



Xavier
Charter
School

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School

2010-2011

Student Handbook

Xavier Charter School Handbook

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Xavier Charter School

Welcome!

On behalf of the Board of Directors, teachers and staff, welcome to Xavier Charter School! Xavier Charter School offers a different kind of educational program for our students, one that emphasizes rigorous academics, strong character and service to others. The curriculum leads to students taking responsibility for their learning through in-depth study of classical studies and fine arts. We are both delighted and honored that you chose our school to play a central role in your child's education. We're excited to get to know each and every one of you and hope you will find our school an inviting and inclusive one. There are numerous ways to get involved and we invite you to find your passion through multiple opportunities extended to our families.

The Xavier Difference:

Our Curriculum

- Teaches you how to think, not just regurgitate
- Uses methods of discussion which build communication skills
- Teaches you how to write by using language, logic and evidence effectively
- Uses original sources in history instead of only the textbook. Students learn to become historians and build their own resource notebooks.
- Explore complete works of great literature rather than selections of stories
- Requires Latin to build English vocabulary and a better understanding of grammar
- Teaches the concepts behind mathematical and scientific problems in addition to the procedures and formulas
- Is based on the concept that real learning comes from total engagement, not from filling out worksheets
- All core classes, except for a few remedial courses, are taught at an honors/college-prep level

Our Teachers

- Are highly intelligent, energetic, and care about their students
- Have strong academic backgrounds
- Undergo training in Core Knowledge, Singapore Math, Great Expectations and other Xavier specific professional development needs
- Are committed to their own learning as well as the instruction of children
- Xavier believes that the smartest and best-educated people make the best teachers



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Our Students

- 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 books – serious books!
- Are college-bound

We reject the fashionable notion of self-esteem as the objective of education. Genuine self-esteem arises only through self-respect – the result of academic accomplishment, right behavior, and proper regard for others. We have cultivated a learning environment that encourages full development in all these areas even as we remain dedicated to teaching young children as effectively as caring adults can.

Xavier Charter School desires to educate all students who enter our school, expecting nothing less than the best from each one.

Xavier is for parents and students who wish to make a definite educational choice. 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 not in agreement with the mission, philosophy, and policies of the school may not be able to adhere to the stated policies of the school. In such cases a different educational opportunity may be more appropriate for you and your child.

“If you treat an individual as he is, he will remain as he is. But if you treat him as what he ought to be and could be, he will become what he ought to be and could be.”
-Goethe

Parents Accountability

At Xavier Charter School, parents are an important part of the educational effort. Parents are expected to:

- know and support the mission and purpose of Xavier Charter School
- have their students at school a minimum of 5 minutes prior to the start of classes
- model good character
- help their children develop effective study skills
- oversee regular reading and writing and mathematics skill development
- provide adequate time and a proper environment for their student to complete required homework
- stimulate discussion and exploration of ideas and events with students
- support the school goals through familiarity with the Handbook and Charter



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- contribute 20 hours of personal time per family per year for service to the school

Information about opportunities for school service can be obtained through the school office and on the web site.

All parents of Xavier Charter School are members of the Parent-Faculty Association (PFA), which exists to promote friendly relationships among parents, to acquaint them with the spirit of Xavier Charter School, to obtain their cooperation with its objectives for the development of their children, and to initiate the parents' involvement in and support for projects and functions which aid Xavier academically, socially and financially.

Student Accountability

Student self-respect and belonging develop from practice and accomplishment, from consistent expectations in the school climate and culture, and from achieving good character and citizenship.

The aim of Xavier is to teach students. "Student" derives from the Latin word *studēre*, which means "to give attention to," "to take pains with," "to apply oneself to," "to strive after," "to pursue," "to desire." Students, then, are by definition diligent in, attached to, zealous for, their studies. We simply expect students to live up to their name. The teachers of Xavier Charter School will work hard to prepare their lessons. These lessons are designed to teach students nothing less than who they are and what the world offers them. Students must in turn take fullest advantage of these lessons and make the best use of this time of their lives given to preparing their minds for the opportunities and challenges that await them. ***All policies regarding student conduct and discipline flow from this general principle: students must fully engage themselves in the education Xavier offers them.***

Community Involvement

Community relations are important to us, and we are all good-will ambassadors for Xavier. We hope to create partnerships with local businesses and pursue grant opportunities. Any information or expertise you can offer in this area is greatly appreciated. Xavier may recruit individuals from the community to provide supplementary educational experiences for the students.

Xavier aspires to provide an educational program that serves not only students and parents but the community as well.

Academic Programs

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



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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, life-time sports, 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.

