

**Xavier Charter School  
District 462  
2000 Series  
Instruction**

Goals .....	3
Policy Number: 2000.....	3
Curriculum Development and Assessment .....	3
Policy Number: 2100.....	3
Lesson Plan.....	4
Policy Number: 2110.....	4
Program Evaluation and Diagnostic Tests.....	5
Policy Number: 2120.....	5
Research Studies .....	5
Policy Number: 2130.....	5
Copyright.....	6
Policy Number: 2150.....	6
School Year Calendar and Day .....	7
Policy Number: 2200.....	7
Grade Organization .....	8
Policy Number: 2205.....	8
School Closure.....	8
Policy Number: 2210.....	8
School Closure Procedures .....	8
Policy Number: 2215.....	8
Guidance and Counseling.....	9
Policy Number: 2300.....	9
Health Enhancement.....	10
Policy Number: 2310.....	10
Community and Adult Education.....	12
Policy Number: 2330.....	12
Controversial Issues and Academic Freedom .....	12
Policy Number: 2340.....	12
Student Religious Activity at School.....	13
Policy Number: 2350.....	13
Interscholastic Activities.....	15
Policy Number: 2370.....	15
Homebound, Hospital and Home Instruction.....	16
Policy Number: 2380.....	16
Correspondence Courses.....	16
Policy Number: 2385.....	16
Policy Title: Idaho Digital Learning Academy Classes .....	17
Policy Number: 2395.....	17
Federal Monies.....	19
Policy Number: 2400.....	19
Special Needs.....	19
Section 504 of the Rehabilitation Act of 1973 .....	22
Policy Number: 2410.....	22
Title I .....	22
Policy Number: 2420.....	22
504 Procedure .....	23
Policy Number: 2425.....	23
Gifted Program.....	25
Policy Number: 2430.....	25

Library Materials.....	26
Policy Number: 2500.....	26
Selection of Library Materials.....	26
Policy Number: 2510.....	26
Selection of Library Materials Procedures.....	27
Policy Number: 2515.....	27
Instructional Materials.....	27
Policy Number: 2520.....	27
Learning Materials Review.....	28
Policy Number: 2530.....	28
Selection, Adoption and Removal of Textbooks and Instructional Materials.....	29
Policy Number: 2540.....	29
Parties, Field Trips, and Excursions.....	30
Policy Number: 2550.....	30
Contests for Students.....	31
Policy Number: 2560.....	31
Promotion/Retention.....	32
Policy Number: 2600.....	32
Grading.....	32
Policy Number: 2620.....	33
Parent Conferences.....	34
Policy Number: 2625.....	34
Homework.....	34
Policy Number: 2630.....	34
High School Graduation Requirements.....	35
Policy Number: 2700.....	35
Participation in Commencement Exercises.....	37
Policy Number: 2720.....	37
Valedictorian and Salutatorian.....	37
Policy Number: 2730.....	37
Accreditation Objectives.....	38
Policy Number: 2800.....	38

## Goals

### *Policy Number: 2000*

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

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

#### K-8

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

#### 9-12

The High School will feature an advanced arts and sciences curriculum. The objective of the high school curriculum is to explore issues and texts intensively rather than to offer a superficial “covering.” The humanities program will be centered on a coordinated Western Civilization sequence. In all humanities courses priority will be given to original sources and great works as opposed to textbooks. Mathematics and the sciences will offer rigorous training in the fundamentals and theories of these disciplines. Students will receive extensive training in analytical thinking and the scientific method. *In all subjects textbooks will be used as a resource, not as the basis of the curriculum.* The curriculum will exceed the Idaho State Content Standards. Teachers must develop a curriculum under the direction of the Principal who is accountable to the Board of Directors.

## Curriculum Development and Assessment

### *Policy Number: 2100*

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks (not on the state’s approved list) and new courses, before such changes are made. The Principal is responsible for making curriculum recommendations. The curriculum shall be designed to accomplish the learning objectives and

goals for excellence consistent with the School's educational philosophy, mission statement, objectives and goals.

#### Development and Assessment

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

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

In all program areas and at all levels, the School shall assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. The School will use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school.

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



#### **Legal Reference:**

I.C. § 33-512A District curricular materials adoption committees

I.C. § 33-1601 et seq. Courses of Instruction

IDAPA 08.02.01 et seq. Rules of the State Board of Education

## Lesson Plan

*Policy Number: 2110*

To insure proper planning and continuity of instruction, the Board requires that each teacher prepare lesson plans/records for daily instruction. To facilitate more effective instruction, lesson plans/records must be prepared at least 7 days in advance of the actual class presentation. The format for the lesson plan/records will be specified by the building principal and shall be reviewed on a regular basis.

The plan/record book (or other format) must be readily available when a substitute teacher is needed.

## Program Evaluation and Diagnostic Tests

*Policy Number: 2120*

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

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

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



### **Legal Reference:**

20 U.S.C § 1232h Protection of Pupil Rights  
I.C. § 1601 et seq. Courses of Instruction

## Research Studies

*Policy Number: 2130*

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

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

All research proposals from outside sources will be submitted in prospective form, with the instruments attached, to the Principal at least three (3) weeks prior to the date on which the

research study is to be conducted. The prospectus will include the researcher's name, address and phone number, as well as a description of the purpose of the study, the procedures to be used, and the treatment of the data and the distribution of the study. The Principal will approve or disapprove all research studies in writing. Approval will be based on educational significance, project design, and disruption to the regular school process. The primary criteria in approving research studies will be the value to the School. A final copy of the study will be provided free of charge to the School.

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

## Copyright

*Policy Number: 2150*

The School recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed on both the school and the user for unauthorized copying or using of audio, visual or printed materials and computer software, unless the copying or using conforms to the "fair use" doctrine. Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible only for such purposes as criticism, comment, news reporting, teaching, scholarship or research.

