



Xavier Charter
Grammar and Logic (K-6)
School Handbook
2025-2026

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****Please refer to our school board policies on the website for current updates.**

Welcome from the Dean

Dear Parents and Families,

Welcome to the 2025-2026 school year at Xavier Charter School!

It is my pleasure to welcome both returning and new families to our community. At Xavier Charter, we are committed to the classical tradition of education—one that seeks to cultivate wisdom and virtue in each child. Our faculty and staff are honored to walk alongside your family in this noble pursuit.

This handbook is designed to help you understand our school's values, expectations, and daily practices. We encourage you to read it carefully and refer to it often.

Thank you for entrusting us with your child's education. We look forward to a joyful and enriching year together.

Warm regards,

A handwritten signature in black ink, appearing to read 'Megan Choate', with a stylized flourish at the end.

Megan Choate, M.Ed., MA, LPC
Elementary Dean
Xavier Charter School

About Xavier

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

Xavier aims to develop students' character and intellect. “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 are by definition diligent in, attached to, and zealous for their studies. We expect students to live up to their name.

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 who are not in agreement with the school's mission, philosophy, and procedure may not be able to adhere to the policies that govern the school. In such cases, a different educational opportunity may be more appropriate.

Xavier Philosophy Statement

Xavier's philosophy rests on the vision of a thorough classical education, which is embodied in the following statement:

No nobler training exists but that which cherishes the good, the beautiful, and the true, thus producing disciples of knowledge and lovers of wisdom.

Xavier Mission Statement

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 Philosophies

- Xavier Charter Schools have deliberately taken a classical approach to education, including adherence to an ancient view of learning and traditional teaching methods. We aim to utilize historical models from the past to guide the depth of the content we teach, to embody the classical learning styles that have enriched education for centuries.
- Classical education leads young people to understand themselves and the world around them. They must acquire concrete skills and gain knowledge in specific disciplines to participate fully and effectively in the human community. To this end, Xavier has adopted E.D. Hirsch's K-8 Core Knowledge Curriculum and a classical liberal arts curriculum in 9-12.
- The classical view of education holds that humans are thinking, moral creatures. Xavier actively pursues intellectual study through Socratic Discussion and moral development through its 9 Pillars of Character and 8 Expectations of Living.
- Xavier Charter Schools provides an education worthy of this nation's founding principles. It exalts the inalienable rights of life, liberty, and the pursuit of happiness as guaranteed by and realized through the American frame of government. It ensures its students enter the world as citizens fully cognizant of their rights and responsibilities.
- Xavier Charter Schools value an education in the Arts. Classical education embraces the belief that creating in a specific medium affords young people the opportunity to reflect the beauty of the human spirit. Xavier's study of the Arts includes visual art (painting, sculpture, photography, film, etc.), aural art (music), kinetic art (dance, drama), and written art (poetry, literature).

Guiding Virtues and Behavioral Expectations

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

To succeed, students must fully engage in the education Xavier offers them.

This may include duties such as homework, schoolwork, classroom behavior, and following the guiding principles of the Pillars of Character and Expectations of Living. It is expected of our Xavier families that these principles will not only be a focus at school, but will also be supported and reinforced at home.

Please refer to our website for a complete list of board policies.

8 Expectations of Living

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.

Pillars of Character

The 9 Pillars of Character is a model used to help guide students in developing strong moral values and responsible behavior both in and out of the classroom. They serve as a foundation for building a respectful, compassionate, and integrity-driven school community.

1. Responsibility

We accept obligations related to our own good and the good of others, and we act on those obligations in a manner suitable to their timely and satisfactory fulfillment. We are willingly accountable for what we do and say, and we seek to learn from our mistakes.

2. Respect

We regard others and ourselves as deserving of kind and just treatment. Our conduct is considerate and polite. We look for the good in others and demonstrate compassion. Our attitudes toward others and their property reflect the way we wish to be treated.

3. Perseverance

We spurn despair and strive to complete tasks to the best of our abilities, regardless of the difficulty. We respond creatively to overcome obstacles and ask for help when necessary.

4. Integrity

We are individuals with strong ethical values who consistently make good choices based on our knowledge of right and wrong. In cases of moral uncertainty, we seek the wisdom of others.

5. Honesty

We never knowingly induce another to believe what is false. We are always truthful in what we say and do, regardless of the circumstances or consequences.

6. Courage

We always do what we know to be right despite fear, hardship, and opposition. We resist negative peer pressure, defend our rights and the rights of others, and encourage others to do the same.

7. Citizenship

We honor rules and laws and respond to authority in obedience. We give of our time and abilities to serve others. We uphold liberty and social equality through respect for individual differences and knowledge of our democratic system.

8. Cooperation

We work with others with a positive attitude for the good of all involved. We

equitably participate in mutual responsibilities for completing shared ends and direct our efforts and attention accordingly.

9. **Excellence**

We seek to raise the standard for ourselves to that which surpasses the ordinary. Because we understand that excellence is not an act but a habit, we strive to practice it consistently so that we might grow to be prosperous and fulfilled.

Xavier Tenets and Ideals

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.

