



Xavier Charter
Grammar and Logic (K-6)
School Handbook
2026-2027

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

Welcome from the Dean

Dear Parents and Families,

Welcome to the 2026-2027 school year at Xavier Charter School!

It is my pleasure to welcome both returning and new families to our school community. At Xavier Charter, we are committed to the classical tradition of education, which seeks to cultivate not only academic excellence but also wisdom, virtue, and strong character in every student.

Character is a cornerstone of our foundation and guides much of what we do each day. From classroom behavior and relationships with others to academic habits and personal responsibility, we strive to help students develop the virtues that will enable them to flourish both in school and throughout their lives. Our faculty and staff are honored to partner with families in this important work, supporting the intellectual, moral, and personal growth of each child.

This handbook is designed to provide a clear understanding of our school's mission, values, expectations, and daily practices. We encourage you to read it carefully and refer to it throughout the year as a resource for your family. It is important to read the handbook each year to ensure you are aware and understand any changes that have been made to policy, procedure, or expectations.

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

Warm regards,

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

Megan Lemons, M.Ed., MA
Elementary Dean
Xavier Charter School

About Xavier

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

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

Those students who thrive at Xavier will be the ones who understand—and whose parents understand—the effort necessary to attain a classical education. Parents and students who are not in agreement with the school's mission, philosophy, and procedure may not be able to adhere to the policies that govern the school. In such cases, a different educational opportunity may be more appropriate.

Xavier Philosophy Statement

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

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

Xavier Mission Statement

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

Xavier Philosophies

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

Guiding Virtues and Behavioral Expectations

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

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

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

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

8 Expectations of Living

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

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

Pillars of Character

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

1. Responsibility

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

2. Respect

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

3. Perseverance

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

4. Integrity

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

5. Honesty

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

6. Courage

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

7. Citizenship

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

8. Cooperation

We work with others with a positive attitude for the good of all involved. We equitably participate in mutual responsibilities for completing shared ends and

direct our efforts and attention accordingly.

9. **Excellence**

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

Xavier Tenets and Ideals

1. Classical Education and Western Civilization

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

2. American Classical Education

(Classical education in America promotes American culture and ideals.)

- a. Traditional Ideals
 1. Respect for the Founding Fathers' intellectual virtue
 2. Individual self-government
 3. Responsibilities of citizenship
 - a. Virtuous Personhood
 - b. Support and defend the Constitution of the United States
 - c. Participate in society as an informed voter, juror, and taxpayer
 - d. Preserve liberty for future generations of Americans
 - e. Revere and obey the law
 - f. Service to his/her fellow man
 - g. Respect individual human worth and dignity--There is a fundamental importance to each individual human life. Each individual, no matter what his or her station in life, is a separate and distinct being and has value. This concept of the dignity and worth of the individual is of overriding importance in American thought and civic duty.
 4. Understanding of American primary sources including the nation's founding documents
 5. American Agency
 - a. The American ideal that people are able to fulfill their own destiny, rely on themselves rather than others, and that they believe in the promise that through hard work and perseverance life can be different and better; the idea that through self-reliance individuals have control over the course of their lives.
 - b. Xavier Charter School teaches that America has common knowledge, virtues, ideals, language, and commitments
 - c. Xavier Charter School is patriotic and promotes a sense of national loyalty as opposed to being citizens of the world.

- d. Individuals participate in the world as citizens of America first

3. Religion

- a. Ancient religions are studied– Judaism, Christianity, Buddhism, Hinduism, Islam and major mythologies.
- b. The ancient religions are worth studying to see the cause and effect in history at a particular time in a particular era.
- c. To speak of religion in a historical context is relevant, appropriate, and truthful.
- d. Care is taken not to present religion so that students can equalize them, or to find their common ground, but to understand their impact on humanity throughout the ages.

4. Reason and Logic

- a. The correct use of reason and logic is taught at Xavier Charter School.
- b. Logic's purpose is to clarify understanding while seeking truth.
- c. Logic's purpose is to restrain emotional reactivity.
- d. Logic cultivates reason to better enable human beings to distinguish good from evil, truth from falsehood, better from best.
- e. "Dialectic," or logic, is "the search for truth through resolution of disagreement through rational discussion. It results in probable truth or the most reasonable resolution of opposite opinions." (Cheryl Swope)

5. Classical Virtue versus Modern Values

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

6. The True, the Good and the Beautiful

- a. Xavier Charter School teaches students to seek and discover truth so that they can then act on what is good and beautiful in this life.
- b. The good of anything is found in its ability to accomplish for what it was created, to realize its purpose for existence.
- c. The good is possible only in the light of truth. Not truth as it is often defined today, by personal preference or popular consensus, but truth as defined by logic and reason, independent from opinions and emotions.
- d. The love and appreciation for beauty are not left to chance or whim but are acquired by the virtuous ordering of one's affections.