While the School encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of School staff to abide by the School's copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary for School staff to violate copyright requirements in order to perform their duties properly. The School cannot and will not be responsible for any violations of the copyright law by its staff. Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the School's procedures or is permissible under the law should contact the principal. The principal will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required.



### **Legal Reference:**

17 USC 101 to 1010 Federal Copyright Law of 1976.

# School Year Calendar and Day

*Policy Number: 2200*

## School Fiscal Year

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

## School Calendar

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

## Holidays / Commemorative Days

School holidays shall include New Year's Day, President's Day, Memorial Day, Independence Day, Thanksgiving Day, and Christmas Day. For those commemorative days that fall on a school day, the teachers and students shall devote a portion of the day on each such day designated in I.C. § 73-108.

## Instructional Hours

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

### Grades Hours

K 450

1-3 810

4-8 900

9-12 990

## Professional In-service Days

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



## **Legal Reference:**

I.C. § 33-512 Governance of schools

I.C. § 33-701 Fiscal year – Payment and accounting of funds

IDAPA 08.02.01.250.01 Required Instructional Time

IDAPA 08.02.01.250.03 Day In Session When Counting Pupils in Attendance

## Grade Organization

*Policy Number: 2205*

The School has instructional levels for grades kindergarten through twelve. The grouping and housing of instructional levels in school facilities shall be according to plans developed by the Principal and approved by the Board.

Instructional programs shall be coordinated between each grade and between levels of schools. A student will be assigned to an instructional group or a classroom that will best serve the needs of that individual while still considering the rights and needs of other students. Factors to be considered in classroom assignments are: class size, peer relations, student/teacher relations, instructional style of individual teachers, and any other variables that will affect the performance of the student.

The criteria for grouping should be based upon the learning goals and objectives being addressed, the student's age and the student's ability to achieve those purposes.



### **Legal Reference:**

I.C. § 33-302 Classification of school districts

## School Closure

*Policy Number: 2210*

The Principal may order the closure of schools in the event of extreme weather, facility failures, or other emergencies. This closure shall include compliance with established procedures for notifying parents, students and staff.



### **Legal Reference:**

I.C. § 33-512 Governance of schools

## School Closure Procedures

*Policy Number: 2215*

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

In the event that extremely cold temperatures, wind chill factors, snow, wind or other circumstances require a modification of the normal routine, the Principal will make the modification decision prior to 6:30 a.m. and contact the public radio stations for broadcast to the community and will initiate the emergency “calling tree” communication procedure to all administrators.

### **Work Schedules and Responsibilities for School Closures**

#### **Principal**

Only the Principal shall have the authority to close schools. The Principal will be on duty throughout any existing or potential emergency situations, day or night. All orders that are of doubtful origin should be confirmed with the Principal.

#### **Building-Level Administrators, Non-Teaching “Exempt” Personnel, and Key Support Staff**

All building-level administrators and directors shall report for duty per their normal shifts or as otherwise directed each day during the school closure, together with the maintenance and custodial staff, insofar as is safely possible. The building administrator shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school [in the event that school has been closed] is properly and safely cared for and returned home per school policy. The administrator and this minimal support staff shall notify other staff and/or other support employees of the situation, and shall respond to telephone questions. When the situation has been stabilized, the personnel who reported to work may choose to return home after consultation with the principal.

#### **Instructional Assistants and Food Service Workers**

These employees work only those days when school is in session and are not expected to work when school is not in session. If school has been closed, these employees should not report for duty unless otherwise directed by their immediate supervisor or the Principal. Instructional assistants and food service staff shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

#### **Teachers (Teachers, Librarians, Psychologists, Counselors)**

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

## Guidance and Counseling

*Policy Number: 2300*

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

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

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

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



**Legal Reference:**

I.C. § 33-1212 Elementary school counselors  
IDAPA 08.02.03.108 Guidance Programs

## Health Enhancement

*Policy Number: 2310*

We believe parents own the fundamental responsibility for their children's education, which includes the areas of morality and sexuality. The School's role, at most, should be viewed as a supportive one. It is apparent that sexuality is more than biology and physiology. It also includes morality, spirituality, and the emotions. Because it is a part of the whole human experience, it must be taught with respect and sensitivity.

We believe children are naturally modest concerning their bodies and are not ready to learn everything at once. They are naturally curious, however, and need to get answers to their questions in a way appropriate to their stage of development. In teaching this topic, we want to minimize the embarrassment associated with it for both children and parents.

We refer parents to chapters 1 and 3 of *Why Johnny Can't Tell Right from Wrong* by William Kilpatrick as a supporting reference for our philosophy on teaching human sexuality.

**Teaching Human Sexuality**

We will teach the Core Knowledge Sequence in the fifth grade, which includes a discussion on the reproductive organs and reproduction.

The class will be taught in a gender-separated environment. Parents will have the opportunity to preview the materials the class will be reading, on which the discussion is based. Parents will also have the opportunity to attend a meeting with the teacher(s) prior to the section on sexuality. Sexual intercourse will only be discussed in the context of a monogamous relationship between two people of opposite sexes.

Parents will have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

In the upper school, themes that deal with sexuality may emerge from the reading of a serious text, such as *Anna Karenina* or *Brave New World* or *The Scarlet Letter*. When these topics do emerge from the curriculum itself, teachers will adhere to the school philosophy as best seen in the relevant chapters of Kilpatrick's *Why Johnny Can't Tell Right from Wrong*. Teachers will engage the material in a serious way.

The purpose will not be to claim that "Hester Prynne could be just as happy as a single mother," or that "Greek culture proves that homosexuality is an appropriate sexual preference," or any other such highly contestable claims that violate our policies. When in doubt over the teaching of an issue, the teacher should always consult the Principal.