The Xavier Difference

Our Curriculum	Our Students
<ul style="list-style-type: none">· teaches how to reason, not just regurgitate· uses discussion as a tool for 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· teaches the concepts behind mathematical and scientific problems, in addition to the procedures and formulas· is founded on the belief that true learning happens through full engagement and stems from active participation rather than solely passively completing worksheets	<ul style="list-style-type: none">· 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 meaningful, thought-provoking books· are college-ready

Communication and Chain of Command

XCS Parent and Student Chain of Command

To ensure clear communication and efficient decision-making, it is essential that parents and students follow the established chain of command. The first point of contact should always be the classroom teacher for questions or concerns related to classroom procedures, homework, or general classroom matters. Bypassing this step may lead to unnecessary delays in addressing your concerns.

We welcome communication through meetings, phone calls, or written messages. If a meeting is needed, please make sure to coordinate with your child's classroom teacher to request a time. Parents and families are also welcome and encouraged to visit and observe the classroom at any time.

Chain of Command Flow Chart:

To support effective communication, resolution, and uphold the chain of command, we may recommend addressing concerns through in-person meetings or phone conversations in addition to written messages with the classroom teacher.

Areas of Concern	Step 1	Step 2 (if unresolved)	Step 3 (if unresolved)	Step 4 (if unresolved)	Step 5 (if unresolved)
K-6 Academics	Classroom Teacher	Elementary Dean	Head of Schools	School Board	
7-12 Academics	Classroom Teacher	Secondary Dean	Head of Schools	School Board	
Curriculum	Classroom Teacher	Academic Dean	Elementary Dean	Head of Schools	School Board
Scheduling	Dean of Counseling	Head of Schools	School Board		
Athletics	Coach	Secondary Dean	Head of Schools	School Board	
K-6 Attendance	Attendance Clerk	Elementary Dean	Head of Schools	School Board	
7-12 Attendance	Attendance Clerk	Secondary Dean	Head of Schools	School Board	
Business Office	Business Manager	Head of Schools	School Board		
Cafeteria	Kitchen Manager	Head of Schools	School Board		
K-6 Discipline	Classroom Teacher	Elementary Dean	Head of Schools	School Board	
7-12 Discipline	Classroom Teacher	Secondary Dean	Head of Schools	School Board	
Facilities	Facilities Manager	Head of Schools	School Board		
K-6 Guidance	Elementary Counselor	Dean of Counseling	Elementary Dean	Head of Schools	School Board
7-12 Guidance	Dean of Counseling	Secondary Dean	Head of Schools	School Board	
K-6 Instruction	Classroom Teacher	Elementary Dean	Head of Schools	School Board	
7-12 Instruction	Classroom Teacher	Secondary Dean	Head of Schools	School Board	
Special Education	SPED Teacher	SPED Supervisor	Head of Schools	School Board	
K-6 Student Concern	Classroom Teacher	Elementary Dean	Head of Schools	School Board	
7-12 Student Concern	Classroom Teacher	Secondary Dean	Head of Schools	School Board	
Technology	IT Director	Head of Schools	School Board		
K-6 Testing	Testing Coordinator	Academic Dean	Elementary Dean	Head of Schools	School Board
7-12 Testing	Testing Coordinator	Academic Dean	Secondary Dean	Head of Schools	School Board
Transportation	Admin. Assistant	Transp. Supervisor	Head of Schools	School Board	
Enrollment/Lottery	Registrar	Head of Schools	School Board		

School Board and Administrative Staff

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
Elementary Dean	Megan Choate
Secondary Dean	Liz Parker
Dean of Counseling	Kelsie Rogers
Elementary Counselor	Jessica Labat
Academic Dean	Hillary Harm
Registrar	Stacey Young
Administrative Assistant	Devon Norris
Attendance Clerk	Devon Norris
Special Education	Heidi Sorensen
Kitchen Manager	Shellie Burk
IT Director	Jeremy Bennett

Teacher Contact

Faculty and staff emails may be found on the Xavier Charter School website.

[CLICK HERE \(links to an external site\)](#) to navigate directly to this page on our website.

Parental Role and Involvement

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. It is our intent 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
- Hold high expectations of their students' performance
- Support Xavier by having children at school on time with the necessary supplies, books, in appropriate dress code, and homework in hand
- Gain an understanding of the mission and philosophy of Xavier Charter Schools by visiting the Xavier Charter School website

The partnerships built between our families and Xavier are vital to student achievement.

Strategies for Success

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 busywork. 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 students' attention. Distractions compromise real learning and the maturation process. Children are bombarded with diversions of all kinds via television, cell phone usage, computer games, etc. It is essential that students have a place to work at home that is free from distractions. Xavier cannot police students' behavior away from school; however, we offer these suggestions as a way to help parents ensure their child's success in learning in a classical environment:

- **Limit Screen Time**
Studies validate that screen time significantly inhibits attention and learning. It is best that screens are not present during homework to allow for thoughtful attention to schoolwork and routine.
- **Parent Encouragement**
Have an established plan for listening to and encouraging your students when

they are working hard. Homework is challenging and it is important as a parent that you model follow through and completion for your child. Help them accomplish hard tasks and do them well.