7. The Great Conversation

- a. The Great Conversation is the name given to the exchange of ideas throughout human discourse.
- b. The ideas have to do with our world, relationships, truth, knowledge, existence, hope, despair, and purpose - in short, who we are and why we live.
- c. Socratic Discussion and Response based on logic and reason through the spoken and written word is both the process and culmination of classical training.

The Xavier Difference

Our Curriculum	Our Students
· teaches how to reason, not just regurgitate · uses discussion as a tool for learning · teaches how to write using language, logic, and evidence effectively · uses original sources in history and complete works of great literature, instead of only a textbook · requires Latin to build English vocabulary · teaches the concepts behind mathematical and scientific problems, in addition to the procedures and formulas · is founded on the belief that true learning happens through full engagement and stems from active participation rather than solely passively completing worksheets	· are serious about their education · work diligently on meaningful assignments · are in class to learn · enjoy spirited discussions and debate · are articulate, thoughtful, and hard-working · read meaningful, thought-provoking books · are college-ready

Communication and Chain of Command

XCS Parent and Student Chain of Command

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

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

Chain of Command Flow Chart:

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

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

K-6 Chain of Command Quick Guide:

1. Start with the Classroom Teacher (meeting/phone call)
**Most things can be resolved at this level.
2. Elementary Dean (after meeting with teacher)
3. Head of Schools (after meeting with teacher/dean)
4. School Board (only after following chain of command with grievance process)

School Board and Administrative Staff

Board Members

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

Head of Schools	Gary Moon
Elementary Dean	Megan Choate
Secondary Dean	
Dean of Counseling	Kelsie Rogers
Elementary Counselor	Sara Seering
Academic Dean	Hillary Harm
Registrar	Stacey Young
Administrative Assistant	Devon Norris
Attendance Clerk	Devon Norris
Special Education	Heidi Sorensen
Kitchen Manager	Shellie Burk
IT Director	Jeremy Bennett

Teacher Contact

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

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

Parental Role and Involvement

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

- Demonstrate good character
- Help their children develop study skills and work habits
- Oversee and monitor student progress in reading, writing, and math - especially in grades K-8
- Promote Socratic discussion at home by asking questions and having active dialogue about what students have learned
- Hold high expectations of their students' performance
- Support Xavier by having children at school on time with the necessary supplies, books, in appropriate dress code, and homework in hand
- Gain an understanding of the mission and philosophy of Xavier Charter Schools by visiting the Xavier Charter School website

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

Strategies for Success

A classical model of education calls for students to participate in serious work at home. Homework, including reading assignments and test preparation that Xavier requires of students, is not busywork. It is 'work with a purpose' that prepares them for the following day's discussion and learning in class.

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

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

that you model follow through and completion for your child. Help them accomplish hard tasks and do them well.

- **Communicate Frequently with Teachers**

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

- **Maintaining Educational Partnerships**

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

- **Trust the Process**

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

Attendance, Tardies, and Illness

Idaho Attendance Law

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

XCS Attendance Policy

Regular attendance is essential to student success and supports both academic achievement and character development. Parents/guardians are responsible for notifying the school when a student is absent or tardy. Students arriving late must check in through the office, and students leaving during the school day must be signed out by a parent or authorized guardian.

Students are expected to attend school consistently and arrive on time. Excessive absences or tardies may result in attendance interventions and additional consequences as outlined in school policy. Certain absences, such as school-sponsored activities, verified medical absences, bereavement, and other approved circumstances, may qualify for exemptions under the attendance policy.

Students may accrue up to 10 absences per semester before attendance review procedures begin. Exceeding 10 absences may result in attendance interventions, review, and possible academic consequences.

Families are encouraged to schedule vacations, appointments, and other non-school activities outside of school hours whenever possible. Students are responsible for completing any missed assignments due to absences.

Please refer to **Xavier Charter School Board Policy 3050 – Attendance** for complete information regarding attendance requirements, excused and unexcused absences, tardies, attendance interventions, truancy, preplanned absences, and extenuating circumstances.

