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Xavier Charter School

INSTRUCTION

Policy: 2000 Goals Xavier Charter School

Xavier Charter School personnel are responsible for apprising the Board of the educational program's current and future status. The Head of Schools and/or designee should prepare periodic reports that include:

- A review and evaluation of the present curriculum;
- A projection of curriculum and resource needs;
- An evaluation of, and plan to eliminate, any sexual, cultural, ethnic, or religious bias that may be present in the curriculum or instructional materials and methods;
- A plan for new or revised instructional program implementations; and
- A review of present and future facility needs.

To this end the Board of Directors and the charter for Xavier Charter School desires that all students receive a classical, liberal education. To this end the Board of Directors has determined the following educational priorities:

1. Basic cognitive skills: reading / writing / mathematics.
2. Core subjects: English language and literature; history, geography, and government; physical and biological sciences; mathematics.
3. Other classical subjects: music; dance, art, Greek and Latin.
4. Auxiliary subjects: foreign languages, P.E., performing arts, other social sciences.
5. Extracurricular activities of any type as defined by the Head of Schools and/or designee.

K-8

The K-8 curriculum will follow the Core Knowledge Sequence. Occasionally, the School will diverge from the Core Knowledge Sequence in order to raise the standards in teaching a particular skill or subject. The Board of Directors and Head of Schools and/or designee will determine these instances. The Head of Schools and/or designee will ensure that all skill areas in the K-8 Core Knowledge Sequence are taught at some point in grades K-8.

9-12

The Rhetoric School will feature an advanced arts and sciences curriculum. The objective of the high school curriculum is to explore issues and texts intensively rather than to offer a superficial "covering." The humanities program will be centered on a coordinated Western Civilization sequence. In all humanities courses priority will be given to original sources and great works as opposed to textbooks. Students will participate in Socratic Seminar group discussions to seek a deeper understanding of the values and ideas found in particular classical texts. Mathematics and

the sciences will offer rigorous training in the fundamentals and theories of these disciplines. Students will receive extensive training in analytical thinking and the scientific method. *In all subjects, textbooks will be used as a resource, not as the basis of the curriculum.* The curriculum will exceed the Idaho Core Standards. Teachers must develop a curriculum under the direction of the Head of Schools who is accountable to the Board of Directors.

Legal References	Description
IC§ 33-1612	Thorough System of Public Schools
IC§ 33-5210	Application of School Law – Accountability – Exemption from State Rules
Cross Reference	Description
2100	Curriculum Development and Assessment

Policy History:

Adopted on: July 19, 2012

Revised on: September 14, 2016; October 20, 2022

Reviewed on: October 17, 2019, March 11, 2025

Xavier Charter School

INSTRUCTION

Policy: 2100 Curriculum Development and Assessment

The Board is responsible for curriculum adoption and must approve all significant changes; including the adoption of new textbooks, new courses, and new remote learning programs; before such changes are made. The Head of Schools and/or designee is responsible for making curriculum recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence consistent with the Xavier Charter School's educational philosophy, mission statement, objectives and goals.

Development and Assessment

Written sequential curricula shall be developed for each subject area. The curricula shall address learner goals, content and program area performance standards and Xavier Charter School's education goals, and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and time lines for curriculum development and evaluations shall be developed as well.

The staff and administration will suggest materials and resources, to include supplies, books, materials and equipment necessary for development and implementation of the curriculum and assessment that are consistent with the goals of the education program.

In all program areas and at all levels, Xavier Charter School shall assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude.

Xavier Charter School will use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to:

1. Standardized tests;
2. Criterion-referenced tests;
3. Teacher-made tests;
4. Ongoing classroom evaluation;
5. Actual communication assessments such as writing, speaking, and listening assessments;
6. End of course assessments;
7. Samples of student work and/or narrative reports passed from grade to grade;
8. Samples of students' creative and/or performance work; and
9. Surveys of carry-over skills to other program areas and outside of school.

All courses of instruction shall comply with state statutes and the rules of the State Board of Education.

References:

2000

Goals

2800

Accreditation Objectives

Legal References:

I.C. § 33-512A

District Trustees - District Curricular Materials Adoption
Committees

I.C. § 33-1601 et seq.

Courses of Instruction

IDAPA 08.02.01

State Board of Education – Rules Governing Administration

Adopted on: July 19, 2012

Reviewed on: August 10, 2016; October 17, 2019

Revised on: January 21, 2021; September 15, 2022

Xavier Charter School

INSTRUCTION

Policy: 2120 Program Evaluation and Diagnostic Tests

The Board strives to achieve efficiency and effectiveness in all facets of its operations. In order to achieve this goal, the Board shall strive to set forth:

1. A clear statement of expectations and purposes for the district's instructional program;
2. A provision for staff, resources and support to achieve the stated expectations and purposes; and
3. A plan for evaluating instructional programs and services to determine how well expectations and purposes are being met.

Parents who wish to examine any assessment materials may do so by contacting the Head of Schools and/or designee. Parental approval is necessary before administering an individual intelligence test or a diagnostic personality test. No tests or measurement devices containing any questions about a student's or the student's family's personal beliefs and practices in family life, morality and religion shall be administered unless the parent gives written permission for the student to take such test, questionnaire or examination.

Cross Reference: 2140 Student and Family Privacy Rights
 3575 Student Data Privacy and Security

Legal References: 20 U.S.C § 1232h Protection of Pupil Rights
 I.C. § 1601 et seq. Courses of Instruction
 I.C. § 33-6000 Parental Rights

Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016; October 17, 2019

Revised on: September 15, 2022; November 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2125 K-3 Reading Intervention

Xavier Charter School strives to ensure that all students read at or above grade level by the end of third grade. In order to achieve this goal Xavier Charter School has established a reading intervention program, in addition to core reading instruction, which is aligned with Idaho State Board of Education's Comprehensive Literacy Plan. Xavier Charter School's reading intervention program includes research-based literacy instructional practices, student engagement, and effective interventions.

Definition

Idaho has adopted the International Literacy Association definition of literacy. Literacy is defined as the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context.

Intervention Program

Xavier Charter School provides a research based reading intervention programs to all kindergarten through third grade students identified with a reading deficiency as determined by the statewide reading assessments.

The program provides intensive development in phonemic awareness, phonics, fluency, vocabulary, text comprehension, and decoding intervention as applicable to the grade level.

Xavier Charter School monitors the reading progress of each student's reading skills throughout the school year and adjusts instruction according to student needs.

The program provides a minimum of 60 hours of supplemental instruction for students in kindergarten through grade 3 who score below basic on the reading screening assessment and a minimum of 30 hours of supplemental instruction for students in kindergarten through grade 3 who score basic on the reading screening assessment.

Reading Improvement Plan

Any student in kindergarten through third grade who exhibits a deficiency in reading based upon the statewide assessment receives an individual reading improvement plan. Any student who has been identified as not proficient through a local literacy assessment may also be put on a reading improvement plan. Xavier Charter School notifies parent(s)/guardian(s) as outlined below once the deficiency has been identified and requests their participation in developing the plan.

The reading improvement plan is created by the teacher, Lead Teacher, parent(s)/guardian(s), and other pertinent school personnel. The plan describes the reading intervention services the student will receive to remedy the reading deficit.

If, after a good faith effort, Xavier Charter School is unable to engage the parent(s)/guardian(s) in the development of the student's reading improvement plan within 15 days of notification, school personnel move forward with the creation of the student's reading improvement plan without parental participation.

Students who are on a reading improvement plan and have been identified through the statewide assessment to be at grade level may be transitioned off of the reading improvement plan. Xavier Charter School notifies the parent(s)/guardian(s) in advance of transitioning students off of their reading improvement plan.

Parental Notification

The parent(s)/guardian(s) of any student in kindergarten through third grade who exhibits a deficiency in reading at any time during the school year shall be notified in writing of the student's reading deficiency.

The Board hereby directs the Head of Schools and/or designee to provide written notification to the parent(s)/guardian(s) of any student who has not met grade-level proficiency.

The initial notification must include the following:

1. A statement that his or her student has been identified as having a deficiency in reading and a reading improvement plan will be established by the teacher, Lead Teacher, other applicable school personnel, and the parent(s)/guardian(s);
2. A description of the current services that are provided to the student; and
3. A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student that are designed to address the identified areas of reading deficiency.

Following development of the plan, the parent(s)/guardian(s) will be provided with:

1. A description of the reading intervention and supplemental instructional services and support that will be provided to the student that are designed to address the identified areas of reading deficiency; and
2. Strategies for parent(s)/guardian(s) to use at home in helping their student to succeed in reading.

At the conclusion of each school year, or earlier if it has been determined that the student is proficient and is no longer in need of intervention, the parent(s)/guardian(s) will be updated on the student's progress, including any recommendation for placement.

Student Records

The assessment scores and interventions recommended and implemented shall be maintained in the permanent record of each student.

Literacy Training for School Board Members

All Directors elected or appointed after July 1, 2021 shall participate in at least one board member orientation focused on:

1. State and district-level resources available for literacy intervention and improvements; and
2. School, district, and State level data available to track progress on student literacy proficiency and growth toward proficiency; and
3. How to set measurable goals for improving student proficiency.

By June 30, 2023, or following this date if directed by the State Board of Education, every Director shall participate in at least one board member orientation or the literacy intervention orientation and training provided by the State Board of Education.

Reporting

Annually by October 1, Xavier Charter School shall report to the Idaho State Department of Education in their annual continuous improvement plan the following information on the prior school year:

1. By grade, the number and percentage of all students in grades kindergarten through third performing at the basic or below basic level on local and statewide assessments in reading; and
2. By grade, the number and percentage of all students in grades kindergarten through third performing at the proficient or higher level on local and statewide assessments in reading.

Cross Reference: 1315

Continuous Improvement Planning

Legal References: I.C. § 33-1805
I.C. § 33-1806
I.C. § 33-1807
I.C. § 33-1809

Reading Instruction and Intervention
Reading and Literacy Assessment
Literacy Intervention Program
Accountability and Continuous Improvement

Other References: Idaho State Board of Education, *Idaho Comprehensive Literacy Plan*, December 2015 (available at: <https://boardofed.idaho.gov/resources/comprehensive-literacy-plan/>) (last visited 10/16/2019)

Policy History:

Adopted on: December 14, 2016

Reviewed on: October 17, 2019

Revised on: October 21, 2021; September 15, 2022

Xavier Charter School

INSTRUCTION

Policy: 2130 Research Studies

The Board recognizes the value of participation in educational research. Studies using observation, surveys, and experimentation can aid in the improvement of the instructional program in the school system as well as growth in the profession and growth for individual teachers and researchers.

Simultaneously, the Board recognizes that the amount of time available for student learning is limited and must be handled carefully. It is, therefore, important that only those research studies that are of the greatest value to the Board should be allowed to be conducted in the school system.

All research proposals from outside sources will be submitted in prospective form, with the instruments attached, to the Head of Schools and/or designee at least three weeks prior to the date on which the research study is to be conducted. The prospectus will include the researcher's name, address and phone number, as well as a description of the purpose of the study, the procedures to be used, and the treatment of the data and the distribution of the study. The Head of Schools and/or designee will approve or disapprove all research studies. Approval will be based on educational significance, project design, and disruption to the regular school process. The primary criteria in approving research studies will be the value to the Board. A final copy of the study will be provided free of charge to the Board.

No test, questionnaire, survey, or enumeration containing questions about a pupil's or his parent's personal beliefs, practices in sex, family life, morality and religion will be administered without Board approval.

Research studies making use of any survey, test, questionnaire, survey, enumeration,.

Cross Reference: 2120 Program Evaluation and Diagnostic Tests
 2140 Student and Family Privacy Right

Legal References: I.C. § 33-6000 Parental Rights

Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016; October 17, 2019

Revised on: September 15, 2022; November 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2140 Student and Family Privacy Rights

Surveys - General

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the Board's educational objectives as identified in Board policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Personally identifiable information from student education records may be disclosed to an educational agency or institution in order to:

1. Develop, validate, or administer predictive tests;
2. Administer student aid programs; or
3. Improve instruction.

In such cases, Xavier Charter School shall enter into a written agreement with the receiving organization. The study must not allow identification of individual parents or students by anyone other than representatives of the organization with legitimate interests in the information and the information must be destroyed when it is no longer needed for study purposes.

Surveys Created by a Third Party

Before the Board administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a Board official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

2140-1

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian;

2140-1

2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request, and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

Instructional Material

A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any instructional material used as part of their child's educational curriculum.

The term "instructional material," for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Collection of Personal Information from Students for Marketing Prohibited

The term "personal information," for purposes of this section only, means individually identifiable information including: (1) a student's or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (4) telephone number, or (5) a Social Security identification number.

The Board will not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

The Board, however, is not prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education-related activities;
6. Student recognition programs.

2140-3

Notification of Rights and Procedures

The Head of Schools and/or designee shall notify students' parents/guardians of:

1. This policy as well as its availability from the administration office upon request;
2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

This notification shall be given to parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student, when the student turns 18 years of age or is an emancipated minor.

Cross References: 2520 Selection, Adoption, Use, and Removal of Curricular Materials
 3200 Student Rights and Responsibilities
 3500 Student Health, Physical Screenings, and Examinations
 4250 Educational Research

Legal References: 20 USC § 1232h FERPA: Protection of Pupil Rights
 34 CFR Part 99 Implementing FERPA

Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016; October 17, 2019

Revised on: April 13, 2016; December 17, 2020; September 15, 2022; February 16, 2023

2140-4

Xavier Charter School

INSTRUCTION

Policy: 2150P Copyright Compliance

Throughout this procedure, “copies” shall refer to electronic as well as physical copies.

Authorized Reproduction and Use of Copyrighted Material in Print

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay or short poem; or a chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper. A teacher may make multiple copies, not exceeding more than one (1) per pupil for classroom use if the copying meets the tests of “brevity, spontaneity and cumulative effect” set by the following guidelines. Each copy must include a notice of copyright.

1. Brevity

- a. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
- b. Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less, may be copied; in any event, the minimum is 500 words. (Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.)
- c. One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose or poetic prose.

2. Spontaneity. Should be at the “instance and inspiration” of the individual teacher.

3. Cumulative Effect. Teachers are limited to using copied material for only one (1) course in the school in which copies are made. No more than one (1) short poem, article, story or two (2) excerpts from the same author may be copied, and no more than three (3) works can be copied from a collective work or periodical issue during one (1) class term. Teachers are limited to nine (9) instances of multiple copying for one (1) course during one (1) class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations or collective works. “Consumable” works include: workbooks, exercises, standardized tests, test booklets and answer sheets. Teachers cannot substitute copies for the

purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority," and students cannot be charged more than actual cost of photocopying. Teachers may use copyrighted materials in overhead or opaque projectors for instructional purposes.

Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy of an unpublished work which is in its collection; and a published work in order to replace it because it is damaged, deteriorated, lost or stolen, provided the unused replacement cannot be obtained at a fair price.

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one (1) article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use may subject the person to liability for copyright infringement.

At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in "Authorized Reproduction and Use of Copyrighted Material in Print".

Authorized Reproduction and Use of Copyrighted Music

A teacher may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in a larger work, for purposes of preparing for instruction.

A teacher may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song. Printed musical works which have been purchased may be simplified provided that the fundamental character of the work is not distorted and that lyrics are not added or altered.

A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes.

In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.

Recording of Broadcast Programs

Television programs may be recorded and used for instruction for up to ten (10) days following recording. The recording may be retained for up to forty-five (45) days for teacher evaluation purposes. The recording may only be replayed for educational purposes in the classroom or a similar learning environment. No program may be recorded by or for the same teacher more than once and the recording may not be altered. A limited number of copies may be made for legitimate educational purposes. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded. The Head of Schools will establish appropriate control procedures to maintain the integrity of these guidelines.

Authorized Reproduction and Use of Copyrighted Materials on Websites

No information or graphics may be posted on any school official website in violation of any copyright laws. The Head of Schools or web maintenance designee is responsible for maintaining copies of permission granted for the use of copyrighted material on any school official website.

Teacher Instruction to Students for Reproduction and Use of Copyrighted Material

Teachers will instruct students to respect copyright laws and to request permission when their use of material has the potential of being considered an infringement.

Legal Reference: Pub. L. 94-553

Copyright Act of 1976

Policy History:

Adopted on: July 2012

Reviewed on: August 10, 2016; October 17, 2019; June 10, 2023

Revised on: May 11, 2016; January 21, 2021

Xavier Charter School

INSTRUCTION

Policy: 2200 School Year Calendar and Day

School Fiscal Year

The fiscal year of the school is from July 1 to June 30.

School Calendar

The Board annually shall establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays.

Holidays / Commemorative Days

School holidays shall include New Year's Day, Memorial Day, Independence Day, Thanksgiving Day, and Christmas Day.

For those commemorative days that fall on a school day, the teachers and students shall devote a portion of the day on each such day designated in I.C. § 73-108.

Instructional Hours

The Board of Directors shall provide the minimum number of instructional hours for students at each grade level as follows:

<u>Grades</u>	<u>Hours</u>
K	450
1-3	810
4-8	900
9-12	990

PIR Days

Not more than twenty-two (22) hours may be utilized for in-service teacher activities.

Legal References:	I.C. § 33-512	Governance of Schools
	I.C. § 33-701	Fiscal Year – Payment and Accounting of Funds
	IDAPA 08.02.01.250.01	Required Instructional Time
	IDAPA 08.02.01.250.03	Day in Session When Counting Pupils in Attendance

Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016; October 17, 2019

Revised on: September 15, 2022

Xavier Charter School

INSTRUCTION

Policy: 2210 School Closure

The Head of Schools and/or designee may order the closure of schools in the event of extreme weather, facility failures or other emergency, in compliance with established procedures for notifying parents, students and staff.

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

Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016; October 17, 2019

Revised on: September 15, 2022

Xavier Charter School

INSTRUCTION

Policy: 2210P1 Weather-Related School Closure

All students, parents, and school employees should assume that school will be in session and buses running as scheduled, unless there is official notification from the Head of Schools and/or designee to the contrary. Such notice will be given via public media.

In the event that extremely cold temperatures, wind chill factors, snow, wind or other circumstances require a modification of the normal routine, the Head of Schools and/or designee will make the modification decision prior to 6:00 a.m. and contact the public television stations for broadcast to the community and will initiate a mass employee phone text and email.

Work Schedules and Responsibilities for School Closures

Head of Schools

Only the Head of Schools and/or designee shall have the authority to close schools. The Head of Schools and/or designee will be on duty throughout any existing or potential emergency situation, day or night. All orders that are of doubtful origin should be confirmed with the Head of Schools and/or designee. The Head of Schools and/or designee will report for duty the morning of the school closure. The Head of Schools and/or designee shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school (in the event that school has been closed) is properly and safely cared for and returned home. Then, the Head of Schools may choose to return home.

Non-Teaching "Exempt" Personnel, and Key Support Staff

The Head of Schools and/or designee and, if requested, minimal support staff shall notify other staff and/or other support employees of the situation, and shall respond to telephone questions. When the situation has been stabilized, the personnel who reported to work may choose to return home. Hourly employees shall receive leave-without-pay unless a leave request form is submitted for the school closure day. Salaried employees shall submit to their supervisor and the payroll clerk an email and/or a leave request form to declare a work, a personal, a sick, or a vacation day for the school closure.

Classified Hourly/Salaried Employees

Employees may report for duty or not report for duty as directed by their immediate supervisor or Head of Schools and/or designee. Hourly classified employees shall receive leave-without-pay unless a leave request form is submitted for the school closure day. Salaried classified employees shall submit to their supervisor and the payroll clerk an email and/or a leave request form to declare a work, a personal, a sick, or a vacation day for the school closure.

Teachers (Teachers, Librarians, Psychologists, Counselors)

If schools are closed for weather or other emergency conditions, teachers are not expected to report for duty unless directed otherwise. Teachers do not need to submit a leave request form. In cases of school closures, it is customary for the days to be made up at another time; thus teachers will typically still fulfill their contract days.

Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016; October 17, 2019

Revised on: February 18, 2021; February 17, 2022; September 15, 2022; January 5, 2023

Xavier Charter School

INSTRUCTION

Policy: 2300 Guidance and Counseling

The Board recognizes that guidance and counseling are an important part of the total program of instruction and should be provided in accordance with state laws and regulations, Board policies and procedures, and available staff and program support.

The general goal of this program is to help students achieve the greatest personal value from their educational opportunities. Such a program should:

1. Provide staff with meaningful information that can be utilized to improve the educational services offered to individual students.
2. Provide students with planned opportunities to develop future career and educational plans.
3. Refer students with special needs to appropriate specialists and agencies.
4. Aid students in identifying options and making choices about their educational program.
5. Assist teachers and administrators in meeting academic, social and emotional needs of students.
6. Provide for a follow-up of students who further their education and/or move into the world of work.
7. Solicit feedback from students, staff and parents for purposes of program improvement.
8. Assist students in developing a sense of belonging and self-respect.

All staff shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to gender, race, marital status, national origin or handicapping conditions, including reasonable efforts and encouraging students to consider and explore "nontraditional" occupations.

Legal References:	I.C. § 33-1212	Elementary School Counselors
	IDAPA 08.02.03.108	Guidance Programs

Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016; October 17, 2019

Revised on: September 15, 2022

Xavier Charter School

INSTRUCTION

Policy: 2320 Health, Sex Education, and Human Sexuality

Health, family life, and sex education; including information about parts of the body, reproduction, and related topics; shall be included in the instructional program as appropriate to the grade level and course of study. The instructional approach shall be developed after consultation with parents and other community representatives.

Sex Education

While the Charter School does not provide instruction on all of the following topics, the term "human sexuality" shall mean the following, as required by state law:

1. Sexual conduct;
2. Sexual pleasure;
3. Sexual intimacy;
4. Sexual abuse;
5. Sexual violence;
6. Eroticism;
7. Pornography;
8. Deviant sexual behavior;
9. Sexual attraction;
10. Sexual orientation or any form of sexual identity;
11. Gender identity or gender conversion.