Student Placement

The goal of the School shall be to place students at levels and in settings that will enhance the probability of student success. Developmental testing, together with other relevant criteria, including, but not limited to, attendance, grades, health, maturity, emotional stability, and developmental disabilities, may be considered in the placement of all students. Final disposition of all placement decisions rests with the principal, subject to review by the Board. In the case of multiple classes/teachers for a grade/subject, Xavier retains the right to place a student in a particular class. Parent input concerning placement is invaluable and encouraged through filling out the Student Placement Input Form located at the end of this handbook.

Promotion/Retention

K-6 students



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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.

7th and 8th Grade Students

This procedure shall be used to set criteria for promotion from 7th to 8th grade, and promotion from 8th to 9th 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 they 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 would be eligible for a waiver to promotion. In all cases, students must adhere to School Board Attendance Policy 3050.

Graduation requirements

The graduation requirements for receiving a diploma from Xavier Charter School are: 52 credits, 40 credits are required courses, the balance are electives. Credit is received for a course by earning a 70% or better for the semester. 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, Foreign Language

MATH - 6 credits, Algebra 1 or higher

SCIENCE - 6 credits including two required Laboratory Sciences.

SOCIAL STUDIES - 10credits including:

Government 2 credits

History 6 credits

Economics 1 credit

Personal Finance 1credit



High School Promotion Requirements

Xavier Charter School high school students are required to meet the following grade level requirements in order to advance to the next grade. Students that do not meet these requirements will remain in that grade until they do so.

Freshmen classes that need to be completed to become a **SOPHOMORE**:

In order to be considered a Sophomore, 13 credits must be completed. These 13 credits must include the following:

- Speech (1 credit)
- 9th Grade English (2 credits)
- 9th Grade History (2 credits)
- Math (2 credits)
- Science (2 credits)

Sophomore classes that need to be completed to become a **JUNIOR**:

In order to be considered a Junior, 26 credits must be completed. These 26 credits must include the Freshmen requirements and the following:

- 10th Grade English (2 credits)
- 10th Grade History (2 credits)
- Math (1 credit)
- Science (1 credit)
- Health (1 credit)
- Humanities (3 credits)

Junior classes that need to be completed to become a **SENIOR**:

In order to be considered a Senior, 39 credits must be completed. These 39 credits must include the Freshmen and Sophomore requirements and the following:

- 11th Grade English (2 credits)
- 11th Grade History (2 credits)
- Math (1 credit)
- Science (1 credit)
- P.E. (1 credit)
- Humanities (1 credit)

Students that have met the requirements throughout the semester, can petition to the school counselor to have their classification status updated.



Grades

Grades K-2 Parents will receive mid-term and semester report cards regarding their child's academic standing and citizenship. In Kindergarten, reports indicate the extent to which a skill has been mastered. In 1st and 2nd grades, an "O" may be defined as outstanding, "S" as satisfactory and "U" as unsatisfactory.

Teachers in Grades 3 to 12 will assign grades in order to accurately reflect the range between true mastery and insufficient knowledge of a subject. Grade inflation will be discouraged. In Grades 7-12, credit for the class will be earned only when the final percent is 70% or higher. In this scheme the following letter grades have these meanings:

A-Mastery

B-Proficiency

C-Sufficiency (GPA of 2.0 = 70%)

D-Insufficiency

F-Failing

General Expectations

Student self-respect and belonging develops from practice and accomplishment, from consistent expectations in the school climate and culture, and from achieving good character and citizenship.

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

Students must fully engage themselves in the education Xavier offers them.

The following are a few of the more important policies/procedures that pertain to our students here at Xavier – please refer to our web page for a complete listing of the board policies.

Attendance

Because of the instructional methods that are used in the classrooms, attendance is of paramount importance. Your student needs to be in the classroom during school times. Doctor/Dentist and other appointments need to be made after school hours. Family vacations need to be made during posted school breaks.

School starts promptly at 8:00am and ends at 2:46pm for grades 1-12. Morning kindergarten starts at 8:00am and ends at 11:00 am. Afternoon kindergarten begins at 11:46am and ends at 2:46pm. Missing 2 clock hours equals a half-day absence. Missing 4 clock hours equals a full-day absence for all grades. Three tardies equals 1 absence. Students having more than 5 absences per semester or 10 absences per year will not receive credit for that class. Any student having ten or more absences (excluding school-sponsored activities) may be administratively removed from school enrollment. For complete information concerning attendance, please reference policy numbers: 3020, 3025, 3040, and 3050. (Board Policy located at:

<http://www.xaviercharter.org/for-parents/school-board/board-policies>)



Field Trips

Field trips are used to enhance our curriculum. Notification of a field trip will be given in a timely manner. School policies and procedures are enforced during all field trips. Dress code will be observed unless specifically indicated otherwise. Parents/Guardians are often asked to accompany/chaperone field trips. Teachers will be responsible for these arrangements. All students are required to go on school sponsored field trips, traveling to the destination with their assigned group or class. Parents may choose to pick up their student at any time during or after the field trip by checking the student 'out of school' with the student's teacher or assigned supervisor.

