



Xavier Charter
Logic (7-8)
School Handbook
2026-2027

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Welcome from the Dean

Dear Parents, families, and students,

It is our pleasure to welcome returning families and students, as well as new families and students, to the 2026-2027 school year at Xavier Charter School.

At Xavier Charter School, we are committed to educating students in the classical tradition of intellectual and virtuous development. We partner with families to shape the minds, hearts, and affections of their students. We teach a love of order through skills and content so that students understand what is beautiful, so that they can recognize truth, and then know what is good. Our faculty, staff, and administrative team are honored to serve your families and students this year in this pursuit.

This handbook contains references to some of the most commonly referenced policies and procedures at Xavier Charter School. These policies and procedures reflect our school's values, expectations, and practices. Please review it carefully together (parents/guardians and students) and reference it throughout the year.

Please take special note of the promotion and credit requirements for advancement to the next grade level. IDLA courses are limited this year and the opportunity to have credit recovery through IDLA will also be limited. Additional credit recovery options may be available, please reach out to our secondary counselor to explore other options.

Respectfully,

The Xavier Charter School Administrative Team

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 *studere*, 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		

7-12 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

School Board Members

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

Administration and Office Staff

Head of Schools	Gary Moon
Elementary Dean	Megan Lemons
Secondary Dean	Johnnie Zimmers
Dean of Counseling	Kelsie Rogers
Elementary Counselor	Sara Seering
Elementary Academic Dean	Hillary Harm
Secondary Academic Dean	Amanda Sandell
Registrar	Stacey Young
Business Manager	Joseph Schmelzle
Office Manager/Admin. Assistant	Devon Norris
Attendance Clerk	Devon Norris/Amanda Leiser
Special Education	Heidi Sorensen
Kitchen Manager	Shellie Burk
IT Director	Jeremy Bennett
Sped Director	Pamela Houston-Powell

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 any age of student's success in a classical education environment. We understand that families choose to have their children attend Xavier because they want the best for their students. It is our intent to provide our students a classical education that will support both intellect and virtue.

We partner with parents in academics and in student behavior, as parents are the primary educators of their children. Xavier Charter School staff and administration will have regular conversations about character development, virtue, academics, and school cultural expectations. To give students the best possible opportunity of success, we ask our parents to:

- Demonstrate virtuous character
- Help their children develop study skills and work habits
- Oversee and monitor student progress in reading, writing, and math - especially in 7-10 grades, and for any student new to Xavier
- Promote Socratic discussion at home by asking questions and having active dialogue about the curriculum
- Hold high expectations of their students' performance behaviorally and academically
- Support Xavier by having children at school on time with the necessary supplies, books, in appropriate dress code, and homework in hand; older students sometimes need home support with organization to make this occur
- 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. Adolescents 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, and one in which parents can monitor *how* homework is being completed. Xavier cannot police students' behavior away from school; however, we offer these suggestions as a way to help parents ensure their student'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. Cellphones should be out of reach and away during homework time.

- **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. Adolescent students lack time management skills and need parental involvement to plan ahead for tests, study time, projects, etc. 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 School. 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 a Xavier education offers as students are learning what it is to live a fully human life, and live it well.

- **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.

Logic School Academic Programs

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.

Emphasis During the Logic Stages

During the Logic stage of our educational process, emphasis is placed on:

- Precision in word choice
- Cause and effect thinking
- Analytically correct reasoning
- Linking concepts and subjects together

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. Content and skills are emphasized in that they allow students to grapple with what it is to live well and live a fully human life in the tradition of Marcus Aurelius, Aristotle, Plato, and other great philosophers of Western Civilization.

Dual Credit

The trained mind is gradually prepared for specialization in the "subjects" that, upon completing the Trivium, the mind should be perfectly well-equipped to tackle on its own. Students in 7th and 8th grade have not yet mastered self-discipline, self-responsibility, governance, and advocacy needed to successfully complete college courses. For these reasons, dual credit courses for 7th and 8th grade students are discouraged.

Promotion & Retention

(XCS Policy 2600)

Promotion and Retention of Logic Students

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

It is the philosophy of Xavier Charter School that students thrive best when placed in or promoted to grade levels with other students who have compatible age, physical, and social/emotional status.

Promotion as well as retention from grade to grade is based on a student's ability to meet specific standards over time.

7th and 8th Grade Student Promotion

*Idaho State Code governs these criteria.