Instruction in any of these topics shall be age-appropriate, developmentally appropriate, and in accordance with state standards. Before providing instruction on any of these topics or other sex education, the Charter School shall provide parents/guardians with at least two weeks of notice and the opportunity to review any materials that will be used in this instruction. This notice shall include a brief description of the content of this instruction. Parents/guardians shall be provided with a form to provide written permission for their student to receive the instruction. Students will only participate in instruction on this topic if their parent/guardian has provided this signed form within one week of the time this instruction begins. Alternative educational activities shall be provided for students who have not received this permission. If a parent/guardian believes their student has received instruction on one of these topics without the permission described above, the parent may address their complaint as described in Procedure 2320.

The Board directs that a philosophy of abstinence shall be a part of and the underlying principal in all sex education instruction.

Any sex education instruction shall include instruction on:

1. Available adoption resources and current adoption practices in the United States as a means of providing for the well-being of a child;
2. The Idaho Safe Haven Act, IC 39-8201 et seq.; and
3. Where to find resources and support in the State of Idaho.

Additionally, any instruction on human biology, contraception, or STIs provided to students in grades 5 through 12 shall be accompanied by a viewing of a video that meets the following requirements:

1. It must be at least three minutes long;
2. It must show the development of the brain, heart, sex organs, and other vital organs in early fetal development;
3. It must include a high-quality, computer-generated rendering of animation showing the process of fertilization and every stage of human development inside the uterus, noting significant markers in cell growth and organ development for every week of pregnancy until birth.

Before a student can view such a video, their parent/guardian must be given notice, be provided with the opportunity to review the video, and provide permission as described above. Before a student can view such a video, their parent/guardian must be given notice, be provided with the opportunity to review the video, and provide permission as described above.

The Board believes that instruction on STIs is most effective when integrated into a comprehensive health education program. Instruction shall be developmentally appropriate to the grade level of the students and shall occur in a systematic manner. The Board particularly desires that students receive proper education about STIs before they reach the age when they may adopt behaviors that increase their risk of contracting an STI.

In order for education about STIs to be most effective, the Executive Director or designee shall require that faculty members who present this instruction receive continuing in-service training that includes appropriate teaching strategies and techniques.

No sex education materials or instruction may be provided by any individual or organization that is an abortion provider.

Alcohol, Tobacco, and Drug Education

Students shall receive education regarding the use of alcohol, tobacco, and drugs. The Executive Director or designee shall develop curriculum for use in health education that provides instruction to students in the areas of prevention; education; treatment; rehabilitation; and legal consequences of alcohol, tobacco, and drug use.

Legal References**Description**

IC § 18-8707	Abortion-Related Activities Prohibited in School-Based Health Clinics and Sex Education Curricula
IC § 33-1608, et seq.	Family Life and Sex Education – Legislative Policy
IC § 33-1611	A Requiring Permission for Instruction Addressing Human Sexuality
IC § 33-1637	Human Growth and Development Instruction in Public Schools
IC § 33-342	Adoption Education
IC § 33-6001	Parental Rights
IC § 39-8201 et. seq.	Idaho Safe Haven Act

Cross References**Description**

2315	Physical Activity Opportunities and Physical Education
2340	Controversial Issues
2340-F(2)	Controversial Issues
3281	Gender Identity and Sexual Orientation

Policy History:

Adopted on: August 21, 2025

Revised on:

Reviewed on:

**Parental Opt-In Form for
Sex Education or Instruction Related to Human Sexuality**

This form provides notice that the Charter School intends to provide instruction beginning on [DATE] on the following topics that fall within the definition of human sexuality provided in state law or other sex education.

The upcoming instruction will include [BRIEF SUMMARY OF THE CONTENT TO BE INCLUDED]

Please provide a signed copy of this form to the Charter School between the following dates:

[DATE] and [DATE]

This notice must be returned within one week of when the instruction begins.

I understand the Board directs that a philosophy of abstinence shall be a part of and the underlying principle in all sex education instruction. In all cases the known facts will be taught, not the opinions or moral judgments of the instructor.

Please check the option that applies:

_____ **Yes.** I give permission for my child to receive this instruction.

_____ **No.** I do not give permission for my child to receive this instruction. I wish for them to receive alternative instruction instead.

Date

Signature of Parent/Guardian

Xavier Charter School

INSTRUCTION

Procedure: 2320-P(1) Health, Sex Education, and Human Sexuality – Parent Complaints

If a child receives instruction in human sexuality, as defined in Policy 2320 or in IC 33-1609, without the written parent permission described in that policy, the parent/guardian is encouraged to follow the uniform grievance policy 4120.

If the complaint is not resolved informally, the parent/guardian can provide written notice to the Head of Schools that they believe a violation of the parent notice portion of Policy 2320 has occurred. The Charter School shall provide a form for the parent/guardian to use in making such complaints. The parent/guardian shall indicate on the form whether they:

1. Provide retroactive permission for the instruction; or
2. Request rectification.

The Head of Schools or their designee shall meet with the parent/guardian and the student who attended the class. The Head of Schools or designee shall then investigate the complaint. This investigation may include, but will not necessarily be limited to:

1. Student interviews and statements;
2. Interviewing the teacher and other adults who may have been present or otherwise have knowledge of the situation; and
3. A review of the educational standards, Charter School process and Charter School procedures relating to educational matters of sex education and human sexuality as defined in Policy 2320.

Within 30 days of receiving the written complaint, the Head of Schools or designee shall provide a summary of their findings to the Board at a regular or special Board meeting. If the parent/guardian provided retroactive permission for the instruction, this permission shall be added to the Charter School records. If the parent/guardian requested rectification, the Board shall determine whether rectification should be provided. The Head of Schools shall determine what form this rectification shall take, which may include:

1. A recommendation from the Head of Schools to the Board for amendments to the Charter School policies and procedures regarding human sexuality as defined in Policy 2320;
2. A recommendation from the Head of Schools to the Board to revisit the Charter School's curriculum relating to sex education, human sexuality as defined in Policy 2320 or related subject matters;
3. An apology from the Charter School; and
4. Direction from the Head of Schools to Charter School staff on how similar situations should be addressed in the future. The Head of Schools shall also decide whether to take disciplinary action against any employee who violated the parent notice requirements described in Policy

2320. Any such action would be confidential, as described in IC 33- 518, IC 74-104, and IC 74-106 Therefore, the complaining parent/guardian will not be notified of any disciplinary action taken.

Legal References	Description
IC § 18-8707	Abortion-Related Activities Prohibited in School-Based Health Clinics and Sex Education Curricula
IC § 33-1608, et seq.	Family Life and Sex Education – Legislative Policy
IC § 33-1611	A Requiring Permission for Instruction Addressing Human Sexuality
IC § 33-1637	Human Growth and Development Instruction in Public Schools
IC § 33-342	Adoption Education
IC § 33-6001	Parental Rights
IC § 39-8201 et. seq.	Idaho Safe Haven Act
Cross References	Description
2315	Physical Activity Opportunities and Physical Education
2340	Controversial Issues
2340-F(2)	Controversial Issues
3281	Gender Identity and Sexual Orientation

Policy History:

Adopted on: August 21, 2025

Reviewed on:

Revised on:

Xavier Charter School

INSTRUCTION

Policy: 2330 Community and Adult Education

Xavier Charter School makes its resources available to adults and other non-students within the limits of budget, staff and facilities, provided there is no interference with or impairment of the regular school program. Community school, adult education and other offerings may be developed in cooperation with community representatives, subject to approval and authorization by the Board.

Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016; October 17, 2019; September 15, 2022

Xavier Charter School

INSTRUCTION

Policy: 2340 Controversial Issues and Academic Freedom

Xavier Charter School shall offer courses of study that provide learning experiences appropriate to the level of understanding. The instructional program shall respect the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice, and to form, hold, and express their own opinions without personal prejudice or discrimination.

Xavier Charter School affirms that the school, including its employees and students, are to respect the dignity of others and acknowledges the rights of others to express differing opinions and foster and defend intellectual honesty, freedom of inquiry, and instruction as well as speech and association rights appropriate for the educational setting.

The Board recognizes the need for teachers to have the freedom to discuss and teach subjects and issues which may be controversial. Such subjects and issues may include but not necessarily be limited to:

1. Politics;
2. Science;
3. Health and sex education; and
4. Values and ethics.

Teachers shall guide discussions and instruction in a thorough and objective way to help students instruction in a thorough and objective way to help students understand the need to recognize opposing viewpoints, importance of fact, value of good judgment, and the virtue of respect for conflicting opinions.

In the study or discussion of controversial issues or materials, however, the Board directs the teaching staff to take into account the following criteria:

1. Relative maturity of students;
2. Xavier Charter School philosophy of education;
3. Community standards, morals and values;
4. The necessity for a balanced presentation; and
5. The necessity to seek prior administrative counsel and guidance in such matters.

As a consequence of its responsibility to guarantee academic freedom to both students and teachers, the Board expects that:

1. All classroom studies will be curriculum-related, objective, and impartial;
2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance, and no one idea or viewpoint should necessarily prevail;

3. Teachers will not attempt, directly or indirectly, to limit or control students' judgment concerning any issue, including but not limited to requiring students to personally affirm, adopt, or adhere that any race is inferior or superior or on inherent responsibilities regarding: sex, race, ethnicity, religion, color or national origin, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation. This shall include not arguing that individuals should be treated adversely on the basis of any of the attributes listed above;
4. No distinction or classification of students shall be made on account of race or color, other than as required for collection or reporting of demographic data required by public schools.
5. No distinction or classification of students shall be made on account or race or color, other than as required for collection or reporting of demographic data required by public schools.

To this end:

1. The teacher shall be free to choose supplemental materials to support and enhance the regular classroom curriculum. To encourage the free flow of information and enhance student creativity, unplanned issues may be brought up in the classroom and briefly discussed.
2. The school shall provide for parents to have their child excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent and include an explanation of the conflict. The student may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The student must explain in writing as to the nature of the conflict. The teacher will provide an alternative assignment if the request is approved by the teacher and the Head of Schools and/or designee.
3. The teacher shall notify parents when controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate. The teacher should have the Head of Schools and/or designee view questionable materials, etc.
4. When speakers are to be used, the Head of Schools and/or designee must always give approval as outlined in Procedure 2345F Controversial Speaker Procedure.

Controversial issues are defined as contemporary problems, subjects, or questions of a political or social nature where there are differences of opinion and passions run high. Controversial issues will only be explored when emanating from some part of the 9-12 grade curriculums. When these subjects come up teachers will present an impartial view of both sides without proselytizing. Contemporary controversial issues will not be discussed in the elementary school even if it is part of the Core Knowledge sequence, without the Head of Schools' and/or designee's approval.

Teaching Evolution

Much of modern biology rests on the theory of evolution. The Core Knowledge Sequence introduces the theory of evolution in the seventh grade. Xavier Charter School will adhere to the Core Knowledge Sequence. The theory of evolution in relation to human origins will not be taught at this time. In the high school biology class the evolutionary theories of human development will be canvassed. The teaching of evolution is not intended to exclude other theories of human origins and development, such as Creation. Nevertheless, we will not teach these theories but refer students back to their parents.

Cross Reference:	2341	Speakers in the Classroom and at School Functions
	2320	Health, Sex Education, and Human Sexuality
References:	I.C. § 33-138	Dignity and Nondiscrimination in Public Education
	I.C. § 33-139	Prohibition on the Expenditure of Moneys for Certain Purposes
	I.C. § 33-512	District Trustees - Governance of Schools
	I.C. § 33-1611	Excusing Children from Instruction in Sex Education

Policy History:

Adopted on: July 19, 2012

Revised on: October 12, 2016; May 21, 2020; December 16, 2021; September 15, 2022, August 21, 2025

Reviewed on: October 17, 2019

Xavier Charter School

INSTRUCTION

Policy: 2341 Speakers in the Classroom and at School Functions

The Board encourages the use of outside speakers when the speaker's program is educationally sound, consistent with the curriculum, and follows Xavier Charter School policies and procedures.

Speakers may only be invited with the Lead Teacher's approval. The Head of School and/or designee reserves the right to deny any invited guest speakers. If the subject is controversial, the Head of Schools and/or designee may decide to engage speakers for both sides of the issue(s). In no instance shall a speaker who is known to advocate unconstitutional or illegal acts or procedures be permitted to address the students. Parents will be given the option to remove their student from certain discussions, and an alternative assignment will be given if the speaker is to address a classroom.

Controversial Speakers

The Board recognizes that visiting speakers may be of specific persuasions and that their topics may be controversial. If they are prohibited from speaking because of their points of view, academic freedom is endangered. Students need to examine issues upon which there is disagreement and to practice analyzing problems, gathering and organizing facts, discriminating between facts and opinions, discussing differing viewpoints and drawing tentative conclusions. The Board also recognizes that many topics are not suitable for younger or less mature students. When correctly handled, the use of controversial speakers becomes an invaluable component in accomplishing the goals of citizenship education. However, this places a serious responsibility on the professional staff members to correctly structure the learning situation involving a speaker.

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

Policy History:

Adopted on: November 9, 2016

Reviewed on: October 17, 2019

Revised on: September 15, 2022

Xavier Charter School

INSTRUCTION

Policy: 2350 Student Religious Activity at Xavier Charter School

In keeping with the United States and Idaho Constitutions and judicial decisions, Xavier Charter School may not support religion or endorse religious activity. At the same time, Xavier Charter School may not prohibit private religious expression by students. The purpose of this policy is to provide direction to students and staff members about the application of these principles to student religious activity at school.

Student Prayer and Discussion

Students may pray individually or in groups and discuss their religious views with other students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer does not include the right to have a captive audience listen, to harass other students, or to force them to participate. Students may pray quietly in the classroom, except when they are expected to be involved in classroom instruction or activities.

Staff Members

Staff members are representatives of Xavier Charter School and must “navigate the narrow channel between impairing intellectual inquiry and propagating a religious creed.” They may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content. They must remain officially neutral toward religious expression.

Graduation Ceremonies

Graduation is an important event for students and their families. In order to assure the appropriateness and dignity of the occasion, Xavier Charter School sponsors and pays for graduation ceremonies and retains ultimate control over their structure and content.

Xavier Charter School officials may not invite or permit members of the clergy to give prayers at graduation. Furthermore, Xavier Charter School officials may not organize or agree to requests for prayer by other persons at graduation, including requests from students. Xavier Charter School may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or nonbelievers, or communicate any endorsement of religion.

Baccalaureate Ceremonies

Students and their families may organize baccalaureate services, at which attendance must be entirely voluntary. Organizers of baccalaureate services may rent and have access to school facilities on the same basis as other private groups but may not receive preferential treatment.

Xavier Charter School may not be identified as sponsoring or endorsing baccalaureate services. Xavier Charter School funds, including paid staff time, may not be used directly or indirectly to support or subsidize any religious services.

Assemblies, Extracurricular and Athletic Events

Xavier Charter School officials may not invite or permit members of the clergy, staff members, or outsiders to give prayers at school-sponsored assemblies and extracurricular or athletic events. Xavier Charter School officials also may not organize or agree to student requests for prayer at assemblies and other school-sponsored events. Furthermore, prayer may not be broadcast over the school public address system, even if the prayer is nonsectarian, nonproselytizing, and initiated by students.

Student Religious Expression and Assignments

Students may express their individual religious beliefs in reports, tests, homework, and projects. Staff members should judge their work by ordinary academic standards, including substance, relevance, appearance, composition, and grammar. Student religious expression should neither be favored nor penalized.

Religion in the Curriculum

Staff members may teach students about religion in history, art, music, literature, and other subjects in which religious influence has been and continues to be felt. However, staff members may not teach religion or advocate religious doctrine or practice. The prohibition against teaching religion extends to curricular decisions that promote religion or religious beliefs.

School programs, performances, and celebrations must serve an educational purpose. The inclusion of religious music, symbols, art, or writings is permitted if the religious content has an historical and/or independent educational purpose that contributes to the objectives of the approved curriculum. School programs, performances, and celebrations cannot promote, encourage, discourage, persuade, dissuade, or discriminate against a religion or religious activity and cannot be religious or religious-holiday oriented.

Student Religious Clubs

Students may organize clubs to discuss or promote religion, subject to the same constitutionally acceptable restrictions that Xavier Charter School imposes on other student-organized clubs.

Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions that Xavier Charter School imposes on the distribution of other non-school literature. Outsiders may not distribute religious or other literature to students on school property, consistent with and pursuant to the Xavier Charter School's policy on solicitations (Policy 4240).

Religious Holidays

Staff members may teach objectively about religious holidays and about the religious symbols, music, art, literature, and drama that accompany the holidays. They may celebrate the historical aspects of the holidays, but may not observe them as religious events.

Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016; October 17, 2019; September 15, 2022

Xavier Charter School

INSTRUCTION

Policy: 2360 Release Time

For students in grades K through 10 (K-10), Xavier Charter School will not allow release time.

Upon application, students in grades 11-12 may be excused from school provided that no student will be excused in excess of five periods in a school week or 165 hours in any given school year. Out-of-district classes and post-secondary/dual credit classes will not be included in the above release time quota.

The Head of Schools and/or the grade level principal shall determine exceptions on a case by case basis.

No student will be permitted to attend release time programs except upon written request from a parent or guardian filed with the Lead Teacher and Head of Schools.

Release time shall not interfere with the scheduling of classes, activities and programs of Xavier Charter School. No credit shall be given for completion of courses during release time for religious purposes. Credit may be granted for other purposes, at the discretion of the school board as long as those credits are attained from an accredited institution. Registration for release time programs shall not occur on school property. It is recommended that students schedule their release hours at the beginning or end of the school day. It is required that the student meet with the academic counselor prior to applying for a release hour to assess his or her current graduation status. Once a graduation plan is confirmed by the academic counselor the application will be presented to the Lead Teacher for final approval.

Xavier Charter School is not responsible for the health, safety and welfare of a student participating in a release time program nor will Xavier Charter School be liable for acts, injuries or events occurring while: (1) a student is being transported to and from release time programs; or (2) while a student participates in release time programs. All students with a release hour must vacate school property during their allotted release time unless a teacher makes a request for student help, and the teacher has the approval from the Head of Schools and/or designee.

Legal References: Article IX, § 6

I.C. § 33-519

I.C. § 33-1603

IDAPA 08.02.02.220

Idaho Constitution – Religious Test and Teaching in School Prohibited

Release for Religious Instruction

Sectarian Instruction Forbidden

Release Time Program for Elementary and Secondary Schools

Policy History:

Adopted on: July 19, 2012

Reviewed on: August 10, 2016; October 17, 2019

Revised on: February 10, 2016; May 21, 2020; September 15, 2022

Xavier Charter School

INSTRUCTION

Policy: 2370 Interscholastic Activities

The program of interscholastic activities shall include all activities relating to competitive sport or intellectual contests, games or events, or exhibitions involving individual students or teams of students of this Xavier Charter School when such events occur between schools outside this Xavier Charter School.

Although Xavier Charter School recognizes that there is some value in offering programs of interscholastic activities, interscholastic activities shall not be considered to be a property, liberty or contract right of any student; any and all interscholastic activities offered by Xavier Charter School shall not be deemed a “right” but rather is considered to be a “privilege.”

All facilities and equipment utilized in the interscholastic activity program, whether or not the property of Xavier Charter School, shall be inspected on a regular basis. Participants will be issued equipment that has been properly maintained and fitted.

An activity coach must be properly trained and qualified for an assignment as described in the coach's job description. A syllabus which outlines the skills, techniques and safety measures associated with a coaching assignment will be distributed to each coach.

The Board recognizes that certain risks are associated with participation in interscholastic activities. While Xavier Charter School will strive to prevent injuries and accidents to students, each parent or guardian will be required to sign an “assumption of risk” statement that indicates that the parents assume all risks for injuries resulting from such participation. Each participant shall be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A participant shall be free of injury and shall have fully recovered from illness before participating in any event.

Coaches and/or trainers may not issue medicine of any type to students. This provision does not preclude the coach and/or trainer from using approved first aid items.

Cross Reference: 3510 Administering Medication to Students

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

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016; December 19, 2019; February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2375 Service Animals in Xavier Charter School

Xavier Charter School acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a service animal in its school buildings, in classrooms, and at school functions, as required by the American with Disabilities Act.

“Service animal” refers to any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of someone with a disability. The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purpose of this definition.

Use of service animals shall be subject to the following requirements:

1. The animal must be required for the individual with a disability.
2. The animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, will be permitted in schools as a service animal.
3. Possible categories of possible uses:
 - A. A member of the public who visits Xavier Charter School property may be accompanied by a service animal. Appropriate staff may ask the following questions only about the service animal if the answers are not obvious:
 - I. Is this a service animal required because of a disability? and
 - II. What work or task has the animal been trained to perform?

Staff cannot ask about the person’s disability, require medical documentation, require a special identification card or training documentation for the animal, or ask that the dog demonstrate its ability to perform the work or task.

- B. Any student who seeks to be accompanied by a service animal (including a service dog in training addressed below) while on school property shall have such request addressed via a Section 504 Plan, other applicable plan, including a potential Health Care Plan with Xavier Charter School. Such plan shall be prepared in accordance with standard district policy in conjunction with the student’s parent/legal guardian. It shall be the responsibility of the parent/legal guardian to contact the school to commence this process.
 - C. Any employee who seeks to be accompanied by a service animal while on school property shall contact Xavier Charter School’s Human Relations Department and shall work through the Americans with Disabilities Act process with Xavier Charter School.