Academic Expectations, Evaluation, and Student Promotion

Academic Expectations

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

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

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

Curriculum Overview

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

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

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

Emphasis is placed on:

facts and memorization
grammar and syntax
structure and vocabulary
language root study
basic fundamentals for all subjects

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

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

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

Emphasis is placed on:

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

Homework

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

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

20 minutes of reading per night plus:

Grade 1 – 10 minutes (additional classroom practice)
Grade 2 – 20 minutes (additional classroom practice)
Grade 3 – 30 minutes (additional classroom practice)
Grade 4 – 40 minutes (additional classroom practice)
Grade 5 – 50 minutes (additional classroom practice)
Grade 6 – 60 minutes (additional classroom practice)

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

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

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

Academic Programs

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

Curriculum

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

Grading Scale

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

Grades K-2

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

Grades 3-6

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

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

Grade Support Standard, Promotion, and Retention

XCS Policy No. 2600

Xavier Charter School recognizes that students develop at different rates academically, socially, emotionally, and physically. Our goal is to support each student's growth while maintaining age-appropriate placement whenever possible.

Promotion to the next grade level is based on demonstrated competency in grade-level standards, with particular emphasis on literacy and mathematics. Classroom teachers assess student progress using multiple measures of achievement and growth. In addition to academic performance, factors such as age, maturity, and work completion may be considered when determining grade placement.

When students do not meet established grade-level expectations, retention may be considered as part of a collaborative process involving teachers, administrators, and parents. Students considered for retention will have participated in school intervention and support programs designed to address academic needs. Final decisions regarding promotion, retention, and grade placement are made by school administration.

Please refer to **Xavier Charter School Board Policy 2600 – Promotion, Retention, and Acceleration of Students** for complete information regarding promotion standards, retention procedures, interventions, and grade placement decisions.

Academic Honesty

At Xavier Charter School, academic integrity is an essential component of both scholarship and character. Students are expected to demonstrate honesty, responsibility, and personal accountability in all academic work. All assignments, assessments, projects, and other coursework submitted by students should represent their own effort and understanding.

Academic dishonesty—including cheating, plagiarism, unauthorized collaboration, misuse of technology or artificial intelligence, forgery, or presenting another person's work as one's own—is inconsistent with the values and virtues we seek to cultivate in our students. Violations of academic integrity may result in academic and disciplinary consequences, and parents may be notified when concerns arise.

As a classical school committed to the formation of both intellect and character, we believe that learning with honesty and integrity is more important than any grade or academic outcome.

Please refer to **Xavier Charter School Board Policy 3335 – Academic Honesty** for complete definitions, expectations, procedures, and consequences related to academic dishonesty, cheating, and plagiarism.

Homework Discipline

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

Dress Code

Dress Code Policy (K-6)

XCS Policy No. 3260

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

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

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

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

Dress Code for Grades K – 6

All clothing must be solid-colored (no patterns, tie-dye, camo, or logos larger than a 4 inch square), clean, and properly fitted with no rips or holes.

Permitted attire is limited to the following:

Tops

- Solid-color collared shirt (such as a polo or a turtleneck) Shirts must cover shoulders and midriff, front and back. Button-downs must be fully buttoned.
- Solid-color underlayer (such as t-shirt or camisole) worn under a collared shirt, not as the outer layer.
- Solid-color hoodless layer (such as a vest, pullover sweater, or sweatshirt) may be worn over a collared shirt.

- Solid-color dress (No collar required. Must cover shoulders.)
- Jumper or romper with a collared shirt or turtleneck underneath

Bottoms

- Any solid color, except blue denim
- Draw string or elastic waist pants are acceptable, but pants must look like pants and not athletic wear or pajamas.
- Length: past fingertip-length when standing with arms relaxed at sides
- Leggings may not be worn alone as bottoms. Leggings may be worn as a bottom layer under qualifying shorts/skirts only.

Accessories (limited to the jewelry and the piercings described below.)

- Up to 4 bracelets in total (Not 4 on each wrist.)
- Up to 2 necklaces in total.
- Up to two piercings per ear
- One small nose stud
- One watch (no phone/text capability)

Footwear

- Closed-toe shoes only

Outerwear

Outerwear is permitted outside, but must be removed in the building.

This includes, but is not limited to:

- Jackets
- Coats
- Full-zip hooded sweatshirts
- Hats
- Gloves
- Scarves

Full-zip hooded sweatshirts are permitted outdoors only and must be removed upon entering the building.

Pullover hoodies are not permitted on campus.

Xavier Wear

Mon.–Thurs.: Students may wear all Xavier gear that meets dress code rules above, with a logo no larger than 4 in2.

Friday is Xavier Spirit Day: students may wear any Xavier gear regardless of the dress code rules

above, including items with patterns, graphics, or logos of any size. Non-Xavier clothing worn on Fridays must still meet all dress code rules.

