



Xavier Charter School

A Parent Guide to **Grammar School** **2023-2024**

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

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

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

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

Welcome!

Xavier Charter School offers a different kind of educational program for students, one that emphasizes rigorous academics, strong character and service to others. The curriculum leads to students taking responsibility for their learning through in-depth study of classical studies and fine arts.

The aim of Xavier is to teach students. “Student” derives from the Latin word *studēre*, which means “to give attention to,” “to take pains with,” “to apply oneself to,” “to strive after,” “to pursue,” “to desire.” Students, then, are by definition diligent in, attached to, and zealous for their studies. We simply expect students to live up to their name.

The Xavier Difference

Our Curriculum

- Teaches how to reason, not just regurgitate
 - Uses discussion as a tool of learning
- Teaches how to write using language, logic and evidence effectively
- Uses original sources in history and complete works of great literature instead of only a textbook
- Requires Latin to build English vocabulary and grammar
- Teaches the concepts behind mathematical and scientific problems in addition to the procedures and formulas
- Is based on the concept that real learning comes from total engagement, not from filling out worksheets
- Most classes are taught at a college-prep level

Our Students

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

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

General Expectations

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

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

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

Eight Expectations

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

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

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.

Attendance

XCS Policy No. 3050

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

NOTIFICATION

A telephone call, or a note, written or electronic, from either parent, guardian or custodian is necessary when a student is absent or late for any reason. Notes must be given immediately to the registrar or assistant registrar. When a student arrives late, the student is required check in at the office prior to reporting directly to class. All absences and tardies will be recorded on the report card.

All medical practitioner’s notes must be submitted to the front office no later than **two school days** after a student returns to school to qualify for an attendance policy exemption.

STUDENT CHECK-OUT

Students may NOT be taken from the school or playground unless the parent, guardian, or custodian have signed them out in the office. Students who are the age of 18 or older may sign themselves out in the office. School-sponsored activities require a teacher or sponsor to be responsible for the students. Therefore, if a parent, guardian, or custodian desires to take their student at the completion of an activity, written notification must be given to the teacher or sponsor. Students may only leave the activity or event with their own parent, guardian, or custodian unless prior written authorization is given to the teacher or sponsor.

TARDIES

Three 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. Tardiness to school or class may result in additional disciplinary action. Parents, guardians, or custodians are expected to have their students at school a minimum of five minutes prior to the start of class.

Homework

Homework allows students to be prepared to fully participate in class. Lack of participation inhibits learning. Therefore, all assignments should be completed on time. Work up to three days late may be accepted for partial credit at the teacher's discretion. For poor or uncompleted work, teachers may require students to redo assignments. When absent, students have one school day for each day missed to make up missed work.

Homework for Grammar School students is as follows:

20 minutes of reading for 5 days plus

Grade 1 – 10 minutes (additional classroom practice)

Grade 2 – 20 minutes (additional classroom practice)

Grade 3 – 30 minutes (additional classroom practice)

Grade 4 – 40 minutes (additional classroom practice)

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

Student Fees

A fee will be assessed to all students that will cover basic student supplies. In some courses students will be required to purchase books and/or additional supplies. All fees are set and approved annually by the Board of Directors. These fees are voluntary and are non-refundable.

Grade	FEE	ART	GENERAL
K	\$ 25	\$ 11.00	\$ 14.00
1	\$ 25	\$ 11.00	\$ 14.00
2	\$ 25	\$ 11.00	\$ 14.00
3	\$ 25	\$ 11.00	\$ 14.00
4	\$ 25	\$ 11.00	\$ 14.00

After School Activities

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

Cheating

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

Discipline

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

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

1. Written Accountability Notice to the students. Written or verbal notification to the parent/guardian of incidence or infraction with student responsibilities and consequences.
2. Head of Schools/Lead Teacher intervention
3. Morning/recess/lunch detention
4. Suspension.
5. Expulsion until the next calendar break/semester/rest of year.

Dissemination of Information and Photo Consent

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

Class/Birthday Parties

In some schools, classroom parties have become brain-nibblers, time-gobblers and education distracters. Xavier has chosen to preserve valuable teaching time by forgoing birthday and holiday celebrations, gift exchanges and deliveries 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

In Xavier K-4 classrooms and 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.

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-4 students may participate in food sales sponsored by the school during EXALT Week and at the end of the school year only.

Visitors

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

Student Dress Code K-4

XCS Policy No. 3260

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

In order to promote the ability of our students and staff to participate in the educational process without interruption or unreasonable distraction, school Administration is directed to prohibit any of the following if it is determined by Administration that it unreasonably interferes with the educational process at Xavier:

- 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. 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.
- 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 K-4 (All clothing reflects business casual standard.)