4. Requests to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classrooms, or at school functions will be handled on a case-by-case basis, considering:
 - A. The type, size, and weight of the miniature horse, and whether the facility can accommodate these features;
 - B. Whether the handler has sufficient control of the miniature horse;
 - C. Whether the miniature horse is housebroken; and
 - D. Whether the miniature horse's presence in specific facility compromises legitimate safety requirements that are necessary for safe operation.
5. Upon request, owners of service animals must provide proof of current vaccinations to the Head of Schools and/or designee with their request to be accompanied by a service animal.
6. All service dogs must be spayed or neutered.
7. All service animals must be kept clean and groomed to avoid shedding and dander, and must be treated for, and kept free of fleas and ticks
8. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.
9. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control, through voice control or other effective means.
10. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself.
 - A. Xavier Charter School is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
 - B. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care or supervise his service animal, the parent is responsible for providing care and supervision of the animal.
 - C. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis at the discretion of the building administrator.
 - D. Student requests for service animal-related accommodations will be reviewed based on the specific circumstances particular to the student in question and may be addressed in conjunction with a student's Section 504 Plan or Individual Education Plan.

11. A school administrator may ask an individual with a disability or his or her parents to remove a service animal from a school building, a classroom, or from a school function if any of the following circumstances occurs:
 - A. The animal is out of control and the animal's handler does not take effective action to control it.
 - B. The animal is not housebroken.
 - C. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.
 - D. The animal's presence is a direct threat to students, staff, or other individuals.

Service Dogs in Training

Any student's request to be accompanied by a service dog in training shall be assessed on a case by case basis according to their disability.

Non-disabled handlers accompanied by service dogs in training shall carry and, upon request, display an identification card, issued by a recognized school for service dogs or organization that services individuals with disabilities. Disabled handlers shall have the right to be accompanied by a service dog in training for the purposes of training on Xavier Charter School property without producing an identification card.

However, regardless of whether the handler has a disability, the service dog in training must be identified by wearing a jacket, collar, scarf, or similar article identifying the dog as "in training."

Should other types of animals be recognized by federal and/or state law subsequent to the enacting of this policy, this policy will be read as consistent as possible with regard to such animal until such time as this policy is amended.

Legal References:	I.C. § 18-5812B	Person May be Accompanied by a Service Dog-
		in-Training
	I.C. § 56-701A	Definitions
	I.C. § 56-704B	Rights of Individuals with Dogs-in-Training
	28 CFR Part 35	Nondiscrimination on the Basis of Disability in
		State and Local Government Services
		Implementing the ADA)

Policy History:

Adopted on: May 11, 2016

Reviewed on: December 14, 2016; December 19, 2019

Revised on: December 16, 2021; February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2380 Homebound, Hospital and Home Instruction

A student absent from school for more than 10 consecutive days because of health or physical impairment will be provided appropriate educational services.

Such students shall be included in calculating the average daily attendance.

Legal References:	I.C. § 33-1001	Definitions
	I.C. § 33-1003A	Calculation of Average Daily Attendance

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016; December 19, 2019

Revised on: February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2385 English Learners Program

In accordance with the Board's philosophy to provide a quality educational program to all students, Xavier Charter School shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purposes of the program are:

1. To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet;
3. To assist teachers (including preschool teachers), principals, and other school leaders, state educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. To assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

Accordingly, the Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction.

The Head of Schools and/or designee shall implement and supervise an English Learners program which ensures appropriate English Learners instruction and complies with applicable laws and regulations.

The Head of Schools and/or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the English Learners program, including:

1. Program goals;
2. Student enrollment procedures;
3. Assessment procedures for program entrance, measurement of progress, and program exit;
4. Classroom accommodations;

5. Grading policies; and
6. A list of resources, including support agencies and interpreters.

Xavier Charter School shall establish procedures for identifying students whose dominant language is not English. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.

Students whose dominant language is not English should be enrolled in Xavier Charter School upon proof of residency and other legal requirements. Students shall have access to, and be encouraged to participate in, all academic and extracurricular activities of Xavier Charter School.

Students participating in English Learners programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The English Learners program shall be designed to provide instruction which meets each student's individual needs based on the assessment of English proficiency in listening, speaking, reading, and writing. Adequate content-area support shall be provided while the student is learning English to assure achievement of academic standards.

The English Learners program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.

All English Learners shall be assessed annually using the state-approved assessment of English language proficiency

English Learners shall participate in Xavier Charter School's statewide assessments, unless 20 USC 6311(b)(3) and the regulations of the State Department of Education allow for their exclusion from an assessment.

At the beginning of each school year, Xavier Charter School shall notify parents of students qualifying for English Learners programs about the instructional program and parental options, as required by law. Parents/guardians will be regularly apprised of their student's progress. Whenever possible, communications with parents or guardians shall be in the language understood by the parents.

Xavier Charter School shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

Reporting

At the conclusion of every second fiscal year during which grant funds are received, the Head of Schools and/or designee shall provide the Idaho Department of Education with a report, in a form prescribed by the Department describing Xavier Charter School's English Learner program and activities and providing Xavier Charter School's applicable demographic data.

Cross Reference:	4160	Parents Right-to-Know Notices
Legal References:	20 USC § 1701-58	Equal Educational Opportunities Act of 1974
	20 USC § 6311	State Plans
	20 USC § 6811, <i>et seq.</i>	English Language Acquisition, Language Enhancement, and Academic Achievement Act
	42 USC § 2000(d), <i>et seq.</i>	Title VI of the Civil Rights Act of 1964
	ESEA Section 1111(b)(2)	

Policy History:

Adopted on: February 20, 2020

Revised on: September 15, 2022; February 16, 2023

Reviewed on:

Xavier Charter School

INSTRUCTION

Policy: 2395 Idaho Digital Learning Academy Classes

The Idaho Digital Learning Academy (IDLA) is a legislatively created virtual school created to provide Idaho students with greater access to an assortment of courses while working in collaboration with public schools. IDLA offers educational opportunities that meet students' changing needs and grant students flexibility of learning anytime, anyplace and at a pace that meets their individual learning styles.

Xavier Charter School may use IDLA classes to supplement its curriculum and to provide remedial academic support.

Site Coordinator

Xavier Charter School will designate an individual, employed by Xavier Charter School, as a Site Coordinator. The Site Coordinator is to regularly motivate and monitor the progress of the student. The role of the Site Coordinator is to:

1. Advise the student on appropriate courses for registration.
2. Ensure that the student is completing work on a timely basis.
3. Proctor the final exam.
4. Facilitate communications with the student's parent/guardian regarding course progress and the IDLA instructor.

Additionally, the Site Coordinator is a contact for the IDLA instructor and IDLA staff. The site Coordinator shall successfully complete the IDLA online Site Coordinator Course. The cost of the IDLA online Site Coordinator Course shall be paid by Xavier Charter School.

Student and Course Selection

The administrators, counselors and teachers will identify those students who will benefit from IDLA classes.

At the discretion of the Head of Schools and/or designee, students may be recommended to take IDLA courses who:

1. Need to make up credits in order to graduate on schedule;
2. Are eligible for hospital or homebound programs;
3. Are interested in advanced placement or dual credit courses not offered at Xavier Charter School;
4. Want to supplement their curriculum by taking courses not offered at their school;
5. Have scheduling conflicts which, in the judgment of the administration, cannot be resolved in a different manner and will likely delay graduation; or

6. To facilitate early graduation by taking additional courses.

Students will not be recommended for IDLA enrollment if their academic and behavioral record does not indicate the academic ability and self-discipline needed to succeed in online classes.

The parent, student, and Head of Schools and/or designee must confer and agree that the course(s) selected is (are) academically and developmentally appropriate for the student and that all prerequisites as determined by the student's school of record have been completed before registration in an IDLA course.

Ethical Conduct

Any student attending classes through IDLA shall adhere to Xavier Charter School Acceptable Use policies 3270 and 3270P and any acceptable use policy implemented by IDLA. Additionally, the student and the student's parent/guardian shall agree to abide by the District's and IDLA's policies prior to IDLA classes beginning.

In the event of a violation of the acceptable use policy, plagiarism, or other disciplinary issues, IDLA will notify Xavier Charter School. Xavier Charter School shall take any disciplinary measures necessary as provided in the school policy.

Tuition / Fees

Xavier Charter School shall pay the IDLA costs associated with students who take IDLA classes as part of their normal school day when the school has required it of them (i.e. Health or Economics classes). Xavier Charter School will only pay for one attempt per student of such required courses. Otherwise, students are responsible for paying all IDLA costs in full at registration.

Scheduling

All students are required to have a full course load regardless of enrollment in an IDLA course(s). The school may designate a particular class period(s) during the normal school day for supervised IDLA coursework. If this designated scheduling opportunity is not utilized by the student, for whatever reason, the IDLA course(s) will be considered Independent IDLA study and must take place outside of the regular school day under parental supervision.

Grading

IDLA provides a percentage grade to the school. The school transcribes the credit. The grade received from any IDLA class will be averaged into the student's GPA. The student will be granted high school credit when earned through the IDLA. Grade percentages in courses shall be based on such criteria as mastery of the subject, demonstrated competency, and meeting the standards set for each course.

Course Withdrawals

A withdrawal will be reported to the Xavier Charter School registrar if a student is withdrawn from the course prior to the drop deadline. If a student withdraws from the course after the IDLA drop deadline, they will have a “W” reported to the local school, and the “W” will be transcribed to the student’s Xavier School transcript.

Advanced Placement Designation on Transcript

If a student of the District takes an IDLA class, Xavier Charter School will specify on the student’s transcript that the advanced placement course was taken through IDLA. The purpose for this is to ensure that the student’s transcript reflects an approved provider of the advanced placement course, such as IDLA.

For all other requirements regarding IDLA, please refer to the Idaho Digital Learning Academy current year Fees Policy Statement.

Policy Note: Some information to develop this policy was provided by the Idaho Digital Learning Academy.

Cross References:	3270	Xavier Charter School-Provided Access to
	3270P	Electronic Information, Services, and Networks Acceptable Use of Electronic Networks
Legal References:	I.C. § 33-5502	Creation—Legislative Findings—Goal
	I.C. § 33-5505	Definitions
	<i>Paulson v. Minidoka School District No. 331</i> , 93 Idaho 469, 470 (1970).	

Policy History:

Adopted on: July 2012

Reviewed on: December 14, 2016

Revised on: December 19, 2019; March 18, 2021; February 16, 2023; June 10, 2023

Xavier Charter School

INSTRUCTION

Policy: 2400 Special Education

Xavier Charter School will use the guidelines developed by the Idaho Department of Education in its most current edition of the Idaho Special Education Manual regarding special education issues. The Idaho Special Education Manual is designed to assist Idaho school districts in understanding the provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and meeting its requirements.

The manual can be found on the State Department of Education's website.

Legal Reference: Idaho State Department of Education Special Education Manual, current edition

Policy History:

Adopted on: September 16, 2021

Revised on:

Reviewed on: February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2410 Section 504 of the Rehabilitation Act of 1973

It is the intent of the Xavier Charter School to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, Xavier Charter School shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include:

1. Notice;
2. An opportunity for the student's parent or legal guardian to examine relevant records;
3. An impartial hearing with opportunity for participation by the student's parent or legal guardian; and
4. A review procedure.

The Board directs the Head of Schools and/or designee to fulfill the following responsibilities:

1. To coordinate 504 compliance efforts;
2. To adopt and publish grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504; and
3. To notify students and others that Xavier Charter School does not discriminate on the basis of disability.

Cross Reference: 4120 Uniform Grievance Procedure

Legal References: 29 USC § 794 Rehabilitation Act of 1973, Section 504
 34 CFR 104.36

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016; December 19, 2019

Revised on: June 18, 2020; February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2410P Section 504 of the Rehabilitation Act of 1973 (Section 504)

Impartial Due Process Hearing

If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagree with a decision of Xavier Charter School with respect to: (1) the identification of the child as qualifying for Section 504; (2) the Xavier Charter School's evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in his/her current placement until the matter has been resolved through the process set forth herein.

1. Xavier Charter School shall provide written notice to the parent or legal guardian of a Section 504 student prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;
2. Upon request, the parent or legal guardian of the student shall be allowed to examine all relevant records relating to the child's education and the school's identification, evaluation and/or placement decision;
3. The parent or legal guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian are in disagreement with Xavier Charter School;
4. Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three business days of receipt of the same;
5. Within 10 days of receipt of a written request for an impartial due process hearing, Xavier Charter School shall select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, Xavier Charter School may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person that would conduct the hearing in an impartial and fair manner;
6. Once Xavier Charter School has selected an impartial hearing officer, Xavier Charter School shall provide the parent or legal guardian and all other interested parties with notice of the person selected;
7. Within five days of Xavier Charter School's selection of a hearing officer, a pre-hearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard and stipulate to undisputed facts to narrow the contested factual issues;

8. The hearing officer shall in writing notify all parties of the date, time and location of the due process hearing;
9. At anytime prior to the hearing, the parties may mutual agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators.
10. At the hearing, Xavier Charter School and the parent or legal guardian may be represented by counsel;
11. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriately equipped or a court-reporter. Xavier Charter School shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer shall make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions and decision;
12. Within 20 days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;
13. Appeals may be taken as provided by law. The parent or legal guardian may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.

Uniform Grievance Procedure

If a parent or legal guardian of the student allege that Xavier Charter School and/or any employee of Xavier Charter School has engaged in discrimination or harassment of the student, the parent or legal guardian will be required to proceed through Xavier Charter School's Uniform Grievance Procedure.

Legal Reference: 34 CFR 104.36

Procedural Safeguards

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016; December 19, 2019

Revised on: February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2415 Supporting Students with Characteristics of Dyslexia

Xavier Charter School shall take steps to ensure students with characteristics of dyslexia are identified and will work with the students' parents to provide them with academic support.

The fall administration of the statewide reading assessment will be used as an initial screening to identify students who have characteristics of dyslexia, as defined in I.C. 33-1802. Students in grades kindergarten through 5 who are identified by the initial screening shall be given a second (Tier 2) diagnostic screening test for characteristics of dyslexia. This Tier 2 screening shall also be provided to students identified by their classroom teacher and to students whose parent/guardian requests this screening. The Tier 2 screening may be selected from among the Tier 2 screening measures recommended by the State Department of Education for this purpose.

When a student is identified as having characteristics of dyslexia by the initial screening or the Tier 2 screening, the student's parents/guardians shall be notified and provided with Xavier Charter School's options for school interventions.

Xavier Charter School shall provide evidence-based interventions for any students identified with characteristics of dyslexia by either screening. These interventions shall align with the Idaho comprehensive literacy plan and the State Dyslexia Handbook.

Xavier Charter School shall submit to the State Board of Education any data they require on the effectiveness of such interventions.

Professional Development

Beginning in the 2023-2024 school year, all Xavier Charter School instructional staff and instructional coaches involved in the instruction of students in grades kindergarten through 5 shall be required to complete a professional development on dyslexia approved by the State Department of Education for this purpose.

All Xavier Charter School teachers, administrators, and school counselors with an instructional certificate in grades 6 through 12 must complete professional development on the characteristics of dyslexia no later than the beginning of the 2023-2024 school year.

Legal References:	I.C. § 33-1802	Definitions
	I.C. § 33-1811	Dyslexia

Policy History:

Adopted on: September 15, 2022

Revised on:

Reviewed on: February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2420 Parent and Family Engagement

NOTE: Schools receiving federal Title I funds are required to have a parent involvement policy. This sample policy can be used as the basis for the joint development of a policy, as required by the federal legislation. This policy cannot be Xavier Charter School's policy without some parental involvement in its development at the local level.

Xavier Charter School may receive Title I funds only if it conducts outreach consistent with federal law to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I. Such programs, activities, and procedures shall be planned and implemented following meaningful consultation with the parents of participating children.

Xavier Charter School shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy will establish Xavier Charter School's expectations and objectives for meaningful parent and family involvement, and specifically describe how Xavier Charter School will:

1. **Demonstrate Joint Development of Engagement Plan:** Xavier Charter School shall involve parents and family members in jointly developing Xavier Charter School's Plan; and
2. **Coordinate Assistance and Support:** Xavier Charter School shall provide the coordination, technical assistance, and other support necessary to assist in implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; and
3. **Coordinate with Other Programs:** Xavier Charter School shall coordinate and integrate its parent and family engagement strategies to the extent feasible and appropriate, with Xavier Charter School's other relevant federal, state, and local programs; and
4. **Conduct Annual Program Evaluation:** Xavier Charter School shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of its parent and family engagement policy in improving the academic quality of all its schools receiving Title I funds, including identification of:
 - A. The barriers to greater participation by parents in improvement plan activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

- B. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - C. The strategies that will be implemented to support successful school and family interactions.
5. **Implement Evaluation Findings:** Xavier Charter School shall use the findings of the evaluation performed pursuant to Paragraph 4, above, to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, Xavier Charter School's parent and family engagement policy described herein; and
6. **Establish a Parent Advisory Board:** Xavier Charter School shall involve parents in the activities of the schools receiving Title I funds, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by Xavier Charter School to adequately represent the needs of the population served by Xavier Charter School for the purpose of developing, revising, and reviewing Xavier Charter School's Parent and Family Engagement Policy.

Policy Development

Xavier Charter School shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of paragraphs 1 through 4 below. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and Xavier Charter School.

1. **Parental Involvement:** All Charter Schools receiving Title I funds shall:
- A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's programs, to explain the requirements of this policy, and the right of the parents to be involved; and
 - B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with reserved Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and
 - C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Charter School's available programs, including the planning, review, and improvement of the school's parent and family engagement policy and the joint development of the schoolwide program plan, except that if a school has in place a process or procedure for involving parents in the joint planning and design of the school's programs, the school may use that

process or procedure, if such existing process or procedure already includes an adequate representation of parents of Title I qualifying children; and

D. Provide parents of participating children:

- I. Timely information about qualifying programs;
- II. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- III. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

2. **School-Parent Compact to Achieve High Student Academic Achievement:** As a component of the parent and family engagement policy developed under this policy, Xavier Charter School shall jointly develop with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards. Such compact shall:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;
- B. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - I. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - II. Frequent reports to parents on their children's progress;
 - III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

IV. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

3. **Empowering Parents:** To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, Xavier Charter School:
- A. Shall provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 - B. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
 - C. Shall educate teachers, specialized instructional support personnel, Head of Schools, and other school leaders, and other staff, with the assistance of parents, in the value and utility of parental participation, and in how to reach out to, communicate with, and work with parents as equal partners, to implement and coordinate parent programs, and to build ties between parents and the schools;
 - D. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement in programs and activities with other available federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children;
 - E. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
 - F. May involve parents in the development of training for teachers, Head of Schools, and other educators to improve the effectiveness of such training;
 - G. May provide necessary literacy training for parents from Title I funds in the event Xavier Charter School has exhausted all other reasonably available sources of funding for such training;
 - H. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 - I. May train parents to enhance the involvement of other parents;

- J. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
 - K. May adopt and implement model approaches to improving parental involvement;
 - L. May establish a parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I;
 - M. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;
 - N. Shall provide such other reasonable support for parental involvement activities under this section as parents may request; and
 - O. Shall inform parents and organizations of the existence of the program.
4. **Accessibility of Information for Parents:** In carrying out the parent and family engagement requirements of this policy, Xavier Charter School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Cross Reference:	4160	Parents Right to Know Notices
Legal References:	20 USC § 6311	State Plans
	20 USC § 6312	Local Education Agency Plans
	20 USC § 6318	Parental Involvement

Policy History:

Adopted on: July 19, 2012

Revised on: August 20, 2015; November 16, 2017; February 16, 2023

Reviewed on: December 14, 2016; December 19, 2019

Xavier Charter School

INSTRUCTION

Policy: 2420P Parent and Family Engagement Guidelines

In order to achieve the level of parent and family engagement outlined in Xavier Charter School Policy 2420, these procedures guide the development of each school's annual parental involvement plan designed to foster a cooperative effort among parents, school, and community.

Guidelines

Parent involvement activities developed at each school will include opportunities for:

1. Volunteering;
2. Parent education;
3. Home support for the child's education;
4. Parent participation in school decision making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices. Xavier Charter School also encourages the inclusion of family literacy when a substantial number of students have parents who do not have a secondary school diploma or its recognized equivalent or have low levels of literacy.

Roles and Responsibilities

It is the responsibility of the student to:

1. Cooperate with school personnel and be responsible for their behavior;
2. Complete all homework assignments on time;
3. Participate to the best of their ability in all classes;
4. Read independently or with family on a regular basis; and
5. Let teachers, school counselors, and family know when they need help.

It is the responsibility of the parent to:

1. Actively communicate with school staff;
2. Be aware of rules and regulations of school;
3. Take an active role in the child's education by reinforcing at home the skills and knowledge the student has learned in school;
4. Take an active role in assuring that the child is prepared to attend school each day; and
5. Utilize opportunities for participation in school activities.

It is the responsibility of staff to:

1. Work with parents to develop and implement a school plan for parent involvement;
2. Promote and encourage parent involvement activities;
3. Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement; and
4. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Community members who volunteer in the schools have the responsibility to:

1. Be aware of rules and regulations of the school; and
2. Utilize opportunities for participation in school activities.

It is the responsibility of the administration to:

1. Provide coordination, technical assistance, and other support necessary to plan and implement effective parent and family involvement activities to foster improved student academic achievement and school performance;
2. Provide training and space for parent involvement activities;
3. Provide resources to support successful parent involvement practices;
4. Provide in-service education to staff regarding the value and use of contributions of parents and how to reach out to, communicate and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
5. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.
6. Develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy; and
7. Coordinate and integrate its Title I parent and family engagement strategies with the parent and family engagement strategies of Xavier Charter School's other relevant programs; and
8. Create and support a Parent Advisory Board comprised of a sufficient number and representative group of parents or family members served by Xavier Charter School to adequately represent the needs of the population served by Xavier Charter School for the purpose of developing, revising, and reviewing Xavier Charter School's Parent and Family Engagement Policy; and
9. Ensure that each school in Xavier Charter School jointly develops with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards and includes the requirements of Xavier Charter School Policy 2420.