Student Check-out

Students may NOT be taken from the school or playground unless parents have signed them out in the office. School-sponsored activities require a teacher or sponsor to be responsible for the students. Therefore, if a parent 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 unless prior written authorization is given to the teacher or sponsor.

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 3:00pm.

Closed Campus

Students shall remain on school grounds from time of arrival until close of school unless officially excused. -Policy Number: 3055 (Board Policy located at: <http://www.xaviercharter.org/for-parents/school-board/board-policies>)

Homework

School assignments and homework offer the students a way to produce materials that demonstrates their learning and understanding of a topic. Failure to complete assignments on time inhibits the learning process, and prohibits progress to take place. In order to implement these ideals more fully, we will require students to demonstrate ownership of these principles by completing and submitting all schoolwork by the assigned deadlines.

Timely, quality work is a sign that students are making the effort to be the best they can be. The challenges, choices and opportunities facing your student will require your support and participation. The expected homework time allotment for each grade is as follows:

Kindergarten 10 minutes plus 20 minutes family reading time

Grade 1 - 10 minutes plus 20 minutes family reading time

Grade 2 - 20 minutes plus 20 minutes reading time



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Grade 3 - 30 minutes plus 20 minutes reading time
Grade 4 - 40 minutes plus 20 minutes reading time
Grade 5 - 50 minutes plus 20 minutes reading time
Grade 6 - 60 minutes plus 20 minutes reading time
Grade 7 - 70 minutes plus 20 minutes reading time
Grade 8 - 80 minutes plus 20 minutes reading time
Grades 9-12 - 2 hours plus reading time

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the student's organizational skills and study habits, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time. Late homework will not be accepted at any grade level. For poor or uncompleted work, teachers may require students to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher.

For grades 7-12 it is highly recommended that the student has access to a home computer. Written reports will be submitted in a typed format. Computers will be available for student use before and/or after school if needed.

Homework Club

Homework club is designed to aid students in the completion of their homework in a structured school facilitated environment. Students at any grade level may voluntarily attend Homework Club, while others will be required to attend. The club will be held M-Th in the library from 2:51 until 3:51, and will be staffed by teachers on a rotational basis.

If a student chooses not to turn in a homework assignment, the teacher can/will assign the student to Afterschool Homework Club. On the designated date, the student will report to the library for 1 (one) hour after school to work on missing, late, or other homework. If the student cannot come at the designated time, it is the student's responsibility to request an alternative date to the librarian or homework adviser. Failure to attend the assigned time will result in a written Accountability Notice.

In addition to Homework Club, students are always encouraged to seek after school help from teachers if they require additional assistance.

Eight Expectations

It is with the realization that no matter how good a curriculum is, no matter how prepared the teachers are, and no matter how new, updated and technologically advanced a facility



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is, if there is not the belief that every child can learn, and every teacher can make a difference, than all is for naught.

Our Great Expectations Model is guided by educators helping students achieve excellence by instructing them, modeling and expecting students to adhere 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 Life Principles.

Class/Birthday Parties

In some schools, classroom parties have become time-gobblers and education distracters. When one considers 30+ students, each having a 'Birthday Party', and then adding all of the holiday parties, a large amount of instructional time is sacrificed. We encourage, at all opportunities, the sense of community and giving among our students, therefore, we choose to celebrate using a different format. For example:

- To celebrate birthdays, we establish the tradition of the student bringing and reading to the class a favorite book or story. We then encourage the student to donate the book to our school's library,
- Valentine's Day, we make and distribute cards to assisted living centers, rather than to each other,
- Christmas will find us doing a variety of 'Pay-it-Forward' and community service projects.

Visitors

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

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 supplies. Certain elective classes may require an additional fee and/or supplies.



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All fees are set and approved annually by the Board of Directors.

These fees are voluntary and are non-refundable.

The following fee schedule is for the 2010-2011 school year. The fees for the 2011-2012 school year will be updated over the summer.