Xavier Club wear may be worn on days listed on the school calendar as club event days.

Hair

Worn neat, clean, and not obstructing vision

Special Situations

Students may change out of dress code only after 3:30 p.m. or with teacher permission.

Students are not to wear or carry items of apparel (clothing, accessories, cosmetics, tattoos, jewelry-including body piercing) which depict or allude to, by picture, symbol, or word: drugs, including alcohol and tobacco, controlled substances, drug paraphernalia, gangs, violence, sexually explicit, lewd, indecent or offensive material, or illegal acts. Accessories must be spike-free.

Not permitted anywhere in the dress code

Athletic wear (including gym shorts, sweatpants, and warm-up pants), sleepwear, and visible undergarments.

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

Please see and review **Policy 3260** for reference and additional information regarding the School Board Policy on Dress Code.

Dress Code Procedure

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

Dress Code Discipline

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

Student Code of Conduct and Discipline

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

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

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

Bus Discipline Procedures

Correct bus behavior is crucial to the safety and well-being of those on board. All bus students are apprised of bus procedures when school begins each year and are expected to respond appropriately at all times. If it should become necessary for action to be taken in regard to misbehavior, the following steps will be pursued:

Verbal Warning (first incident):

When a student's actions jeopardize the safety and welfare of other students or the operation of the bus, the driver will personally and verbally address that student.

Yellow Ticket (second incident):

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

Once a discipline referral is received, the Dean/designee will email the parent/guardian explaining the situation as it occurred with a warning that any future ticket will result in suspension from bus privileges for a period determined by the Dean/designee.

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

Red Ticket (third incident):

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

Computer and Internet Use Policy

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

Cell Phone/Small Electronic Use Policy

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

To support a focused learning environment and promote positive student engagement, the use of personal cell phones and electronic devices during the school day is prohibited. Students who bring a cell phone or other electronic device to school must keep it turned off, stored securely, and out of sight during school hours unless specifically authorized by school personnel.

Parents needing to contact students during the school day should do so through the school office. Likewise, students should use school phones when communication with a parent or guardian is necessary.

The use of cameras, recording devices, or similar technology is subject to school approval and is strictly prohibited in private areas such as restrooms, locker rooms, and changing areas. Any misuse of electronic devices, including use related to academic dishonesty or disruption of the educational environment, may result in disciplinary consequences and confiscation of the device.

Students are responsible for any personal electronic devices brought to school. Xavier Charter School is not responsible for lost, stolen, or damaged devices.

Please refer to **Xavier Charter School Board Policy 3265 – Student-Owned Electronic Communication Devices** for complete expectations, procedures, and consequences regarding the possession and use of cell phones and electronic devices on campus and during school activities.

Classroom Climate

Class and Birthday Parties

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

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

Holidays

In Xavier K-6 classrooms and schoolwide, holidays are not generally celebrated. This includes Valentine's Day, St. Patrick's Day, Earth Day, Easter, Christmas, etc. Xavier **does observe** Veteran's Day, Martin Luther King Day, Presidents' Day, Memorial Day and other days that speak to America's heritage.

Food in the Classroom

Xavier does not serve food in the classroom during regular school hours without specialized permission. Parents may supply a healthy midmorning snack. Vending machine use is for 7-12 students only. K-6 students may participate in food sales sponsored by the school during EXALT Week and at the end of the school year in addition to any exceptions made by the Head of Schools, Elementary Dean, or designee.

Activities, Student Fees, and Procedures

After School Activities

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

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

Extra-Curricular Activities

Behavior Requirements

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

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

Students on behavior contracts must seek approval for participation from the Elementary Dean or Head of Schools prior to all extra-curricular activities or events.

Dissemination of Information

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

Photo Consent

Unless written notice is received by the school office, a student's photograph or video image may be used in school-related publications, including the annual, website, newspaper, video or television advertisement.

Student Fees

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

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

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

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

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

Health and Safety

Contagious or Infectious Diseases Policy (Illness)

The health and safety of students and staff are important priorities at Xavier Charter School. Students who exhibit symptoms of a communicable or infectious disease may be temporarily excluded from school in accordance with guidance from public health authorities and applicable health regulations. In some cases, the school may require documentation from a healthcare provider before a student returns to school.

When a communicable disease is identified, the school will work with public health officials to determine appropriate measures to protect the health and safety of the school community while respecting student privacy and confidentiality. Parents may be notified of potential exposure to a communicable disease when appropriate; however, the identity of the affected student will remain confidential.

Please refer to **Xavier Charter School Board Policy 3520 – Contagious or Infectious Diseases** for complete information regarding exclusion from school, return-to-school requirements, confidentiality, and health and safety procedures.