Promotion Criteria

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.

Additional Promotion Guidelines

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.

7th and 8th Grade Credit Requirements

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>			

Appealing for Credit

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.

Grades

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

A= 4.0	Mastery
B= 3.0	Proficiency
C= 2.0	Sufficiency
D=1.0	Insufficiency
F= 0.0	Failing

Withdraw Failure Grade

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 that 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 2620

Idaho Digital Learning Academy Classes

At the discretion of the Head of Schools 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.

Idaho Digital Learning Academy Classes Continued

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 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.

Withdraw-Failure Grade for IDLA Courses

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. **Policy 2395**

Homework

Homework prepares students to fully participate in class. Lack of participation inhibits learning. Therefore, all assignments should be completed on time.

Major projects, essays, and other large assignments, may be accepted for partial credit within a three-day period, at the department's discretion; this is an exception for unusual circumstances in a student's life and must be communicated in advance of a class starting. Small assignments, daily checked work, etc. will not be accepted. For poor/uncompleted work, teachers may require students to redo assignments, for partial credit. When absent, students have **one** school day for each day missed to make up missed work. Self-responsibility is a fundamental behavior expectation.

Daily Homework Expectations

The average homework time allotment for the Upper Logic School (grades 7-8) is 2 hours per day for the **average student**.

This is a guideline and may vary depending on the time of year, a student's organization and study habits, and the nature of the assignments and the class. Parents are expected to support their children as they learn how to efficiently manage their homework time. Time management is a new skill for students in 7th grade, and they cannot master this skill at home without consistent parental support and routine.

For grades 7-12 it is highly recommended that the student has access to a home computer and internet. Written work will be submitted in a typed format. Computers will be available for student use before and/or after school if needed. Students are always encouraged to seek after school help from teachers if they require additional assistance.

Homework Discipline

Homework-related discipline is administered at the discretion of the classroom teacher, based on the nature and frequency of the concern. This may include, detention before school, during lunch, and Saturday school.

If homework issues are recurrent, parents may be asked to come in for a parent meeting with the teacher and administration.

Student Fees

A fee will be assessed to all students that will cover basic student supplies. In some courses, students will be required to purchase books and/or additional supplies. All fees are set and approved annually by the Board of Directors. **These fees are voluntary and are non-refundable. The fees are used for a variety of items and activities depending on the grade level. Examples include: field trips, class event day activities, student prizes, medals, graduation expenses, diplomas, Pemberley Ball, student awards, Shakespeare presentations, supplies for music and dance classes, etc.**

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

Grade	Fee
7-8	\$30

Additional Fees	
<i>Course Fees</i>	
7-12 Grade Art Class Fees (<i>voluntary</i>)*	\$20.00
Student ID Replacement Fee	\$5.00
Dance Shoe Rental Fee	\$2.00
7-12 grade science class lab fee (<i>voluntary</i>)*	\$20.00
NSF Check Fee	\$35.00

*Art and Science fees are voluntary, the types of labs and art activities/projects offered to students are influenced by the amount of voluntary fees collected.

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 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.

Students with disciplinary records may not be able to participate in after school activities. Students on behavior contracts will leave campus no later than 3:15 pm.

Closed Campus

Students shall remain on school grounds from the time of arrival until the close of school unless officially excused.

School Lockers

Lockers are available upon request.

Lockers are provided as a convenience and are subject to search without notice.

Attendance

(XCS Policy No. 3050)

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

Attendance Notification

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

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

Student Check-Out

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

Tardies

Three tardies occurring within the same semester will be equal to one unexcused absence. A tardy in excess of 10 minutes in a period will be counted as an un-excused absence. Tardiness to school or class may result in additional disciplinary action. Parents, guardians, or custodians are expected to have their students at school a minimum of 5 minutes prior to the start of class.

Absences

Rhetoric School students who have accumulated more than 10 excused or unexcused absences for any class (3 tardies=1absence) within a single semester will be assigned to the next scheduled Academic Make-up Day (Saturday School). If absences are accumulated after the 11th absence within any class period during a school day additional Saturday School days will be assigned. (1 Saturday School day = 1 or more absences during a single school day) The dates of Saturday School will be determined by the administration. Saturday School will be held from 8:00 am to 12:00 pm. If a student does not attend an assigned Saturday School the student will be suspended for two days following the no-show.