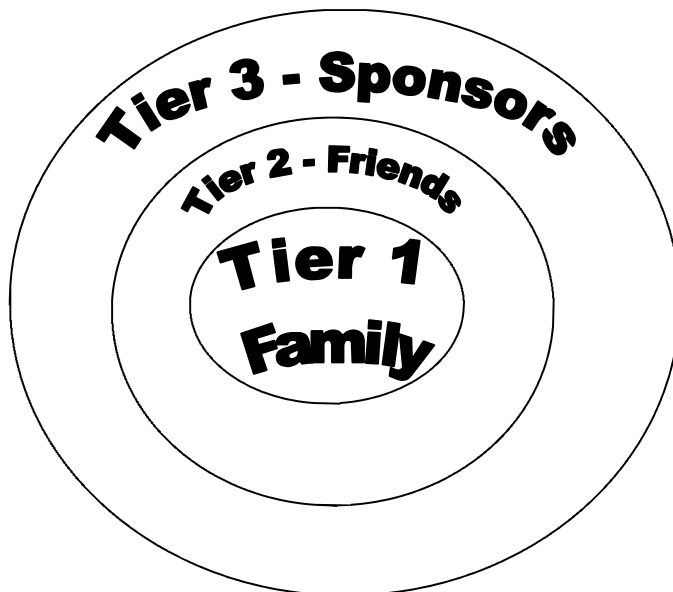
Student fees	
Covers field trips, storage notebooks, planners , sheet protectors and/or other supplies where applicable	
	Cost
k	\$5.00
1	\$13.00
2	\$18.00
3	\$25.00
4	\$30.00
5	\$20.00
6	\$20.00
7-8 th Grade	\$35.00
9-12 th Grade	\$40.00

Fund Raising

For the purposes of fundraising, Xavier Charter School will follow the following three-tiered model. Supporters are encouraged to participate at any level they choose. The school understands that not all can participate in all opportunities, and is aware that participation in a program can be demonstrated through monetary or time commitments.

Tier 1—Family Level—designed for students and their families for the purpose of raising funds for specific purposes that comes from the need of the group involved.

Student groups such as Classes (i.e. 9th grade, 10th grade), clubs (i.e. model railroad builders), groups (i.e. choir, art, band), general activities such as carnivals, plays, concerts, students store. All fund raising must receive prior approval from the administrator of the school with collaboration from the Executive team of PFA, and Student Council. The administrator will maintain a calendar of events which will be made available to parents and students. Each group will have a staff advisor and student leader to oversee each project. Monies raised will be administered by the school according to Finance Policy.



Tier 2—Friends - for the purpose of reaching out to our friends and family to support Xavier students in a specific event.

Administered by PFA, this is our major fund raiser for the year.
Monies collected are managed and dispersed by the PFA.

Tier 3—Sponsors - for the purpose of providing an opportunity for benevolent giving to Xavier on a monthly or one-time basis. Administered by the school and managed by the School Board with recommendations from the Administrator.

Dress Code Policy Number:548

We establish a dress code for Xavier Charter School so as to model, and instruct students on how to appropriately dress for a business profession. School is our students “job”, and personal appearance does influence behavior and performance. With this in mind, only the following are allowed:

- A. Clothing
 - 1. The Xavier Charter School logo or the logo of a phoenix are the only acceptable logos.
 - 2. Approved colors and styles
 - i. Bottoms



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1. 'Khaki' style pants, Capri's, shorts, skorts, jumpers or skirts are navy blue or khaki tan. The cuff of the pants may not drag on the ground. Hemlines for skirts, skorts, shorts and jumpers are within 3 inches above the knee when sitting.
 2. No denim material of any color.
 3. Stockings/leggings are solid, basic colors that coordinate with the color of the outfit.
 - ii. Tops
 1. Basic school shirts are solid navy blue, light blue, royal blue, or white, short or long sleeved Polo's, Oxfords, or turtlenecks. These may be layered with solid navy blue, light blue, royal blue, or white sweaters (not sweatshirts) and vests. Designed shirt-tails are tucked into the waist band. Grey colored shirts may be worn only by upper grades (7-12).
 2. Xavier Charter School issued clothing (tees, sweatshirts, vests...).
 - iii. Shoes
 1. Closed-toe shoes.
 - iv. Accessories
 1. Belts are solid colors of black, tan, brown or navy.
 2. Modest appropriate jewelry.
 3. Hats, head-coverings and sunglasses are worn outside the building.
 - v. Outerwear
 1. Clothing worn for warmth is removed while inside and put in a designated spot.
 3. Clothing is gender appropriate.
- B. Appearance
1. Clothing is clean and neat in appearance.
 2. Clothing is fitted correctly and not worn out or torn.
 3. Hair is clean, neat in appearance and naturally colored. Bangs may go to the bridge of the nose, or secured off of the face. Distracting or radical hairstyles are inappropriate. Facial hair is not allowed.
 4. All tattoos are covered (permanent or temporary). Drawings on the skin made by a student with a writing utensil are inappropriate.
 5. A maximum of two piercing in each ear.
 6. Makeup looks natural. Black nail polish, dark lipstick and heavy eye-makeup are inappropriate.