Policy History:

Adopted on: July 19, 2012

Revised on: August 20, 2015; November 16, 2017; February 16, 2023

Reviewed on: December 14, 2016; December 19, 2019

Xavier Charter School

INSTRUCTION

Policy: 2425 Parental Rights

The Board of Directors encourages parents/guardians to be involved in their student's school activities and academic progress. As required by IC 33-6001, the Charter School reinforces the rights and responsibilities of parents as primary stakeholders to make decisions regarding the upbringing and control of their child.

The Board is mandated to adhere to laws, rules, and regulations including the Constitution of the State of Idaho; the rules of the Idaho State Board of Education (Idaho Administrative Procedures Act); the rules and regulations of the Idaho State Department of Education; the laws, rules, and regulations of the federal government and the U.S. Department of Education; as well as educational provisions outlined in the Idaho Code. These mandates include the requirement stated at Article IX, Section 1 of the Idaho Constitution that it is “. . . the duty of the Legislature of Idaho to maintain a general, uniform and thorough system of public, free common schools.”

Based upon the above provisions, as well as the State's mandated requirements for advancement and graduation, Xavier Charter School has established its practices, policies, and procedures as well as the approved curriculum and assessment program. The failure to follow Xavier Charter School's practices, policies, and procedures as well as the school's curriculum and assessment program amounts to Xavier Charter School's violation of State and/or federal laws, rules, and regulations, including but not limited to the failure to provide a general, thorough, free, and uniform system of public education as well as putting Xavier Charter School's operations and funding in jeopardy.

Parents/guardians, and students are expected to abide by Xavier Charter School's practices, policies, and procedures governing the operation of the schools which are required by various State and/or federal laws, rules, and regulations. However, a student's parent/guardian has the right to reasonable academic accommodation if the accommodation does not substantially impact Xavier Charter School staff and resources, including employee working conditions, safety and supervision on school premises for school activities and the efficient allocation of expenditures. Xavier Charter School will strive to balance the rights of parents/guardians, the educational needs of other students, the academic and behavioral impacts to a classroom, a teacher's workload and the assurance of the safe and efficient operations of the school.

If a parent/guardian has an objection to Xavier Charter School's implementation of various mandates through Xavier Charter School's practices, policies and procedures, or if a parent/guardian would like to request reasonable academic accommodation, the appropriate avenue for the parent/guardian is to first seek to address such concerns through communication with Xavier Charter School's administration. Should that avenue not resolve the situation, a parent/guardian is free to address such concerns with the Board of Directors in conformance with Board policy regarding public participation at Board meetings.

A parent/guardian who has an objection to their child's participation in Xavier Charter School's adopted curriculum and/or Xavier Charter School's implementation of practices, policies, and procedures in accordance with educational mandates on the basis that it harms the child or impairs the parent/guardian's firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. A parent/guardian who chooses to not have their child participate in the provided educational activity, with the exception of sex education curriculum, shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to Xavier Charter School. The final decision as to the placement of such alternative educational activity shall be at the discretion of Xavier Charter School, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

In the case of dual credit courses offered by an institution of higher education, academic accommodations and excusing students from objectionable assignments is solely at the discretion of the course provider and not Xavier Charter School. Xavier Charter School has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

Access to Learning Materials

Parents/guardians are entitled to review all learning materials, instructional materials, and other teaching aids used in the classroom of their student. Parents/guardians can request access to learning materials by contact the school's administration during school hours.

Student Wellbeing

If a member of the School's staff becomes aware of a change in the student's mental, emotional, or physical health or well-being the staff member shall report this change so the student's parent/guardian can be notified as described in Procedure 2425.

Notice

Xavier Charter School shall annually provide parents/guardians with notice of their rights as specified in this policy.

2425-1

Cross Reference: 2420 Parent and Family Engagement

2425-2

Legal References:	Idaho Constitution Article IX
I.C. § 32-1010	Intent of the Legislature – Parental Rights
I.C. § 32-1012	Parental Right to Direct the Education of Children
I.C. § 32-1213	Interference with Fundamental Parental Rights Restricted
I.C. § 33-6001	Parental Rights
I.C. § 33-6002	Annual Notice of Parental Rights
IDAPA 08.01-.04	State Board of Education and State Department of Education Administrative Rules

Policy History:

Adopted on: October 12, 2016

Reviewed on: December 14, 2016; December 19, 2019

Revised on: May 21, 2020; November 19, 2020; February 16, 2023; November 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2425F Parent Rights

Efforts to Notify Parent/Guardian of Changes in Student Health or Well-being

Staff Member Reporting Change in Student Health or Well-being

Name: _____ Position: _____

Date: _____

Student Name: _____

Date you noticed this change in health or wellbeing: _____ Please

explain this change and how you learned about it:

Staff Member Notifying Parent/Guardian of Change in Student Health or Well-being Name:

_____ Position: _____ Date

Form Was Received: _____

Xavier Charter School

INSTRUCTION

Policy: 2425P Parent Rights

Parent/Guardian Notification of Changes in Health and Well-being

Charter School staff shall notify the **[counselor and/or Head of Schools or designee]** of any known change in a student's mental, emotional, or physical health or well-being using Form 2425F. For the purposes of this policy:

1. Mental health shall mean the state of health of somebody's mind;
2. Emotional health shall mean a person's ability to cope with and be aware of their own emotions, both positive and negative;
3. Physical health shall mean the condition of a person's body and the extent to which it is free from illness or is able to resist illness; and
4. Well-being shall mean a person's sense of feeling healthy and happy.

The **[counselor and/or Head of Schools or designee]** shall notify the student's parent/guardian regarding this change and document their attempts to do so using Form 2425F.

Charter School staff shall encourage students to discuss issues related to the student's well-being with the student's parent/guardian. At the request of the student or parent/guardian the **[counselor and/or Head of Schools or designee]** designee shall attempt to facilitate discussion of the student's well being between the student and the parent/guardian.

Procedure History

Promulgated on: November 16, 2023

Revised on:

Reviewed on:

Xavier Charter School

INSTRUCTION

Policy: 2430 Gifted and Talented Program

The term “gifted and talented” means students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or the ability in the performing or visual arts and who require children of outstanding abilities who are capable of high performance and require services or activities not ordinarily provided by Xavier Charter School in order to fully develop such capabilities.

By law, Xavier Charter School is required to provide for special instructional needs of gifted and talented children enrolled in Xavier Charter School. The Board, in conjunction with the Head of Schools and staff, shall develop the State required plan for the Xavier Charter School’s gifted/talented program. The Plan shall include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation. Pursuant to State Board mandate, the Plan will be updated every three years.

The Board designates the Head of Schools and/or designee to be responsible for development, supervision and implementation of the Xavier Charter School’s gifted and talented program. Such program shall include, but not be limited to, the following:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The Head of Schools and/or designee shall establish procedures consistent with state guidelines for screening, nominating, assessing and selecting children of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

Legal References:	I.C. § 33-201	School Age
	I.C. § 33-2001	Definitions
	I.C. § 33-2003	Responsibility of School Districts for Education of Gifted/Talented Children
	IDAPA 08.02.03.999	Gifted and Talented Programs

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016; June 18, 2020

Revised on: February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2435 Advanced Opportunities

A Classical Education is a complete and specific continuum which is best undertaken in its entirety. To achieve the full benefits of our Classical Education it is encouraged that off-site/advanced opportunity courses be an extension to, not an evasion of, rigorous classical coursework.

Participation in Xavier Charter School's advanced opportunities program requires parent/guardian and student agreement to program requirements and completion of Xavier Charter School's participation form documenting the program requirements found in 2435F.

In order to ensure that students have a chance to participate in advanced opportunity programs, the Board hereby directs the Head of Schools and/or designee to establish procedures with timelines and requirements for financial transactions, and transcription of credits.

Definitions

"Credit" means middle level or high school credit.

"Dual credit" means credit awarded to a student on their secondary and postsecondary transcript for the completion of a single course.

"Full credit load" means at least 12 credits per school year for grades 7 – 12 or the maximum number of credits offered by the student's school during the regular school day per school year, whichever is greater.

"Overload course" means a course taken that is in excess of a full credit load, and outside of the regular school day, including summer courses.

"School year" means the normal school year that begins upon the conclusion of the spring semester leading up to the break between grades and ends upon the beginning of the same break of the following year.

Advanced Opportunities Program

The State's Advanced Opportunities funding provides students in Xavier Charter School with \$4,625 to use toward overload courses, dual credits, college credit-bearing examinations, and career technical certificate examinations, and federal registered workforce training programs that lead to regional 'in demand' jobs.

Students may access these funds in grades 7 through 12 for:

1. Overload courses, in an amount which may not exceed \$225 per overload course. A student must take and successfully be completing a full credit load within a given school year to be eligible for funding of an overload course. An overload course must be taken for high school credit to be eligible for funding.
2. Eligible dual credits, in an amount which may not exceed \$75.00 per one dual credit hour.
3. Eligible postsecondary credit-bearing.
4. Career technical education (CTE) examinations that lead to an industry-recognized certificate, license, or degree.
5. Eligible CTE workforce training courses up to \$500 per course and \$1,000 per year. Eligible training courses and costs will be maintained by the State Department of Education.

To qualify as an eligible overload course for the program, the course must be offered by a provider accredited by the organization that accredits Idaho high schools and be taught by an individual certified to teach the grade and subject area of the course in Idaho. Eligible examinations include advanced placement (AP), international baccalaureate (IB), college-level examination program (CLEP), and career-technical examinations.

Xavier Charter School shall make reasonable efforts to ensure that any student who considers participating in Xavier Charter School's advanced opportunities program understands the challenges and time necessary to succeed in the program. Xavier Charter School shall make such efforts prior to a student's participation in the program.

Parents/guardians of participating students may enroll their child in any eligible course, with or without the permission of Xavier Charter School, up to the course enrollment limits described in this policy. Each participating student's transcript shall include the credits earned and grades received by the student for any courses taken pursuant to this policy. For an eligible course to be transcribed as meeting the requirements of a core subject, as identified in administrative rule, the course must meet the approved content standards for the applicable subject and grade level.

The school shall establish timelines and requirements for participation in the program, including implementing procedures for the appropriate transcription of credits, reporting of program participation, and financial transaction requirements.

A student who has earned 15 postsecondary credits using the advanced opportunities program and wishes to earn additional credits must first identify through the school counselor their postsecondary goals. The school counselor shall provide information to any student who wishes to take dual credit courses that the student should ascertain for him/herself whether the particular

postsecondary institution that they desire to attend will accept the transfer of coursework under this section.

Xavier Charter School will collaborate with publicly funded institutions of higher education in Idaho to assist students who seek to participate in dual credit courses or graduate high school early by enrolling in postsecondary courses.

Challenging Courses

The Board hereby directs the Head of Schools and/or designee to develop criteria by which a student may challenge a course. The Head of Schools and/or designee will present the criteria for challenging courses to the Board for approval. If a student successfully meets the criteria then the student shall be counted as having completed all required coursework for that course.

If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for 1 similar course before any further reimbursements for the student can be paid. If a student performs inadequately on an examination for which the State Department of Education has paid a reimbursement, the secondary principal shall determine whether the student must pay for and successfully pass such examination to continue receiving State funding. Repeated and remedial courses or examinations are not eligible for funding through this program.

Early Graduation Scholarship

Students who successfully complete grades 1-12 at least one year early may be eligible for an early graduation scholarship. A student shall be eligible if they:

1. Show that they have met all of the graduation requirements of Xavier Charter School; and
2. Complete grades 1-12 curriculum in 11 or fewer years.

A student is not required to graduate early and can choose to participate in dual credit or advanced placement classes upon meeting these criteria.

If an eligible student requests an advanced opportunities scholarship, the student shall be entitled to such a scholarship which may be used for tuition and fees at any publicly funded institution of higher education in Idaho. The amount of such scholarship shall equal thirty-five percent (35%) of the statewide average daily attendance-driven funding per enrolled pupil for each year of grades 1-12 curriculum the student avoids due to early graduation.

Xavier Charter School shall collaborate with publicly funded institutions of higher education in Idaho to assist early-graduating students in enrolling in postsecondary or advanced placement courses held in high school.

Legal References: I.C. § 33-4601
I.C. § 33-4602

Definitions
Advanced Opportunities - Rulemaking

IDAPA 08.02.03.106 Advanced Opportunities

Other Reference: <http://www.sde.idaho.gov/student-engagement/advanced-ops/index.html>

Policy History:

Adopted on: February 10, 2016

Revised on: October 12, 2016; March 8, 2017; December 13, 2018; November 21, 2019;
February 16, 2023

Reviewed on: December 14, 2016

XAVIER CHARTER SCHOOL

INSTRUCTION

2435F

Advanced Opportunities Participation Form

This participation form allows students to participate in the *Advanced Opportunities* program through the Idaho State Department of Education as authorized by *Idaho Code 33, Chapter 46: Advanced Opportunities*. By signing this form, the student and parent/guardian agree to the conditions and provisions of the program.

Students are allocated a total of \$4,625 to use in grades 7-12. Funds can be used towards:

1. Overload courses; high school credits taken in **excess** of the full credit load offered by the public high school, up to \$225 per course;
2. Dual credits; a maximum of \$75 per credit;
3. Examinations; Advanced Placement, International Baccalaureate, and College Level Examination Program;
4. Career Technical Education (CTE) examinations that lead to an industry-recognized certificate, license, or degree;
5. Eligible CTE workforce training courses up to \$500 per course and \$1,000 per year; and
6. Federal, registered workforce training programs that lead to regional “in demand” jobs.

Students should meet with their guidance counselor to develop a 4, 5, or 6-year career pathways plan that will help them maximize the benefits of this program according to the student’s college and career interests. Intentional selection of coursework is a critical element of these programs.

All courses paid for by Advanced Opportunities must be transcribed on the student’s public high school transcript.

The parent/guardian and student understand that they will be held responsible for tuition and fees incurred as a result of participation in courses or exams taken from a college/university or other provider, and will be responsible for complying with policies and procedures set forth by the provider.

The Idaho State Department of Education will send payment for courses to the public Idaho post-secondary institution or the student’s Charter School. Eligibility for payment is subject to the deadlines and procedures set forth by Xavier Charter School in partnership with course/exam providers. All payment requests must be submitted through the Advanced Opportunities portal according to Charter School guidelines.

If a student fails to earn credit for a course paid for by Advanced Opportunities, the student must subsequently pay for a “like” course on their own before they are eligible for further Advanced Opportunities funding. If a student performs inadequately on an examination paid for by Advanced Opportunities, Xavier Charter School will decide whether the student may continue utilizing Advanced Opportunities funding, or if they must pay for the cost of a “like” examination before using further funds. Advanced Opportunities funds may not be used for repeated or remedial course work.

With the approval of Xavier Charter School, students can track expenditures of their allocation by creating an account in the Advanced Opportunities portal.

This form will be retained by Xavier Charter School.

Student Name: _____

Student Signature: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Charter School Name: Xavier Charter School

Xavier Charter School

INSTRUCTION

Policy: 2440 Alternative Credit Options

In addition to regular classroom-based instruction, students may earn credit through the following means.

Virtual/Online Courses

Students in grades 7-12 may register with agencies approved by the State Department of Education, such as the Idaho Digital Learning Academy upon recommendation from the school counselor or administrator. Credit from an online or virtual course may be earned only in the following circumstances:

1. The course is not offered at the school;
2. Although the course is offered at the school, the student will not be able to take it due to an unavoidable scheduling conflict;
3. The course will serve as a supplement to extend homebound instruction;
4. The student has been expelled from the regular school setting, but educational services are to be continued; or
5. The Head of Schools and/or designee, with agreement from the student's teachers and parents/guardians, determined the student requires a differentiated or accelerated learning environment;
6. Unless otherwise approved by the Head of Schools and/or designee, students taking such courses must be enrolled in Xavier Charter School and take the courses during the regular school day at the school site.
7. The school must receive an official record of the final grade before credits earned for coursework completed through virtual or online instruction will be recognized.

As determined by school policy, students applying for permission to take a virtual course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment.

Cross References:	2700P	High School Graduation Requirements
	3030	Part-Time Attendance/Dual Enrollment
	3035	Dual Enrollment – Out of District
	3050	Attendance Policy

Legal Reference: I.C. §33-5501, et seq. Idaho Digital Learning Academy

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

Revised on: December 19, 2019; May 21, 2020; September 15, 2022; February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2450 Contracted Student Services

The Board of Directors hereby delegates to the Head of Schools and/or designee the authority to enter into agreements for student services but requires district approval of such contracts. The reason for district approval is district administration has no control over excess spending if contracts are signed at the building level without the district's approval.

Special Education

It is the intent of the district to provide services required by student's Individualized Educational Programs (IEPs) and develop resources within the district to eliminate the need for outside sources for special education services.

Supplemental Education Services

Star rating the supplemental services may include tutoring, remediation, and other educational interventions and are provided outside of the regular school day. If sufficient funds are not available to serve all eligible children, the Xavier Charter School district will give priority to the lowest achieving eligible students.

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016; December 19, 2019

Revised on: February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2460 Extended Learning Opportunities

Xavier Charter School is 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. Extended learning opportunities (ELOs) are available to students as a way to gain knowledge and skills outside the traditional classroom. Xavier Charter School shall allow students to receive credit for ELOs as outlined in this policy.

“Extended learning opportunity” or “ELO” shall mean an out-of-classroom learning experience that provides a student with:

1. Enrichment opportunities outside of a classroom setting;
2. Career readiness or employability skills, including internships, pre-apprenticeships, and apprenticeships; or
3. Any other type of out-of-classroom educational opportunity approved by the State Board of Education or Xavier Charter School.

ELOs may include, but are not limited to performing groups, internships, community service, apprenticeships, or other opportunities approved by Xavier Charter School, in conjunction with Board policies. ELOs must be aligned with the mission and vision of Xavier Charter School as laid out in the charter.

All ELOs shall comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

All ELOs will occur outside of regularly scheduled classroom time. Release time may be granted at the discretion of the Head of Schools and/or designee.

ELOs shall not include activities for religious purposes.

Xavier Charter School maintains a policy of not charging a fee for any course for which academic credit is awarded. In keeping with this policy and with the State Constitution’s requirement to maintain a system of free public schools, the ELOs may not include activities for which a fee is charged.

In determining whether to approve an ELO proposed by a student or by a prospective supervising organization, Xavier Charter School shall first consider how the ELO aligns with the mission and vision of the school’s charter and after ensuring the ELO will further the educational mission of the school, the overall benefits, costs, advantages, and disadvantages to both the student and Xavier Charter School will be considered.

Approval of a Proposed ELO

An organization such as a nonprofit organization, an Idaho business, a trade association, or the United States armed forces may apply to offer district students a for-credit ELO. The application must first demonstrate how the opportunity aligns with a classical liberal arts education and then must demonstrate the opportunity will teach students specific Idaho Content Standards or the Idaho College and/or Career Readiness Competencies and Subskills.

Requests by organizations seeking to offer an ELO shall be evaluated by the Head of Schools and/or designee. The Board directs the Head of Schools and/or designee to create a process for evaluating these applications.

At a minimum, all applications by supervising organizations or students must meet the following criteria:

1. The opportunity must align with a classical, content-rich, liberal arts education;
2. Provide for administration and supervision of the program; and
3. Meet rigorous standards, including the minimum standards established by Xavier Charter School. The Board directs the Head of Schools and/or designee to draft such standards.

After the ELO proposal has been evaluated by the Head of Schools and/or designee and it has been determined to meet the minimum criteria for an ELO at Xavier Charter School, the Head of Schools will bring the proposal to the Board for final approval.

Request by Student for Credit

In addition to opportunities proposed by a supervising organization as described above, a student may request credit for a proposed ELO on an individual basis. To do so, they must provide written permission from their parent, if the student is a minor, to participate in a particular extended education opportunity.

The application must demonstrate the opportunity will teach the student specific Idaho Content Standards or the Idaho College and/or Career Readiness Competencies and Subskills. The application must also demonstrate the opportunity aligns with the mission and vision of Xavier Charter School.

Such applications must be submitted to the Head of Schools and/or designee at least 60 days prior to the beginning of the proposed opportunity when prior approval is sought. The deadline may be waived at the Head of Schools and/or designee's discretion. Alternatively, a student may apply to receive credit for an activity as an ELO after it has begun, provided application is made within 14 days of the completion of the activity.

The application will be reviewed by the Head of Schools and/or designee and any other staff Xavier Charter School deems appropriate. A decision will be made within 35 days of receipt of the application. The student will be notified in writing of the status of the application. If

additional information is requested, the information must be submitted within one week of receipt of the request.

Once a student-initiated opportunity has been approved as an ELO, Xavier Charter School may consider it an approved ELO for other students.

Nature of Credit Awarded

If a middle level or high school student requests credit for an ELO and Xavier Charter School approves this request, or if the student participates in an approved ELO, the student shall receive credit toward their graduation requirements. Request for credit for Language Arts Seminar classes or Social Studies Seminar classes must be pre-approved and will be granted only if the ELO experience is equivalent to the XCS seminar experience as determined by the Head of Schools and/or designee.

If an elementary student requests credit for an ELO and Xavier Charter School approves this request, or if the student participates in an approved ELO, the student shall receive credit toward mastery of required skills or standards.

Xavier Charter School may award elective credit for an ELO that does not qualify for credit toward core instruction graduation requirements.

The Board directs the Head of Schools and/or designee to draft criteria for determining whether a proposed learning opportunity will qualify for credit toward one or more core subjects, elective credit, or required skills or standards. Granting of credit shall be based on a student's mastery of Idaho Content Standards or the Idaho College and Career Readiness Competencies and Subskills. Credit counted toward a core subject shall only be awarded for ELOs which align with the content standards of a course for which core credit is awarded. The Head of Schools and/or designee may designate a teacher with expertise in teaching a subject area to determine whether an ELO meets these criteria and qualifies for credit.