- **Communicate Frequently with Teachers**

Communication with teachers as a first step is imperative at Xavier Charter Schools. This allows parents and guardians to develop an understanding of Xavier Charter School's expectations of how classical, liberal arts studies form habits of learning. This is also how we can share vital information on the student, homework, or parent/teacher concerns inside and outside the classroom.

- **Maintaining Educational Partnerships**

The teachers at our school are honored by the great trust parents place in them. This trust between parents and the school must be maintained by ongoing communication and a mutual understanding of the big picture: what an Xavier education will offer people in the long run.

- **Trust the Process**

In challenging times, children look to the adults around them for confirmation of how to react and move forward. It is important that our families help their children recognize the positive impact of the challenges that school brings and encourage them to keep progressing through hard tasks. When homework or a responsibility at school is difficult, it is a parent's job to help support the educational process by listening to and encouraging their student to persevere through the challenge.

Attendance, Tardies, and Illness

Idaho Attendance Law

Idaho State Law Title 33, Chapter 2, titled “Attendance at Schools,” outlines the requirements and regulations regarding school attendance. Please feel free to review the current legislation with any questions you may have regarding state attendance laws.

XCS Attendance Policy

Policy: 3050 Attendance Policy

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 to check in at the office prior to reporting directly to class. All absences and tardies will be recorded on the report card.

Before the end of the school day, the school shall attempt to contact every parent, guardian, or custodian whose child is absent from school but who has not reported the child as absent for the school day, to determine whether the parent, guardian, or custodian is aware of the child’s absence from school.

Student Check-Out

Students may NOT be taken from the school or playground unless the parent, guardian, or custodian has 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.

Absences

Ten-Day Policy

Students can accumulate a maximum of 10 absences each semester (excessive tardies, as they are equated to absences as indicated in the section TARDIES, will be included in the count).

The ONLY absences that WILL NOT be used in calculating the attendance record are:

1. Those that occur due to school-sponsored activities, since these are considered an equivalent educational experience. These exemptions will, for example, apply to students participating in dance events, music related events, academic field trips, and others deemed co-curricular.
2. Those that are related to visiting a college, university, or another institution of higher learning as defined as any institution of higher learning is an educational institution that provides academic/technical instruction beyond high school, leading to degrees, diplomas, or professional certificates prior to possibly attending the said institution. 9th - 12th grade students may have up to three days of excused absences for trips of this nature per academic year. Additional absences may be requested by completing an application located in Board Policy 3050F.
3. Bereavement in the immediate family (grandmother, grandfather, father, mother, sister, brother). Any extended bereavement may be reviewed by the Attendance Board;
4. Subpoenas to appear in court or court-ordered, out-of-school placements for special services; and
5. Illness or hospitalization verified by a medical practitioner's statement. Please note that 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.

(See EXTENUATING CIRCUMSTANCES in the Xavier Charter School Board Policies Manual).

Absences which WILL be counted in the 10-day limit will include such areas as: family trips, work days, vacations, visiting friends or relatives, suspension in and out of school, watching school activities/tournaments when not an actual participant, hair, or photography appointments, skiing, hunting, attending concerts, shopping, or any others not mentioned which are unacceptable to the administration.

Excessive Absences

When students are habitually absent, the following actions will be taken:

1. **At six absences** from school/class for students K-12th grades, a letter will be sent to the student's home, referencing the school policy and indicating the number of days missed.
 - a. When K-6th grade students have **accumulated 11** excused or unexcused absences for either AM/PM attendance within a single semester (3 tardies = 1 absence), an attendance letter will be sent; and the principal will call the child's parent, guardian or custodian to discuss the importance of attendance in the learning environment. If a student has 15 or more absences, an attendance letter will be sent; and the principal will schedule an attendance review meeting at which time an attendance contract may be required.
 - b. When 7th – 12th grade students have **accumulated 11** excused or unexcused absences for any class within a single semester (3 tardies = 1 absence), they will be assigned to the next scheduled Academic Make-up Day (Saturday School). If absences are accumulated after the 11th absence within any class period during a school day, additional Saturday School days will be assigned. (1 Saturday School day = 1 or more absences during a single school day) The dates of Saturday Schools will be determined by the administration. Saturday Schools will be held from 8:00am to 12:00pm. If a student does not attend an assigned Saturday School, the student may be suspended for two days following the no-show.
2. If the student continues to accumulate absences and/or tardies, administration may assign additional consequences per school policy, including but not limited to referral to the Attendance Review Committee, referral to Truancy Court, withholding credit for the semester, or assigning semester grades of "incomplete/FA".

Attendance Review Committee

After exceeding the 10th absence (and attending Academic Make-up Days/Saturday Schools, if applicable), if a student continues to miss school the student may have credit withheld or may be dropped from enrollment. A parent, guardian or custodian /student may, in writing, request an Attendance Review Committee hearing to appeal the “FA” (Failure due to absences) grade and lack of credit for the class. It is the student’s responsibility to contact the Head of Schools and/or designee to schedule this hearing. The Attendance Committee will be created at the appointment of the Head of Schools and/or designee, and may include the Head of Schools and/or designee, Lead Teachers, the guidance counselor, and classroom teachers.

