Questions about this policy are to be directed to the Head of Schools.

Teacher Observations of Other Teachers

We ask that you observe another teacher (15-20 minutes) once a quarter (every eight weeks). Please email your principal and lead teacher when the observation is completed. Your email should include the teacher’s name and a positive takeaway from your visit.

Staff Evaluations

We follow the schedule set down by the State of Idaho for staff evaluations. We use the teacher’s rubric developed from the Charlotte Danielson model and Great Expectations.

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

Open Classroom Visitation

Xavier teachers open their doors to visitors during the regular classroom hours. Any Xavier visitor may pick up a visitor tag at the front office and visit classrooms of choice. This practice communicates to our school and general community that we welcome and value them in our

school environment. It is also a tool that allows our community to have a clearer picture of our philosophy in practice. Visitors are asked to observe basic visitor etiquette.

Payroll

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

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

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

Class/Birthday Parties/Celebrations

In some schools, classroom parties have become brain nibblers, time-gobblers and education distractors. Xavier has chosen to preserve valuable teaching time by forgoing birthday and holiday celebrations, gift exchanges and delivery of gifts/flowers to classes.

Time is a precious commodity for teachers. Most teachers would argue that they never have enough time to reach every student. Therefore, every second teachers have with their students should be meaningful and productive.

Holidays

Schoolwide, holidays are not generally celebrated. This includes Valentine's Day, St. Patrick's Day, Ecology Day, Easter, Christmas, etc. Xavier **does observe** Veteran's Day, Martin Luther King Day, Presidents' Day, Memorial Day and other days that speak to America's heritage. Xavier hallways and classrooms displayed with seasonal décor (i.e. fall, winter, spring) is encouraged and provides a festive atmosphere. Any celebrations or décor outside the parameters listed above must go through the Head of Schools or designee.

Educational Media

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

Food

Xavier does not serve food in the classroom during regular school hours. Students are not rewarded with candy/sweets or trinkets for doing what is expected. A **healthy** midmorning snack may be supplied by parents. Vending machine use is for 7-12 students only. K-6 students may participate in food sales sponsored by the school during EXALT Week and at the end of the school year only. Exceptions to Xavier food procedures would be special days such as Pi Day, Roman Festival, Medieval Tournament and Thanksgiving Day (Kindergarten). Any other exceptions must go through the Head of Schools for approval.

Hall Passes

Any 7th – 12th grade student who leaves your room during class time MUST carry a hall pass.

Field Trip Request/Student Activities

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

Fundraising

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

Cash Handling

Staff members should not collect money without approval. When money is received, they should be immediately receipted at the front office. (Do NOT leave money in the classroom overnight.) If a staff member would like to collect money for an event or fundraiser, please refer to Policy 3420 and follow the below procedures:

1 - Submit a Fundraising or Event Jotform request 10 days prior to the event to ensure approval of event/fundraiser and cash box availability .

2 - Sign a Cash Handling Agreement and Cash Box Checklist Form before checking out the cash box from the front office.

3 – After the money is collected, two staff members or adults are required to count the money to verify the amount of the deposit and sign/complete the Cash Box Checklist Form.

4 - After the amount has been verified, IMMEDIATELY take all money with the form to the front office; **OR** if it is after school hours, place all money with the form in the black drop box located on the wall near the library before leaving the building.

5 - The front office will check the box the next morning, count it, and deposit the money.

Students Checking Out for the Day

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

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

Textbooks

Students are financially responsible for all textbooks checked out to them. Therefore, the teacher must track students and textbook numbers. If a student does not return the book, the teacher will submit the student's name, textbook number and title to the Business Manager. In the case of a student leaving the school mid-term, all books must be returned and documented before the teacher signs the checkout sheet.

Parent Communication

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

Homework

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

Rather, Xavier was created to:

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

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

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

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

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

Kindergarten 10 minutes plus 20 minutes family reading time

Grade 1 - 10 minutes plus 20 minutes family reading time

Grade 2 - 20 minutes plus 20 minutes reading time

Grade 3 - 30 minutes plus 20 minutes reading time

Grade 4 - 40 minutes plus 20 minutes reading

Grade 5 - 50 minutes plus 20 minutes reading time

Grade 6 - 60 minutes plus 20 minutes reading time

Grade 7 - 70 minutes plus 20 minutes reading time

Grade 8 - 80 minutes plus 20 minutes reading time

Grades 9-12 - 2 hours plus reading time

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

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

Grading Guidelines

All grades will be entered into Power School in a timely manner and represent as accurate a representation of student performance as possible. Student grades will be updated on Mondays by 4:00 PM. Grades 7-12 will have a minimum of two grades entered each week. In no case should there be a time delay between collection of an assignment and entry into the grade book of more than two weeks. No single assignment should be worth more than 20% of the total grade.

Curriculum Map

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

Discipline/Student Referrals

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

Teachers are expected and encouraged to document inappropriate student behavior.