Xavier Charter School reserves the right to determine the number of credits to be awarded. Any credits earned may be calculated towards the student's grade point average (GPA). In that instance, the course name and actual grade earned will be noted on the student's official transcript.

Responsibility

Any ELO shall be the financial responsibility of the student's parent/guardian. The student or their parent/guardian will be responsible for providing transportation to and from the off-campus site.

The organization supervising any ELOs shall be responsible for the student's personal safety and well-being.

A signed agreement among the school, the student, the student's parent/guardian, and a designated agent of the supervising organization will be required before any ELO will be approved by Xavier Charter School. The agreement should specify the roles and responsibilities of each party.

It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course and may result in the ELO being counted as a failing grade.

In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon request to provide evidence of progress and attendance. The Head of Schools and/or designee shall be responsible for certifying completion of the ELO and the award of credits consistent with Xavier Charter School's policies, procedures, and rules.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, each school shall develop appropriate mechanisms to document student progress and program completion in each student's record.

Legal References: Constitution of the State of Idaho, Article § XI Religious Test and Teaching in School Prohibited
I.C. § 33-6401 et seq. Extended Learning Opportunities

Policy History:

Adopted on: February 16, 2023

Revised on:

Reviewed on:

Xavier Charter School

INSTRUCTION

Policy: 2470 Self-Directed Learners

Xavier Charter School is 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 offers students the opportunity to be designated as a self-directed learner for the purpose of being granted additional flexibility in meeting Xavier Charter School's graduation requirements. This allows students to tailor their education activities to meet individual learning goals developed in consultation with the student's supervising teacher and their parent/guardian. If a student chooses to pursue designation as a self-directed learner, the flexibility they seek in the educational process must be an extension of, not an evasion of, rigorous classical coursework. The student's program of flexible learning must align with the mission and vision of Xavier Charter School.

Students designated as a self-directed learner shall have a right to flexible learning, which may include

1. Flexible attendance requirements;
2. Attending school virtually;
3. Extended learning opportunities as described in Policy 2460; and
4. Any other agreed-upon learning inside or outside the classroom This may include, but is not limited to curriculum compacting, acceleration, or credit by examination.

This flexibility may be used to allow the student to make use of Xavier Charter School's educational resources in customized ways and/or to allow the student to pursue educational opportunities outside of those offered by Xavier Charter School.

Xavier Charter School maintains a policy of not charging a fee for any course for which academic credit is awarded. In keeping with this policy and with the State Constitution's requirement to maintain a system of free public schools, the learning activities incorporated into the student's program of flexible learning may not include activities for which a fee is charged.

Additionally, the learning activities incorporated into the student's program of flexible learning may not include activities for religious purposes.

A student's self-directed learner status may be terminated if the teacher supervising the student's self-directed learning determines that the student is failing to meet the requirements laid out in Policy 2470P or is failing to complete assignments within the time provided.

The process for designating a student as a self-directed learner and maintaining this designation is provided in Policy 2470P. This procedure shall be reviewed and approved by the Board prior to promulgation and prior to any revision of the procedure.

Each year, Xavier Charter School shall report to the State Department of Education the number of students in attendance who are designated as self-directed learners.

Cross References: 2435 Advanced Opportunities
2460 Extended Learning Opportunities
3440 Student Fees, Fines, and Charges/Return of Property

Legal References: Constitution of the State of Idaho, Article IX, Section 1 Legislature to
Establish System of Free Schools
Constitution of the State of Idaho, Article § XI Religious Test and
Teaching in School Prohibited
I.C. § 33-512D Self-Directed Learner Designation
I.C. § 33-1001 Definitions

Policy History:

Adopted on: February 16, 2023

Revised on:

Reviewed on:

Xavier Charter School

INSTRUCTION

Policy: 2470F Application for Self-Directed Learner Status

Student: _____

Grade Level: _____

Application Initiated by: _____

Relationship to Student:

- ☐ Student
- ☐ Parent/Guardian
- ☐ Teacher

Eligibility Criteria

To be eligible for designation as a self-directed learner, a student must meet each of the following criteria.

1. Demonstrate mastery of content for all core subjects/classes at their grade level and demonstrate age-appropriate learning outcomes through grades, assessments, or mastery-based learning rubrics. The applicant has chosen to demonstrate they meet this requirement with their most recent report card or progress report, indicating grades of at least B in each core subject area **and** a minimum GPA of 3.5. The Head of Schools and/or designee will consult the student's records, as appropriate, to confirm whether the student meet these criteria.
2. Demonstrate academic growth: through at least one year's academic growth per school year as measured by the last state assessments or the equivalent. The Head of Schools and/or designee will consult the student's records to confirm whether they meet these criteria.
3. Demonstrate timeliness in returning assignments, self-motivation, and an ability to establish goals. This may be demonstrated by the signature of one of the student's teachers below. For middle and high school students, at least 3 of the student's teachers must provide a brief, signed statement attesting to the fact the student has demonstrated these qualities.
4. Students in Grade 4 and above must demonstrate mastery of addition and multiplication for numbers 0-10, as well as related subtraction and division problems. The applicant may demonstrate they meet this requirement with their
 - ☐ Most recent report card or progress report, indicating grades of at least B in Mathematics.
 - ☐ Most recent assessment ISAT or SAT/ACT indicating a score of at least in Mathematics.

The Head of Schools and or designee will consult the student's records to confirm whether they meet these criteria.

5. Students in Grade 8 and above must show that they have made an informed choice of postsecondary career and education goals by:
 - A. Creating a full and official student learning plan with Xavier Charter School and keeping it up-to-date. The Head of Schools and/or designee will consult the student's records to confirm whether they meet these criteria.
 - B. Documenting the student's post-secondary goals as described in the Head of Schools - Developed Process.
 - C. Working toward their postsecondary goals and supplementing their student learning plan with such activities as participation in extended learning opportunities, advanced opportunities, challenging courses as described in Policy 2435, or successful completion of an online course. Please attach a description of these activities.
6. Students who are in Grade 8 or higher must provide, with this application, a description, written by the student, of their self-determined personal life goals, including an explanation of how attending specific classes will lead to the fulfillment these personal life goals in addition to their post-secondary goals.
7. All students must provide with this application a written explanation of how the proposed self-directed flexible learning plan enhances or extends a rigorous classical education and aligns with the mission and vision of Xavier Charter School. Any flexible learning plan for a student at Xavier Charter School must support the intent and purpose of the charter.

Flexibility Requested

Please attach another sheet of paper or an electronic document describing:

1. The exemptions from standard instruction practices and requirements sought for the student;
2. Who will be responsible for supervising the student if they will be absent from the classroom during the usual school day;
3. How this flexibility will aid the student in meeting their goals and mastering grade-level content. If the student is in 8th grade or above, include an explanation of how flexible learning will further the student's progress toward their identified postsecondary education goals and personal goals.

Requirements

To maintain their status as a self-directed learner, the student must:

1. Continue to master content knowledge and skills appropriate for their grade level and make academic growth. This will be measured by achieving an 85% (B+) or greater on grade level summative assessments in all core subjects at least quarterly. If the student will not be taking the same summative assessments as other students at Xavier, a plan for assessments, including subjects to be covered, who will develop and administer the assessment, and how the assessment will be graded will be

developed and agreed to prior to the start of the semester. Copies of all assessments will be included in the student's portfolio.

2. Maintain and submit a portfolio containing assignments, projects, reports, summative assessments taken outside of Xavier and other items related to learning in all core subjects to the Department Head and/or designee who oversees the learner's program. The portfolio will be assessed as either "pass" or "fail" and the learner must receive a "pass" on all submitted portfolios to maintain status as a self-directed learner.
3. Comply with Xavier Charter School's rules regarding student conduct, except for any from which the student is specifically exempted.
Provide updates outlining the flexibility sought for upcoming instruction and how it will aid the student in meeting their goals. Such updates must be provided by the student every quarter.
4. Other district requirements as outlined in Board policy or procedure.

Students in the 8th grade or higher must make progress toward postsecondary goals. Please describe how the student will demonstrate progress toward these goals on an attached sheet of paper or electronic document;

Required Signatures

The following signatures must be provided with the application.

I wish to be designated as a self-directed learner in accordance with the plan and requirements laid out in this application, Policy 2470, and Policy 2470P. I will strive to meet Xavier Charter School's requirements to maintain my status as a self-directed learner unless and until I officially request to end my designation as a self-directed learner.

Student Name (*please print*)

Student Signature

Date

I grant permission for my child to be designated as a self-directed learner in accordance with the plan and requirements laid out in this application, Policy 2470, and Policy 2470P.

Parent/Guardian Name (*please print*)

Parent/Guardian Signature

Date

I recommend that this student be designated as a self-directed learner. I attest that the student has demonstrated timeliness in returning assignments, self-motivation, and an ability to establish goals. As their teacher, I believe this designation would be appropriate and beneficial for the student.

Teacher Name (*please print*)

Teacher Signature

Date

Policy History:

Adopted on: April 20, 2023

Revised on: April 17, 2025

Reviewed on: March 11, 2025

Xavier Charter School

INSTRUCTION

Policy: 2470P Self-Directed Learner Procedure

Eligibility Requirements

To be designated a self-directed learner, a student must meet all of the following criteria:

1. Demonstrate mastery of content knowledge through grades, assessments, or mastery-based learning rubrics.
2. Demonstrate mastery of addition and multiplication for numbers 0-10, as well as related subtraction and division problems. Students in grades kindergarten through 4th grade shall be exempt from this requirement.
3. Demonstrate academic growth through at least one year's academic growth per school year as measured by the last academic year state assessment or the equivalent.
4. Demonstrate timeliness in returning assignments, self-motivation, and ability to establish goals.
5. Reach age-appropriate learning outcomes.
6. For students in the 8th grade or higher, the student must have a cumulative GPA of at least 3.5.

Additionally, students in 8th grade or higher must show that they have made an informed choice of postsecondary career and education goals by:

1. Creating a full student learning plan as defined in I.C. 33-1001(30), and keeping it up-to-date; and
2. Working toward their postsecondary goals and supplementing their student learning plan, if applicable, with such activities as participation in extended learning opportunities, advanced opportunities, challenging courses as described in Policy 2435, or successful completion of an online course. The Board directs the Head of Schools and/or designee to develop a process for a student to document their post-secondary goals for the purposes of this policy.

The Board directs the Head of Schools and/or designee to determine ways of establishing whether a student has met all of the criteria above. These measures may be based on the following and/or on other measures the Head of Schools and/or designee deems appropriate:

1. GPA and/or achievement of a minimum grade for all classes or for specified classes;
2. Scores on specified assessments;
3. A portfolio of student work;
4. Teacher reports of whether the student meets all of the criteria listed above or specific criteria.

Designation of Self-Directed Learners

To be designated a self-directed learner, a request must be submitted to the Head of Schools and/or designee. The request process may be initiated by a student, their parent/guardian, or one of the student's teachers.

The request must include the following:

1. Permission of the student's parent/guardian if under 18 years of age.
2. A written explanation of how the proposed self-directed flexible learning plan enhances or extends a rigorous classical education and aligns with the mission and vision of Xavier Charter School. Any flexible learning plan for a student at Xavier Charter School must support the intent and purpose of the charter.
3. A recommendation that designation as a self-directed learner would be appropriate and helpful to the student by at least one of the student's teachers. This may include the recommendation of the teacher who initiated the request.
4. A description of the exemptions from standard instruction practices and requirements sought for the student. If a student is to be absent from the classroom during the usual school day, this must include a statement of who will be responsible for supervising the student.
5. An explanation of how this flexibility will aid the student in meeting their goals as well as mastering grade-level content. For students in 8th grade and above, this must include an explanation of how flexible learning will further the student's progress toward identified postsecondary goals.
6. Students who are in grade 8 or higher must also include a description, written by the student, of their self-determined personal life goals, including an explanation of how attending specific classes will lead to the fulfillment of personal life goals in addition to the identified post-secondary goals.
7. Criteria the student will be required to meet to maintain their designation as a self-directed learner, such as:
 - a. Continued mastery of content knowledge and skills, academic growth, progress toward postsecondary goals (if the student is in Grade 8 or higher), or other measures of student learning as specified further in the request;
 - b. Compliance with Xavier Charter School's rules regarding student conduct, except for any from which the student is specifically exempted; and
 - c. Submission of regular updates outlining the flexibility sought for upcoming instruction and how it will aid the student in meeting their goals.

Self-directed learners must include participation in their appropriate grade level English and Social Studies seminar classes as part of their flexible learning plan. This requirement may be waived at the discretion of the Head of Schools and/or designee.

An updated request for designation as a self-directed learner must be submitted for each school year in which the student is to have this designation.

The request must be submitted at least 30 days prior to the lottery deadline for current students or at least 30 days prior to the beginning of the semester for students who are admitted without

going through the lottery. The deadline may be waived at the Head of Schools and/or designee's discretion.

The application will be reviewed by the Head of Schools and/or designee and any other staff they deem appropriate. A decision will be made within 21 days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is needed, the information must be submitted within one week of receipt of the request.

A student whose request has been denied may request a meeting with the Head of Schools and/or designee. They will provide the student with a rationale as to why the proposal was denied. The student may resubmit an alternate proposal if there is enough time to do so within the deadline described above.

All decisions made by the Head of Schools and/or designee shall be final.

Credit for Flexible Learning Opportunities

To receive credit for activities a student participates in as part of their flexible learning activities, a middle or high school student must:

1. Successfully complete an accredited online or correspondence course or a class taught by an Idaho school district or charter school; or
2. Earn college credit as allowed by district policy; or
3. Successfully challenge a course as described in Policy 2435.

Ending Self-Directed Learner Status

The Head of Schools and/or designee shall designate a staff member to supervise the self-directed learner's educational program. This staff member shall support the student in their flexible learning, monitor their academic progress, and monitor whether they are meeting the criteria described in the request for self-directed learner status.

If a teacher determines that:

1. A student is failing to meet these criteria; or
2. A student is failing to complete assignments within the time provided.

The teacher may submit to the Head of Schools and/or designee a written recommendation to rescind the designation of self-directed learner. The Head of Schools and/or designee shall determine whether to rescind the self-directed learner status. A student's parent or a student with the permission of their parent (if the student is under 18 years of age) may submit notice to Xavier Charter School that they wish to terminate the student's flexible learner status at the end of the quarter, semester, or school year.

Legal References**Description**

Constitution of the State of Idaho

Article IX, Section 1 Legislature to Establish
System of Free Schools

IC§ 33-1001

Foundation Program – State Aid – Apportionment –
Definitions

IC§ 33-512D

Self-Directed Learner Designation

Cross References**Description**

2435

Advanced Opportunities

2435-F(1)

Advanced Opportunities – Participation Form

2460

Extended Learning Opportunities

3440

Student Fees, Fines, and Charges/Return of
Property**Policy History:**

Adopted on: February 16, 2023

Revised on: April 17, 2025

Reviewed on: March 11, 2025

Xavier Charter School

INSTRUCTION

Policy: 2500 Library Materials

The school and classroom libraries are the principal locations for students to inquire, to study and evaluate, and to gain new maturity and understanding. Xavier Charter School has the authority to regulate education and to determine the contents of the library collection. However, the Board also recognizes students' First Amendment constitutional rights. The school and classroom libraries of this charter district are guided by the principles set forth in the Library Bill of Rights and the Idaho Children's School and Library Protection.

Additionally, the district's school and classroom libraries adhere to all applicable district policies and procedures pertaining to student privacy and compliance with the Family Educational Rights & Privacy Act (FERPA) when it comes to records of materials checked out by students and any other student records. Pursuant to State law, the Board has the duty and responsibility to equip and maintain a suitable library and to exclude there from all books, tracts, papers and catechisms of a sectarian nature.

Xavier Charter School library and classroom library books are provided primarily for use by Xavier Charter School students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The Head of Schools and/or designee may assess fines for damaged or unreturned books.

Xavier Charter School residents or parents/guardians of non-resident students attending Xavier Charter School may be allowed use of library books at the discretion of the Head of Schools and/or designee. However, such access shall not interfere with regular school use of those books. Use of the library books outside of Xavier Charter School is prohibited except for inter-library loan agreements with other libraries.

Xavier Charter School will not allow books, tracts, papers or catechisms of a sectarian nature in the library.

Access to Restricted Materials

The school library may have resources available to students that are available only with parent/guardian permission for minor students. Students' access to such materials shall require a permission slip signed by their parent/guardian. The permission slip may provide permission to access one or more specific materials or provide permission to access materials in the restricted access section. Students over the age of 18 may check out materials in the restricted access section.

Cross References:

2140	Student and Family Privacy Right
2140-F(1)	Student and Family Privacy Rights – Consent Form
2510 & 2510P	Selection of Library Materials
2520	Selection, Adoption, Use, and Removal of Curricular Materials
2530	Learning Materials Review and Reconsideration
2530-F(1)	Learning Materials Review – Request for Review & Reconsideration of Learning Materials
3570	Student Records
3570-P(1)	Student Records
3570-F(1)	Student Records – Notification of Parents’ and Student’s of Rights Concerning a Student’s School Records
3570-F(2)	Student Records – Permission to Use Likeness
3575	Student Data Privacy and Security
I.C. § 33-512	District Trustees - Governance of Schools
I.C. § 18-1514(6)	Obscene Materials – Definitions
I.C. § 18-1517B	Idaho Children’s School and Library Protection Act

Idaho Commission for Libraries website: <https://libraries.idaho.gov/>

Access to Resources and Services in the School Library by The American Library Association

Library Bill of Rights by The American Library Association

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016, October 8, 2024

Revised on: December 19, 2019; May 19, 2022; February 16, 2023; October 17, 2024

Xavier Charter School

INSTRUCTION

Policy: 2510 Selection of Library Materials

The district has libraries in every school with the primary objective of implementing and supporting the educational program in the schools. It is the objective of these libraries to provide a wide range of materials on all appropriate levels of difficulty, with diversity of appeal and the presentation of different points of view.

The provision of a wide variety of library materials at all reading levels supports the district's basic principle that the school in a free society assists all students to develop their talents fully so that they become capable of contributing to the further good of that society.

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights, endorsed by the American Association of School Librarians in 1969.

The Head of Schools is responsible for selection of library materials. Ultimate responsibility for the selection of library materials rests with the Board.

The Board, acting through the Head of Schools, thereby delegates the authority for the selection of library materials to the Lead Teacher in each of the schools. The Head of Schools further delegates that authority to the librarian in the school.

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016; December 19, 2019

Xavier Charter School

INSTRUCTION

Policy: 2510 Selection of Library Materials

The district has libraries in every school with the primary objective of implementing and supporting the educational program in the schools. The provision of a wide variety of library materials at all ability levels supports the district's school libraries' mission to:

1. Provide faculty and students with materials that enrich and support the curriculum and meet the needs of the students and faculty served;
2. Provide students with a wide range of educational materials on all levels of difficulty and appealing to a wide range of interests and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view;
3. Select materials that present various sides of controversial issues, giving students an opportunity to develop analytical skills resulting in informed decisions; and
4. Select materials in all formats, including up-to-date, high quality, varied literature to develop and strengthen a love of reading.

The provision of a wide variety of library materials at all reading levels supports the district's basic principle that the school in a free society assists all students to develop their talents fully so that they become capable of contributing to the further good of that society.

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the American Library Association's School Library Bill of Rights.

The Head of Schools and/or designee is responsible for ensuring qualified staff select library materials according to appropriate criteria. Ultimate responsibility for the selection of library materials rests with the Board.

The Board, acting through the Head of Schools, thereby delegates the authority for the selection of library materials to the Lead Teacher in each of the schools. The Head of Schools further delegates that authority to the librarian in the school.

Library materials may include, but are not limited to print books, recordings, digital materials, periodicals and newspapers, and even equipment. This selection policy and its related procedure shall apply to all types of library materials.

Xavier Charter School's libraries shall adhere to district policies and procedures related to copyright.

Cross References: 2151 Copyright Compliance
2500 Library Materials
2530 Learning Materials Review and Reconsideration
4500 Public Gifts/Donations to Xavier Charter School
9100 Use and Disposal of Xavier Charter School Property

Legal References: I.C. § 33-601 School Property - Real and Personal Property
Acquisition, Use or Disposal of the Same
US Constitution, First Amendment

Other References: Library Bill of Rights:
<https://www.ala.org/advocacy/intfreedom/librarybill>
Idaho Commission for Libraries website: <https://libraries.idaho.gov/>
The Freedom to Read Statement:
<https://www.ala.org/advocacy/intfreedom/freedomreadstatement>

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016; December 19, 2019

Revised on: February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2510P Selection of Library Materials

The selection of library materials is a professional task conducted by the library staff. The librarian shall plan the acquisition of new materials as well as the maintenance and taking of inventory of library materials. This should include review to determine whether materials should be removed as part of the de-selecting process.

In selecting library materials, the librarian or their designee will consider whether they:

1. Fill a gap between the existing collection and the wants of students and staff;
2. Are integral to the instructional goals, curricular, or extra-curricular programs of the school;
3. Are appropriate for the reading level, understanding, and access abilities of students in the school;
4. Reflect the interests and relevant needs of the students and staff;
5. Warrant inclusion in the collection because of literary, historical, or artistic value and merit;
6. Present information with the greatest degree of currency, accuracy, and clarity possible;
7. Represent a fair and unbiased presentation of information while also representing as many shades of opinion as possible, in order that varying viewpoints are available to students; and
8. Reflect a variety of cultural backgrounds.

The librarian will examine materials and consult reputable, professionally prepared selection aids when selecting materials. They shall also seek and consider recommendations of material to acquire from teachers, students, administrators, and other district staff and stakeholders as appropriate. The actual resource will be examined whenever possible.