1. This Attendance Committee will review the absence report to determine if the student will have credit withheld, which will occur unless extenuating circumstances surface.
2. The Attendance Committee can, after hearing a student’s/parent’s, guardian’s or custodian’s appeal for retaining credit, deny credit or put certain stipulations on a student whose credit will be dependent upon an agreement reached with the student and parents concerning attendance for the rest of the semester.
3. Any decision to withhold credit can be appealed to the Head of Schools, and/or designee, and/or to the Board.
4. If the appeal is not granted, the student will remain in that particular class period for the remainder of the semester. If disciplinary problems occur in that subject, the student will be suspended from school.
5. If the appeal is granted, the student will return to class with the Attendance Committee’s stipulations. If the stipulations are violated, a loss of credit will result.
6. The Attendance Committee may also decide to make decisions limiting the student’s participation in extracurricular activities.

Preplanned Absences

Regardless of whether or not an absence is counted toward a student’s 10-day limit, it is the student’s responsibility to notify teachers prior to being absent. Teachers may require the work to be completed and turned in prior to departure. Otherwise, students will have one day to make up work for each day missed.

Absences for school-sponsored activities are excused, but students are held responsible for the work missed. In order to participate in an extracurricular activity, including practice, students must be in school during the date of the event or in school on the last

school day prior to the activity, if the activity falls on a non-school day. Exceptions may be made by the administration.

Absence resulting from disciplinary actions or short-term suspension

Students who are removed from a class or classes as a disciplinary measure, or students who have been placed on short-term suspension, shall have the right to make up assignments or exams missed during time they were denied entry to the classroom.

Truancies

Unexcused Absences

Unexcused absences are considered Truancies. Each building administrator shall have the authority to determine the appropriate penalty for any student whose absence is considered unexcused.

Students with absences in excess of 10-days may be referred to the local Truancy Court Officer.

Truancy – Defined

A student is considered to be truant whenever he/she is absent from school or class without the consent of the student's parent, guardian or custodian or school officials, or who is absent from school with consent but for an invalid reason. Absences from school or class after arrival at school, and departures from school during the school day without permission of school officials, shall be considered a truancy. A truancy is a major disciplinary violation and parents/guardians will be notified. After the fourth truancy, in any school year, the Board authorizes the Head of Schools and/or designee to declare a student habitually truant.

1. Prohibited Acts: Any person between the ages of seven and 16 years of age, living in the city/county of Twin Falls who is deemed truant from school or class, under the attendance regulations of the school, without the consent of the student's parent, guardian or custodian or school officials is guilty of a status offense.

2. Attendance Required: The parent or guardian of any child resident in this State who has attained the age of seven years at the time of the commencement of school in his district, but not the age of 16 years, shall cause the child to be instructed in subjects commonly and usually taught in the public schools for the State of Idaho. Unless the child is otherwise comparably instructed, the parent, guardian or custodian shall cause

the child to attend a public, private or parochial school during a period in each year equal to that in which the public schools are in session; there to conform to the attendance policies and regulations established by the Board of Directors, or other governing body, operating the school attended.

Extenuating Circumstances

Extended illness or health condition

If a medical practitioner's note confirms that a student is confined by illness to home or hospital for an extended period, the school shall arrange for the accomplishment of assignments at the place of confinement whenever practicable. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course that cannot be accomplished outside of class, the student may be required to take an incomplete or withdraw from the class without penalty.

Excused absence for chronic health condition

Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent, guardian or custodian shall apply to the Head of Schools, and/or designee, or counselor, and a limited program shall be written following the advice and recommendations of the student's medical advisor. The recommended limited program shall be approved by the Head of Schools and/or designee. Staff shall be informed of the student's needs, though the confidentiality of medical information shall be respected at the parent's request. Absence verified by a medical practitioner may be sufficient justification for home instruction.

Policy History:

Adopted on: September 2012

Revised on: July 2012; March 2015; May 11, 2016; April 12, 2017; September 20, 2018;

September 19, 2019; September 16, 2021; December 16, 2021; March 16, 2023

Reviewed on: April 15, 2014; March 19, 2020, April 17, 2025

Academic Expectations, Evaluation, and Student Promotion

Academic Expectations

In a classical education environment, students are held to high academic standards that emphasize critical thinking, intentional reading, clear communication, and a strong work ethic. Learning is approached with discipline, curiosity, and a commitment to excellence across all subjects—from literature and history to mathematics and the sciences.

Active parent involvement strengthens student success. We view education as a partnership between school and home, where parents support the school's mission by reinforcing academic habits, fostering a love of learning, and maintaining open communication with teachers.

Homework plays a vital role in reinforcing concepts taught in the classroom, helping students develop responsibility, time management, and independent thinking. It allows for meaningful practice, prepares the student for upcoming lessons, and encourages parents to stay engaged in their child's learning journey. When approached with purpose and consistency, homework supports long-term academic growth and personal discipline.