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:

Consequences: including but not limited to the following:

- | | |
|--|--|
| <ul style="list-style-type: none"> • 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, plagiarism • Throwing objects in class • Failure to follow procedures • Public display of affection • Failure to show up for detention | <ol style="list-style-type: none"> 1. Immediate intervention by the staff member 2. Warning 3. Parent contact 4. Detention- Early Morning School 5. Isolation from peer 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

Consequences: including but not limited to the following:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Repeat occurrence of any Level I offense Profanity, vulgarity, obscene gestures, Pornography • Failure to show up for detention • Intimidation • Leaving campus without permission • Leaving class without permission • Disrespect towards a staff member • Student driving violation • Truancy • Vandalism/Intentional damage to school property littering • Verbal aggression • Defiance, Incurrigibility | <ol style="list-style-type: none"> 1. Parent contact and conference with principal 2. Early Morning School, Sat. School, ISS* OSS** 3. Loss of privileges (field trips, prom ,Sr. trip) 4. Suspension from participation/attendance in all extracurricular activities (athletics, band events etc.) 5. Participation in the cleaning/repair of any damage 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

Consequences: including but not limited to the following:

- Repeated occurrences of offenses listed in previous levels
 - Bullying
 - 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
 - Gang Related Activities
 - Electronically sending sexually explicit text messages, pictures or videos.
 - Sexually explicit behavior/ harassment
- 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. OSS
 - 7. Documentation by principal
 - 8. Referral to police
 - 9. 10 - 15 discipline points

* ISS- In-School Suspension ** Out-of-School Suspension

Parent/Guardian contact will be made informing the following:

- A phone or email 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 (this point system may be modified at the discretion of the principal or classroom teacher in grades K-6 on a case by case basis to be age/grade appropriate):

1 Point	Lunch/Recess detention
2 Points	2 days lunch/recess detention or after school detention
3-5 Points	1 day in-school suspension or out-of-school suspension
6-9 points	2 days in-school suspension or out-of-school suspension
10 points	3 days In-school suspension or out-of-school suspension
11-14	5 days In-school suspension or out-of-school suspension
15- up	10 days out-of-school suspension or expulsion possible

Ordering Procedures

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

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

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

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

Step 4 -- Once approved, the order/purchase can be made. A minimum of two days notice is required if a school credit card is required for the order/purchase. Keep the receipt and attach to the purchase order.

Step 5 – Submit the purchase order/receipt to the Business Office for district purchases and the ASB Business Manager for Associated Student Body purchases.

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

Reimbursements – This is used in certain circumstances determined by an administrator. This would only be used if the prior procedure is followed and permission is given for purchase by a teacher when time requires immediate purchase. No reimbursement will be processed without a receipt.

Title IX

The purpose of policies 3085 and 3280 is to promote working and learning environments that are free from sex and gender-based harassment, discrimination, and retaliation, and to affirm Xavier Charter School’s commitment to non-discrimination, equal opportunity for education and equal opportunity for employment.

Title IX Coordinator:

Gary Moon
Office of the Head of Schools
1218 North College Road
Twin Falls, Idaho 83301
208-734-3947
gmoon@xaviercharter.org
www.xaviercharter.org

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.

Professional Standards Commission - Code of Ethics

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

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

Code of Ethics: The Ten Principles (Summary)

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

Full Manual for the Code of Ethics for Idaho Professional Educators: Available on the Idaho State Department of Education website. www.sde.idaho.gov

Xavier Charter School Chain of Command

To facilitate proper communication and enhance the decision making process, it is imperative that faculty and staff follow the established chain of command. Teachers should report to their respective Lead Teachers, para professionals should report to their assigned teacher, and other staff should report to their assigned supervisor. Issues or concerns that may require the involvement of another department should first go through their lead teacher and then to the other department.

Area of Concern	Level 1	Level 2	Level 3	Level 4	Level 5
Academics/Curriculum	Teacher	Grammar School Teacher Leader Logic School/Rhetoric Teacher Leader	Head of Schools K-6 Asst. Head of Schools 7-12	Head of Schools	Board
Athletics	Coach	Asst. Head of Schools	Head of Schools	Board	
Attendance	Administrative Assistant	Head of Schools K-6 Asst. Head of Schools 7-12	Head of Schools	Board	
Business Office	Business Mgr.	Head of Schools	Board		
Cafeteria	Kitchen Manager	Head of Schools	Board		
Discipline	Teacher	Grammar School Teacher Leader Logic School/Rhetoric Teacher Leader	Head of Schools K-6 Asst. Head of Schools 7-12	Head of Schools	Board
Facilities	Facilities Manager	Head of Schools K-6 Asst. Head of Schools 7-12	Head of Schools	Board	
Guidance	School Counselor	Head of Schools K-6 Asst. Head of Schools 7-12	Head of Schools	Board	
Instruction	Teacher	Grammar School Teacher Leader Logic School/Rhetoric Teacher Leader	Head of Schools K-6 Asst. Head of Schools 7-12	Head of Schools	Board
Special Education	SPED Teacher	SPED Supervisor	Head of Schools K-6	Head of Schools	Board

			Asst. Head of Schools 7-12		
Student Concern	Teacher	Grammar School Teacher Leader	Head of Schools K-6	Head of Schools	Board
		Logic School/Rhetoric Teacher Leader	Asst. Head of Schools 7-12		
Technology	Information Technology Director	Head of Schools K-6	Head of Schools	Board	
	Tech Integration Specialist	Asst. Head of Schools 7-12			
Testing	Testing Coordinator	Head of Schools K-6	Head of Schools	Board	
		Asst. Head of Schools 7-12			
Transportation	Administrative Assistant	Head of Schools K-6	Head of Schools	Board	
		Asst. Head of Schools 7-12			

Board Members

Debbi Burr, Chair Person
 Melissa Crane
 Amy Wendler
 Marc Astin

Head of Schools

Gary Moon

Asst. Head of Schools

Jonathan Goss

Business Manager

Angie Carter

Accounts Payable

Beth Schultz

Registrar

Stacey Young

Administrative Assistant

Devon Norris

Board Clerk/Accounting

Dannah Robertson

Grammar School Teacher Leader

Hillary Harm

Logic/Rhetoric School Teacher Leader

Elizabeth Parker

Facilities Manager

Brian Loosli

Elementary Counselor

Megan Choate

Secondary Counselor

Kelsie Rogers

Spec. Ed. Supervisor

Heidi Sorensen

Kitchen Manager

Shellie Burk

Information Technology Director

Jeremy Bennett