In the higher grades, students may be involved in discussions concerning sexuality and sexual restraint as these issues affect their living a moral and responsible life. Such discussions will always be led by the Principal or a faculty member who has the full confidence of the Board of Directors in these matters. Moreover, parents will always be notified of these discussions before they take place in case parents wish their children to opt out. In addition as mandated by the state, sex education must be taught in the high school in the context of human health. Just as in the elementary school, sex education will be taught in a gender-separated environment. Sexuality will be taught as an aspect of a monogamous marriage, and the moral and physical consequences of promiscuous sex will be made plain.

Character education is part of our program. Sexuality involves serious moral decision-making. It is important to help children build the capacity to make and abide by sound moral choices. We would like our teaching of human reproduction to be a springboard to initiate and facilitate discussions between parents and children on this sensitive subject.

### **PRINCIPLES TO BE COMMUNICATED**

Sexuality in practice is best accompanied by marital commitment and fidelity.

Premarital abstinence is a positive, practical, achievable lifestyle that promotes self-control, self-respect, respect for others, responsibility, maturity, and good health.

Abstinence prior to marriage is the only 100% safe approach to sex physically, emotionally, morally, and spiritually.

The sex education program in the high school will include discussion on sexually transmitted diseases (including AIDS), condoms (only with respect to their limited effectiveness in prevention of sexually transmitted diseases), and fetal development.



### **Legal Reference:**

I.C. § 33-1608 et seq. family life and sex education - Legislative policy

## Community and Adult Education

*Policy Number: 2330*

The School makes its resources available to adults and other non-students within the limits of budget, staff and facilities, provided there is no interference with or impairment of the regular school program. Community school, adult education and other offerings may be developed in cooperation with community representatives, subject to approval and authorization by the Board. The general objectives of adult education shall be the same as those of other levels of public education, namely to prepare individuals for full democratic citizenship, to provide individuals with the means for economic improvement and cultural development, and to enrich their personal and family lives.

## Controversial Issues and Academic Freedom

*Policy Number: 2340*

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

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

### **Teaching Evolution**

Much of modern biology rests on the theory of evolution. The Core Knowledge Sequence introduces the theory of evolution in the seventh grade. Xavier Charter School will adhere to the Core Knowledge Sequence. The theory of evolution in relation to human origins will not be taught at this time. In the high school biology class the evolutionary theories of human development will be canvassed. The teaching of evolution is not intended to exclude other

theories of human origins and development, such as Creation. Nevertheless, we will not teach these theories but refer students back to their parents.



**Legal Reference:**

I.C. § 33-512 Governance of schools

## Student Religious Activity at School

*Policy Number: 2350*

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

### **Student Prayer and Discussion**

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

### **Staff Members**

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

### **Graduation Ceremonies**

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

School officials may not invite or permit members of the clergy to give prayers at graduation.

The School may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or nonbelievers, or communicate any endorsement of religion.

### **Baccalaureate Ceremonies**

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

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

### **Assemblies and Extracurricular Events**

School officials may not invite or permit members of the clergy, staff members, or outsiders to give prayers at school-sponsored assemblies and extracurricular events. Prayer may not be broadcast over the school public address system, even if the prayer is nonsectarian, non proselytizing, and initiated by students.

### **Student Religious Expression and Assignments**

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

### **Religion in the Curriculum**

Staff members may teach students about religion in history, art, music, literature, and other subjects in which religious influence has been and continues to be felt. However, staff members may not advocate religious doctrine or practice.

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

### **Student Religious Clubs**

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

### **Distribution of Religious Literature**

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions that the School imposes on the distribution of other non-school literature. Outsiders may not distribute religious or other literature to students on school property, consistent with and pursuant to the School's policy on solicitations (Policy 4321).

### **Religious Holidays**

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

# Interscholastic Activities

*Policy Number: 2370*

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

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

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

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

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

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



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

## Homebound, Hospital and Home Instruction

*Policy Number: 2380*

A student who will be absent from school for more than two (2) consecutive weeks because of health or physical impairment will be offered the services of a teacher or an aide in the home or hospital.

Appropriate educational services may begin as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parental or guardian request. Such students shall be included in calculating the average daily attendance.



### **Legal Reference:**

I.C. § 33-1001 Definitions

I.C. § 33-1003A Calculation of Average Daily Attendance

## Correspondence Courses

*Policy Number: 2385*

The School will permit a student to enroll and receive graduation credit in an approved correspondence course from a school approved by the State Department of Education, in order that such a student may include a greater variety of learning experiences within the student's educational program.

Credit for correspondence courses may be granted provided the following requirements are met:

1. prior permission has been granted by the principal;
2. the program fits the education plan submitted by the regularly enrolled student;
3. the correspondence school is accredited.

The School shall not be obligated to pay for a student's correspondence courses.



### **Legal Reference:**

IDAPA 08.02.01.800 Private Correspondence and Trade Schools

# Idaho Digital Learning Academy Classes

*Policy Number: 2395*

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

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

## Site Coordinator

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

- A. Advise the student on appropriate courses for registration.
- B. Ensure that the student is completing work on a timely basis, including checking grades online very three weeks.
- C. Proctor the final exam.
- D. Facilitate communications with the student's parent/guardian regarding course progress and the IDLA instructor.

Additionally, the Site Coordinator is a contact for the IDLA instructor and IDLA staff. A Site Coordinator shall be assigned to the Charter School. Anyone selected as a Charter School Site Coordinator shall successfully complete the IDLA online Site Coordinator Course. The cost of the IDLA online Site Coordinator Course shall be paid by the Charter School.

## Student and Course Selection

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

At the discretion of the Principal or designee, students may be selected to take IDLA courses who:

- A. Need to make up credits in order to graduate on schedule;
- B. Are eligible for hospital or homebound programs;
- C. Are interested in advanced placement or dual credit courses;
- D. Want to supplement their curriculum by taking course(s) not offered at their school;
- E. Have scheduling conflicts;
- F. Want to accelerate their academic program by taking additional courses when approved by the Xavier administration;

- G. Are excused from being physically present on the campus of their school of record for an extended period of time.