If the student continues to accumulate absences and/or tardies, administration may assign additional consequences per school policy; including, but not limited to, referral to the Attendance Review

Committee, referral to Truancy Court, withholding credit for the semester, or assigning semester grades of “incomplete/FA”.

Discipline Procedures and Consequences

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

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

1. Positive reinforcement
2. Teacher intervention
3. Parental contact
4. Referral to Principal
5. Recess/Lunch Detention
6. Out of School Suspension
7. Expulsion

Academic Honesty (XCS Policy 3335)

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

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

Cheating

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

- Copying or attempting to copy another student's homework, quiz, test, essay, or lab report.
- Cheating on tests through such means as cheat sheets, use of unauthorized electronic devices, and discussion of test information with other students.
- Obtaining test questions and/or copies of tests outside the classroom test setting.
- Lending and/or copying from another student's work (homework, tests, projects, assignments).
- Altering or interfering with grading (forging signatures, changing or inserting answers on work after grading).
- Allowing another student to copy answers during a test situation.

- Collaborating with other students on an assignment in direct violation of teacher's instructions.
- Using books and electronic information in generating an assignment in direct violation of teacher's instructions.
- Accessing, taking, and benefiting from copies of tests and quizzes previously used or to be used by teachers unless provided as study guides by the teacher.
- Submitting work previously presented in this course or in another course.

Plagiarism

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

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

Hazing, Harassment, Intimidation, Bullying, And Cyber Bullying

(XCS Policy 3290 & 3295)

It is the policy of this district to provide a positive and productive learning and working environment. Hazing, harassment, intimidation, cyber bullying, or bullying by students or third parties, regardless of the specific nature of the behavior, is strictly prohibited and shall not be tolerated in Xavier Charter School. Xavier Charter School places a high priority on maintaining a safe school environment for all students while attending school, riding the school bus, and attending district-sponsored activities on school premises or at other locations.

Definitions

(XCS Policy No. 3295P)

“Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors or others engaged in Xavier Charter School business, such as employees of businesses or organizations participating in cooperative work programs with Xavier Charter School and others not directly subject to Xavier Charter School control at Xavier Charter School athletic competitions or other school events.

“Charter School” or “School” includes school facilities, school property, buses, electronic technology or electronic communication equipment on Xavier Charter School computers, networks, or forums and non-school property if the student or employee is at any school- sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the control of the school or where the employee is engaged in school business.

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any school- sponsored activity or grade level attainment. Examples of hazing include: total or substantial nudity on the part of the person, compelled ingestion of any substance by the person; wearing or carrying of any obscene or physically burdensome article by the person; physical assaults upon or offensive physical contact with the person; participation by the person in boxing matches, excessive number of calisthenics, or other physical contests; transportation and abandonment of the person; confinement of the person to unreasonably small, unventilated, unsanitary or unlighted areas; sleep deprivation; or assignment of pranks to be performed by the person.

“Harassment” includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written, electronic, or physical nature on the basis of age, race, religion, disability, or gender.

“Harassment, intimidation or bullying” means any act that substantially interferes with or disrupts the educational environment or impinges on the rights of other students at school, a student’s opportunities, or performance, that takes place on or immediately adjacent to school grounds, school property, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, and that has the effect of:

Harming a student or damaging a student’s property;

Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property;

Is sufficiently severe, persistent, or pervasive so that it creates an intimidating, threatening, abusive, or a hostile educational environment.

“Cyber bullying” includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs through Xavier Charter School’s computer network and the internet, whether accessed on campus or off campus, during or after school hours. In the situation that cyber bullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary actions shall be based on whether the conduct is determined to be reasonably expected to materially and substantially interfere with or disrupt educational environment of the school or impinge on the rights of other students at school and/or in violation of Xavier Charter School policy or state law. In addition, such conduct must also be in violation of a school policy or state law. Administration shall in their discretion contact local law enforcement.

“Intimidation” includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another’s property, cause substantial inconvenience, subject another to offensive physical contact or inflict serious physical injury on the basis of age, race, religion, disability, or gender.

Investigation

The school administrator or designee will investigate any allegations of misconduct that are reasonably characterized as harassment, intimidation, or bullying. At the discretion of the Head of Schools and/or Assistant Head of Schools, the alleged perpetrator(s) may be suspended pending the outcome of the investigation.