The librarian shall also consider whether new material formats, such as online databases, ebooks, streaming media, apps, etc., should be added to the library's collections. Factors to consider in this decision include current demand, trends or growth in demand, and strengths and weaknesses of the format. Accessibility to patrons with special needs should also be considered when purchasing materials.

Special Collections

Xavier Charter School's libraries may maintain special collections that reflect the unique character and mission of the schools these libraries serve. Each school library may have different priorities within its collections or special collections, and schools with specialized curriculums may have special collections that support those areas. Therefore, if a special collection is needed in a school library, then that school librarian shall work to develop a school-specific selection process providing guidelines for their special collections.

De-Selection

When materials no longer meet the criteria for selection, they shall be removed as part of the de-selecting process. De-selecting is a necessary aspect of selection, since every library will contain works which may have answered a need at the time of acquisition, but which, with the passage of time, have become obsolete, dated, unappealing, or worn out.

The librarian of each school shall be responsible for ensuring the library's collection is reviewed for de-selection regularly in accordance with this procedure. All materials shall be considered for de-selecting based on accuracy, currency, and relevancy. Space limitations, edition, format, physical condition, and number of copies are considered when evaluating materials. The librarian will also consider how frequently an item is checked or used by members of the school community to determine whether it still provides value. The de-selecting process shall not be used to circumvent the process for reconsidering learning materials described in Policy 2530.

School librarians should develop processes to guide collection maintenance, conduct an inventory of the collection, and review the collection for de-selecting to ensure that materials and resources are available to students and staff and also to more efficiently manage the collection. These processes should include guidance on repair, replacement, and removal of materials.

Materials will be discarded in compliance with Policy 9100.

Gifts

Gift materials may be accepted in accordance with district policies and procedures on donations and gifts with the understanding that they must meet criteria set for book selection. The school librarian shall evaluate whether a donated item meets the criteria for acceptance and ensure it is added to the collection or discarded according to the criteria in this procedure. Gifts and donations, like purchased resources, will be removed from the collection at the end of their useful life. Donated materials that do not meet the district's criteria for inclusion in the library collection may be used for other purposes. This may include altering or cutting out portions of the book for art projects or other activities.

When feasible, the school librarian should explain to donors the district's practices regarding accepting and discarding donated materials. School librarians may maintain lists of suggested materials a donor might purchase for the library. Gift materials may be accepted with the understanding that they must meet criteria set for book selection.

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016

Revised on: December 19, 2019; February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2520 Selection, Adoption, Use, and Removal of Curricular Materials

The term “curricular materials” is defined as textbook; instructional media, including software; audio/visual media; and internet resources.

Curricular materials shall be in keeping with the mission and vision of Xavier Charter School’s classical curriculum in concert with state standards.

Curriculum recommendations will be made to the Head of Schools and/or designee.

Curriculum committees will be responsible for recommending textbooks and major instructional materials for consideration by the Board as curricular materials. This does not include library materials, however, it does include curricular materials that are not and are covered by the State curriculum materials committee.

The Board shall establish a curricular materials adoption committee for the purpose of advising the Board on selection of curricular materials for use within the district. At least ½ of this committee must be comprised of persons other than public educators and Directors and shall include parents of a child or children attending Xavier Charter School. All meetings of the committee shall be held in open session and be duly noticed.

The curricular materials adoption committee shall conduct its business in compliance with state open meeting law.

Any person may submit oral or written objections to any curricular materials under consideration.

Recommendations will be made to the Head of Schools and/or designee with a final decision being made by the Board. The function of the committee is to ensure that materials are selected in conformance with stated criteria and established district goals and objectives.

For dual credit courses offered through institutions of higher education, the selection, adoption, and removal of curricular materials is handled by the provider. Xavier Charter School has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

Selection and Adoption

The curricular materials adoption committee should develop, prior to selection, a set of selection criteria against which curricular materials will be evaluated. The criteria should include the following along with other appropriate criteria. Curricular materials shall:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
3. Be congruent with identified instructional objectives;
4. Provide background information to enable students to make intelligent judgments;
5. Present more than one viewpoint on controversial issues;
6. Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
7. Depict members of minority groups realistically and in a non-stereotypical way;
8. Facilitate the sharing of cultural differences; and
9. Be appropriately priced.

Use of Materials

Curricular materials may be made available for loan to students when the best interest of the Xavier Charter School and the student will be served by such a decision. Students will not be charged for normal wear. They will be charged replacement cost, however, as well as for excessive wear, unreasonable damage, or lost materials. The professional staff will maintain records necessary for the proper accounting of all curricular materials.

Removal

Curricular materials may be removed when they no longer meet the criteria for initial selection, when they are worn out, or when they have been judged inappropriate through the Learning Materials Review & Reconsideration process.

Cross References:	2500	Library Materials
	2510	Selection of Library Materials
	2530	Learning Materials Review and Reconsideration
Legal References:	I.C. § 33-118A	Curricular Materials – Adoption Procedures
	I.C. § 33-512A	District Trustees - District Curricular Materials Adoption Committees
	I.C. § 74-200 et seq.	Open Meeting Law
	IDAPA 08.02.03.128	Curricular Materials Selection

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016; December 19, 2019

Revised on: November 19, 2020; September 15, 2022; February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2530 Learning Materials Review and Reconsideration

Parents/guardians have the right to guide the reading, viewing, and listening of their own children but must likewise give the same right to other parents/guardians. The Board has a constitutional obligation to not remove materials simply because it disagrees with subject matter. The First Amendment to the US Constitution encompasses not only freedom to share one's views but also freedom to receive information.

Any parent/guardian of a Xavier Charter School student, any student, or any employee may formally challenge a specific learning material item used by the Xavier Charter School's educational program. Challenges will only be accepted from individuals belonging to at least one of these groups.

Learning materials, for the purposes of this policy, are not limited to Board approved curriculum but shall also be considered to be any material used in classroom instruction, materials available to students in the classroom, library materials, or any materials to which a teacher might refer a student as part of the course of instruction.

The major criterion for deciding whether to keep or remove a challenged resources is the appropriateness of the resource for its intended educational use. This may include:

1. The appropriateness of the material for the instructional objectives it is used to teach;
2. The appropriateness of the material's level of difficulty; and
3. The appropriateness of the material for the age group(s) with which it is used. Library materials shall be considered in light of their appropriateness for the oldest students who will have access to them.

No library material shall be removed solely because of the ideas expressed therein.

Informal Process

Any individual identified above who wishes to raise a complaint about a piece of learning material should first discuss the matter informally with the teacher, librarian, or other staff member who oversees its use. The patron should explain their objection to the material.

The staff member shall try to resolve the matter informally through such measures as:

1. Explaining the Xavier Charter School's materials selection process, the criteria for selection and the qualifications of the professional staff who selected the questioned resource;
2. Explaining the intended educational purpose of the resource, its value as a resource, and any additional information regarding its use; and/or

3. Offering a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource in a manner that complies with Policy 2425 Parental Rights.

If the complainant wishes to make a formal challenge, the staff member shall direct the complainant to the grade level principal.

Formal Process

An eligible party who wishes to make a formal objection should submit their complaint in writing to the principal of the building where the material is used using a form provided by the district. At minimum, the complaint shall reference specific sections of the materials or resources that produced the formal complaint. Vague or incomplete complaints will not be submitted to the learning materials review committee. The building principal shall forward the form to the Head of Schools and/or designee.

The Head of Schools and/or designee convene a learning materials review committee, who will provide an objective evaluation of the material. It is recommended the committee contain an odd number of members. Members of this committee may include such parties as:

1. Instructional staff who have experience using the challenged resource with students;
2. Other teachers and librarians. If the challenged material was selected by a specific teacher or librarian, that individual will not be selected for the committee. If Xavier Charter School has only one librarian and that librarian selected the material in question, the district may seek to include a librarian from a nearby public library or school district on the committee;
3. Administrators;
4. Parents/guardians of Xavier Charter School students, including parents whose children have already graduated; and
5. Any other appropriate individuals selected by the Head of Schools and/or designee.

A person who submitted a formal complaint regarding a learning material shall not participate in the review of that item as a committee reviewing the material. If the complainant serves on a standing learning materials review committee, they shall recuse themselves from all committee activities related to review of the material.

All members of the committee shall review the challenged resource. They shall also consider written or verbal comments submitted by Xavier Charter School students, parents/guardians of Xavier Charter School students, and Xavier Charter School employees on the material in question. For library materials, the resource in question must be read or reviewed in full by each committee member. For materials that are a part of material used in classroom instruction, the teacher shall present to the committee on its role within the classroom. Passages or parts of the work in context shall not be considered out of context, and the values and faults of the work should be weighed against each other. Decisions about what action to take regarding the material shall be based on the materials as it relates to its use in a classical school. Where appropriate, the committee may solicit advice or opinion from other Xavier Charter School staff and/or relevant professional organizations of librarians, English teachers, or other appropriate professionals.

The committee shall vote on whether the challenged resource should be kept or removed in accordance with the principles set out in this policy or whether some other change should be made. In the case of library material, it shall include a recommendation to:

1. Retain the material in its original location; or
2. Relocate the material to another location, such as library or classroom that serves older students; or
3. Remove the material entirely.

The committee shall prepare a written report of its findings and provide copies to the Head of Schools and/or designee, the complainant, and to staff members who oversee use of the resource, that includes both majority and minority opinions on the learning material or library resource under consideration. The report may differ depending on the type of resource being challenged.

The Head of Schools and/or designee shall review the committee's report. If the material under consideration is part of the Xavier Charter School's curriculum, and if the committee votes in favor of removing it from the curriculum, the Board shall review the report, and the Board shall determine whether the challenged resource should be kept or removed or whether some other change should be made.

If the material in question is a library resource or other material available to students and not part of the Xavier Charter School's Board-approved curriculum, the Head of Schools and/or designee shall determine whether to accept the committee's recommendation or whether some other change should be made. The Head of Schools and/or designee shall notify the complainant of the outcome, including the recommendation of the committee. This decision in this regard may be appealed to the Board.

If an appeal of the Head of Schools and/or designee's decision is made to the Board, the Board has the sole discretion in determining how to handle the complaint review, including but not limited to the Board's option of solely reviewing the committee's report and making a determination or seeking to speak with the parties involved in the complaint during a properly noticed meeting of the Board. The decision of the Board will be final.

Cross References:

2425	Parental Rights
2500	Library Materials
4110	Public Complaints and Suggestions

Library Bill of Rights: <https://www.ala.org/advocacy/intfreedom/librarybill>
Idaho Commission for Libraries website: <https://libraries.idaho.gov/>

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016; December 19, 2019

Revised on: May 19, 2022; February 16, 2023, April 17, 2025

Xavier Charter School

INSTRUCTION

Policy: 2530F Request for Review and Reconsideration of Learning Materials

The Directors of Xavier Charter School have established a formal process for eligible parties who wish to submit a learning material reconsideration. For the purposes of this process, learning materials includes:

1. Approved curriculum;
2. Material used in classroom instruction;
3. Library materials; and
4. Any materials to which a teacher might refer a student as part of the course of instruction.

This form is required when making a formal complaint. It will then be turned over to the Learning Materials Review Committee.

Before submitting this form, please discuss the resource with the school librarian, in the case of a library resource; or teacher, in the case of a classroom resource.

Please review Policy 2530 before submitting a complaint.

If you object to your child using a particular learning material in the classroom, Policy 2425 provides a way to request an alternative resource for your child.

Date: _____

Name: _____

Address: _____

City: _____ State/Zip: _____

Phone: _____ Email: _____

Please check each of the following that describe you:

- ☐ Parent or Guardian of District Student ☐ Current Student
☐ District Employee ☐ Stakeholder
☐ None of the Above

Please check each of the following that apply:

- ☐ The material was used as a part of classroom instruction; or
☐ The item was available for check-out in the school library:

Please check the applicable box below to help us identify the resource:

- ☐ Book or E-book ☐ Movie ☐ Magazine
☐ Audio Recording ☐ Digital Resource ☐ Game
☐ Newspaper ☐ Other: _____

Title: _____

Author/Producer: _____

What brought this resource to your attention?

Have you examined the entire resource? If not, what sections did you review?

If this is material used in the classroom, were you provided an alternative instructional resource?

Why do you believe this resource should be removed from use in the classroom/removed from the school library?

Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

What action are you requesting the committee consider?

_____ Retain the material in its original location; or

_____ Relocate the material to another suitable section; or

_____ Remove the material entirely.

_____ Other requested remedy: _____

Policy History:

Adopted on: February 16, 2023

Reviewed on: October 8, 2024

Revised on: October 17, 2024

Xavier Charter School

INSTRUCTION

Policy: 2550 Field Trips, Excursions and Outdoor Education

The Board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities in missed classes. Therefore, the Board endorses the use of field trips when the educational objectives achieved by the trip clearly outweigh any lost in-class learning opportunities.

Field trips which take students out of the state must be approved in advance by the Board. The Head of Schools and/or designee have the authority to approve all other field trips.

The Head of Schools and/or designee shall develop procedures for the operation of a field trip. Each field trip must be integrated with the curriculum and coordinated with classroom activities that enhance its usefulness.

No staff member may solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

Policy History:

Adopted on: July 2012

Reviewed on: December 14, 2016; December 19, 2019

Revised on: February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2560 Contests for Students

Contests may be made available to students by outside organizations through the schools, subject to certain limitations. The Administrator shall determine that the contest is not in conflict with nor will it diminish the primary educational aims of the schools and that it meets the needs and interests of students.

The schools shall confine their participation to those national contests which are currently placed on the approved list published annually by the Committee on National Contests and activities of the National Association of Secondary School Principals.

A state or local contest in which students participate shall be:

1. One that supplements and does not interfere with the regular school program.
2. One that is beneficial to youth in education, civic, social or ethical development.
3. One that makes it possible for individual students to work out contributions by their own efforts and does not invite dishonest collaboration.
4. One whose subject is not commercial, controversial, sectarian or concerned with propaganda. It must emphasize high moral standards, good citizenship and intellectual competence.
5. One from which no contestant shall be excluded because of race, color, creed, sex or payment of entry fee.
6. One which does not place an undue burden on students, teachers or the school, nor requires frequent or lengthy absence of participants from the school.
7. One sponsored by an organization engaged in a creditable or acceptable enterprise regardless of kind or amount of prizes offered. The contest or activity must not be used as a “front” for advertising a company name or product.

Contests will not be allowed unless they further the educational goals of Xavier Charter School.

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016; December 19, 2019

Revised on: February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2570 Use of Commercially Produced Video Recordings

Purpose

The Board believes that movies, videos and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, it is the Board's purpose to have a policy that promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process and fostering community values.

Policy

It is Board policy to establish course curriculum and work in partnership with parents to promote an appropriate learning environment that reflects community values. Therefore, the following guidelines represent Board policy regarding how and when movies and videos may be used as an instructional strategy to supplement approved course curriculum.

Educational Relevance

The showing of movies and videos must be limited to a specific educational purpose. General selection criteria should include quality of the overall work, fair and accurate representation of the facts, the reputation and significance of the writer, director and/or performer and critical acclaim of the work itself.

Age Appropriate Movies

Grammar School (K-4): Only G-rated movies may be shown without parental permission. However, parents must be notified that the movie will be shown in class. Any PG-rated movie to be shown in the grammar school requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

Logic School (5th-8th): Only G-rated movies may be shown without parental permission. Any movie with a PG-rating to be shown at the logic school requires parent/guardian notification. Any movie with a PG-13 rating to be shown at the junior/middle school requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

Rhetoric School: Only G, PG and PG-13 rated movies may be shown without parental permission. Only certain segments having a valid educational purpose of any R-rated movie may be shown. Any segment of an R-rated movie to be shown at the high school requires a

signed written consent from a parent/guardian that must be kept on file before the student may view the video.

The Board discourages the showing of an R-rated movie in school. However, the Board also recognizes that some segments of certain R-rated movies may have a valid educational purpose. Therefore, R-rated movies are not to be shown in their entirety, and segments may be shown only if no other means of instruction can present the information. Signed, written permission must be granted by a parent/guardian before the student may view the excerpt.

Administrator's Authorization

At least five days prior to the showing, the instructor/teacher shall submit to the Head of Schools and/or designee, in writing, the following information on the particular films:

1. Title and brief description
2. Purpose for showing the movie/video
3. Match with course objectives
4. Proposed date(s) of viewing
5. When and how parents will be notified, or if necessary, grant consent
6. Audience rating (G, PG, PG-13)

Copyright

All Xavier Charter School employees must comply with federal copyright laws as well as publisher licensing agreements. The legal requirements apply regardless of:

1. Whether an admission fee is charged;
2. Whether the institute or organization is commercial or non-profit; and
3. Whether a federal, State, or local agency is involved.

An educational exemption, also called the face-to-face teaching exemption, is a precise activity which allows the legal use of movies in certain types of teaching. In order for a movie showing to be considered an educational exemption, all of the following criteria must be met:

1. A teacher or instructor is present, and the movie/video is shown in the course of face-to-face teaching activities;
2. The showing takes place in a classroom setting with only the enrolled students attending;
3. The movie is used as an essential part of the core, current curriculum being taught;
4. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives;
5. The movie being used is a legitimate copy;
6. The showing complies with Policy 2150P. Recorded Programs from Network and Cable Television: Teachers may only show programs recorded from network and cable television channels, in a manner that complies with federal copyright law and administrative rules.

Other Organizations Using School Facilities

In the event any outside organizations use a school facility and wish to show movies, videos, or other audiovisual materials, it is only legally permitted if Xavier Charter School has a Public Performance Site License from Movie Licensing USA. School districts without such a license can be held liable if an outside organization involves them in copyright infringement by permitting movies, videos, or audiovisual materials to be used in a district facility. Once licensed, Xavier Charter School may exhibit movies copyrighted by the studios so long as they are secured from a legal source, such as a video rental service, school library, media center, or a personal collection.

Cross Reference: 2150P

Copyright Compliance

Legal Reference: Pub. L. 94–553

The Copyright Act of 1976

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016; December 19, 2019; February 16, 2023

Revised on: December 16, 2021

Xavier Charter School

INSTRUCTION

Policy: 2570F Parental Movie Opt-Out/Consent Form Regarding Movies

Parental Movie Opt-Out/Consent Form

Xavier Charter School Board of Directors believes that movies, videos and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, Xavier Charter School policy, Use of Commercially Produced Video Recordings, promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process and fostering community values. (See Policy 2570)

Parental OPT OUT Form for Movies, Videos, etc.

I, _____, parent/guardian of _____,
request that my child be removed from class and/or student activities when the following
movie(s) or video(s) is/are shown:

I have had the opportunity to review the materials mentioned above and have explained to my child why I do not wish to have him/her view it/them.

Date

Signature of Parent/Guardian

Parental CONSENT Form for Movies, Videos, etc.

I, _____, parent/guardian of _____,
allow my child to view the following movie(s) or video(s) when it/they are shown in class:

_____ Rating: _____

_____ Rating: _____

_____ Rating: _____

I have had the opportunity to review the materials mentioned above and understand the ratings of said movies and videos as designated above.

Date

Signature of Parent/Guardian

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016; December 19, 2019

Revised on: December 16, 2021; February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2580 Use of Animals in Educational Programs

Animals may be brought into the school setting for educational purposes only in accordance with the policies of Xavier Charter School, and the procedures established by the Head of Schools and/or designee with regard to the presence of animals.

This policy does not apply to service animals. Students', guests', and/or employees' use of service animals is handled in accordance with applicable state and federal laws and Xavier Charter School Policy. Likewise Police and SRO K-9 use is handled in accordance with applicable school search policies and regulations.

To protect students and staff, the following applies to animals brought into the school facilities for educational purposes. Xavier Charter School's Head of Schools and/or designee may place additional guidelines or restrictions upon the presence of specific animals in the school setting. Further, the presence of any animal, whether regularly or periodically housed in a classroom or brought into the school for an isolated or singular visit, requires timely pre-approval from the Head of Schools and/or designee.

Animals Regularly or Periodically Housed in Classrooms

1. No animal shall be housed in any school classroom without pre-approval of the Head of Schools and/or designee.
 - A. A classroom teacher seeking to house an animal in the classroom shall submit such request in writing explaining the educational purpose of having an animal(s) in the classroom setting. A separate form must be provided for each animal to be housed in a classroom. All information sought on such form must be completed fully and accurately, to the best of the employee's knowledge.
 - B. The teacher signing this request application is responsible for assuming primary responsibility for the animal and shall be designated as the animal's supervising teacher.
2. Prior to exposing any student to a live animal in the classroom, the supervising teacher shall provide written notification to all parents, including a copy of Form 2580F Student Permission Form for Exposure to Animals to obtain parental/guardian consent.
 - A. Copies of all such completed Student Permission Forms shall be maintained in the classroom by the supervising teacher with a copy provided to and maintained by the building administration.
 - B. The supervising teacher shall consult with any parent/guardian with regard to students who are immunocompromised or have allergies, asthma, or other health concerns relating to contact or proximity to animals.