The final decision as to the safety or unsuitability of the clothing, or appearance will be left up to the Principal or designee.



Students not adhering to the dress code will not be allowed to attend class.

Cell Phone/Small Electronics- Policy Number: 3265

The Board of Directors recognizes that the advances in technology prompt a concern for the security and safety of our students and staff. The board also acknowledges that over time, small hand-held electronic devices will be indiscernible as to function, i.e. phone, camera, music player, gaming players, video recorder, others. Also, 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 in the school building from ½ hour before the first bell to the end of the last period is strictly prohibited. Such use will result in out-of-school suspension and loss of the device.
- Cell Phones/Small Electronic devices should be stored turned off and out-of-sight in the students' locker, purse or backpack. If the device goes "off" in the school building or is used – the student will be suspended.
- The use of camera, video or any type of recording phone or device is strictly forbidden in private areas at any time, such as locker rooms, restrooms, dressing areas, classrooms and offices. Such use may also be in violation of the criminal code and subject to expulsion.
- Parents should continue to call the school office for any emergency situation. We will contact your son/daughter. Do not contact them by cell phone or pager. Likewise, students who need to contact their parents during the day should ask to use a school phone.
- In addition to the suspension, the students' device will be confiscated. The parent/guardian will need to come to school to pick it up.

In rare instances, the administrator may exercise discretion in the enforcement and applicability of the provisions of this policy.

Alcohol, Tobacco, Drug Policy

Xavier Charter School recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society. We recognize that a student's involvement with drugs, alcohol, or tobacco may cause problems in their daily lives. 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 and 3320 (Board Policy located at:

<http://www.xaviercharter.org/for-parents/school-board/board-policies>), the Board prohibits the use, possession, concealment, delivery, or distribution of any drug, or drug-



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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 Board Policies 3320 and 3330.

Discipline

All policies regarding student conduct and discipline flow from this general principle: students must fully engage themselves in the education Xavier offers them.

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

1. Written Accountability Notice to the students. Written or verbal notification to the parent/guardian of incidence or infraction with student responsibilities and consequences.
2. Principal/Vice Principal intervention
3. Three day suspension. A Parent/guardian conference with student and Principal/Vice Principal to be held before re-admittance.
4. Expulsion until the next calendar break/semester/rest of year. A hearing within five school days, whenever possible with the Board of Directors will be held. The Board of Directors has the right to permanently expel students for disciplinary or attendance reasons.

Major Discipline Problems

Major discipline problems will be referred to the principal or designee for the appropriate consequences that may include suspension or referral to the Board of Directors or designee for expulsion. Written notice to the parent or guardian of the student shall state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board of Directors. Written notice will only be given in the event the student is expelled or denied enrollment.

A student may be automatically suspended (step three of the above procedure) under circumstances that: endanger student lives, involve drug/alcohol violations, involve weapons violations, and/or others as designated by the Board of Directors. Policies addressing drugs/alcohol and weapons can be found in the appendix. An informal hearing will be held prior to the suspension as require by Section 33-205, Idaho Code.

Expulsion

The Board of Directors may expel students who refuse or consistently fail to abide by school regulations and policies. The student will be granted a full and fair hearing prior to the decision for expulsion to present information concerning the incident and/or actions



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of the student. The decision of the Board is final. The recommendation for expulsion will be reported to the principal or designee on a Recommendation Expulsion Form.

Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board of Directors to hear a petition for reenrollment in school. Xavier Charter School's Board of Directors shall have the right to deny reenrollment for disciplinary or attendance reasons.

Any student faced with a disciplinary action will be granted due process pursuant to Idaho Code. In the case of suspension or expulsion, a student and parent/guardian will be given written notice of the charges and an opportunity to present the student's version of the incident. Whenever a student is faced with disciplinary actions the parents will be notified in a timely manner.

Disciplinary Procedures for Special Education Students

Xavier Charter School adopts and complies with the current Idaho Special Education Manual from the State Department of Education and will follow the procedures outlined in Chapter 7, Section 13: Student Discipline. Students with disabilities are entitled to all of the same due process rights in the area of discipline as students without disabilities. In addition, there are additional safeguards that will be observed that insure their right to FAPE.