- 1) Pants, slacks, shorts, skorts, capris, jumpers, dresses, or skirts are to be any solid color except blue denim.
- 2) Collared shirts or turtlenecks of any solid color may be over-layered with any solid color sweater, quarter zip sweater or fleece, or vest.
- 3) Jumpers and rompers require a collared shirt or turtleneck.
- 4) Long or short sleeved T-shirts and camisoles are acceptable as a layer underneath as long as they are also solid colored and a collared shirt is worn over it.
- 5) Solid-colored dresses do not require a collar.
- 6) Skirts, dresses, and shorts must be knee length.
- 7) Skirts and dresses with leggings must be finger-tip length.
- 8) Leggings may only be worn with skirts and dresses (leggings can be any color or pattern that reflects business casual).
- 9) Collared shirts must have a modest neckline (no cleavage) and be long enough to cover the midriff (front and back when standing or sitting).
- 10) Outerwear: Jackets and coats must be removed when entering the classroom.
- 11) All clothes must be clean with no rips or holes.
- 12) Closed-toe shoes are required.
- 13) 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.

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.

Cell Phones/Small Electronics

XCS Policy No. 3265

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 on the school campus or during a school activity 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" on the school campus or during a school activity 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.

Students shall comply with any additional rules developed by the school concerning appropriate use of telecommunication or other electronic devices.

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

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

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 his/her lead teacher, 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/lead teacher 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 lead teacher and/or principal.

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

Red Ticket (third incident):

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

Administration of Medications

Designated school personnel must have written permission from parent or guardian to assist in a student's self-administration of over the counter medications. Prescription medications must ALSO be accompanied by written instruction from a physician. Students may possess emergency medications (such as inhalers and epi pens) and directly administer those medications pursuant to the written authorization of a physician or dentist and in compliance of board policy 3510.

Alcohol, Tobacco, Drug Policy

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

Weapons Policy

XCS Policy No. 3330

No person shall possess a firearm or other deadly or dangerous weapon while on school property or in those portions of any building, stadium or other structure on school grounds which, at the time of the violation, are being used for an activity sponsored by or through a school in this state or while riding school provided transportation. This also applies to students of schools while attending or participating in any school sponsored activity, program or event regardless of location. The Board specifically authorizes an exception to this policy for student members in good standing and faculty mentors of the XCS Trap and Skeet Club, who may possess and use a shotgun during practice sessions and competitive events related to this club and of the XCS Archery Club, who may possess and use a bow and an arrow with a target tip during practice sessions and competitive events related to this club.

As used in this section of this policy only:

- (a) "Deadly or dangerous weapon" means any weapon as defined in United States Code. Such term does not include a pocket knife with a blade of less than 2 ½ inches in length.
- (b) "Firearm" means any firearm as defined in United States Code.

Any person who possesses, carries or stores a weapon in a school building or on school property, except as provided below, shall be referred to law enforcement for immediate prosecution, as well as face disciplinary action by Xavier Charter School.

The Board may grant persons and entities advance permission to possess, carry, or store a weapon in a school building. All persons who wish to possess, carry or store a weapon in a school building shall present this request to the Board in a regular meeting. It is solely within the Board's discretion whether to allow a person to possess carry or store a weapon in a school building.

Academic Programs

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

K-4

The K-4 curriculum follows the Core Knowledge Sequence. Occasionally, the school diverges from or adds to the Core Knowledge Sequence (Shurley English/Writing, Singapore Math in Focus, Core Knowledge Language Arts)

in order to raise the standards in teaching a particular skill or subject. In addition, a Grammar School classical education practices the High Arts which include music, dance, visual art, and drama.

Grades

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

Grades K-2

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

Grades 3 and 4

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

Promotion/Retention Policy

XCS Policy No. 2600

Grammar Students

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

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

It is our philosophy to promote students who demonstrate competence within their grade level. It is equally our philosophy and practice to retain students who do not meet grade level expectations. Students can be retained only once in their K-6 school career. All students who are considered for retention will have participated in the Xavier Charter School’s School Wide Assistance program.