Students may be denied the privilege of IDLA enrollment if their academic and behavioral record does not indicate the academic ability and self-discipline needed to succeed in online classes.

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

### Ethical Conduct

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

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

### Tuition / Fees

The Charter School shall abide by the IDLA Fees Policy Statement provided by IDLA. The Charter School shall pay the IDLA cost associated with students who take IDLA classes as part of their normal school day.

If the student is enrolled in six or more credits or sufficient classes to qualify as fulltime in the home high school, the student is responsible for all tuition and registration fees to be paid to IDLA.

The Charter School will pay the tuition and registration fees up front for eligible students. The student and/or his/her family will reimburse the Charter School for all fees if the student fails to complete the course with a passing grade of "D" or higher as soon as the grade is issued.

In any case in which the Charter School pays tuition for IDLA courses, the student and/or his/her family is required to place a deposit that is equal to 75% of the tuition cost to cover "drop fees". Upon completion of the course, the deposit will be refunded in full.

### Grading

IDLA provides a percentage grade to the school. The school transcribes the credit. The grade received from any IDLA class will be averaged into the student's GPA. The student will be granted high school credit when earned through the IDLA. Grade percentages in courses shall be

based on such criteria as mastery of the subject, demonstrated competency, and meeting the standards set for each course.

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



**Legal Reference:**  
**Adopted Date:**  
**Amended/Revised:**

## Federal Monies

*Policy Number: 2400*

The Principal shall pursue funding all federal monies to which the school is entitled to under the federal Elementary and Secondary Education Act. The current title for this program is *No child Left Behind* (NCLB). These dollars shall be used, under the provision of the grant for compensatory instructional services and activities, to improve the educational opportunities of educationally disadvantaged and deprived children.

The Principal shall also insure that the School appropriately uses any funds received.

The Principal shall develop appropriate procedures to bring about parent involvement in the educational process for their children in any School Federal program.



**Legal Reference:**  
Elementary and Secondary Education Act of 1965 (as amended),  
20 U.S.C. §§ 6301-6514, as implemented by 34 CFR parts 200, 201, 203, 205 and 212.

## Special Needs

*Policy Number: 2405*

Xavier Charter School will comply with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).

To ensure the provision of a free and appropriate public education to all school-age children in need of Special Education Services, Xavier Charter School provides a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, Xavier Charter School adopts and complies with the current Idaho Special Education manual from the State Department of Education. To the best of our knowledge this manual reflects IDEA guidelines and Special Education Best Practices. The Xavier Charter School Special Education administrator will be the Section 504 Compliance Officer.

It is the intent of Xavier Charter School to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, in this instance, means such conditions as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotionally disturbed, multiple disabilities, cognitive disability, other health impairments, physical impairments, autism, and traumatic brain injury.

Every year starting in September and continuing throughout the year, Xavier Charter School will make a concerted effort to identify children with disabilities. The September in-service shall be a review of special education requirements, regulations and obligations so that Xavier Charter School is alert to the needs of the children for whom it is responsible. The assistance of all staff members and agency personnel in this process is essential to accomplish this task, and they must work to ensure that this goal and responsibility are achieved.

Xavier Charter School asks for information about each child that is identified to establish answers to such questions as:

- What is the problem?
- What has already been done about the problem?
- What background information is available?

This information may be collected in several ways including interview, observations, screening, and testing. This information may be obtained from parents and the student, or from other agencies that have information about the student. This information will be used to decide whether the child has a disability and if he or she needs special services.

All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. Parents may have a copy of any records kept upon request. A copy of the *Procedural Safeguards Notice* from the Idaho Special Education Manual will be provided to parents of Special Needs students each year in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

Xavier Charter School keeps a record of all persons who review confidential records and also maintains a list of employees who may have access to records. When the information collected, maintained, or used is no longer needed to provide educational services to the child, the parents will be informed.

Parents and students have rights in this process. Parents have the right to:

- Review their child’s records
- Refuse permission to release information (except as required by, or permitted by, law to be released)
- Request that information they believe to be inaccurate, misleading, or in violation of their child’s privacy or other rights be changed. Requests for changing information in a student’s record must be made to Xavier Charter School in writing, not by email. Response from the

school to the request will be made within a reasonable time. If the school makes a decision not to change the information, the parents/guardian may request a district hearing following the process outlined in the Idaho Special Education Manual Section 11 from the State Department of Education.

Xavier Charter School appoints one person to make sure that information archived on the students is kept confidential and also has a system that assures a practical method of identifying which children are currently receiving special education services and which children are not. Certain data regarding children are maintained within this system.

If a student at Xavier Charter School is found to be eligible for special education services at the charter school, services will be provided for that student in one or more of the following ways:

- Xavier Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If the team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by Xavier, such evaluation may be contracted with a private provider or local school district.
- A certified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher, or an educational assistant under his/her supervision, will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student's needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.
- Related services, such as speech or language therapy, behavioral therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from their special education.

When necessary, Xavier Charter School will contract with a private provider or local school district for the provision of related services. Direct speech, language, behavioral, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.

- In the event that the IEP team determines that the student's academic needs cannot be met on site, Xavier Charter School may contract with a local school district or private provider to provide services.

Few legislative mandates of the federal government have such far-reaching implications for local school districts. The school is committed to working with the community in providing services that meet the individual needs of each child.

