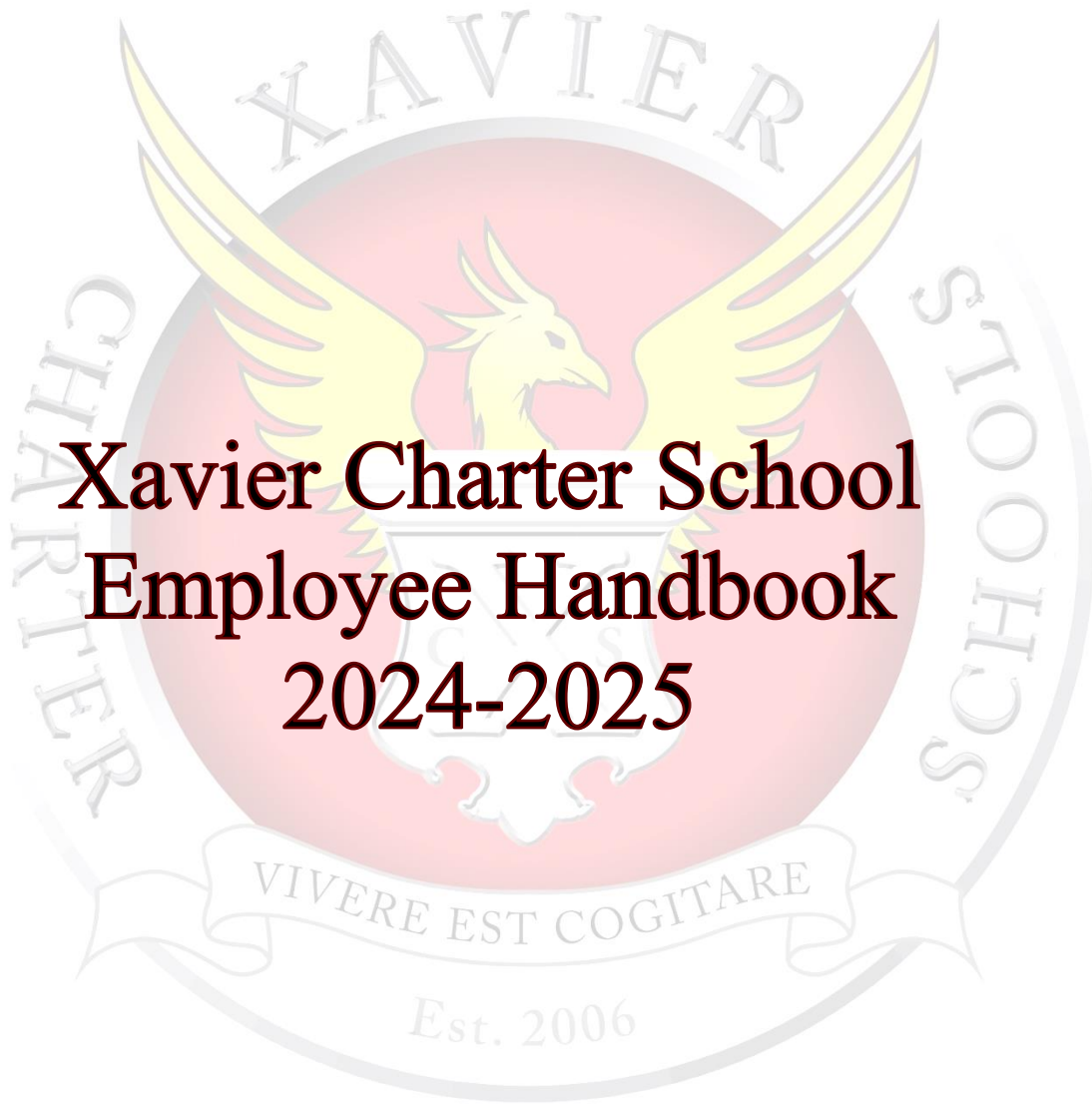




Xavier
Charter
School



Xavier Charter School Employee Handbook 2024-2025

Welcome to Xavier Charter School!