Curriculum Overview

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

Logic Students are beginning to think analytically. They are beginning to ask, “Why?” Logic students truly enjoy debate and argumentation to find out why something is true or false. Students pay attention to cause and effect, to relationships between different fields of knowledge and how they relate, and to the way facts fit together into a logical framework.

The Logic Stage develops a student’s ability to think skillfully so as to be able to arrive at valid conclusions. All thinking is done through language. Logic teaches how language conveys truth or falsehood and how to distinguish between them. The Logic stage will teach a student how to integrate facts into a coherent system that reflects truth, wisdom and beauty.

A classical education has two important aspects. It is language focused and follows a three-part pattern. It is accomplished through words, written and spoken. The mind must first be supplied with facts, then given the logical tools for organization of facts, and finally equipped to express conclusions. Logical and analytical thinking practiced through study, debate and writing are the tools students need to think coherently about the future.

Emphasis is placed on:

- precision in word choice
- cause and effect thinking
- analytically correct reasoning
- linking concepts and subjects together

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 (K-4) and Logic School (5-6) students is as follows:

20 minutes of reading per night 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)
- Grade 5 – 50 minutes (additional classroom practice)
- Grade 6 – 60 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.

As stated above, homework prepares students to fully participate in class. Self-responsibility is a fundamental behavior expectation.

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.

Academic Programs

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

Curriculum

Our curriculum follows the Core Knowledge Sequence. Occasionally, the school diverges from or adds to the Core Knowledge Sequence (Shurley English/Writing, Singapore Math, Core Knowledge Language Arts) in order to raise the standards in teaching a particular skill or subject. In addition, a Grammar and Logic School classical education practices the High Arts which include music, dance, visual art, and drama.

Grading Scale

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

Grades 3-6

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

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

Grade Support Standard, Promotion, and Retention

XCS Policy No. 2600

Grammar (K-4) and Logic Students (5-6)

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 Schoolwide 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 Elementary Dean, Academic Dean, 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.

Academic Honesty

XCS Policy No. 3335

All schoolwork submitted for the purpose of meeting course requirements must represent the efforts of the individual student. Any form of academic dishonesty is prohibited. Academic dishonesty includes, but is not limited to: plagiarism, cheating, forgery, copying or stealing another person's work, allowing another person to copy one's own work, doing another person's class work, creating more than one copy of one's work for distribution, intentionally accessing another's material for the purpose of using it as one's own, downloading information from other sources and presenting it as one's own unauthorized copying of software, unauthorized use of hard copy or software to develop one's own software. Faculty and building administrators will have the responsibility for monitoring the above actions.

Where appropriate, parents shall be contacted as soon as practicable to report any alleged academic dishonesty on the part of students. Teachers are granted authority, with the direction and advice of the [Elementary Dean], to exercise their good judgment in applying a range of academic consequences for violations of this policy. Student and parent appeals of any consequences resulting from violations of this policy should be addressed to [Elementary Dean] and then to the Head of Schools and/or designee.

Cheating

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

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

Plagiarism

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

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

Homework Discipline

Homework-related discipline is administered at the discretion of the classroom teacher, based on the nature and frequency of the concern. If homework issues are recurrent, parents may be asked to come in for a parent meeting or to observe the classroom to help determine additional areas of support for their child.

Dress Code

Dress Code Policy (K-6)

XCS Policy No. 3260

While students are responsible for their clothing and appearance, it is the parents who are responsible for providing the conditions required for meeting the dress code. Parents are urged to understand the dress code and to ensure that their children go to school each day in the right attire from head to toe. It is an uncomfortable experience for a child to be corrected for a dress code violation, and repeated issues can become an enormous distraction for students. Our students should dress their best, look their best, and do their best. All clothing must be clean, neat, and in properly fitting condition. If a child is deemed to be wearing attire that does not meet the XCS dress code, the parent will be notified, and a change of clothing may be required for the student to return to class. If in doubt about an article of clothing, check with a school administrator.

Decisions about apparel may be referred to the Head of Schools or designee, whose decision will be final. Parents should address specific concerns with the administration as soon as possible.

Students must stay in dress code whenever they are on campus (including the parking lot) during a school day, 7:30 AM – 3:30 PM and at all Xavier Charter School activities. This means arriving on campus fully in dress code and leaving campus fully in dress code. Students may only change out of dress code after school with teacher permission to participate in an approved curricular or school-sponsored event that requires an immediate change in dress.

This dress code policy applies to the regular school hours from 7:30 AM-3:30 PM and at all Xavier Charter School activities.

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 the 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. 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.

K-6 Dress Code

All clothes must be clean with no rips or holes.

Tops

- a) Solid-colored shirts must have collars.
- b) Additional solid-colored layers may be worn over a collared shirt in the classroom.
- c) Button-down shirts must be buttoned up.
- d) Solid-colored long or short sleeved T-shirts and camisoles are acceptable as an underlayer, as long as a solid-colored, collared shirt is worn over it.
- e) Collared shirts must have a modest neckline (no cleavage) and be long enough to cover the midriff (front and back) when standing or sitting.
- f) Outerwear: Jackets, coats, and full-zip hooded sweatshirts must not be worn in the classroom.