#### Implementing IDEA disciplinary procedures

The discipline procedures adopted in the Idaho Special Education Manual will be utilized in disciplinary matters for students with disabilities attending XCS. These adopted policies and procedures will meet the requirements of the IDEA

#### The Role of General Education Teachers in Regard to Special Education

All special education students will remain in the "regular" class unless otherwise indicated on their IEPs. They are included in all class activities. Teachers will maintain a minimum monthly conference with the special education student's parent/guardian. "Parent" will be defined according to IDEA 34 CFR 300.30. The special education teacher will conference a minimum of 1 time per week with the general education teacher. Teachers are included in the student's IEP conference. IEP meetings shall be held annually and teachers will be given advanced notice of the date and time for these meetings. Teachers need to sign the child's IEP as the regular

classroom teacher. If the teacher monitors the goals of this IEP and does quarterly progress reports on the status, the IEP can benefit the teacher in understanding the child's special needs and the focus taken in the delivery of services to the child.

The special education teacher will contact the regular teacher on an "as needed basis" to provide the teacher with information that may be valuable. The teacher should contact the special educator with questions or concerns. Working as a team with special needs students always yields the best results.

## Section 504 of the Rehabilitation Act of 1973

*Policy Number: 2410*

It is the intent of the School to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the School shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include: notice, an opportunity for the student's parent or legal guardian to examine relevant records, an impartial hearing with opportunity for participation by the student's parent or legal guardian, and a review procedure.



### **Legal Reference:**

Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.  
34 C.F.R. 104.36

## Title 1

*Policy Number: 2420*

To assure that parents will be involved in the educational process for their children in any School Title I program, the following activities will be completed:

1. Letters will be sent to parents informing them that their child has been selected for the School Title reading/language arts and/or mathematics program.
2. Parents will be informed about their child's educational program, and the instructional plan will be discussed with them. Parents will be invited to be involved in the planning, review, and improvement of their child's learning through the development of a school-parent compact.

3. The Title program will participate in its school's open house for the purpose of getting acquainted and sharing information.
4. During parent/teacher conferences in the elementary and middle school, parents will be informed of the previous year's evaluation data, if appropriate, needs assessment and screening processes, student participation eligibility requirements, and ways in which parents can help their children at home.
5. Formal and informal communication will be employed in the parent-school partnership, as agreed upon in the school-parent compact.
6. Conferences and phone calls will be made throughout the school year to explain the child's progress. Parents may comment, and suggestions may be made if student improvement is needed. Teachers will also call parents when positive comments and praise are appropriate.
7. Parents will be invited to observe their children's work and visit the Title room during the year.
8. Parents will be given opportunities to assist in the reader/listener program or to help in the Title room by making materials, explaining directions, reading and/or helping a child one-on-one with some learning tasks provided by the teacher.
9. When requested or as a need arises, Title related workshops will be offered for parents and classroom teachers of elementary and/or middle school Title students.
10. A survey questionnaire will be sent to parents and teachers in the spring of the year, requesting evaluation input of the Title program in which their child is involved.



**Legal Reference:** Title I of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301-6514, as implemented by 34 CFR parts 200, 201, 203, 205, and 212  
Improving America's Schools Act, P.L. 103-382, § 1112 Local Education  
Agency Plans

P.L. 107-110, "No Child Left Behind Act of 2001," Title I – Improving the Academic Achievement of the Disadvantaged, § 1118

## 504 Procedure

*Policy Number: 2425*

Section 504 of the Rehabilitation Act of 1973 ("Section 504")

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

(II). The School shall provide written notice to the parent or legal guardian of a

Section 504 student prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;

Upon request, the parent or legal guardian of the student shall be allowed to examine all relevant records relating to the child's education and the school's identification, evaluation and/or placement decision;

The parent or legal guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian are in disagreement with the School; Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three (3) business days of receipt of the same;

Within ten (10) days of receipt of a written request for an impartial due process hearing, the school shall select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, the School may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person that would conduct the hearing in an impartial and fair manner;

Once the School has selected an impartial hearing officer, the School shall provide the parent or legal guardian and all other interested parties with notice of the person selected;

Within five (5) days of the School's selection of a hearing officer, a pre-2162P hearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard and stipulate to undisputed facts to narrow the contested factual issues;

The hearing officer shall in writing notify all parties of the date, time and location of the due process hearing; At anytime prior to the hearing, the parties may mutual agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators.

At the hearing, the School and the parent or legal guardian may be represented by counsel;

The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriately equipped or a court-reporter. The School shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the **Montana Rules of Evidence** will not apply. The hearing officer shall make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions and decision;

Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;

Appeals may be taken as provided by law. The parent or legal guardian may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.

(2) Uniform Grievance Procedure. If a parent or legal guardian of the student allege that the School and/or any employee of the School has engaged in discrimination or harassment of the

student, the parent or legal guardian will be required to proceed through the School's Uniform Grievance Procedure.



**Legal Reference:**

34 C.F.R. 104.36. Procedural safeguards

## Gifted Program

*Policy Number: 2430*

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

By law, the School is required to provide for special instructional needs of gifted and talented children enrolled in the School. The Principal, in conjunction with the staff, shall develop the State required plan for the School's gifted/talented program.

The Board designates the Principal to be responsible for development, supervision and implementation of the School's gifted and talented program. Such program shall include, but not be limited to, the following:

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

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



**Legal Reference:**

I.C. § 33-201 School Age

I.C. § 33-2001 Definitions

I.C. § 33-2003 Responsibility of school districts for education of gifted/talented children

IDAPA 08.02.03.456 Gifted and Talented Programs

# Library Materials

*Policy Number: 2500*

Pursuant to State law, the Board has the duty and responsibility to equip and maintain a suitable library and to exclude there from all books, tracts, papers and catechisms of a sectarian nature. School library and classroom library books are provided primarily for use by School students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The building principal may assess fines for damaged or unreturned books.

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

The School will not allow books, tracts, papers or catechisms of a sectarian nature in the library. Any individual may challenge the selection of materials for the library/media center. Learning Materials Review Policy (#2314) shall be utilized to determine if the challenged material is properly located in the library.