Welcome to Xavier Charter School. Whether this is your first year or you are a 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 Education and Western Civilization

- a. At Xavier Charter School Western Civilization study is the cornerstone of all subjects.
 - b. Xavier's primary founding purpose is to provide students with a coherent narrative of the United States of America's rise, looking for historical evidence of who America is as a nation.
 - c. Historical education is Xavier Charter Schools' core civic responsibility.
 - d. It is the fundamental responsibility of a Classical Education to preserve a nation's civic culture, national identity, and its store of historical artifacts.
 - e. The classical education approach is pro-human and pro-humanity.
 - f. Xavier does not glorify conquest, enslavement, oppression, social injustice, and similarly hopeless characteristics.
 - g. The purpose of the study of Western Civilization at Xavier Charter School is to educate students in the classical tradition, preparing them to lead full and virtuous lives.
2. **American Classical Education** -- Classical education in America promotes American culture and ideals.

a. Traditional Ideals

1. Respect for the Founding Fathers' intellectual virtue
2. Individual self-government
3. Responsibilities of citizenship
 - a. Virtuous Personhood
 - b. Support and defend the Constitution of the United States
 - c. Participate in society as an informed voter, juror, and taxpayer
 - d. Preserve liberty for future generations of Americans
 - e. Revere and obey the law
 - f. Service to his/her fellow man
 - g. Respect individual human 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.
4. Understanding of American primary sources including the nation's founding documents
5. American Agency
 - a. The American ideal that people are able to fulfill their own destiny, rely on themselves rather than others, and that they 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.

- b. Xavier Charter School teaches that America has common knowledge, virtues, ideals, language, and commitments
- c. Xavier Charter School is patriotic and promotes a sense of national loyalty as opposed to being citizens of the world.
- d. Individuals participate in the world as citizens of America first

3. Religion

- a. Ancient religions are studied– Judaism, Christianity, Buddhism, Hinduism, Islam and major mythologies.
- b. The ancient religions are worth studying to see the cause and effect in history at a particular time in a particular era.
- c. To speak of religion in a historical context is relevant, appropriate, and truthful.
- d. 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

- a. The correct use of reason and logic is taught at Xavier Charter School.
- b. Logic’s purpose is to clarify understanding while seeking truth.
- c. Logic’s purpose is to restrain emotional reactivity.
- d. Logic cultivates reason to better enable human beings to distinguish good from evil, truth from falsehood, better from best.
- e. “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

- a. Modern Values embrace characteristics society most prizes: tolerance which encompasses being kind, non-judgmentalism, happiness, comfort/convenience and fairness.
- b. Aristotle defined virtue as “excellence at being human.” Historically it is also described as, “the study of Man as he is, but also Man as he ought to be.”
- c. Four Cardinal Virtues –
 - i. Temperance – virtue of the appetites (moderation)
 - ii. Prudence – virtue of the intellect (wisdom)
 - iii. Fortitude – virtue of the will (heart)
 - iv. Justice – harmony of the soul (right ordering of the other three)

6. The True, the Good and the Beautiful

- a. Xavier Charter School teaches students to seek and discover truth so that they can then act on what is good and beautiful in this life.
- b. The good of anything is found in its ability to accomplish for what it was created, to realize its purpose for existence.

- c. The good is possible only in the light of truth. Not truth as it is often defined today, by personal preference or popular consensus, but truth as defined by logic and reason, independent from opinions and emotions.
- d. The love and appreciation for beauty are not left to chance or whim but are acquired by the virtuous ordering of one's affections.

7. The Great Conversation

- a. The Great Conversation is the name given to the exchange of ideas throughout human discourse.
 - b. 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.
 - c. Socratic Discussion and Response based on logic and reason through the spoken and written word is both the process and culmination of classical training.
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Xavier Charter School Pedagogical Principles and Guidance

1. *Festina Lente* : Make Haste Slowly

Master each step rather than rushing through content.