Disciplinary Action

Students who engage in hazing, harassment, intimidation, bullying, or cyberbullying will be disciplined as determined to be appropriate. Depending on the infraction and available evidence disciplinary action may include:

- Conference with offending student
- Parent conference with parents of offending student
- Saturday School (7-12)
- No Contact Contract
- Out of School Suspension
- Behavior Contract
- Expulsion

Title IX

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

Title IX Coordinator:

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

Reporting to Law Enforcement

The Head of Schools and/or designee may refer allegations of bullying to law enforcement if they/, depending on the infraction and available evidence.

How to Report for Title IX

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

Alcohol, Tobacco, Drug Policy

(XCS Policies 3320 & 3330)

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

Weapons Policy XCS

(XCS Policy 3330)

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

Definitions:

As used in this section of this policy only:

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

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

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

Internet/Computer Use Policy

(XCS Policy 3270)

The appropriate and scholarly use of computers and the internet is expected and required. Students will be required to sign an acceptable use policy to be kept on file in the office. Refer to Policy 3270 for details.

Cell Phones/Small Electronics

(XCS Policy 3265)

In order to accommodate concerns about student safety while traveling to and from school, Xavier Charter School will allow students to possess cell phones/small electronic devices provided the following rules are strictly adhered to:

- The use of all cell phones/small electronic devices on the school campus or during a school activity from the time the school is opened (7:40 AM) to the end of the last period is strictly prohibited.
- Cell phones/small electronic devices should be stored turned off and out-of-sight. The device may be stored in a locker but not on the student's body including purse or backpack. If the device "goes off" on the school campus or during a school activity during school hours, it is considered "in use" and a violation of school policy.
- Parents should call the school office for any emergency situation, and not contact students by cell phone. Likewise, students who need to contact their parents during the day should ask to use a school phone and not use their personal device.

Photography teachers will take extra caution before approving the use of cameras in the classrooms setting and will notify the administration in writing prior to granting approval. All participants in any type of photographed or filmed project must have completed the school's media release.

- The use of cameras, video equipment, or any type of recording phone or device is strictly forbidden in private areas at any time, such as locker rooms, restrooms, dressing areas, and offices. Such use may also be in violation of the criminal code.

Students found to be using any electronic communications device to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on tests or examinations shall be subject to discipline and the device shall be confiscated and not returned until a parent conference has been held.

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

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

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

Bus Discipline Procedures

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

Verbal Warning (first incident):

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

Yellow Ticket (second incident):

After one verbal warning by the bus driver, a yellow ticket will be given to the student. A student presented a yellow ticket on the morning ride will go directly to the front office, hand the ticket to the Principal, and discuss the issue that led to the ticket before returning to class. If a yellow ticket is issued on the afternoon ride, the student should follow the above procedure upon arrival to school the morning following the incident.

The Principal will email the parent/guardian explaining the situation as it occurred with a warning that any future ticket will result in suspension from bus privileges for a period of time determined by the Principal.

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

Red Ticket (third incident):

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

Student Dress Code 7-8 Grades

(XCS Policy 3261)

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. The school will make specific exceptions to the dress code as required. Parents should address specific concerns with the administration as soon as possible.

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

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

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

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

- Students are not to wear or carry items of apparel (clothing, accessories, cosmetics, tattoos, jewelry including body piercing) which depict or allude to, by picture, symbol, or word: drugs, including alcohol and tobacco, controlled substances, drug paraphernalia, gangs, violence, sexually explicit, lewd, indecent, or offensive material, or illegal acts.
- The wearing, using, or displaying of any gang clothing or attire (based upon the administration's reasonable belief that gangs may be present in the school) jewelry, emblem, badge, symbol, sign, codes or other things which evidence membership or affiliation in any gang is prohibited on the school premises or at any school sponsored activity, regardless of location.
- Hair should be neat and clean in appearance. Hair is to be worn in a way that does not obstruct the natural vision of the student.
- No hats in the school building during school hours, 7:30 a.m. to 3:30 p.m.
- Two piercings in each ear and/or one small nose stud is allowed. No visible body piercings or gauges allowed.

- Outerwear: Jackets, coats, and full-zip hooded sweatshirts must not be worn in the classroom.