## **Legal Reference:**

I.C. § 33-512 Governance of schools

# Selection of Library Materials

*Policy Number: 2510*

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

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

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

The Principal is responsible for selection of library materials. However, ultimate responsibility for the selection of library materials rests with the Board.

The Board, acting through the Principal, thereby delegates the authority for the selection of library materials to the librarian in the school.

## Selection of Library Materials Procedures

*Policy Number: 2515*

The selection of library materials is a professional task conducted by the library and educational staff. In selecting library materials, the librarian will evaluate the existing collection; assess curricula needs; examine materials, consult reputable, professionally prepared selection aids and the professional staff of the school.

### **Weeding**

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

Discarded materials will be clearly stamped: “WITHDRAWN FROM XAVIER CHARTER SCHOOL LIBRARY”

Materials will be discarded in compliance with I.C. § 33-601. The Board may sell materials with an estimated value of less than \$1,000, without appraisal, by sealed bid or at auction if there is at least one published advertisement prior to such sale. If the Board, by unanimous vote of those members present, finds that the materials have an estimated value of less than \$500.00 and are of insufficient value to defray the costs of arranging a sale, the materials may be disposed of in the most cost-effective and expedient manner by an employee with such authority.

### **Gifts**

Gift materials may be accepted with the understanding that they must meet criteria set for book selection.



### **Legal Reference:**

I.C. § 33-601 Real and Personal Property – Acquisition, Use or Disposal of the Same.

## Instructional Materials

*Policy Number: 2520*

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

The Board is legally responsible to approve and to provide the necessary curricular materials used in the School. Textbooks and instructional materials should provide quality learning experiences for students and:

Enrich and support the curriculum;

Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;

Provide background information to enable students to make intelligent judgments;

Present opposing sides of controversial issues;

Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;

Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

Curricular materials may be made available for loan to students when the best interest of the School and student will be served by such a decision. Students will not be charged for normal wear. They will be charged replacement costs, however, as well as for excessive wear, unreasonable damage or lost materials. The professional staff will maintain records necessary for the proper accounting of all curricular materials. Any person may submit objections to any curricular materials under consideration using Policy 2314 Learning Materials Review.



**Legal Reference:**

I.C. § 33-118A Curricular materials – Adoption procedures

I.C. § 33-512A District curricular materials adoption committees

IDAPA 08.02.03.112 Curricular Materials Selection

## Learning Materials Review

*Policy Number: 2530*

The school librarian will receive and process requests from school patrons for review of any materials in the collection as to their educational value, provided the request is submitted in an established written form setting forth the specific allegation of lack of educational value in the material taken as a whole.

The material in question may then be referred to a committee of educators comprised of the librarian, the principal, appropriate subject specialist from the school, and the curriculum director, for a determination of its educational value.

The disposition of the material may be:

1. Removal from use;
2. Continuation of present use;
3. Restricted use (Books and materials placed on a restricted list may be checked out only by students having written permission from their parents to read or use the material.) Any individual may challenge the selection of materials for the library/media center.

After completion and determination of the reviewing committee, a written recommendation will be given to the Principal for his/her decision (approval or denial). The School Board and the party bringing the concern will be informed in writing of the outcome. If requested a party may bring issue to the board for ultimate decision.

If the same material is challenged at a future date, the committee will examine the previous decision in the light of the additional viewpoints. If they believe there are significant differences in the new challenge, the material may again be reviewed; otherwise, the original decision will stand.

Citizens objecting to specific materials used in the School are encouraged to submit a complaint in writing and discuss the complaint with the building principal prior to pursuing a formal complaint pursuant to the above Procedure.

Learning materials, for the purposes of this policy, shall be considered to be any material used in classroom instruction, library materials, or any materials to which a teacher might refer a student as part of the course of instruction.

## Selection, Adoption and Removal of Textbooks and Instructional Materials

*Policy Number: 2540*

Curriculum committees will generally be responsible to recommend textbooks and major instructional materials for consideration by the Board for curricular materials that are not covered by the state curriculum materials committee. Recommendations will be made to the Principal, with a final decision being made by the Board. The function of the committee is to ensure that materials are selected in conformance with stated criteria and established school goals and objectives.

### **Selection and Adoption**

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

- be congruent with identified instructional objectives;
- present more than one viewpoint on controversial issues;
- present minorities realistically;

- present non-stereotypic models;
- facilitate the sharing of cultural differences;
- be priced appropriately.

### **Removal**

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



### **Legal Reference:**

I.C. § 33-118A Curricular materials – Adoption procedures

I.C. § 33-512A District curricular materials adoption committees

IDAPA 08.02.03.112 Curricular Materials Selection

## Parties, Field Trips, and Excursions

*Policy Number: 2550*

Special Events such as parties, field trips and excursions, held during the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or experience that supports the curriculum. Any of these events must be approved by the principal a minimum of 2 weeks prior to the event. The Board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities in missed classes. Therefore, the Board endorses the use of field trips when the educational objectives achieved by the trip clearly outweigh any lost in-class learning opportunities.

Field trips which take students out of the state must be approved in advance by the Board.

The Principal has the authority to approve all other field trips.

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

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

# Contests for Students

*Policy Number: 2560*

## Contests for Students

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

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

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

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

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

# Promotion/Retention

Policy Number: 2600

## **K-6 students**

Our primary goal at the elementary levels is solid literacy. A child cannot go on to more complex studies if he or she does not have adequate reading skills. A student may pass to the next grade if he reads just above grade level. For example, first graders must read at a minimum of a 2.0 instructional level to pass to second grade; second graders must read at a minimum of a 3.0 instructional level to pass to third grade; third graders must read at a minimum of a 4.0 instructional level to pass to fourth grade. (2.0 means 2nd year 0 months). To avoid loss of reading skills over the summer, a vacation reading program will be instituted. This will consist in reading specified works and completing written assignments. These assignments are due the first day of school and will be evaluated.