- The teacher works to model and ensure mastery of each step of learning and does not advance students to study further until mastery has been reached.
- The teacher creates a learning atmosphere conducive to mastery rather than quickly “covering” material.
- Mastery teaching means that teachers continue to cycle back to previous skills and concepts.

2. *Multum Non Multa* (Much Not Many): Do Fewer Things, but
Do Them Well

It's better to master a few things than to cursorily cover content that will be forgotten.

- The teacher sees the wisdom in teaching a few things deeply and well rather than superficially covering many things that will not be mastered.
- The teacher communicates to students that mastery of a concept, skill, or subject will increase their joy of learning and lead to further study and mastery.
- The teacher models mastery of learning in his/her own life.

3. *Repetitio Mater Memoriae*: Repetition Is the Mother of Memory and Makes Learning Permanent

Lively, regular review and repetition makes learning permanent.

- The teacher understands that regular repetition and review is necessary to acquire mastery.

- The teacher uses a variety of means for review/repetition (songs, chants, vocabulary, timelines, etc.) appropriate to the students' age and level of learning.
- The teacher makes review interesting, thus enabling students to acquire a deeper mastery and increased appreciation for what is studied.
- The teacher requires students to rephrase, summarize, synthesize and explain the most important concepts of their study.

4. Embodied Learning: Rhythms and Routines That Profoundly Teach

The rhythms, practices, traditions, and routines, or the "Classroom Liturgy" we create are just as important for learning as our front-of-the-class instruction is.

- The teacher understands that classical education aims first for the formation of a whole human and thus seeks to cultivate each student in body, heart, and mind, and not only by rational means.
- The teacher employs rhythms and practices that shape students to love the True, the Good, and the Beautiful. The teacher understands that a love of order must be first cultivated to understand what is beautiful, which then informs what is good and therefore, true.
- The teacher decorates the classroom with beautiful art and graphics by master artists that cultivate students' affections for the True, the Good, and the Beautiful and that encourage contemplation.
- The teacher incorporates beautiful music by master musicians throughout the day.
- In addition to daily openings, a classroom liturgy of appropriate contemplation on virtue or pillars of good character may be employed on at least a weekly basis.

5. Songs, Chants, and Jingles: How Singing Delights Students and Makes Learning Permanent

Mainly in the lower school, the most important content/skills we wish to emphasize should be taught or reinforced with a song, chant, or jingle.

- The lower-school teacher regularly (daily) employs songs, chants, and jingles to help students master important information.
- Songs, chants, and jingles are sung with enthusiasm, skill, and creativity.
- Teachers, students, and parents contribute to the creation of additional songs, chants, and jingles to encourage mastery.
- The upper-school teacher continues to employ creeds, chants, or memorization of subject area content as an important teaching and learning tool. The incorporation of great quotes, poetry, ect. maybe substituted based on age and development. Every subject area should be practicing memorization, recall, and recitation, however brief, on at least a weekly basis.

6. Wonder and Curiosity: Modeling Wonder to Cultivate Lifelong Affections for Truth, Good-

ness, and Beauty

We should regularly seek to impart a love for Beauty based in order, Truth, and what is Good by modeling our own wonder for or love of that which is lovely, and by asking good questions to inspire students' curiosity.

- The teacher understands that all learning should be stimulated and motivated by students' natural wonder and curiosity about the world and ourselves.
- The lower-school teacher understands that students' natural wonder and curiosity should be cultivated, expanded, and protected.
- The upper-school teacher understands that in our modern culture, older students' natural wonder and curiosity are threatened and need to be carefully guarded against distractions, trivia, and cultural norms of "trendiness." (example: social media as normative behavior standards)
- The teacher regularly models his/her own wonder at learning, study, and discovery.

7. Educational Virtues: Cultivating Habits of Learning Necessary for a Student to Be a Student

We should seek to cultivate virtues of love, humility, diligence, constancy, and temperance in the lives of students. We should ask, "What key figures and values should we emulate and praise?" and "What key figures and values should we avoid?"