3. The supervising teacher who has been granted permission to house (an) animal(s) in the classroom shall provide formal classroom instruction to students regarding sanitation in the handling of animals and shall require all individuals handling animals to subsequently wash his or her hands thoroughly with soap and water.
4. Any student handling any animal must be directly supervised by the supervising teacher.
 - A. Only the supervising teacher or students designated by the supervising teacher, with proper permission as detailed herein, may handle a classroom animal.
 - B. Handling of any animals should be age appropriate, considering the disease-related risks of certain animals (i.e. hamsters, guinea pigs, and gerbils – Salmonella bacteria and Lymphocytic choriomeningitis virus; reptiles and amphibians – Salmonella bacteria; farm animals – E. coli, Salmonella, Campylobacter and Cryptosporidium).
 - C. Should any student or employee be injured, including but not limited to animal bites or scratches, associated with the handling of a classroom animal, the supervising teacher is responsible for immediately reporting such event, in writing, to the Head of Schools and/or designee and assuring the student is directed to the school's office for appropriate medical care.
 1. If appropriate, a school accident/injury report will be completed.
 2. The supervising teacher shall notify the student's parent/guardian.
 3. If appropriate, school personnel shall notify public health officials.
 4. At no time shall any student be exposed to an inherently dangerous animal or any animal which due to size, nature, or aggression could cause injury to a student.
5. Animals shall be handled humanely and in a healthy environment. If animals are to be kept in the classroom on days when classes are not in session, the supervising teacher shall be responsible for making arrangements for their care and safety.
6. Animals shall be displayed in enclosed cages or tanks or under otherwise appropriate restraints.
 - A. Upon placement in the classroom, the Head of Schools and/or designee shall inspect the enclosure and ensure that it meets standards for safeguarding the health and welfare of students.
 - B. Under no circumstances shall any student be allowed to clean any enclosure, cage, tank/aquarium, or other holding enclosure for any classroom animal or touch or otherwise come into contact with the materials that have been removed from any cleaned enclosure, cage, tank, aquarium, or other holding enclosure.
 - C. Under no circumstance shall any student be allowed to touch or come into contact with any animal waste.

7. Animals must be clean and free of intestinal parasites, fleas, ticks, and mites.
8. Animals shall not be brought in or obtained from the wild. If sought by the Head of Schools and/or designee, the supervising teacher shall provide proof of purchase or proof of transfer of the animal in question.
9. Animals maintained in a school classroom shall not have access to or contact with wild animals.
10. Classroom animals shall not be permitted to freely roam about any classroom or other area of the school.
11. No animal shall be allowed in any area of the school where food or drink is prepared or consumed.
12. Absent pre-approval from the Head of Schools and/or designee, food for animals must be stored in air-tight closed containers, preferably hard plastic.
 - A. The supervising teacher and the Head of Schools and/or designee shall, at the time the animal comes into the school setting, confer as to the manner and method of feeding of such animal.
 - B. The supervising teacher shall agree with the directive of feeding of the animal, or the animal shall not be permitted to be present at school.
 - C. **No “live-feeding” shall occur in the school setting without prior approval by the grade level Principal.**
13. The supervising teacher shall be responsible for the proper cleaning and disinfection of any area in which the animal is present.
 - A. The supervising teacher, Head of Schools and/or designee, and custodial personnel shall confer, at the time the animal comes into the school setting, regarding any necessary precautions for cleaning and maintenance in the classroom and/or around the animal or addressing animal waste.
 - B. The supervising teacher shall be responsible for the disposal of animal waste, using appropriate plastic bags and disposable gloves and sanitary cleansers.
14. Prior to the animal being brought into the classroom, the supervising teacher is responsible for assuring that no special permits, licenses, or other requirements (i.e. health/medical certification or examinations) are necessary to own and house the animal. If a permit, license, or other requirement does exist associated with the animal, it is solely the supervising teacher’s responsibility comply with such requirements and to provide the Head of Schools and/or designee with a copy of documentation assuring compliance. Any animal not in compliance shall not be brought into the school’s setting. Any health care records associated with the animal shall be maintained in the classroom and is the responsibility of the supervising teacher.

15. At the commencement of each school year the Head of Schools and/or designee shall be responsible for cataloging any and all animals that are present in classrooms.
 - A. Should a new animal be brought into the school setting, or an existing animal leave the school setting, the supervising teacher is responsible for notifying the Head of Schools and/or designee.
 - B. Grade level principal building principal is responsible for providing a copy of the animal catalog to the Head of Schools, if a different position than grade level principal building principal.
16. No animal shall be transported on any school bus.

Visiting Animals to the Schools

1. As part of an educational program, there may be isolated instances in which an animal is brought into the school's setting. Prior to any such animal coming into the school setting, pre-approval must be obtained from the Head of Schools and/or designee no less than five school days prior to the scheduled event.
2. To seek approval, a written request must be submitted to the Head of Schools and/or designee including the following:
 - A. The date and activity in question;
 - B. Detail as to the relevance of the animal to the educational program;
 - C. The animal(s) requested to be allowed on school property;
 - D. Information as to how the health and safety of students, school personnel, and the animal will be addressed; and
 - E. Copies of current health records and/or proof of current vaccination, as applicable (as detailed herein).
4. All animals must be housebroken.
5. The animal's owner agrees to hold Xavier Charter School, its employees, and agents harmless for any injury to the animal, including death, and any injury to any individual, including the handler, school staff, or school student.

Animal Dissection

1. Experiments on living animals are prohibited; however, behavior studies that do not impair and animal's health or safety are permissible only after having obtained written pre-approval from the Head of Schools and/or designee.

- A. In order to obtain Head of Schools and/or designee approval, the classroom teacher must submit a written request providing details as to the behavior study to be conducted, the manner and details of the study, and how the health and welfare of students and the animal will be safeguarded.
 - B. Such request shall be submitted no later than five school days prior to the desired start of the behavior study.
2. The dissection of dead animals or parts of dead animals shall be allowed in a classroom only when the dissection exercise contributes to or is part of the approved educational program of the classroom.
 - A. All dissection of animals and the parts of dissected animals shall be confined to the classroom.
 - B. Students who object to performing, participating in, or observing the dissection of animals shall be excused from the classroom during such educational activity without penalty, discipline, or negative impact upon the student's grade. Alternate projects will be assigned to any such non-participating student.

Prohibited Animals

1. Regardless of the desired educational purpose, the following live animals are prohibited in any school facility, for any time or purpose:
 - A. Inherently dangerous animals;
 - B. Any venomous or toxin producing animals;
 - C. Aggressive or unpredictable animals;
 - D. Stray animals or animals with no health or vaccination history;
 - E. Mammals at high risk for having or transmitting rabies; and
 - F. Any animal on the Idaho Invasive Species List for which proper state permitting and documentation of ownership has not been obtained prior to classroom housing (i.e. Snapping Turtle, Red Eared Slider, Mediterranean Gecko, Brahminy Blind Snake, Monk Parakeet, and Nutria).
2. The Head of Schools and/or designee may prohibit any animal from being present upon the school's property on a case by case basis.

Health and Vaccination Requirements

1. Prior to bringing certain animals into a school building, current health records and/or proof of current vaccinations is required as follows:

- A. Cats: A health certificate from a licensed veterinarian showing proof of current vaccination against feline distemper/upper respiratory vaccine (FVRCP), feline leukemia, feline chlamydiosis and rabies. Xavier Charter School may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months.
 - B. Dogs: A health certificate from a licensed veterinarian showing proof of current vaccination against canine distemper, hepatitis, leptospirosis, canine parainfluenza (CPVI), parvovirus, Bordetella, and rabies. The district may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months. The district may also request proof of current licensure of the dog.
 - C. Ferrets: A health certificate from a licensed veterinarian showing proof of current vaccination against rabies. The district may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months.
 - D. Psittacine Birds (parrots, parakeets, budgies and cockatiels): A health certificate from a licensed veterinarian showing proof of treatment or negative test results for psittacosis (avian Chlamydiosis).
2. The Head of Schools and/or designee shall make the final determination as to whether or not any animal may be present upon school property. When making such a determination the primary factor of consideration shall first be the health and welfare of students.

Cross References:	2340	Controversial Issues and Academic Freedom
	2375	Service Animals in Schools
	3370P	Searches and Seizure

Legal Reference:	I.C. § 33-6001	Parental Rights
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Policy History:

Adopted on: October 18, 2018

Reviewed on: December 19, 2019

Revised on: February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2580F Student Permission for Exposure to Animals

To be used when animal(s) are brought into the classroom or learning center for educational purposes.

Student: _____ Grade/Teacher: _____

Dear Parent(s)/Guardian(s):

As allergies, asthma, immune problems, and/or other health concerns may make animal contact inappropriate for some students, Xavier Charter School guidelines require prior parent/guardian permission for student contact with animal(s) in school.

On (insert date) , the following animal(s) will visit my classroom for educational purposes:

- | | | |
|-------------------------------------|---|--------------------------------------|
| ☐ Cat | ☐ Bird | ☐ Ferret |
| ☐ Guinea Pig | ☐ Dog | ☐ Rabbit |
| ☐ Hamster | ☐ Reptile or amphibian | ☐ Rat |
| ☐ Mouse | ☐ Gerbil | ☐ Other _____ |

The following animals are prohibited in schools:

1. Venomous or toxin-producing animals (e.g., certain spiders, insects, reptiles, and amphibians);
2. Wild or exotic animals;
3. Mammals at high-risk for transmitting rabies (e.g., bats, raccoons, skunks, foxes, and coyotes);
4. Non-human primates;
5. Stray animals;
6. Aggressive or unpredictable animals;
7. Any animal in the Idaho Invasive Species List; and
8. Any animal considered inherently dangerous.

The Head of Schools and/or designee will ensure that Xavier Charter School's policies and procedures for the use of animals in education programs are followed. I will also supervise the entire student-animal contact session, have a clean and disinfected area for showing the animal(s), not allow food or drink in the animal showing area, and will appropriately dispose of animal waste. **Students are not allowed to clean cages or handle animal waste without parental permission.**

Please complete and return this form to me by (insert date) . If you have any questions or concerns, please feel free to contact me at (insert contact information) .

To Be Completed by Parent/Guardian:

- ☐ I **do** permit my student identified above to be exposed to the animal(s) listed above. I further agree to indemnify and hold harmless Xavier Charter School and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of my student's exposure to the animal(s) listed above.
- ☐ I **do not** permit my student identified above to be exposed to the animal(s) listed above. I understand that when the animal(s) listed above are present, my student will be excused from classroom attendance without penalty and given an alternative educational activity.

Parent/Guardian Name (*please print*)

Parent/Guardian Signature

Date

I, _____ (parent/guardian), have full authority to sign and consent to this Permission Form and Release as an agent of any and all other parent(s) and/or legal guardian(s)

Policy History:

Adopted on: October 18, 2018

Revised on: February 16, 2023

Reviewed on: December 19, 2019

Xavier Charter School

INSTRUCTION

Policy: 2600 Promotion/Retention (K-8)

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 Targeted Assistance program. Retained students who do not show sufficient growth the following year will continue through the RTI process.

K-6 Students

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

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

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

7th and 8th Grade Students

Criteria for Promotion:

1. Attain passing grades (60% or better) to receive credit in each class.
2. Attain at least 12 of the 14 credits for the year.
3. Compliant with Xavier Charter School's attendance policy.

Xavier 7th Grade Course Requirements	Credits	Xavier 8th Grade Course Requirements	Credits
Math	2	Math	2
Language Arts	2	Language Arts	2
Science	2	Science	2
History	2	History	2
Introduction to Technology	1	Introduction to Language	1
Electives	5*	Electives	5*
<i>*1 credit of P/E Health, Art, Dance, Music, and Drama must be taken once during either the 7th or 8th grade years. If there is not a schedule conflict, band will be a full year course for 2 credits.</i>			

To Advance to the 9th Grade, complete instruction in career exploration, and be in compliance with the school's attendance policy;

Additionally, unless the student's parent/guardian provides the School with a written request that the plan not be developed, the student must develop a career pathways plan which outlines the student's plans for high school and beyond as required by IDAPA 08.02.03.104.02.a. The school shall make a good faith effort to notify each student's parent/guardian of their responsibility for assisting in the development of the plan until the student graduates or leaves the School, the policy shall be reviewed by:

1. The student and the counselor. If any modifications are made to the plan, the student's parents shall be provided with a revised copy of the plan.

A student will not be promoted to the next grade level if they lose a full year of credit in one core class (i.e. student would not be able to fail a full year of Math, English, History or Science).

Promotion to the next grade level generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, the school administrator may approve minor deviation from the promotion requirements.

Middle School students will meet high school content and credit area requirements for any high school course that is completed with a C or higher. If the student does not receive a C or higher, they are required to retake the course.

Students that do not meet the requirements above may be offered an alternate path to promotion provided that their overall GPA is 2.0 or greater for the current year and they have earned 6 to 8 core class credits and 4 of 6 elective class credits. Students that do not meet the regular requirements or the requirements for the alternate path will be retained. Students can be retained only once in their 7-8 school career.

To Appeal:

Students/parents who choose to appeal must meet the following eligibility requirements:

1. The student must be enrolled in a special education program and have a current Individual Education Plan (IEP); or
2. Must be enrolled in a Limited English Proficiency Program; or
3. Must site reasonable or unusual circumstances that have led to the loss of credit.

The Appeals Process:

1. An appeal must be submitted in writing to the Head of Schools and/or designee by the parents/guardians of the student.
2. A review of the information in relation to the student's case will be conducted by the Head of Schools, Lead Teacher, parents and teachers of concern in relation to the student, no less than 15 school days after the receipt of the appeal letter.

3. The final decision will be made by the Head of Schools and/or designee.
4. Notification will be sent to the parents by certified mail.
5. The parents may appeal the decision to the Board of Directors.
 - a. The hearing will be held no later than the next regularly scheduled Board of Directors meeting.
 - b. A decision by the Board of Directors will be final.
 - c. Notification will be sent to the parents by certified mail no less than 7 school days after the hearing.

Policy History:

Adopted on: July 19, 2012

Revised on: October 2013; February 18, 2021; October 21, 2021; November 17, 2022;
November 16, 2023

Reviewed on: December 14, 2016; December 19, 2019; February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2610 Advancement Requirements (9-12)

Xavier Charter School has established a set of advancement requirements for 9-12 grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the following are Xavier Charter School's advancement requirements:

1. A student who successfully completes any required high school course with a grade of C or higher prior to entering the 9th grade shall have that grade, and the number of credit hours assigned to the course, transferred to the student's high school transcript. The course must be taught by a certified teacher who meets the federal definition of highly qualified and must meet the same standards as those required in high school. Courses taken in middle school appearing in the student's high school transcript shall count for the purpose of high school graduation. However, the student must complete the number of credits required by State law and administrative rules for each high school core subject. The student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript.
2. To advance to the 10th grade, students must earn at least 12 credits in 9th grade, 6 credits of which must be in English, math or science.
3. Failure to pass a 9th grade English, math or science class shall necessitate the failed course being retaken even though the student may have earned enough credit to advance to the 10th grade.
4. Students who have failed one or more courses may get credit for that course by retaking it during the summer.
5. Students may be retained at each grade level if the following year requirements are not met by August 30:

A minimum of 12 credits is required for advancement into the 10th grade.

A minimum of 24 credits is required for advancement into the 11th grade.

A minimum of 36 credits is required for advancement into the 12th grade.

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016; February 16, 2023

Revised on: January 16, 2020

Xavier Charter School

INSTRUCTION

Policy: 2620 Grading and Progress Reports

The Board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades and progress reports on a regular basis serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These reports shall be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The Board directs the Head of Schools and/or designee to establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility. Staff members, parents and teachers shall be involved.

Grading Policy

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. Some classes are pass or fail and will not be calculated in the student's GPA. 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:

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

Xavier will be using a 4.0 grading scale for *class ranking and scoring of GPA*. The letter and numerical grades for this system are:

A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

Incompletes will only be given under special circumstances as determined by the Head of Schools and/or designee. Students not maintaining a 2.0 GPA in core classes (Language Arts, History, Math and Science) will be put on academic probation.

Grades

Parents and students should always be informed of the student's progress. This can be done by contacting the school or tracking of grades through the web site of Xavier Charter School.

All grades will be entered into Power School in a timely manner and represent as accurate representation of student performance as possible. 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.

Parents will receive mid-term and semester report cards regarding their child's academic standing and citizenship.

Teachers in Grades 3 to 12 will assign grades in order to accurately reflect the range between true mastery and insufficient knowledge of a subject.

K-2 will be graded by using an M to indicate mastery of standards designated.

Course Withdrawal

Courses offered by Xavier Charter School: If a 7th-12th grade student requests to withdraw from a course after the drop-course deadline date, the student will receive a grade of "WF" (Withdraw Failure). This means the student fails the course because the student has withdrawn from the course after the approved withdrawal period. A grade of "WF" will be treated the same as an "F" when calculating a student's Grade Point Average (GPA). The drop-course deadline will be set after the first two-weeks of the semester. The "WF" grade will be waived upon teacher approval if the student has been placed in the incorrect class or the student has experienced a life changing event which seriously affects the student's ability to continue with the course. If a waiver is approved, then a grade of "W" (Withdrawal) will be entered into the student's transcript; and the student's GPA would not be affected.

Dual credit courses offered out-of-district: If a student withdraws from a dual credit course that is out-of-district, the out-of-district school's withdrawal policy will apply and the out-of-district school's grade will be transcribed to the student's Xavier School transcript.

Policy History:

Adopted on: July 19, 2012

Revised on: May 10, 2017; March 18, 2021; February 16, 2023

Reviewed on: December 19, 2019

Xavier Carter School

INSTRUCTION

Policy: 2625 Parent-Teacher Conferences

Parent-Teacher Conferences have been adopted by Xavier Charter School as a means of reporting student progress to parents in K - 12 grades. These conferences are to serve as a two-way method of face-to-face communication for the benefit of the child. They should not necessarily be confined to reporting, but may be planned for any occasion that will be helpful to the teacher, the child and the parent(s). They should afford an opportunity for sharing information and views designed to promote the welfare of the child.

Schedule for conferences, the number of conferences and general details shall be worked out to meet the needs of the parents, teachers, and students.

Policy History:

Adopted on: July 19, 2012

Reviewed on: December 14, 2016; December 19, 2019; February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2630 Homework

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students; and should be evaluated and returned to students in a timely manner.

Teachers may give homework to students to aid in the student's educational development. Homework should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes.

Homework is an essential part of education, an opportunity for practice or for acquisition of background material. As such, students at all grade levels will have assignments to work on and complete on a daily basis. Parents should be supportive of this policy by providing a suitable, quiet place to work, free from intrusion by other family members and the various media.

All assignments must be turned in on time. Work up to three days late may be accepted for partial credit at the teacher's discretion. When absent, students have one school day for each day missed to turn in assignments and make up missed work.

Homework may not be sent home and credit may not be awarded for any work done during periods of unexcused absence.

Policy History:

Adopted on: 2011

Reviewed on: December 14, 2016; December 19, 2019

Revised on: February 16, 2023

Xavier Charter School

INSTRUCTION

Policy: 2650 Credit Transfer and Assessment for Placement for Students from Non-Accredited Private Schools, Including Homeschool

Credit Transfer and Assessment for Placement for Students from Non-Accredited Private Schools, Including Homeschool

Grades 9-12

Requests for transfer of credit or grade placement from any non-accredited, nonpublic school, including homeschool, will be subject to examination and approval before being accepted by the Charter School. This will be done by the school's counselor or principal or, in the case of homeschools, by a credit evaluation committee consisting of a counselor, a staff member from each subject area in which credit is requested, and the school principal.

The credit evaluation committee will:

1. Document that the student has spent approximately the same number of classroom hours in homeschool as would have been spent in a regular class in the Charter School;
2. Document that the student followed a curriculum essentially similar to that of a course for which credit is requested;
3. Document that in the event of a credit request is a lab, career technical, or music course, equipment and facilities were sufficient to meet required learning activities of the course; and
4. Require that a student has satisfactorily passed, in all courses in which a final exam normally is given, a final exam prepared and administered by a staff member in the Charter School.

Credit from homeschools will be accepted only when a like course is offered in the Charter School.

When the Charter School grants credit for a course, the school transcripts will record courses taken in homeschools or non-accredited schools, including the title of the course, the school where the course was taken, and the grade the student received.

When calculating class rank, only courses taken in an accredited school will be used.

Grades 1-8

Requests from parents/guardians of students in non-accredited, nonpublic schools, including homeschool, for placement in the Charter School will be evaluated by an assessment-for-placement team. That team will include:

1. The school principal;
2. One teacher of the grade in which the student is being considered for enrollment; and

The assessment-for-placement team will cause the School-adopted norm-referenced test and/or an end-of-course assessment to be administered and scored. The assessment-for-placement team will take into account the following in its recommendation for grade placement:

1. Documentation that the non-accredited, nonpublic school has provided a number of hours comparable to the number of hours the student would have attended in a public or accredited private school;
2. Whether the student followed a curriculum similar to one that would have been provided in an accredited public or private school;
3. Whether the result of the end-of-the-year test indicates the student has mastered the skills the Charter School team considers to be required; and
4. Whether the student achieved a National Counselor Examination (NCE) score of 40 or above on the Idaho Standard Achievement Test, or similar state assessment for students coming from out-of-state.

Parents/guardians of students in homeschools are encouraged to maintain a log documenting dates of instruction, content of instruction, amount of time spent on that instruction, scores on tests, and grades in all activities.

The Charter School is not obligated to provide instructional materials for other public or private schools.

Appeal

If a parent/guardian is not in agreement with the placement of the student, they may request a hearing before the Head of Schools within 15 days of the decision. The Head of Schools shall inform the parent/guardian of their decision within ten days of the hearing and may overrule the decision of the committee. The decision of the head of schools is final.

Policy History:

Adopted on: February 20, 2025

Reviewed on: December 9, 2024, March 11, 2025

Revised on: April 17, 2025

Xavier Charter School

INSTRUCTION

Policy: 2700F Early Graduation Seminar Class Waiver Form

Courses Submitted For Approval

12th Grade English Course: _____

Course Description: _____

Accredited Institution School Name: _____

Address: _____

Phone Number: _____

Number of Credits: _____ Approved/Denied by: _____

12th Grade History Course: _____

Course Description: _____

Accredited Institution School Name: _____

Address: _____

Phone Number: _____

Number of Credits: _____ Approved/Denied by: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

HOS/Designee Signature: _____ Date: _____

Policy History:

Adopted on: April 20, 2023

Revised on:

Reviewed on:

Xavier Charter School

INSTRUCTION

Policy: 2700P High School Graduation Requirements

Publication of Graduation Requirements

Prior to registering in Xavier Rhetoric School, each student will be provided with a copy of the current graduation requirements. Graduation requirements shall also be included in the student handbook.