In addition to literacy, K-6 students must have attained competence in all the core subjects (English, including reading, spelling, grammar, composition; history; math; science) over the course of the year and attained at least a C average.

Competence is attained by not only knowing the material but by completing assigned work. Completion of work demonstrates not only the ability of the student in the various subjects but also the mastery of study skills necessary for academic and personal achievement. Students whose grades or skills fall below the requirements of their grade level will be retained. "Borderline" cases will be decided by the teacher and the Principal. Age is the second criterion for placement in a grade level at Xavier Charter School. A student must fall within state guidelines to enter a grade.

## **7<sup>th</sup> and 8<sup>th</sup> Grade Students**

This procedure shall be used to set criteria for promotion from 7<sup>th</sup> to 8<sup>th</sup> grade, and promotion from 8<sup>th</sup> to 9<sup>th</sup> grade. Progression to the next grade level is not automatic. Students must earn this privilege through successful completion of courses in their present grade level. Credit for a class is accomplished by earning a 70% or better in that particular class. Seven credits are available per semester. Students must earn a total of 12 credits per year to be promoted to the next grade level. Students will not be promoted to the next grade level if they lose a full year of credit in one core class (i.e. a student would not be able to fail a full year of Math, English, History, or Science).

Students that do not adhere to 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 of 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.

Alternate Path:

1. If the student fails to earn math credit for the second semester, he/she must repeat the entire math class under the alternate path during the following year.

2. For all other core classes, the student must forego an elective in the following year to repeat those classes where he/she did not earn credit. If available and appropriate, the student may also be placed in an additional remedial class as determined by Administration.

A special education student would have to meet the requirements of their IEP (Individualized Education Plan) that outlines specific alternative requirements for their promotion and/or what adaptations will be made for the student when testing. If in the opinion of the IEP team the student has met their IEP requirements, a recommendation would be made to grant a waiver to the promotion policy.

A student who is considered an LEP (Limited English Proficient) student through a score determined on the state language acquisition test and has been in an LEP program for less than three academic years is eligible for a waiver to promotion. In all cases, students must adhere to School Board Attendance Policy 3050.

### **9<sup>th</sup> through 12<sup>th</sup> Graders**

Ninth through 12<sup>th</sup> grade determination will be made based upon the number of credits that a student has earned in his/her previous high school grades as outlined in the student handbook. In order to graduate, students must meet the requirements of School Board Policy 2700. The upper age limit for 9th – 12th graders will be determined by Xavier’s administration in accordance with Idaho law. In all cases, students must adhere to School Board Attendance Policy 3050

## Grading

*Policy Number: 2620*

### **Grading Policy**

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

- A-Mastery
- B-Proficiency
- C-Sufficiency (Competence)
- D-Insufficiency
- F-Failing

In addition to these general parameters, we will be using a 4.0 grading scale. The letter and numerical grades for this system are listed below:

A	94-100%	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0

B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	0-59	0.0

The grading scale as defined above is utilized for all students with the exception of kindergarten and first grade, where the scale will reflect A, B, C, and Needs Improvement. Incompletes will only be given under special circumstances as determined by the Principal. Parents and students should always be informed of the student's progress. To be in good academic standing the student must obtain a 2.0 GPA.

Students not maintaining a 2.0 GPA in core classes (Language Arts, History, Math and Science) will be put on academic probation.

## Parent Conferences

*Policy Number: 2625*

The Xavier Board of Education recognizes the importance of frequent, regular communication between the school and parents. As part of regular communication, annually, a minimum of two "formal" conferences shall be scheduled for parents for each student. To accommodate those conferences, both day and evening conference time shall be established. In order to facilitate teachers meeting in the evening, for each evening of work scheduled for conferences, a half day school release day shall be given.

The conference days and the days established as release days for staff shall be authorized annually by the Board at the time of approval of the school calendar is approved.

Either the parent or teacher may initiate additional conferences if deemed necessary.

## Homework

*Policy Number: 2630*

Homework is an essential part of education. As such, students at all grade levels will have assignments to work on and complete on a daily basis. Parents should be supportive of this

policy by providing a suitable, quiet place to work, free from intrusion by other family members and the various media.

Homework should be an opportunity for practice or for acquisition of background material.

Parents are not expected to “teach” material to students.

All assignments must be turned in on time. No credit will be given for work turned in late.

Medical conditions are the only routinely excused absences. Students have one school day for each day missed to turn in assignments and make up missed work. Absences for any other reasons must be excused by the Principal.

Homework will not be sent home nor will credit be awarded for any work done during periods of unexcused absence.

## High School Graduation Requirements

*Policy Number: 2700*

The Board shall award a regular high school diploma to every student enrolled in the School who meets the requirements of graduation established by the School. The official transcript will indicate the specific courses taken and level of achievement.

The Board shall establish graduation requirements which, as a minimum, satisfy those established by the Board of Public Education (IDAPA 08.02.03.107). Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter ninth grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have a negative effect on students already in grades nine through twelve (9-12).

The Board shall approve graduation requirements as recommended by the Principal.

Graduation requirements from Xavier Charter School are based on the State of Idaho Board of Education graduation requirements and exceed those requirements. The graduation requirements for receiving a diploma from Xavier Charter School, starting are: 52 credits, 44 credits are required courses, the balance are electives. The required credits include:

**LANGUAGE ARTS**–9 Credits total including:

English 8 credits

Speech 1 credit

**HEALTH AND PHYSICAL EDUCATION**– 3 Credits including:

Health 1 credit

PE 2 credits

**HUMANITIES** - 6 Credits total from the following areas:

Fine Arts, Debate,

4 credits of Foreign Language (beginning with the class of 2015)

**MATH** - 6 Credits, Algebra 1 or higher

**SCIENCE** - 6 Credits including two required Laboratory Sciences.

**SOCIAL STUDIES** - 10 Credits including:

Government 2 Credits

History 6 Credits

Economics 1 Credit

Personal Finance 1 Credit

**SENIOR PROJECT** – students must write a lengthy thesis in their senior year and defend it orally in front of peers, teachers and the principal/designee.