Extended Student Dress Code (7-12)

Tops

- Shirts, quarter zip sweater or fleece, turtlenecks, vests, or blouses can be worn in any combination in any solid color or pattern.
- Tops worn over leggings must be no higher than 3" above the kneecap.
- Shirts may reveal no cleavage and necklines must not be lower than 2" below the clavicle.
- Crewneck sweatshirts without graphics are allowed with a collared shirt.
- Outerwear: Jackets, coats, and full-zip hooded sweatshirts must not be worn in the classroom.

Bottoms

- Pants, slacks, shorts, skorts, capris, jumpers, dresses, skirts, can be worn in any combination in any solid color or pattern.
- Skirts, dresses, and shorts must be no shorter than 3" above the kneecap, measured while standing.
- Skirts and dresses worn over leggings must be no higher than 3" above the kneecap.
- Leggings must be opaque and can be any color.
- Leggings may not be worn as bottoms on their own.

Other items of clothing

- Clothing must cover the midriff while standing with hands at sides.
- All clothes must be clean with no rips or holes.
- Open-toed shoes/ sandals are permitted.

Xavier Wear

- Xavier wear may be worn Monday through Thursday as long as the clothing meets the 7-12th grade dress code requirements, and the logo is no larger than a square with sides measuring 4 inches in length.
- Any type of Xavier wear, including club-specific wear, may be worn on Fridays. Club-specific Xavier wear may also be worn on calendared club-specific event days.

Not Permitted Items of Apparel:

- Visible undergarments
- Sweatshirt hoodies on campus.
- Blankets
- Sleeveless shirts, tank tops, shirts with open backs.
- T-shirts with graphics.
- Trench coats
- Tights as pants

- Logos larger than a square with each side measuring 4 inches in length.
- Athletic wear such as gym shorts, sweatpants, warm-up pants, sweatshirts, hoodies, and joggers (except in dance and P/E classes with the permission of the instructor).
- Flip flops, slippers, or Crocs
- Pajamas or sleepwear of any kind
- Blue denim pants, shorts, or skirts.
- Tie dye or camouflage patterns
- Visible Tattoos

Interpretation and Implementation of Policy

The Head of Schools and faculty shall use reasonable discretion in interpreting and implementing the provisions of this policy. If a conflict arises in the interpretation of this policy, the interpretation of the Head of Schools shall be final.

Enforcement

The enforcement of the dress code policy will take place during the school day 7:30 a.m. to 3:30 p.m. and at all Xavier Charter School activities. Dress code violations will be handled on a tiered basis similar to other disciplinary issues. Students who repeatedly violate the dress code may be subject to disciplinary action up to and including suspension or expulsion, depending on the facts and circumstances, for violating the standards of student conduct.

Temporary Exceptions

As is customary at Xavier Charter School, many educational activities highlighting our Classical Education model take place that are direct exceptions to this policy. Such activities are considered appropriate and enhance the academic experience of the students. The administration has the authority to grant temporary exceptions to this policy.

Dress Code Procedure

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

Dress Code Discipline

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

Dance Code of Conduct

Students who would like to invite a guest to a dance must submit the dance/guest form to the

office no later than 3:00 PM on the day prior to the dance. A guest dance form must be filled out for each guest and for each dance during the school year. Only Xavier Charter School alumni who graduated the previous year may attend as a guest if the guest form is approved by the administrator. Upon entering the dance venue, the guest must present a valid school ID. Only students enrolled in a secondary school and do not have discipline offenses will be allowed to attend the dance.

The general dance dress code must comply with the Xavier Charter School standard of modesty. The dress code guidelines for semi-formal dances are the following:

- Dress pants or khakis.
- Button-up shirt with a collar.
- Ties, vest, and suspenders allowed.
- Dresses, appropriate for a semi-formal event.
- Dress length must be mid-thigh length or longer. Dresses that require stretching down to be the appropriate length are unacceptable. A good measure is the dress must be at least fingertip length when your arms are at your side with shoulders relaxed.
- Backless dresses may not be lower than the waist.
- No cut-outs exposing the skin from the back or side view.
- Entire front midriff must be covered.
- No see-through fabric (see-through sleeves are acceptable)
- No kerchief style tops.
- No plunging neckline (no extreme cleavage).

Students must respect the dance facilities. Students must be mindful of others with the dance refreshments, supplies, and party favors and follow all directions given by dance chaperones. There will be no public displays of affection. All dancing must be school appropriate and respect those around you.

Students will not push/ shove, body surf, or ride on anyone's shoulders, "grind" (freak dance), bend over, straddle a dance partner, twerk, remove his/her clothing, or perform any other sexually suggestive act.