Mass Communication Policy

A Principal or designee must approve all letters and bulletins, including e-mail(excluding class assignments by teachers) from teachers or parents or other interested parties. Each communication must be submitted to the office in an electronic format, print-ready, 3 days prior to the date it needs to be communicated.

Dissemination of Information

Any person responsible for coordinating any special classroom event must give appropriate information to the front office.

Student Information Release

Certain "directory information," including the student's full name, address, and telephone number, will not be released without parental consent except in the school directory. Authorization for inclusion in the directory is on the enrollment form. Students' names, participation in officially recognized activities, dates of attendance, awards received, and other similar information may be released without parental consent



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unless the parent notifies the school. In addition, classroom activities and events sponsored by schools occasionally are photographed or videotaped by representatives of the news media for publication in newspapers, broadcast on television or web page. If for any reason you do NOT wish to have your student(s) photographed or video-taped for these purposes, you must notify the office in writing.

Parent Grievances

This school firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the following chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else.

1. The teacher. Parents should schedule a meeting with the teacher through the office. Under no circumstance is it ever acceptable for a parent to confront a teacher about an issue with students present, including his own.
2. The Principal. If the grievance cannot be resolved with the teacher the parent should schedule a meeting with the Principal.

If resolution is not achieved by the foregoing process two other options are available.

The grievance can be submitted to the Board of Directors in writing. The Board of Directors will review the summary and will make one of the following determinations:

1. The Board of Directors may decide to support the previous decision;
2. The Board of Directors may appoint up to two Board members to address the issue;
3. The Board of Directors may address the issue in an open Board format;
4. The Board of Directors may address the issue in an executive session, in accordance with the Idaho Open Meetings Law.

Board of Directors Meeting. Parental concerns and grievances may also be raised during the community comments portion of the Board of Directors meeting. The concern or grievance must be submitted in writing and no more than three minutes will be granted. Grievances or discussions involving specific personnel will not be entertained. It is recommended that the concern or grievance be addressed in one of the aforementioned steps before using this option.

Grievances regarding policy should be directed to a Board Member. Grievances regarding an administrator should be directed to the individual first, then in writing to the Board of Directors at a meeting. Any and all decisions of the Board are final.

Dual Enrollment Participation

Students enrolled in the charter school shall be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203 (1).



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State funding of a dually enrolled student will be only to the extent of the student's participation in the public school programs. Dual enrollment shall include the option of enrollment in a post-secondary institution. Any credits earned from the accredited post-secondary institution shall be credited toward graduation requirements as outlined in Xavier Board Policy.

Home School Dual Enrollment

Xavier Charter School will provide opportunities for home school secondary students to dual enroll in Xavier Public Charter School for the purpose of taking classes offered on campus at XCS and/or for the purpose of enrolling in Idaho Digital Learning Academy classes with XCS serving as the designated school. Home school students enrolling in XCS may take a maximum of three credits on campus each semester. Students wishing to take more than three credits on campus must complete the enrollment process and participate in the annual lottery in order to enroll in XCS. Home school students enrolling in XCS will not displace students chosen in the annual lottery or on the XCS waiting list. There is no minimum or maximum class limit for home school students enrolling in IDLA and designating XCS as the school of record.

Home school students shall abide by all policies and procedures adopted by the XCS board and/or outlined in the XCS student handbook including the uniform policy for students attending classes on campus.

Home school students wishing to earn an XCS high school diploma shall meet all graduation requirements adopted by the XCS board. All credits transferred into XCS must be from an accredited school.

It is the intent of the XCS board that most home school dual enrollment students will participate in either IDLA classes or in on-campus elective classes. In the event that a home school student wishes to enroll in a required class at XCS, a request must be submitted in writing prior to the last business day in March each year. Requests will be reviewed and approved if space in the required class is available after completion of the annual lottery and class schedule.

Transportation for home school students participating in classes at XCS shall be the responsibility of the parent.

Tuition / Fees

The student is responsible for all tuition and registration fees to be paid to IDLA.

Idaho Digital Learning Academy Classes



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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.

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.



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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.

Photo Consent

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



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Internet/Computer Use Policy

The use of computers, including laptops, and the Internet can be unique and valuable tools that support the education of students in Xavier Charter School. They provide access to information in millions of widespread files. Their proper use can open new opportunities for research and communication. With opportunities come the disadvantages and/or dangers of access to information that may not be appropriate in the schools. Xavier Charter School will make reasonable effort to limit improper use and to shield students from access to inappropriate materials. The word “user” refers to anyone using a school computer, including, but not limited to, students, employees, and visitors with prior approval to use the computers.