**POST SECONDARY PREPARATION:** All students are required to take either the ACT, SAT or Compass exam by the end of grade 11.

**PROFICIENCY REQUIREMENTS**

Students will show proficiency on the 10th grade ISAT (Idaho Standards Achievement Test) as defined by State Board rules.

If a student does not attain these scores or better, the following options for graduation shall be available:

A. A special education student would have to meet the requirements of their IEP (Individualized Education Plan) that outlines specific alternative requirements for their graduation and/or what adaptations will be made for the student when testing. If in the opinion of the IEP team the student has met their IEP requirements, a recommendation would be made to the Xavier Charter School Board to grant a waiver of the ISAT requirement.

B. A student scoring a score of seventeen (17) or better on the ACT (American College Test) or two hundred (200) on the SAT (School Aptitude Test) or 70 on Compass test in English and scoring nineteen (19) on the ACT or four hundred sixty (460) on the SAT or 46 on Compass test in math, would meet (ISAT) proficiency and be eligible for a waiver to graduate from Xavier Charter School if he/she had met the other graduation requirements.

C. A student who is considered an LEP (Limited English Proficient) student through a score determined on the state language acquisition test and has been in an LEP program for less than three academic years would be eligible for a waiver to graduate if he/she had met the other graduation requirements.

D. After failing to gain a proficient score on the ISAT three times as a junior (fall, winter, spring), students who do not meet the criteria listed in A, B and C above would have the option of working with teachers, the counselor and principal in developing a portfolio based on their plans following high school. If they can demonstrate skills necessary to meet the requirements of their plan including they could be eligible for a waiver for graduation by the Xavier Charter School Board. The students would continue to take the ISAT in the summer of their junior year and in the fall and winter of their senior year. If successful, a student would be eligible for graduation without a waiver, provided he/she met the other school requirements for graduation.



**Legal Reference:**

IDAPA 08.02.03.105 Graduation from High School

IDAPA 08.02.03.107 High School Graduation Standards  
(Effective July 1, 2000)

IDAPA 08.02.01.250.02 Required Attendance

**Adopted Date: 6-2009**

**Amended/Revised: 6/16/2011**

# Participation in Commencement Exercises

*Policy Number: 2720*

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

## **Organization and Content of Commencement Exercises**

The school administration may invite graduating students to participate in high school graduation exercises according to academic class standing or class officer status. Any student who, because of academic class standing, is requested to participate may choose to decline the invitation. The school administration shall not censor any presentation or require any content, but may advise the participants about appropriate language for the audience and occasion. Students selected to participate may choose to deliver an address, poem, reading, song, musical presentation, or any other pronouncement of their choosing.

The printed program for the commencement exercises shall include the following paragraph:

*Any presentation by participants of graduation exercises is the private expression of the individual participants and does not necessarily reflect any official position of the School, it's Board, administration, or employees, or indicate the views of any other graduates.*



## **Legal Reference:**

Art. 9, Sec. 6, Idaho Constitution – Religious Test and Teaching in School Prohibited

I.C. § 33-1603 Sectarian Instruction Forbidden

I.C. § 33-512 Governance of Schools

I.C. § 67-5909 Acts Prohibited

# Valedictorian and Salutatorian

*Policy Number: 2730*

In determining class rank for graduating seniors, there is obviously a difficulty. Some students will have attended Xavier full time all four years of high school, whereas others will have attended only for one year. The question is which manner of ranking students is the most just if,

as we believe, standards at Xavier are much higher than in other schools. It would seem that a system by which students are ranked “head to head” is the most appropriate. To this end, final class rank for seniors will be based solely on the classes taken at Xavier by full-time students. Only students who have attended Xavier for at least the complete junior and senior years will be given a class rank. Students who come just for the senior year may graduate but will not be ranked. The system of ranking students who have attended for different numbers of years will be as follows.

- The students who attend full time for four years will all have their cumulative grade-point averages compared.
- The students who attend full time for three years will have their cumulative grade-point averages compared to the three-year averages (sophomore-senior) of the above students.
- The students who attend full time for two years will have their cumulative grade-point averages compared to the two-year averages (junior-senior) of the above students.
- The students who attend full time for only one year will not be ranked. Nonetheless, in writing letters of recommendation to colleges, the college counselor or principal will inform admissions officers of what the student would be ranked in his or her graduating class.

The purpose of this policy is to keep Xavier’s four-year students from being penalized for what sometimes is a relatively difficult freshman year. At the same time, students who come to Xavier in their last two or three years of high school will be ranked according to how they do at this school.

The selection of valedictorian and salutatorian will be based upon final grade point averages. The privilege of giving the valedictory or salutatory address will only be granted to those students who exemplify all of the Life Principles of Xavier Charter School. In line with the process detailed above, both the valedictorian and the salutatorian must have attended Xavier full time for two complete years upon graduation.

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

In the unlikely event of a tie for a certain place, two or more people may hold the same class rank. The subsequent place in rank will not be skipped. For example, if two students tie for third place, the next student in rank will be fourth.

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

## Accreditation Objectives

*Policy Number: 2800*

Accreditation Standards

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

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

### Continuous Progress Education

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

The Principal is directed to develop instructional programs that will enable each student to learn at the student's best rate. The instructional program shall strive to provide for:

1. placement of a student at the student's functional level;
2. learning materials and methods of instruction considered to be most appropriate to the student's learning style; and
3. evaluation to determine if the desired student outcomes have been achieved.

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

Legal Reference: I.C. § 33-119 Accreditation of Secondary Schools – Standards for Elementary Schools  
IDAPA 08.02.02.140