Students will be respectful to teachers, parent chaperones, and administrators.

All students attending the dance will have an identifying marker ie. paper bracelet, hand stamp. If students leave the dance venue they will not be allowed to return. Students must stay within the designated dance area. Students who do not follow the school rules will be required to leave the dance and may not be allowed to attend any future dances for the current school year.

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Additional Dance Regulations and Guidelines:

- Students will be respectful to teachers, parent chaperones, and administrators.
- All students attending the dance will have an identifying marker (i.e. paper bracelet, handstamp, etc.).
- If students leave the dance venue, they will not be allowed to return. Students must stay within the designated dance area.
- Students who do not follow the school rules will be required to leave the dance and may not be allowed to attend any future dances for the current school year.

Student Participation in Extra- Curricular Activities

*9 – 12 student eligibility requirements to participate in Xavier Charter school Extracurricular activities and/or Idaho high school activities (IHSAA).

Academic Requirements

- On target to graduate.
- Pass all classes during the previous semester prior to the activity season. The Head of Schools may make exceptions to this requirement as long as the decision is in compliance with XCS and/or IHSAA rules.
- Maintain a 2.5 GPA during the semester of participation. The Head of Schools may make exceptions to this requirement as long as the decision is in compliance with XCS and/or IHSAA rules. The Secondary Dean will begin grade checks after the first three weeks of the activity. If the grade check reveals that the student's GPA is below 2.5, the student will receive a warning and be placed on academic probation for one week. The student may continue to participate in the activity during this period. If the student's GPA continues to be below 2.5 after the next week, the student will not be able to participate in the activity until the student's GPA is raised to at least 2.5.
- Be in school for at least 4 periods on the day of an activity.

Behavior Requirements

- Meets required attendance for all 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.
- A student who is participating in any XCS and/or IHSA activity shall not attend or remain at parties or other functions where alcohol, drugs, or tobacco are being used contrary to the provisions of Idaho Law. When a student discovers that alcohol and/or drugs are being used illegally he/she shall promptly remove him/herself from the premises. Sufficient evidence for disciplinary action would include, but is not limited to the following: the observation of a staff member, or administrator, investigative evidence, the report of a police officer, and/or admission of a violation by a student.

Transportation

Participants must ride transportation provided by the district for all events in which district transportation is provided.

Dissemination of Information and Photo Consent

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

Class/Birthday Parties

In some schools, classroom parties have become time-gobblers and education distracters. Xavier does not permit birthday celebrations or deliveries of gifts/flowers to classes. 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 9-12 classrooms and schoolwide, holidays are not generally celebrated. This includes Valentine's Day, St. Patrick's Day, Ecology Day, Easter, Christmas, etc. Xavier **does observe** Veteran's Day, Martin Luther King Day, Presidents' Day, Memorial Day and other days that speak to America's heritage.

Food

Xavier does not serve food in the classroom during regular school hours. Students are not rewarded with candy/sweets or trinkets for doing what is expected. A **healthy** midmorning snack may be supplied by parents. Vending machine use is for 7-12 students only between classes. K-6 students may participate in food sales sponsored by the school during EXALT Week and at the end of the school year only. Gum is never allowed on campus.

Visitors/Shadowing

Administration may, at his/her discretion, allow a non-Xavier student to "shadow" a Xavier student for a day (or a portion of a day) if the student is seriously considering enrollment and would like to experience firsthand the classical program. Prior arrangements must be made and will include a conversation with the future student's parents.

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

Administration of Medications

(XCS 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.

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 (but are not limited to):

1. **Warning and Redirection** – The teacher or staff member will address the behavior, provide redirection, and remind the student of the expected conduct. Repeated occurrences in the same class period constitute a serious violation of conduct expectations.
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 detention, 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 Contract** – For repeated or severe behavior issues, a behavior contract will be implemented. Students with a pattern of suspensions due to behavior from previous years or from other schools will start school on a behavior contract. Enforcement of the contract will include immediate suspension and may include expulsion for new instances of behavior. This is at the discretion of the Head of Schools and the Secondary Dean and/or a designee.

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.

Parent Signature Page

ACKNOWLEDGEMENT OF POLICIES AND PROCEDURES

Thank you for taking the time to carefully read the 2026-2027 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 2026-2027 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: _____