Administration of Medication

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

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

Use of Medication at School

Xavier Charter School recognizes that some students may need medication during the school day in order to attend school safely and successfully. To ensure student health and safety, all medications administered or stored at school must comply with school procedures and require appropriate parent/guardian authorization.

Students with physician-prescribed inhalers, epinephrine auto-injectors, insulin, or blood glucose monitoring supplies may be permitted to carry and self-administer these medications when proper documentation is provided. Other prescription and over-the-counter medications may be administered or stored by the school only with written parent authorization and in accordance with school requirements.

For student safety, medications must be properly labeled, and all medications not approved for self-carry must be stored securely through the school office. Students may not possess medication at school unless specifically authorized under school policy.

Please refer to **Xavier Charter School Board Policy 3510 – Student Medications** for complete information regarding medication authorization, self-administration, storage requirements, parent responsibilities, and procedures for prescription and non-prescription medications.

Weapons Policy

To ensure a safe and secure learning environment, Xavier Charter School strictly prohibits the possession of firearms or other dangerous weapons on school property, on school transportation, or at any school-sponsored activity or event, regardless of location. Individuals found in violation of this policy may be subject to disciplinary action and referral to law enforcement.

Limited exceptions apply only to approved student participants and faculty mentors in designated programs such as the Trap and Skeet Club and Archery Club, and only during authorized practices and competitions involving approved equipment.

Any additional requests for permission to possess or store a weapon on school property must be submitted in advance and are subject to approval by the Board of Directors. Please refer to **Xavier Charter School Board Policy 3330 – Weapons** for complete definitions, exceptions, enforcement procedures, and approval requirements.

Alcohol, Drug, and Tobacco Policy

In accordance with federal law, the Xavier Charter School Board of Directors designates all school property and the area extending 1,000 feet beyond its boundaries as a Drug-Free School Zone.

Pursuant to Board Policy 3300 (Drug and Alcohol-Free Workplace) and Board Policy 3320 (Substance and Alcohol Abuse), the use, possession, concealment, delivery, distribution, or sale of any controlled substance, illegal drug, or drug-related paraphernalia is strictly prohibited on school property, at school-sponsored activities, and in school vehicles. Additionally, consistent with Board Policies 3320 and 3330, the use, possession, concealment, delivery, distribution, or sale of alcohol, tobacco, nicotine products, or other prohibited substances is prohibited at all times on school property and during any school-sponsored event or activity.

Violations of these policies may result in disciplinary action and referral to law enforcement as appropriate.

Bullying and Cyberbullying

Xavier Charter School is committed to maintaining a safe, respectful, and productive learning environment. Hazing, harassment, intimidation, bullying, and cyberbullying by students or third parties are strictly prohibited and will not be tolerated.

These behaviors are prohibited on school property, school buses, at bus stops, during school-sponsored activities, and through electronic communications when they substantially disrupt the educational environment or interfere with the rights of others.

Reports of bullying, harassment, intimidation, hazing, or cyberbullying will be investigated promptly. Students who violate these policies may be subject to disciplinary action, including detention, suspension, expulsion, and referral to law enforcement when appropriate.

Students who experience or witness prohibited conduct should report the incident immediately to a teacher, counselor, principal, Head of Schools, or other school administrator.

For complete definitions, reporting procedures, investigation processes, and disciplinary consequences, please review **Xavier Charter School Board Policies 3290 and 3295**.

Title IX

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

Title IX Coordinator:

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

Report to Law Enforcement

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

****How to Report****

If you are being harassed, report it immediately to someone in authority (Teacher, Counselor, Principal, or Head of Schools). Disciplinary actions will be enforced on a student who has been harassing other student(s), and legal charges may be filed for reoccurrences of harassment.

Visitor Policy

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

Student Handbook and Board Policy Statement

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

Parent Signature Page

XAVIER CHARTER SCHOOL ACKNOWLEDGEMENT OF POLICIES AND PROCEDURES

Thank you for taking the time to carefully read the 2025-2026 Xavier Parent Guide to Xavier Charter School. If you have any questions about this handbook, please contact the school office at (208) 734-3947.

We/I have read, understand, and agree that our child will abide by the policies and procedures outlined in the 2025-2026 Xavier Charter School Handbook and all other policies and procedures detailed in the school's official documents. We/I have also shared pertinent details of the handbook with our child and he/she understands the expectations of Xavier Grammar School life.

Student Name: _____

PARENT/GUARDIAN:

Print Name: _____

Parent/Guardian Signature: _____

Date: _____