Bottoms

- a) Bottoms are to be any solid color, except blue denim. Leggings may not be worn as bottoms.
- b) Bottoms not reaching to the top of the knee when standing must be worn with solid-color leggings. Bottoms must be at least fingertip length when standing.

Other items of clothing

- a) Jumpers and rompers require a collared shirt or turtleneck.
- b) Solid-colored dresses do not require a collar.
- c) Closed-toe shoes are required.

Xavier Wear

- a) Xavier wear may be worn Monday through Thursday as long as the clothing meets the requirements listed above, and the logo is no larger than a square with sides measuring 4 inches in length.
- b) Any type of Xavier wear, including club-specific wear, may be worn on Fridays. Club-specific Xavier wear may also be worn on calendared club-specific event days.

The following are not permitted:

- Visible undergarments
- Blankets
- Trench coats
- Sleeveless shirts, tank tops, shirts with open backs, and open/cold shoulder tops
- T-shirts or graphic T-shirts worn as an outer shirt
- Logos larger than a *square with each side measuring 2 inches in length*
- Tie dye or camouflage patterns
- Athletic wear such as gym shorts, sweatpants, warm-up pants, sweatshirts, and hoodies-(except in dance and P/E classes with the permission of the instructor)
- Flip flops or slippers
- Pajamas or sleepwear of any kind
- Blue denim bottoms of any kind

Interpretation and Implementation of Policy

The 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 Head of Schools' interpretation shall be final.

Enforcement

The enforcement of the dress code policy will take place during the school day (7:30 a.m. to 3:30 p.m.) 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.

Dress Code Procedure

If a student is out of dress code, they will be sent to the front office to call home. The parents will need to bring appropriate dress code clothing to the school in a timely manner. The child will remain out of the classroom and held at the front office until parents or designee brings the child clothing in dress code.

Dress Code Discipline

For recurrent dress code referrals, a student may be subject to additional disciplinary action which could include, but not limited to, recess detention, morning detention, Saturday school, etc.

Student Code of Conduct and Discipline

At Xavier Charter School, we are committed to fostering a safe, respectful, and academically focused environment. All students are expected to uphold the school's values of responsibility, integrity, and respect for self and others. When behavioral expectations are not met, the following procedures may be engaged:

1. **Warning and Redirection** – The teacher or staff member will address the behavior, provide redirection, and remind the student of the expected conduct.
2. **Documentation and Parent Contact** – Continued misbehavior will result in documentation, parent/guardian notification, and the potential of a parent/teacher meeting to discuss concerns and develop a plan of support.
3. **Teacher Assigned Consequences** – Teacher may determine corrective course of action which could include loss of recess/recreation time or other immediate logic-based consequences for the student.
4. **Office Referral** – Persistent or serious infractions may lead to an office referral, where administration will determine appropriate consequences, which may include additional detention, in-school suspension, Saturday school, suspension, expulsion, or other disciplinary actions.
5. **Behavior Plan** – For repeated or severe behavior issues, a personalized behavior intervention plan may be developed in collaboration with the student, parents, and staff.

Positive behavior is recognized and reinforced regularly to promote a culture of excellence and mutual respect. Please review Xavier Charter School policies on Discipline for additional information regarding discipline management.

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 with a yellow ticket on the morning ride will go directly to the front office, hand the ticket to his/her Dean, and discuss the issue that led to the ticket before proceeding to class. The bus driver will submit a discipline referral form for the respective Dean/designee to review. If a yellow ticket is issued on the afternoon ride, the student should follow the above procedure upon arrival at school the morning following the incident.

Once a discipline referral is received, the Dean/designee 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 determined by the Dean/designee.

The bus driver will keep a written record of student bus incidents, which will be collected weekly by the Elementary Dean or designee.

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 ensue after a discipline referral is received. Length of bus suspension shall be determined by the administration on a case by case basis. Administrative decisions shall be final.

Computer and Internet Use Policy

The appropriate and scholarly use of computers and the internet is expected and required. Students/parents are required to sign an acceptable use policy to be kept on file in the office. This is done through PowerSchool when you register. Refer to Policy 3270 for details.

Cell Phone/Small Electronic Use Policy

XCS Policy No. 3265

In order to accommodate concerns about student safety while traveling to and from school, 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 time the school is opened (7:40 AM) to the end of the last period is strictly prohibited.
- Cell phones/small electronic devices should be stored, turned off, and out-of-sight. The device may be stored in a locker but not on the student's body including 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 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 and not use their personal device.

Teachers will take extra caution before approving the use of cameras in the classroom setting 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.

Classroom Climate

Class and 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-6 classrooms and schoolwide, holidays are not generally celebrated. This includes Valentine's Day, St. Patrick's Day, Earth 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 in the Classroom

Xavier does not serve food in the classroom during regular school hours without specialized permission. Parents may supply a healthy midmorning snack. 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.

Activities, Student Fees, and Procedures

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.