PROCEDURES FOR USE

1. Individual computer/Internet users have the ultimate responsibility to use computer/Internet resources appropriately. All computer/Internet users are expected to use the network for purposes appropriate to the educational environment at all times. Users must refrain from any use that is not consistent with the policies, purposes, or objectives of Xavier Charter School.
2. All employees shall accept responsibility for monitoring student use on the Internet. It is the employee’s responsibility to be aware of the sites students are accessing and provide appropriate supervision for any workstations he/she oversees.
3. There is no expected right to privacy with use of Xavier Charter School computer/Internet. Administrators and teachers have rights to view all files and correspondence of employees and students whom they supervise.
4. Each student must agree to abide by these policy provisions and sign and return the attached signature page to the school before being allowed to access the school’s computers or the Internet. Students who are minors must also have a parent signature on the signature page in addition to their own.

CONSEQUENCES

Any action by a user that is determined to violate district policy or constitute an inappropriate use of the network or to improperly restrict or inhibit other users from using the network will result in disciplinary action and/or loss of use of the network and all school computers. A user will be required to reimburse Xavier Charter School for any losses, costs, or damages, including attorney’s fees, caused by inappropriate use of the network. Any condition or activity not specifically listed that is not consistent with the policies, purposes, and objectives of Xavier Charter School are prohibited.

RULES

1. Users shall:



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- Use accepted rules of network etiquette (Netiquette).
- Follow the same standard of conduct expected and required in a classroom and specific user instructions.
- Promptly disclose to your teacher or system administrator any security problems or potential security problems without demonstrating the problem to others. Also report any message you receive that is inappropriate or makes you feel uncomfortable.
- Respect the rights of copyright owners. Materials must not be placed, copied, or redistributed on the network without the authors or owners written permission. Permission must be specific in the document, on the network, or must be obtained directly from the author or owner. If you are unsure of copyright rules, ask a teacher.
- Report violations of rules.
- Use of news-groups and chat-rooms and other systems including blogging will only be allowed with approval from both the classroom teacher and principal.
- Use school-owned computers, laptops, PDA's, cell phones, or other equipment at home only with the approval from both the classroom teacher and principal.

2. Users shall not:

- Send or deliberately receive a message that is inconsistent with the school's code of conduct, written or implied, or agree to meet with someone you have met online.
- Use the network for commercial use, including agreeing to sell or offering for sale any goods or services that could be construed as commercial enterprise.
- Send or retrieve materials that are defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal, or that encourages the use of controlled or illegal substances.
- Send/receive information using someone else's name or password.
- Read other users mail or files without the user's permission.
- Reveal personal contact information about yourself or others including age, gender, address, telephone, school address, work address, social security number, etc.
- Plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were your own.
- Vandalize equipment or data of another user, the network, or any of the agencies or other networks that are connected to the Internet. Vandalism is defined as any malicious attempt to harm or destroy.
- Log in as another student or person
- Share login information with other students or person



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- Share or copy files, unless directed by the instructor
- Participate in Internet bullying or use any school-owned equipment for such purposes.
- Violate Idaho Code 18-2202, Computer Crime, which states:

Any person who knowingly and without authorization alters, damages, or destroys any computer, computer system, or computer network as described in section 18-2202 Idaho Code, or any computer software program, documentation or data contained in such computer, computer system, or computer network, commits computer crime. A violation of the provisions of this section shall be a FELONY.

Weapons Policy

The Board of Directors prohibits students from possessing, storing, making, carrying, concealing in a locker or vehicle, or using a weapon or other devices designed to inflict serious bodily harm in any setting that is under the control and supervision of the School for the purpose of school activities approved and authorized by the School including, but not limited to, property leased, owned, or contracted for by the School, a school-sponsored event, in a School vehicle, or in school-sponsored transportation, without the written authorization of the Principal.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to: firearms, guns of any type whatsoever, including air and gas-powered guns (whether loaded or unloaded), an antique firearm, a rifle, shotgun, BB gun, pellet gun, facsimile of a firearm, chemical weapon with a chemical propellant, knives, pocket knife, butter knife, sword, sword cane, dirk, metallic weapons, ammunition and explosives, shotgun shells, cartridges, or ammunition of a firearm, and common objects found to be weapons (box cutters, pencils, razor blades, etc.), or any destructive device such as any bomb, grenade, mine, rocket, missile, pipe bomb, explosive firearm (including a starter gun) which may readily be converted to expel a projectile, the frame or receiver of any such weapon, any firearm muffler firearm silencer, machine gun, or short-barreled shotgun.

This policy shall also encompass such actions as look-alike items, false fire alarms, bomb threats, or intentional calls to falsely report a dangerous condition.