- The teacher understands that a student without student virtues and habits is not a student at all.
- The teacher's lesson plans reflect his/her effort to develop student virtues.
- The teacher employs *practical* methods designed to foster and develop student virtues. For example, to help cultivate temperance, a teacher should design assignments and assessments with clear expectations and guidelines in order to help prevent students from studying too much or too little. To help cultivate humility, a teacher should occasionally show students the "mountains ahead" (advanced knowledge beyond their current grasp) as a reminder that students have much yet to learn.
- Students display sufficient virtues that they are independently studying and learning, even without the presence and prompts of the teacher or parents.
- Students show signs of loving that which is lovely (cultivated affections and ordered loves) and loving what must be done.

- Both the teacher and students are aware of the danger of disordered passions and student vices and actively seek to overcome them. (Example, spending hours on social media instead of fulfilling one's duties and obligations)
- The teacher collaborates with parents to cultivate student virtues.

- The teacher models the chief student virtues themselves.
- The teacher displays a combination of warmth, order, enthusiasm, respect and kindness in the way he/she manages the classroom and maintains student discipline.

8. Restoring *Scholé* to School: Cultivating Restful Learning That Enables Deep Learning That Delights and Sustains Students

We should provide adequate time for reflection, contemplation, and discussion of profound and important ideas, both inside and outside the classroom, both with and without students.

- The teacher understands that **contemplation** (Leisure time set aside for deep thinking) and reflection are necessary for students to deeply understand and love various manifestations of Truth, Goodness, and Beauty. Holidays and long weekends are guarded as student-family and contemplation time.
- Homework must have a purpose, must be keyed to learning mastery, and allow for contemplation. Regular practice is critical and all subject areas should have skills practice outside of the classroom time.
- The teacher makes time during class for relaxed discussion and contemplation of the important truths being studied.
- The teacher displays skill and wisdom in the way he/she leads discussions of important truths, such as literature, history, works of art, principles of mathematics, science, and music.
- The teacher strives to maintain a classroom atmosphere of learning that is orderly, peaceful and relaxed, even when students are busily and actively engaged in learning and learning activities.

9. *Optimus Magister Bonus Artifex Est* (The Best Teacher Is a Good Craftsman): Why Students Must Study the Masters to Be Truly Educated

Good teachers will regularly use great works, primary source materials from Western civilization and American history, masterworks of music, art, and foundational concepts/texts in science and mathematics to foster a love of deeper learning.

- The teacher brings in great books and reads excerpts with students on a regular basis. Whole works should be read, and independent reading should occur; however, regular reading with students familiarizes students with great works and how to access these works.
- The teacher displays in the classroom art, music, historical documents, and/or other concepts from the Classical Canon that inspire and train the affections of the student toward what is beautiful, true, and good.
- The teacher understands that whatever material is placed before a student profoundly affects the student and that what that teacher asks a student to imitate or contemplate must have a purpose beyond the individual teacher's passions and individual concerns.
- The teacher displays in the classroom several great books that are written at the students' reading level and cover the subject being studied in class. These books should constitute a small in-class library that students may browse or read independently as they have time. Such a practice will whet students' appetites for further learning and demonstrate to them the value of learning directly from a good or great book.

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 following dress code will apply to all teachers, counselors, aides, secretaries, and administrators throughout Xavier Charter School. It is to be applied for all of the day's students are present, parent-teacher conferences, and professional development days.

Policy 5360: Dress and Appearance

Xavier Charter School

PERSONNEL

Policy: 5360 Dress and Appearance

“One of the reasons we have schools is for students to learn what is appropriate. Young people learn what is appropriate in society by looking at their adult role models. Your dress and your behavior are what young people will take to be appropriate.” Harry K. Wong

As professionals in our schools, we realize and value the public's perception of our roles as mentors and models for students. We, therefore, set in policy the following outline of “reasonable expectations” for all professional staff.