Credits

Students shall be expected to earn the total semester credits as designated for that graduation year (see chart below). Special education students who have successfully completed their IEP leading to completion of Xavier Rhetoric School will be awarded a diploma.

If a dual credit course is taken on campus at Xavier Charter School, one credit will be transcribed per semester. All IDLA dual credit courses will be transcribed as one credit per course. A two credit dual credit course taken off campus will be transcribed as one credit to Xavier Charter School. A three or four credit dual credit course per class taken off campus will be transcribed as two credits to Xavier Charter School.

The core of instruction of semester credits for Xavier Rhetoric School includes and goes beyond the core State of Idaho graduation standards (IDAPA 08.02.03.107).

Individual courses may be evaluated by the School Counselor, Assistant Head of Schools, or Head of Schools to determine the number of credits allocated to fulfill graduation requirements.

Health/Wellness

Each student shall receive a minimum of 1 class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. Additionally, Students participating in one season in any sport recognized by the Idaho High School Activities Association or club sport recognized by XCS, or 18 weeks of a sport recognized by the School may choose to substitute participation for up to one credit of physical education.

Middle School Credit

If a middle school student completes any required high school course with a grade of C or higher before entering the 9th grade, and if that course meets the same standards that are required in high school and the course is taught by a teacher certified to teach high school content, then the student has met the high school content area requirement for such course. The student shall be

given a grade for the successful completion of that course, and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. The student's parent/guardian shall be notified in advance when credits are going to be transcribed. However, the student's parent/guardian may elect to not have the credits and grade transferred to the student's high school transcript. The student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in middle school.

Senior Project

A student shall complete the Senior Classical Compendium class in the spring semester of their junior year. Students will have the summer between their junior and senior year to complete the Exposition portion of the Compendium, and they will sit for their Examination in the fall of their senior year. They must complete all portions of the Compendium in order to graduate.

Civics Test

All secondary students must successfully pass the civics test or alternate path. "Civics test" as used herein means the 100 questions used by officers of the United States citizenship and immigration services as a basis for selecting the questions posed to applicants for naturalization.

Any student who participates in a United States Government and Politics course and an associated college credit-bearing examination shall be deemed to have met this requirement.

Xavier Charter School will determine the method and manner in which to administer the civics test. A student may take the civics test, in whole or in part, at any time after enrolling in grade 7 and may repeat the test as often as necessary to pass the test. The school will document on the student's transcript that the student has passed the civics test.

The applicability of this requirement for students who receive special education services will be governed by the student's Individualized Education Plan.

Waiver of Requirement

Graduation requirements generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, the school administrator may approve minor deviation from the graduation requirements.

Alternative Programs

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, university courses, correspondence courses, online/virtual courses, extended learning opportunities, and mastery-based education.

Credit for work experience may be offered when the work program is a part of and supervised by the school.

All classes attempted at Xavier Rhetoric School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average and class rank. Credit shall be awarded only once regardless of repetition of the course.

Honor Roll

Students who attain a 3.0 grade-point average or above while at Xavier will graduate with honors. Students who attain a 3.5 grade-point average or above will graduate with high honors.

Class Rank (Grade Point Average)

Class Rank is compiled from semester grades. Courses not eligible for GPA are designated with an asterisk on the report card.

Early Completion of Graduation Requirements

A student who completes all of the graduation requirements set forth above prior to the completion of eight semesters of school attendance in grades 9 through 12 may petition the Head of Schools and/or designee and the Board for early graduation by submitting such a petition to the Head of Schools and/or designee. The Head of Schools and/or designee shall submit the petition to the Board for endorsement and approval at the end of the quarter preceding the requested graduation date.

1. Attendance: To be eligible for early graduation, a student must complete six semesters of school attendance and must have been in attendance in Xavier Rhetoric School prior to the beginning of their sixth semester of attendance. .
2. Guidelines: Students should notify the school of their interest to graduate early by the beginning of their junior year. Approval to enter the six semester program must be subsequent to a conference of parents, student and Head of Schools and/or designee. The conference and application should be submitted to the school prior to the last day of the first quarter of the Fall semester.
3. Students graduating on the six semester program have the average daily attendance for the first semester apply to the second semester, as well as the first, in determining the funding for the educational support program.
4. Students must be at least 16 years of age at graduation.
5. Maintain a cumulative 3.5 grade point average.
6. For students that apply for early graduation, the Senior Seminar class requirement for English and History may be substituted with 2 credits of 12th grade equivalent English and History classes. Form 2700F must be submitted to the Head of Schools and/or designee for approval of the requested 12th grade English and History classes prior to the end of their fifth semester.

Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

Participation in graduation ceremonies is a privilege extended to students. A student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be awarded after the official ceremony has been held.

Xavier Rhetoric School Graduation Requirements

Xavier Rhetoric School Graduation Requirements Graduating Class of 2021 -2023 Classes		Xavier Rhetoric School Graduation Requirements Graduating Class of 2024 and All Subsequent Classes	
50 total credits to graduate		52 total credits to graduate	
Math	6	Math	6
Language Arts	8	Language Arts (Xavier Charter School Seminar)	8*
Speech/ Rhetoric	1	Speech/ Rhetoric	1
Science	6	Science	6
Social Studies	8	Social Studies (Xavier Charter Seminar)	8*
<i>(Western Civ. 4, US History 2, US Gov. 2)</i>		<i>(Western Civ. 4, US History 2, US Gov. 2)</i>	
Economics/Financial Literacy	1	Economics/Financial Literacy	1
Health	1	Health	1
Fitness	2	Fitness	2
<i>(PE or Dance Hum)</i>		<i>(PE or Dance Hum)</i>	
Foreign Language	2	Foreign Language	2
Humanities	2	Humanities	2
Music	1	Fine Arts (Music, Dance, Drama, Art) At least 1 Music credit and 1 Art credit required	4
Art	1		
Electives	10	Electives	10
Senior Compendium	1	Senior Compendium	1
Additional Requirements		Additional Requirements	
1. 4-Year Plan		1. 4-Year Plan	
2. Complete Senior Classical Project		2. Complete Senior Classical Project	
3. Pass United States Citizenship Test		3. Pass United States Citizenship Test	
With the minimum of 60% or higher		With the minimum of 60% or higher	
Additional Recommendations		Additional Recommendations	
1. 4 Foreign Language credits need to be completed in 2 consecutive years for admission to various colleges		1. 4 Foreign Language credits need to be completed in 2 consecutive years for admission to various colleges	

*All students are required to take a grade level Language Arts Seminar class and Social Studies Seminar class on campus beginning with the Class of 2024 and all subsequent Classes when enrolled in Xavier Charter School. If a student takes their grade level class outside of Xavier Charter School, it will only be transcribed as an elective or humanities credit if applicable.

Cross Reference: 2435

Advanced Opportunities

Legal Reference: I.C. § 33-1620, *et seq.* Mastery Advancement Pilot Program
I.C. § 33-6104 Early Graduation
IDAPA 08.02.01.350 Early Graduation
IDAPA 08.02.03.105 Graduation from High School
IDAPA 08.02.03.107 High School Graduation Standards
IDAPA 08.02.03.107 Middle Level Credit System

Policy History:

Adopted on: July 2012

Revised on: March 2013, November 12, 2014, March 9, 2016; May 10, 2017;
December 21, 2017; January 17, 2019; January 16, 2020; July, 16, 2020;
November 19, 2020; April 15, 2021; July 15, 2021; September 16, 2021;
October 20, 2022; April 20, 2023; November 16, 2023

Reviewed on: December 14, 2016

Xavier Charter School

INSTRUCTION

Policy: 2705 Military Compact Waiver

The State of Idaho is one of numerous states across the country that is a member of the Interstate Compact on Educational Opportunity for Military Children. As Xavier Charter School within the State of Idaho and subject to the laws of the State of Idaho, Xavier Charter School shall follow the requirements of the Compact when enrolling students at the school for whom the Compact applies.

Purpose

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success for children of military families due to frequent relocation and deployment of their parents. The Compact facilitates educational success by addressing: timely student enrollment, student placement, qualification and eligibility for programs (curricular, co-curricular and extra-curricular), timely graduation, and the facilitation of cooperation and communication between various member states' schools.

Applicability

This Compact applies only to children of:

1. Active duty members of the uniformed services, including members of the National Guard and reserve on active duty orders;
 - For application of this section the parent must be on full time duty status in the Army, Navy, Air Force, Marine Corps, Coast Guard, or the commissioned corps of the national oceanic and atmospheric administration and public health services;
2. Veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

Educational Records and Enrollment

1. Hand Carried/Unofficial Educational Records

In the event that official educational records cannot be released to a parent for the purpose of school transfer, the custodian of records from the sending school shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission.

Upon receipt of the unofficial educational records, Xavier Charter School shall enroll and appropriately place the student based upon the information the school receives in

the unofficial educational records, pending validation by the official records, as soon as possible.

2. *Official Educational Records/Transcripts*

At the time of enrollment and conditional placement of a qualifying student at Xavier Charter School, the school shall request the student's official educational records from their last school of attendance.

A school receiving such a request shall process the official educational records request and furnish such within a period of 10 days, or within the timeline determined to be reasonable by the Interstate Commission.

3. *Immunizations*

Xavier Charter School shall provide a period of 30 days from the date of enrollment, or such other time frame as determined by the rules of the Interstate Commission, within which students may obtain any immunizations required by Xavier Charter School. Where the Xavier Charter School's requirements include a series of immunizations, initial vaccinations must be obtained within 30 days, or within the timeline determined to be reasonable by the Interstate Commission. Exemption from these immunization requirements is available as described in Policy 3525 and IC 39-4802.

4. *Kindergarten and First Grade Entrance Age*

Students shall be allowed to continue their enrollment at grade level at Xavier Charter School, commensurate with their grade level from their receiving school, including kindergarten, at the time of transition. However, the provisions of IC 33-201 regarding attaining the age of five on or before the first day of September for enrollment in kindergarten, and attaining the age of six on or before the first day of September or having attained the age of five and having completed a private or public out of state kindergarten for the required 450 hours for enrollment in first grade, shall continue to apply.

A student who has satisfactorily completed the prerequisite grade level in the sending school shall be eligible for enrollment in the next highest grade level in Xavier Charter School, at the receiving school, regardless of age.

A student who is transferring into Xavier Charter School after the start of the school year shall enter Xavier Charter School on the student's validated grade level from an accredited school in the sending state.

Placement and Attendance

1. Course Placement

Upon transfer of a qualifying student, the receiving Xavier Charter School shall place the student in courses consistent with the student's courses in the sending school and/or the school's educational assessments.

Course placement includes, but is not limited to honors, international baccalaureate, advanced placement, vocational, technical, and career pathways courses.

Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This requirement does not preclude Xavier Charter School from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).

2. Educational Program Placement

Xavier Charter School shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending school or participation/placement in similar programs at the sending school.

Educational program placement includes, but is not limited to, gifted and talented programs and English as a second language (ESL). This requirement does not preclude Xavier Charter School from performing subsequent evaluations to ensure appropriate placement of the student.

3. Special Education Services

In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA), Xavier Charter School, as the receiving school, shall initially provide comparable services to a student with disabilities based on their current Individual Education Plan (IEP).

In compliance with Section 504 of the Rehabilitation Act and with Title II of the Americans with Disabilities Act (ADA), Xavier Charter School, as the receiving school, shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities consistent with their existing 504 or Title II Plan.

This does not preclude Xavier Charter School, as the receiving school, from performing subsequent evaluations to ensure appropriate placement and/or accommodations are made for the student.

4. *Placement Flexibility*

Xavier Charter School's Administration shall have the flexibility to waive course/program prerequisites or other preconditions for placement in courses/programs offered by the receiving Xavier Charter School.

5. *Absences relating to Deployment Activities*

A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment in a combat zone or combat support position, shall be granted additional excused absences at the discretion of Xavier Charter School's Head of Schools and/or designee to visit with their parent or legal guardian relative to such leave or deployment of the parent or guardian.

Eligibility

1. *Eligibility for Enrollment*

A Special Power of Attorney pertaining to the guardianship of a student of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

The receiving Xavier Charter School shall not charge tuition to a transitioning military student placed in the care of a noncustodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent.

A transitioning military student, placed in the care of a noncustodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which they were enrolled when residing with the custodial parent.

2. *Eligibility for Extra-Curricular Activity Participation*

Xavier Charter School shall facilitate the opportunity to transitioning military student's inclusion in extracurricular activities, regardless of application deadlines, to the extent the student is otherwise qualified.

Graduation

In order to facilitate the on-time graduation of a child of military families, the receiving Xavier Charter School shall follow this process:

Graduation Course Requirements - Waiver

Xavier Charter School's Administration, through the Head of Schools and/or designee, shall waive specific courses that are required for graduation if similar coursework has been satisfactorily completed at another school.

If Xavier Charter School does not waive the specific course requirement for graduation, Xavier Charter School shall provide a reasonable justification for the denial. This justification shall be provided to the parent/legal guardian in writing.

If the receiving Xavier Charter School does not waive the specific course requirement for graduation and the student would have otherwise qualified to graduate from the sending school, the receiving Xavier Charter School shall provide an alternative means of acquiring required course work to ensure that the student's graduation will occur on time.

1. Exit Exams

In lieu of testing requirements required for graduation at the receiving Xavier Charter School, Xavier Charter School and the State of Idaho shall accept any or all of the following:

- Exit exams or end-of-course exams required for graduation from the sending school;
- National norm-referenced achievement tests; or
- Alternative testing.

In the event the above alternatives cannot be accommodated by the receiving Xavier Charter School for a student transferring during their senior year, subsection 3, below, shall apply.

2. Transfer During Senior Year of High School

Should a military student transferring at the beginning of or during the senior year be ineligible to graduate from the receiving Xavier Charter School after all alternatives have been considered, the sending school and the receiving Xavier Charter School shall ensure the receipt of a diploma from the sending school if the student meets the graduation requirements of the sending school.

In the event that one of the states in question is not a member of this Compact, the member state shall use best efforts to facilitate the on-time graduation of the student.

Conflicts

All State laws and Xavier Charter School policies that conflict with this policy and/or in conflict with the Compact are superseded to the extent of the conflict.

Cooperation

The receiving Xavier Charter School, through its administrative agents, shall timely cooperate with all state agency inquiries and other Xavier Charter School/school inquiries relating to a student who is covered by the Compact.

Cross Reference

Description

2700P
3525

High School Graduation Requirements
Immunization Requirements

Legal Reference

Description

IC 39-4801

Immunization--Exemptions

I.C. § 33-5701

Interstate Compact on Educational Opportunity for
Military Children

IDAPA 08.02.03.105

Graduation from High School

Policy History:

Adopted on: July 21, 2014

Reviewed on: December 14, 2016; December 19, 2019

Revised on: July 16, 2020; February 16, 2023, August 21, 2025

Xavier Charter School

INSTRUCTION

Policy: 2720 Participation in Commencement Exercises

A student's participation in the commencement exercises of the graduating class at Xavier Charter School is an earned privilege. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all of the state and local requirements for graduation before the date of the ceremony. Students who have not completed satisfactorily every credit required for graduation as set in this policy by 12 PM (noon) the day before graduation shall not be allowed to march with the graduates at any of the regular graduation exercises. Students who are not eligible for a diploma at the regular graduation exercise will be awarded their diploma upon successful completion of all graduation requirements.

Organization of Commencement Exercises

Xavier Charter School administration may invite graduating students to participate in Xavier Rhetoric School commencement exercises or related events. Any student who is invited to participate may choose to decline the invitation. Xavier Charter School administration shall review the content of any commencement presentation in regards to the appropriate language for the audience and occasion. Students selected to participate may choose to deliver an address, poem, reading, song, musical presentation, or any other pronouncement of their choosing. Starting with the class of 2027, seniors interested in being chosen to be the Honorary Commencement Speaker must fill out the Honorary Commencement Speaker Application Form (Policy 2720F).

Valedictorian and Salutatorian

The selection of valedictorian and salutatorian will be based upon the calculation of a simple GPA.

The final class rank will be determined after the first semester of the senior year. It is important to make the cutoff at that point since colleges will wish to know the final rankings as soon as possible and since the valedictorian and salutatorian should be afforded the opportunity of including their honors on their graduation invitations. All students must nonetheless complete all graduation requirements in the last semester in order to graduate.

In the unlikely event of a tie for a certain place, two or more people may hold the same class rank. The subsequent place in rank will be skipped. For example, if two students tie for third place, the next student in rank will be fifth.

Students who attain a 3.0 grade-point average or above while at Xavier will graduate with honors. Students who attain a 3.5 grade-point average or above will graduate with high honors.

Cross Reference: 2720F Honorary Commencement Speaker Application Form

Legal References: United States Constitution – 1st Amendment
Art. 9, Sec. 6, Idaho Constitution – Religious Test and Teaching in School Prohibited
I.C. § 33-1603 Sectarian Instruction Forbidden
I.C. § 33-512 Governance of Schools
I.C. § 67-5909 Acts Prohibited

Policy History:

Adopted on: July 19, 2012

Revised on: February 8, 2017; April 19, 2018; June 20, 2019; February 16, 2023; May 18, 2023

Reviewed on: December 19, 2019

Xavier Charter School

INSTRUCTION

Policy: 2720F Honorary Commencement Speaker Application Form

In ancient Greece, Pericles spoke, “What you leave behind is not what is engraved in stone monuments, but what is woven into the lives of others.” – Thucydides, History of the Peloponnesian War (II.43.3).

Commencement is an opportunity to weave lasting words into the lives of those graduates from Xavier Charter School who are about to take their place as adult citizens in these United States. The Honorary Commencement Speech application was established to select one speaker who best embodies the Xavier Charter School mission, vision, and tenants. While academic acumen is very important and should be honored through awards, academic acumen does not always indicate a student’s full depth of classical education, their attainment of virtue, their competence in oration and rhetoric—all are goals of learning at Xavier Charter School. All students who meet the listed qualifications are encouraged to apply.

Qualifications:

To qualify for consideration for the Honorary Commencement Speaker:

1. The student must be a graduating high school senior at Xavier Charter School
2. Three of the four years of high school must have been completed at Xavier Charter School. Students transferring from a classical school may apply regardless of the number of years the student has been enrolled at Xavier Charter School.
3. The student must be in good behavior standing with no level two or three disciplinary issues during their senior year as evidence of their virtuous character.
4. All core classes (Math, Science, History, and English) must have been completed at Xavier Charter School. Exceptions may be approved for advanced classes ie. Dual credit.
5. Submit a completed application (transcripts, behavior standing statement, and Head of Schools or designee signature)
6. Submit a completed speech which will include the prompt, mission and vision alignment, and Xavier Charter School tenants.

COMMITTEE ASSIGNED PROMPT:

Turning in the Speech: Do **NOT** put your name on the speech. Please fill out the attached form, print your speech, and attach the form to the speech. Obtain a copy of your high school transcripts (unofficial). Obtain a signed form from the Assistant Head of Schools certifying good behavior standing. Then give your complete packet to the Secondary Lead Teacher. The Secondary Lead Teacher will then assign each speech a unique pin number. A committee consisting of two secondary teachers and one administrator will evaluate the speeches. After evaluating the speeches, the speeches will be matched up with the appropriate application form based on the pin number. The student who receives the award of the Honorary Commencement Speaker will be notified. If an exemplary speech is not evident from the speeches submitted or the lack of submitted speeches, the committee reserves the ability to not select a speech for the graduation commencement exercises.

Deadline: The Honorary Commencement Speaker application and speech are due in hardcopy form to the Secondary Lead Teacher by **March 31**. Incomplete applications will not be considered.

Honorary Commencement Speaker Application Form

I. Personal Information

Applicant's Last Name First Name Middle Initial

Parent/Guardian Name

Home Address City State Zip code

Home Phone Cell phone Email

Years/grades attended Xavier Charter School

II. Behavior Standing Certification

Signature and a brief statement from the Assistant Head of Schools for Good Behavior Standing:

Statement: _____

Head of Schools or Designee Signature: _____

I certify that the statements herein are true to the best of my knowledge and grant permission for the information contained herein to be shared with the selection committee.

Printed Student Name: _____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____
(If student is younger than 18 years of age.)

Assigned Pin Number by the Secondary Lead Teacher:

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* This form must be completed starting with the class of 2027.

Policy History:

Adopted on: May 18, 2023

Revised on:

Reviewed on:

Xavier Charter School

INSTRUCTION

Policy: 2800 Accreditation Objectives

Accreditation Standards

The Board will comply with all accreditation standards established by the State Board of Education. Xavier Charter School uses the standards of the COGNIA Accreditation for secondary education serving grades 9 through 12, as required by law. Accreditation is voluntary for elementary schools, grades K through 8.

Xavier Charter School will timely submit an annual accreditation report to the State Board of Education.

Continuous Progress Education

The Board acknowledges its responsibility for developing and implementing a curriculum designed to provide for sequential intellectual and skill development necessary for students to progress on a continuous basis from the elementary through secondary school.

The Head of Schools and/or designee is directed to develop instructional programs that will enable each student to learn at the student's best rate. The instructional program shall strive to provide for:

1. Placement of a student at the student's functional level;
2. Learning materials and methods of instruction considered to be most appropriate to the student's needs; and
3. Evaluation to determine if the desired student outcomes have been achieved.

Each year, the Head of Schools and/or designee shall determine the degree to which such instructional programs are being developed and implemented. Accomplishment reports submitted annually shall provide the Board with the necessary information to make future program improvement decisions.

Legal References: I.C. § 33-119

Accreditation of Secondary Schools – Standards for
Elementary Schools

IDAPA 08.02.02.140 Accreditation

Policy History:

Adopted on: July 19, 2012

Revised on: December 14, 2016; December 16, 2021; February 16, 2023

Reviewed on: December 19, 2019