Further notice is given that except as determined by the Board of Directors on a case-by-case basis, a student who engages in such behavior while on school property, on school-sponsored transportation, school bus stop, or during school-sponsored activities shall be



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suspended, recommended for expulsion from school for not less than one (1) calendar year, and referred to the proper law enforcement agency for the purpose of criminal prosecution.

The Principal shall prepare administrative procedures to ensure immediate reporting to the parent and to the local law enforcement agency and proper disciplinary action as provided for in student/parent handbook.

The Principal is authorized to establish administrative procedures on weapons, which require students to immediately report knowledge of weapons and threats of violence by students and staff to the building principal. Failure to report such knowledge may subject the student to immediate suspension and potential expulsion from school.

Items pre-approved in writing by the Principal as part of a class or individual presentation or a theatrical prop used under adult supervision, if used for the purpose and in the manner approved, would be an exception to this policy. (Working firearms and any ammunition will never be approved as part of a presentation.)

Procedures shall also include the immediate reporting to the appropriate law enforcement agency if a dangerous weapon is found or is suspected to be in the possession of a School employee or a visitor.

Nothing in this Handbook shall be construed to supersede Xavier School Board policy or Idaho Code.



Calendar for School Year 2010-11

2010														
JULY					NOVEMBER					MARCH				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
			1	2	1	2	3	4	5		1	2	3	4
5	6	7	8	9	8	9	10	11	12	7	8	9	10	11
12	13	14	15	16	15	16	17	18	19	14	15	16	17	18
19	20	21	22	23	29	30	29	30	31	28	29	30	31	28
26	27	28	29	30										
AUGUST					DECEMBER					APRIL				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
2	3	4	5	6			1	2	3					1
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
30	31				27	28	29	30	31	25	26	27	28	29
2011														
SEPTEMBER					JANUARY					MAY				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
6		1	2	3	3	4	5	6	7	2	3	4	5	6
13	14	15	16	17	10	11	12	13	14	9	10	11	12	13
20	21	22	23	24	17	18	19	20	21	16	17	18	19	20
27	28	29	30		24	25	26	27	28	23	24	25	26	27
					31					30	31			
OCTOBER					FEBRUARY					JUNE				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
			7	8	7							1	2	3
4	5	6	7	8	14	15	16	17	18	6	7	8	9	10
11	12	13	14	15	14	15	16	17	18	13	14	15	16	17
18	19	20	21	22		22	23	24	25	20	21	22	23	24
25	26	27	28	29						27	28	29	30	

8-18-2010 New Teachers Report
 8- 23-2010 Teachers report
 8-31-2010 7-12 students report (half days)
 9-6 Labor Day
 9-7-10 First Day of School
 10-7, 10-8 teacher/state in-service
 10-29 Midterm
 11-04 Parent Teacher Conferences 1/2 day
 11-05 Parent Teacher conference - no school
 11-22 thru 11-26 Fall Break
 12-20 thru 12-31 Christmas Break

1-14 End of 1st Semester
 2-17, 2-18 Teacher in-service
 2-21 President's Day - No School
 3-18 Mid term
 3-21 thru 3-25 Spring Break
 4-7 Parent Teacher Conferences - 1/2 day
 4-8 Parent Teacher conferences - no school
 5-30 Memorial Day
 6/2 Last Day of School (1/2 Day)
 6/2 Graduation



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Student Placement Input Form

Please complete the following form and return to the school office by July 1, 2010. Please use one form for each student.

Student Name: _____

Please check any of the following descriptors that fit your child

- | | |
|--|--|
| <input type="checkbox"/> Need more activity than the average child | <input type="checkbox"/> Works best in a quiet environment |
| <input type="checkbox"/> Is shy and sensitive | <input type="checkbox"/> Works best with an interactive class |
| <input type="checkbox"/> Concentration is hard for him/her | <input type="checkbox"/> Needs extra encouragement |
| <input type="checkbox"/> Works best independently | <input type="checkbox"/> Needs more attention than the average child |

Describe the best learning environment for your child:

Describe the best teacher for your child: (Please do not request a teacher by name)

Special interest your child has:

Areas of greatest accomplishment:

Areas of concern:

Any other thoughts you would like to share with us?

Classroom placement at Xavier is a team effort involving classroom teachers, parents, school specialists and the principal. Many factors will be included in placement decisions, and we appreciate your input in helping us make an optimum placement for your child. Xavier Charter School holds the principal responsible for classroom assignments. I understand that completion of this form does not guarantee placement in a specific classroom and that at the end of the placement process, the principal will be responsible for the final assignment.

Parent's Signature

Date