The following dress code will apply to all teachers, counselors, aides, secretaries, and administrators throughout Xavier Charter School. It is to be applied for all of the days students are present, parent-teacher conferences, and professional development days.

DRESSING UP IS ENCOURAGED

The following is considered an outline of acceptable dress, unless otherwise specified by the Head of Schools and/or designee:

- Button-down dress shirts
- Knit shirts (not T-shirts), Blouses, cotton shirts, sweaters (moderate neckline)
- Sport coat or cardigan
- Business suit
- Jumpers, rompers, dresses, skirts (appropriate fit and mid-thigh length)
- Overalls that are not blue denim
- Slacks or khakis/Docker-type slacks

- Leggings must not be worn as pants, but must be worn with a mid-thigh length or longer top, dress, jumper, or skirt.
- Dress shoes, casual shoes, boots, athletic shoes
- Neckties/Bolo Ties
- Holiday, theme, or Xavier apparel on designated days
- Two piercings in each ear and/or one small nose stud is allowed. No visible body piercings, or gauges allowed.
- Tattoos that are considered offensive, racist, gang related, drug related, pornographic, display nudity, contain obscene phrases, or are in any manner distracting to the learning environment may not be visible. Neck, collar bone/sternum, or face tattoos and tattoo “full sleeves” and “forearm sleeves” are NOT allowed to be displayed.
- Hair should be neat and clean in appearance and be a color on the natural spectrum. Hair is to be worn in a way that does not obstruct the natural vision.
- Facial hair is allowed when trimmed and neat in appearance.

Inappropriate/Unacceptable Attire

- Backless, see-through, tight fitting, or low-cut blouses/tops/dresses
- T-shirts, lycra, spandex, midriff tops, tank tops, muscle shirts
- Sleeveless shirts
- Cut-off/Jeans shorts
- Sweatpants
- Athletic shorts, spandex (shorts or pants) of any length
- Blue Jeans
- Mini-skirts
- Jogging suits
- Overalls
- Apparel with offensive logos
- Hats
- Flip flops or slippers
- No extreme make-up, haircuts, or hair color.

Exceptions

- Fitness Teachers: Clothing appropriate to activity
- Field Trips/Field Days: Modest, appropriate to activity.
- Special Days: Holiday clothing/school spirit/thematic clothing/Xavier wear on designated days with Head of School’s permission.

- The Head of Schools and/or designee may grant exceptions based on job-related needs.

Enforcement

Xavier Charter School staff members who do not, in the judgment of the Head of Schools and/or designee reasonably conform to this dress code shall receive a written notice. Repeated violations could result in disciplinary action by the Head of Schools and/or designee against the staff member. In cases where a staff member refuses to comply with the directions of the Head of Schools and/or designee, the staff member's employment could be terminated. The decision of the Head of Schools and/or designee is final regarding administration of this policy.

Workday

At a minimum, 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 submit a Time Off Request in the Skyward Employee Portal. 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 Skyward request 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.

Time Off – Sick & Personal Leave

Sick Leave:

Classified employees shall be granted sick leave and other leaves in accordance with State law. Each certified and/or full time employee shall be granted one day of sick leave for each month of service for a maximum of nine per year. Xavier Charter School, may in its discretion, require proof of illness when deemed appropriate, including but not limited to abuse of sick leave or false claims of illness.

Personal Leave:

Each full time employee (defined, for the purpose of personal leave, as certified employees and classified employees whose work agreement or contract is for six hours or more per day) may be granted, upon written request filed with the Head of Schools and/or designee, three days of personal leave, as defined by the employee’s regular work day, at no cost to the employee. This leave may be taken for any reason deemed necessary by the employee.