All students that stay after school for activities, extra help, or for any other reason must be supervised by a teacher. Any student that is wandering the hallways or that is otherwise not engaged in a school activity that is being actively supervised by a teacher must leave the school building by 3:15 pm. Students may not remain on campus wandering after this time. Disciplinary action may apply if students are found wandering hallways unsupervised after 3:15 pm.

Extra-Curricular Activities

Behavior Requirements

- Meets required attendance for classes during the previous semester.
- If a student is suspended from school he/she may not attend practice, travel to the activity or organization, and/or participate in any interscholastic activity during the suspension.
- If a student is truant from school or class on the day of the activity, the student may not participate in the activity.
- The student has turned in all school issued equipment or paid for lost or damaged equipment from a previous season.

Participants must ride the transportation provided by the district to the event.

Dissemination of Information

Any person responsible for coordinating any special classroom event must give appropriate information to the front office and receive approval prior to the event. Special classroom events, field trips, etc. must be submitted for approval up to two weeks prior to the event/activity. Any event or special activity not communicated with or approved by administration prior to two weeks before may be subject to denial.

Photo Consent

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.

Student Fees

A fee will be assessed to all students that will cover basic student supplies. All fees are set and approved annually by the Board of Directors. These fees are voluntary and are non-refundable.

Student Fees	
Grade	Fee
K	\$ 25
1	\$ 25
2	\$ 25
3	\$ 25
4	\$ 25
5	\$25
6	\$25
Dance Shoe Rental	\$2
NSF Fee (if necessary)	\$35

Class fees may be used toward (but not limited to) the following list:

- field trips
- class event day activities
- student prizes
- medals
- Pemberley Ball
- student awards
- Shakespeare presentations
- Art supplies
- Music supplies/instruments/upkeep
- Dance gear/supplies

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

Health and Safety

Contagious or Infectious Diseases Policy (Illness)

XCS Policy No. 3520

Xavier Charter School is required to provide educational services to all school age children who reside within its boundaries. Attendance at Xavier Charter School may be denied to any child diagnosed as having a contagious or infectious disease that could make the child's attendance harmful to the welfare of other students. In the instance of diseases causing suppressed immunity, attendance may be denied to a child with suppressed immunity in order to protect the welfare of the child with suppressed immunity when others in the school have an infectious disease which, although not normally life threatening, could be life threatening to the child with suppressed immunity.

The Board recognizes that communicable diseases that may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as human immunodeficiency virus (HIV) infection. Xavier Charter School shall rely on the advice of the public health and medical communities in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff.

Management of common communicable diseases will be in accordance with Idaho Department of Health and Welfare guidelines and communicable diseases control rules. A student who exhibits symptoms of a communicable disease that is readily transmitted in the school setting may be temporarily excluded from school attendance.

Students who complain of illness at school may be referred to the school nurse or other responsible person designated by the Head of Schools and/or designee and may be sent home as soon as the parent or person designated on the student's emergency medical authorization form has been notified.

Xavier Charter School reserves the right to require a statement from the student's primary care provider authorizing the student's return to school. In all proceedings related to this policy, the school shall respect the student's right to privacy.

When information is received by a staff member or volunteer that a student is afflicted with a serious communicable disease, the staff member or volunteer shall promptly notify the school nurse or other responsible person designated by the Head of Schools

and/or designee to determine appropriate measures to protect student and staff health and safety. The school nurse or other responsible person designated by the Head of Schools and/or designee, after consultation with and on the advice of public health officials, shall determine which additional staff members, if any, need to know of the affected student's condition.

Only those persons with direct responsibility for the care of the student or for determining appropriate educational accommodation will be informed of the specific nature of the condition, if it is determined there is a need for such individuals to know this information.

Parents of other children attending the school may be notified that their child has been exposed to a communicable disease without identifying the particular student who has the disease.

Legal Reference: I.C. § 33-512 Governance of Schools

Policy History:

Adopted on: July 2012

Reviewed on: June 21, 2017; June 18, 2020

Revised on: June 10, 2023

Administration of Medication

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.

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

XCS Policy No. 3510

The Board of Directors of Xavier Charter School recognizes that students attending the school may be required to take medication while at school, either on a short term or daily basis. The Board will permit the administration of medication that is necessary for the health and well-being of students in its jurisdiction. Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel. This policy is intended to provide for medication of a student to permit the student's attendance at school and is not intended to provide a treatment service.

If a student must take medication during the school day, Xavier Charter School will implement the following guidelines:

1. SELF-ADMINISTRATION OF PRESCRIBED INHALER, EPINEPHRINE AUTOINJECTOR, INSULIN AND BLOOD GLUCOSE MONITORING SUPPLIES

- A. Any student for whom a physician or other authorized medical professional has prescribed 1) a metered-dose inhaler for treatment of asthma or other potentially life-threatening respiratory illness, 2) an epinephrine auto-injector for severe allergic reaction (anaphylaxis), or 3) insulin or blood glucose monitoring supplies for the management of diabetes will be permitted to carry and self-administer such medication(s) during the school day.
- B. The student's parent/guardian must submit a written request at least annually using the *Authorization Form for Student Self-Administration of Medication* for the student to be allowed to self-administer any of the medications in this section.