K-6 Students

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

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

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

Parent Role Recommendations

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

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

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

- **Television** is a distraction. The TV should be turned off while children are studying. The idea that a student can give thoughtful attention to school work while watching television is a complete illusion. In the case of young children, television compromises the imagination. Far more beneficial to a child is reading, drawing, and observing natural phenomena which invite the imagination to pursue further study. Therefore, the amount of time in front of the TV should be restricted. Our recommendation is no more than one show per day. Movies are a bit different. Classic films can be both entertaining and educational. Movies however, even good ones, can be equally destructive if used without discretion. No more than one or two quality movies per week are highly recommended. An additional suggestion would be to check out movies that are not under the 'new release' heading. For a good discussion of television and its impact, we recommend Neil Postman's *Amusing Ourselves to Death*.
- **Music** speaks directly to the passions. It can inspire us to fall in love, fight a battle, or act with dignity. Music can also invite us to hate other people, engage in drugs, or commit suicide. We must therefore be careful what sorts of music our young people listen to. We strongly urge parents to not only monitor the

time spent listening to music but the quality of that music. We further recommend that while studying, students turn music off unless it is unobtrusive in nature such as classical or other music without words. Parents who wish to be informed about what is at stake in our modern culture might read Allan Bloom's *The Closing of the American Mind* and William Kilpatrick's *Why Johnny Can't Tell Right from Wrong*.

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

Encourage healthy living:

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

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

***Let's Move Campaign**

HAZING, HARASSMENT, INTIMIDATION, BULLYING, and CYBER BULLYING

XCS Policy No. 3290 & 3295

It is the policy of this district to provide a positive and productive learning and working environment. Hazing, harassment, intimidation, cyber bullying, or bullying by students or third parties, regardless of the specific nature of the behavior, is strictly prohibited and shall not be tolerated in Xavier Charter School. Xavier Charter School places a high priority on maintaining 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.

DEFINITIONS

XCS Policy No. 3295P

1. "Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors or others engaged in Xavier Charter School business, such as employees of businesses or organizations participating in cooperative work programs with Xavier Charter School and others not directly subject to Xavier Charter School control at Xavier Charter School athletic competitions or other school events.
2. "Charter School" or "School" includes school facilities, school property, buses, electronic technology or electronic communication equipment on Xavier Charter School computers, networks, or forums and non-school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the control of the school or where the employee is engaged in school business.

3. “Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any school-sponsored activity or grade level attainment. Examples of hazing include: total or substantial nudity on the part of the person, compelled ingestion of any substance by the person; wearing or carrying of any obscene or physically burdensome article by the person; physical assaults upon or offensive physical contact with the person; participation by the person in boxing matches, excessive number of calisthenics, or other physical contests; transportation and abandonment of the person; confinement of the person to unreasonably small, unventilated, unsanitary or unlighted areas; sleep deprivation; or assignment of pranks to be performed by the person.
4. “Harassment” includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written, electronic, or physical nature on the basis of age, race, religion, disability, or gender.
5. “Harassment, intimidation or bullying” means any act that substantially interferes with or disrupts the educational environment or impinges on the rights of other students at school, a student’s opportunities, or performance, that takes place on or immediately adjacent to school grounds, school property, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, and that has the effect of:
 - a. Harming a student or damaging a student’s property;
 - b. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property;
 - c. Is sufficiently severe, persistent, or pervasive so that it creates an intimidating, threatening, abusive, or a hostile educational environment.
6. “Cyber bullying” includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs through Xavier Charter School’s computer network and the internet, whether accessed on campus or off campus, during or after schools hours. In the situation that cyber bullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary actions shall be based on whether the conduct is determined to be reasonably expected to materially and substantially interfere with or disrupt educational environment of the school or impinge on the rights of other students at school and/or in violation of Xavier Charter School policy or state law. In addition, such conduct must also be in violation of a school policy or state law. Administration shall in their discretion contact local law enforcement.
7. “Intimidation” includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another’s property, cause substantial inconvenience, subject another to offensive physical contact or inflict serious physical injury on the basis of age, race, religion, disability, or gender.

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 hazing, harassment, intimidation, bullying or cyber 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

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

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 (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.

Nothing in this Handbook shall be construed to supersede Xavier School Board policy or Idaho Code.

**XAVIER CHARTER SCHOOL
ACKNOWLEDGEMENT OF POLICIES AND PROCEDURES**

Thank you for taking the time to carefully read the 2023-2024 Xavier Parent Guide to Grammar School. If you have any questions about this handbook, please contact the school office at (208) 734-3947.

We/I have read, understand, and agree that our child will abide by the policies and procedures outlined in the 2023-2024 Xavier Charter School Grammar Handbook and all other policies and procedures detailed in the school's official documents. We/I have also shared pertinent details of the handbook with our child and he/she understands the expectations of Xavier Grammar School life.

DATE: _____

Student Name: _____

PARENT/GUARDIAN:

Print Name:

x _____

Parent/Guardian Signature:

x _____

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

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Melissa Crane
Amy Wendler
Marc Astin

Head of Schools

Gary Moon

Asst. Head of Schools

Jonathan Goss

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Angie Carter

Account Payable

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Stacey Young

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Devon Norris

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Information Technology Director

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