Vacation Leave

Policy 5450: Vacation Leave

Classified and administrative employees, who work at least 1680 hours in a 12-month period using the fiscal year cycle, shall accrue annual vacation leave benefits according to the following schedule:

<u>Year of Service with the School</u>	<u>Days of Annual Vacation Leave</u>
1-10	10 days
11-15	15 days
16-19	18 days
20+	20 days

Vacation leave is intended to be used during that year in which it is earned. Accumulation of unused vacation time will be allowed up to a total of 30 days. Prior approval by the administration must be given before vacation leave is taken.

Personal Day Pay Out

Policy 5400: Leaves of Absences

There will be one day allowed to carry over to the next year with a maximum of four days in any given year. After each full year of employment, compensation for days of personal leave not used by the employee will be paid by the district to the employee at the rate of 55% of the employee’s regular daily rate.

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.

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.

Violations

If any staff member violates this policy, they may be subject to disciplinary action. The system administrator and/or the Internet Safety Coordinator and/or the building principal will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations. Actions which violate local, State or federal law may be referred to the local law enforcement agency.

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.

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:

Policy: 3420P Student Fundraising Activities:

Cash Handling

1. Submit a Fundraising or Event Jot form 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/business 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:

- 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

Consequences: including but not limited to the following:

1. Immediate intervention by the staff member
2. Warning
3. Parent contact
4. Detention- Early Morning School
5. Isolation from 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

- 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, Incurigibility

Consequences: including but not limited to the following:

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:

- | | |
|--|---|
| <ul style="list-style-type: none"> • 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 | <ol style="list-style-type: none"> 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	Elementary Academic Dean K-6 Secondary Academic Dean 7-12	Elementary Dean K-6 Secondary Dean 7-12	Head of Schools	Board
Scheduling	Dean of Counseling	Head of Schools	Board		
Athletics	Coach	Elementary Dean K-6 Secondary Dean 7-12	Head of Schools	Board	
Attendance	Administrative Assistant	Elementary Dean K-6 Secondary Dean 7-12	Head of Schools	Board	
Business Office	Business Mgr.	Head of Schools	Board		
Cafeteria	Kitchen Manager	Head of Schools	Board		
Discipline	Teacher	Elementary Dean K-6 Secondary Dean 7-12	Head of Schools	Board	
Facilities	Facilities Manager	Head of Schools	Board		
Guidance	School Counselor	Dean of Counseling	Head of Schools	Board	
Instruction	Teacher	Elementary Academic Dean Secondary Academic Dean	Elementary Dean K-6 Secondary Dean 7-12	Head of Schools	Board
Special Education	SPED Teacher	SPED Supervisor	Elementary Dean K-6 Secondary Dean 7-	Head of Schools	Board

			12		
Student Concern	Teacher	Elementary Dean K-6 Secondary Dean 7-12	Head of Schools	Board	
Technology	Information Technology Director Tech Integration Specialist	Elementary Dean K-6 Secondary Dean 7-12	Head of Schools	Board	
Testing	Testing Coordinator	Elementary Dean K-6 Secondary Dean 7-12	Head of Schools	Board	
Transportation	Administrative Assistant	Transportation Supervisor	Head of Schools	Board	

Board Members

Melissa Crane, Board Chairman
 Lisa Thompson, Board Vice-Chairman
 Nicole Wilson, Treasurer
 Amy Wendler, Secretary
 Sarah Ahrens, Member
 Becky Baird, Member

Head of Schools	Gary Moon
Secondary Dean	Elizabeth Parker
Elementary Dean	Megan Choate
Business Manager	Angie Carter
Accounts Payable/Board Clerk	Sharea Eccles
HR/Payroll Clerk	Ashley Wilkes
Registrar	Stacey Young
Administrative Assistant	Devon Norris
Elementary Academic Dean	Hillary Harm
Secondary Academic Dean	Angela Banks
Facilities Manager	Brian Loosli
Elementary Counselor	Jessica Labat

Dean of Counseling/Sec. Counselor	Kelsie Rogers
Spec. Ed.	Heidi Sorensen
Kitchen Manager	Shellie Burk
Information Technology Director	Jeremy Bennett