- C. The parent/guardian is responsible for notifying the school of any changes to the student's medical condition that would impact the self-administration of medication.
- D. The parent/guardian is responsible for ensuring their student brings the medication to school and to refill the medication as needed.
- E. The container label must clearly state the student's name, medication prescription number, medication name, doctor's name, dosage, and directions for administration.

2. OTHER PRESCRIPTION MEDICATIONS

- A. If the school is being asked to store and/or administer a prescription medication, the parent/guardian must submit a written request at least annually using the Authorization for Medication Administration form for the medication to be given during school hours. This request must be received before any medication will be given to the student.
- B. The medication must be in its original container. The container label must clearly state the student's name, medication prescription number, medication name, doctor's name, dosage, and directions for administration.
- C. The parent/guardian is responsible for ensuring their student brings the medication to school and to refill the medication as needed.
- D. All controlled substances must be stored in a secure area in the school office.

3. NON-PRESCRIPTION (OVER THE COUNTER) MEDICATIONS

- A. If the school is being asked to store and/or administer a non-prescription medication, the parent/guardian must submit a written request at least annually using the Authorization for Medication Administration form for the non-prescription medication to be given during school hours. This request must be received before any medication will be given to the student.
- B. The medication must be in the original container and the student's name and directions for administering the medication must be written on the container.
- C. Non-prescription medications, such as aspirin or Tylenol, will not be provided to students by the school.
- D. Non-prescription pain medications (such as aspirin, acetaminophen, or ibuprofen) may be brought to school in an original container in larger quantities than are sufficient for a one day's supply. Logic and Rhetoric school students may keep and administer their own medication (with the exception of controlled substances).

4. ADDITIONAL GUIDELINES

- A. Generally, medications should be dispensed to students before and/or after school hours under the supervision of the parent/guardian. Medications should only be dispensed at school when necessary to meet the health needs of the student.
- B. Parents/guardians are responsible for notifying the school, in writing, that the student requires medication on a regular or emergency basis, and supplying the medications and instructions for dispensing the medications.

- C. The school personnel who dispense medication to students will maintain a log of all medications dispensed.
- D. All medications that are not self-administered will be kept in a secured area in the school office.
- E. It is the student's responsibility to come to the office at the appropriate time to take their medication, unless the student's 504 or IEP plan states otherwise.
- F. No medications, prescription or non-prescription, will be dispensed by school personnel to a student without written permission from the student's parent/guardian. Nonprescription medications will not be supplied to students.
- G. Any medication that a student must have in case of emergency will be kept in an easily accessible location.
- H. Grammar school students are not allowed to possess prescription or non-prescription medications at school unless the medication falls within the provisions of this policy or unless specifically authorized to do so by the Head of Schools and/or designee.
- I. Logic and Rhetoric school students may keep and administer their own medication (with the exception of controlled substances), but are prohibited from bringing more than one day's supply of the medication to school, unless the medications fall within the provisions of this policy. A note from the parent/guardian must be on file in the office or in the student's possession identifying the medication and the dosage.
- J. The parent/guardian is expected to retrieve any unused medication at the end of the school year or at the withdrawal of the student. Medication that is not retrieved by the parent/guardian by one week following the student's last day of attendance during the school year will be disposed of by Xavier Charter School.

Xavier Charter School and its employees will accept no responsibility for any ill effects that may result from medication dispensed to students while following this policy.

Cross Reference:

3516 District-Provided Epinephrine

Legal References:

I.C. § 33-506(1)

I.C. § 33-520 Policy Governing Medical Inhalers, Epinephrine Auto-Injectors,
Insulin And Blood Glucose Monitoring Supplies

Policy History:

Adopted on: July 2012

Revised on: June 17, 2014; October 12, 2016; June 10, 2023; November 16, 2023, April 17, 2025

Reviewed on: June 21, 2017; June 18, 2020

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 1/2 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.

Alcohol, Drug, and Tobacco 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/about-us/school-board/>, 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.

Bullying and Cyberbullying

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, Principal, or designee, 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

The Head of Schools, [Dean], or designee may refer allegations of bullying to law enforcement depending on infractions and available evidence.

****How to Report****

If you are being harassed, report it immediately to someone in authority (Teacher, Counselor, Principal, 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.

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, Principal, or designee may refer allegations of bullying to law enforcement depending on infractions and available evidence.

****How to Report****

If you are being harassed, report it immediately to someone in authority (Teacher, Counselor, Principal, 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.

Visitor Policy

All visitors are required to sign in at the office and receive and wear a visitor's pass when inside the school building or on school grounds in any capacity where they may be engaging with students.

****Nothing in this handbook shall be construed to supersede Xavier School Board Policy or Idaho Code.**

Parent Signature Page

XAVIER CHARTER SCHOOL ACKNOWLEDGEMENT OF POLICIES AND PROCEDURES

Thank you for taking the time to carefully read the 2025-2026 Xavier Parent Guide to Xavier Charter 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 2025-2026 Xavier Charter School 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.

Student Name: _____

PARENT/GUARDIAN:

Print Name:

x _____

Parent/Guardian Signature:

x _____

Date:
