

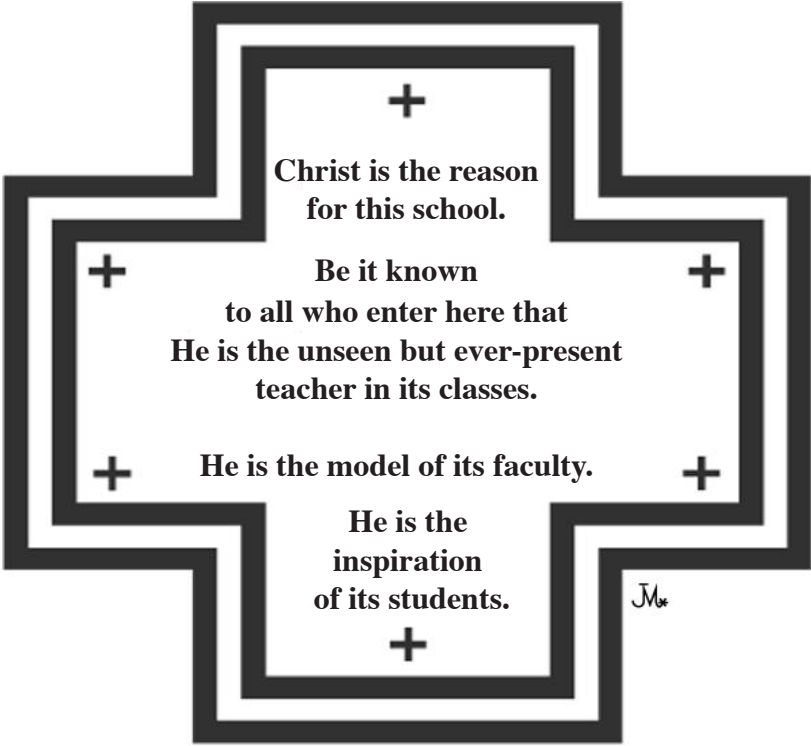
Quality Catholic Education for over 55 Years



FAMILY HANDBOOK

ST. MARTIN OF TOURS ACADEMY
Since 1951

LA MESA, CALIFORNIA



+

**Christ is the reason
for this school.**

+

**Be it known
to all who enter here that
He is the unseen but ever-present
teacher in its classes.**

+

+

He is the model of its faculty.

+

**He is the
inspiration
of its students.**

+

Jm

FAMILY HANDBOOK

ST. MARTIN OF TOURS ACADEMY

7708 El Cajon Boulevard
La Mesa, CA 91941-4992

*Fully accredited by Western Association of Schools and Colleges and the
Western Catholic Education Association.*

School Office	466-3241
School Fax	466-0285
Preschool	698-8462
Rectory	465-5334
Youth Ministry	698-3180
Extended day care	466-1990
Faith Formation	698-8434

www.stmartinacademy.org



FOREWORD

PARENTS ARE VITAL TO our educational endeavors at St. Martin of Tours Academy. Recognizing the parent's primary role in the educational process of a child, we realize the importance of good communication between home and school. One aspect of that communication involves knowing well the school's philosophy, learning expectations, system of education, procedures and policies.

This handbook has been prepared so that each family can be well informed. We ask that it be read thoroughly and completely and, in addition, kept for reference during the school year. More detailed information, subject to updates from year to year, is sent home in a year-end packet. This information is supplementary to the handbook. A list of those items is included in this book.

Our goal, as a school, is to lead each child to the fullness of human development and intellectual potential. Care is taken to emphasize Christian values while providing a strong academic foundation for each student. Our hope is that parents/guardians, aware of what we are working for at school, will reinforce and support those efforts at home.



Our patron, St. Martin, was the bishop of Tours in France. The fleur-de-lis, (lily), is a symbol of France. The version of the flower which we have selected as our logo incorporates a heart, symbolizing a school centered on love of God and of neighbor, and petals that are divided but banded together, symbolizing St. Martin's gesture of service and love when he split and shared his cloak with a beggar he met along the road.

Martin of
Tours

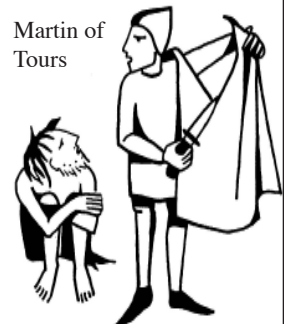


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Appendix:

WORKSHOP WAY® System of Education

HISTORY

ST. MARTIN OF TOURS PARISH

... SINCE 1921

St. Martin of Tours Church in La Mesa was built in 1921 under the pastorate of Father McCormick. The original parish church and rectory were built at the corner of La Mesa Boulevard and Normal Street. Expansion was not possible at this site so new property was purchased in 1948 at the intersection of La Mesa and El Cajon Boulevards, (one-half mile from the former site). The original church was moved to the new location and on Christmas Day 1948 Mass was celebrated in the remodeled and enlarged church by Father Dennis J. Barry, pastor (1948 - 1977).

ST. MARTIN OF TOURS ACADEMY

... SINCE 1951

In the fall of 1950 construction was begun on a school and convent. Five School Sisters of Notre Dame, (from St. Louis, Missouri), and one lay teacher opened St. Martin Academy on September 19, 1951. There were 327 students in Grades 1 - 8 and a kindergarten. The school consisted of six classrooms with classes combined. Grades and enrollment: 8 (21) and 7 (32), 6 (31) and 5 (34), 4 (46), 3 (21) and 2 (37), 1 (51), and kindergarten (33).

The first graduation was on June 9, 1952. Nineteen graduates received diplomas from Father Dennis Barry, pastor and Sr. Alphonsus, principal.

In May 1952, the Most Reverend Charles F. Buddy dedicated the school and conferred the Sacrament of Confirmation on the students in seventh and eighth grades.

In 1956 four new classrooms were added and by that time the enrollment had increased to approximately 500.

St. Martin, the patron saint of our parish and school, was the bishop of Tours, France (371 A.D.) He was born in Hungary and served as an officer in the Roman army. Martin is well known for sharing his cloak with a poor beggar whom he encountered on a highway. The following night, in a dream, he had a vision of Christ wearing the cloak and he heard the words: "Martin has covered Me with his cloak." St. Martin ended his military service to begin a life of good works and non-violence. He was a convert to the Catholic faith.

Our parish church, built in 1965, has a large mosaic commemorating St. Martin above the main entrance. It is surrounded by the word "charity" in six languages. In the terrazzo floor, of the center church aisle, there are seven panels each containing a symbol of St. Martin in the following sequence: (1) **fleur-de-lis**, indicating his French apostolate (2) the **sword**, indicating his early military career (3) the **crozier**, indicating his episcopal office (4) a **masted ship**, symbolizing the church (barque of St. Peter) (5) the **out-stretched hand** which symbolizes the miracles performed by the saint in his life time (6) the **human heart** indicating his life-long charitable concern with suffering humanity (7) the **alpha and omega**, indicating the return of his soul to God at the end of an heroic Christian life (Nov. 8, 397 A.D.)

MISSION STATEMENT / PHILOSOPHY

MISSION STATEMENT

St. Martin of Tours Academy is a Catholic parish elementary school whose purpose is to provide students with moral and spiritual formation and a solid academic foundation. Faith, culture and life are brought into harmony through a curriculum and system of education that equips students with skills for lifelong learning. Each student is challenged to internalize values and prepare for life as a committed Christian who contributes to the need for justice, love, and peace in the world.

PHILOSOPHY PREFACE: SYSTEM OF EDUCATION

The prescribed content and curriculum of our diocesan school district is followed. WORKSHOP WAY® is a system of education created by Grace H. Pilon, SBS. It is organized and used in such a way that the human growth of each child is nourished in the teaching-learning process.

Our philosophy and goals are fully integrated with our instructional methods. There is a purpose and structure to all classroom activities and learning materials. WORKSHOP WAY is a system designed to meet the educational and developmental needs of all children. (www.workshopway.org)

STATEMENT OF PHILOSOPHY

We base our philosophy of education on the premise that all persons are created equal in worth as human beings. In justice, children have a right to grow to the fullest of their potential in an atmosphere of utmost reverence and respect. Parents are the primary educators of their children. Teachers facilitate the learning process, blending academic achievement with a Christian perspective on life and with an understanding of human nature.

With a student-centered orientation, we strive toward the holistic development of each individual. To this end, we employ a system of human growth and a learning process which insures that all students have equal opportunities to learn how to think, how to learn, and how to make responsible decisions in their own lives. In this educational process, teachers work in close communication with parents.

WE BELIEVE:

- ◆ that each person is unique and has his/her own timing and way for learning,
- ◆ that mistakes are an inevitable part of being human and are not a reflection of one's intelligence,
- ◆ that children, by nature, have an innate love for learning and that classrooms must be labs for learning so as to stimulate their intellectual curiosity,
- ◆ that daily opportunities for logical, critical, and creative thinking must be afforded to students for learning subject matter and for responsible decision making for future living,
- ◆ that an atmosphere of trust and mutual respect in the classrooms is essential for mental and emotional security for students,
- ◆ that a noncompetitive, cooperative, safe atmosphere will convey God's acceptance and unconditional love for the uniqueness of each individual,
- ◆ that experiencing justice in the classroom will lead students to seek justice in the world and to respond to the needs of others now and in the future.

SCHOOLWIDE LEARNING EXPECTATIONS:

A student who graduates from St. Martin of Tours Academy is expected to be:

1. An active Christian who:

- a. has a foundation in Catholic teaching
- b. internalizes a system of values based on the teachings of Jesus Christ
- c. has global awareness and a concern for social justice
- d. recognizes and responds to needs within the community
- e. values and respects all of God's creation and diversity in all peoples

2. A diligent learner who:

- a. has developed and uses higher level thinking skills
- b. exhibits basic learning skills
- c. is able to assess individual strengths and needs for growth
- d. can work collaboratively in the learning process
- e. has developed resourcefulness and independence in work habits
- f. takes pride in achievement

3. A lifelong learner who:

- a. embraces circumstances in life as opportunities for growth
- b. retains an enthusiasm for learning
- c. is motivated to reach full academic and creative potential
- d. has developed study skills and lifetime learning habits

4. An integrated individual who:

- a. has discovered feelings of intelligence and power of management
- b. has developed responsibility and self-discipline
- c. has confidence and sense of self-worth
- d. is comfortable in taking risks
- e. affirms accomplishments in self and others

5. An effective communicator who:

- a. can express thoughts clearly and confidently
- b. has good listening skills
- c. utilizes technology as a tool of communication
- d. respects varying points of view and perspectives



ROLE OF THE PARENT

Parents as Prime Educators (Diocese of San Diego Handbook for Catholic Schools 1996)

Parents have the primary responsibility for the education of their children. The school supports, enhances, and complements this role. It is the responsibility of parents:

1. to establish a home environment which teaches the moral values, religious habits, social skills, self-discipline, and commitment to learning upon which successful Catholic school education is based.
2. to make a wise and informed choice of schools for their children, keeping in mind that each school has its own unique character, tone, and strengths.
3. to be fully informed regarding all aspects of their children's developmental progress and, where needed, to take and/or support the appropriate remedial action.
4. to make every effort to establish and maintain a collaborative and mutually supportive relationship with the school which they have selected for their children.

Parent Involvement:

We are engaged in a cooperative endeavor in which every family in the school community has a vital role. The primary expectation of parents is that of an active and ongoing support of a school community which teaches and reinforces Christian values. Parents can do this by:

- being informed about the religious concepts the children are learning
- praying together
- celebrating Mass together on Sundays and special days
- speaking with children about God, sharing faith, etc.

School Involvement:

It is through parent involvement that we can improve the quality of education and also alleviate the costs of education. Volunteers are needed for such things as coaching, fund-raising events, lunchtime supervision, and assisting at bingo or in the library/computer center, office, etc.

Communications:

The school encourages good communication. Some of the channels that have been established are:

- School Meetings
- Open Houses
- School Board Meetings
- Weekly Parent Newsletters
- Monthly calendars
- Parent-Teacher-Student Conferences (three times a year)
- Report Cards (issued quarterly to grades 3 - 8)
- Monthly Classroom Newsletter

In addition, appointments may be scheduled with teachers or the principal throughout the school year. To schedule an appointment contact the school office between 7:30 a.m. and 3:30 p.m. Please note that teachers cannot be called to the phone during school hours. A message will be left to return the call. Home phone numbers of teachers are not available.

ADMISSIONS

The Catholic Schools in the Diocese of San Diego, mindful of their mission to be witnesses to the love of Christ for all, admit students of any race, color, and national and/or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the schools. The Catholic Schools in the Diocese of San Diego do not discriminate on the basis of race, color, and national and/or ethnic origin, age, sex, or disability in administration of educational policies, scholarship and loan programs, and athletic and other school-administered programs.

Policies and Procedures:

- Parents must agree to support actively the spiritual and academic standards of the school and abide by the educational policies and regulations of the school and diocese.
- Students and parents will be interviewed by the principal, vice-principal, and/or teacher.
- Tests will be administered, if needed, to determine proper placement.
- Students must have a satisfactory academic and conduct record from their previous school.
- Active, supporting members of this parish or other local parishes which do not have schools will be given first preference.

Age Requirements: (September 1 of year entering)

- Early Childhood Development Center: three years
- Kindergarten: five years of age, and developmentally ready
- First Grade: six years of age, and developmentally ready

Health Requirements:

Preschool: 1. Medical record form filled out
 2. Copy of immunization record listing month, day, and year when received.

Age 3 - 4 requirements:

- DPT 4 - 5 doses • Polio 3 - 4 doses • MMR (measles, mumps, rubella) 1- 2 doses • Hepatitis B 3 doses • HIB 1 dose

Kindergarten: Copy of immunization record listing month, day, and year when received.

- Polio 4 doses • DTP 5 doses.
- MMR (measles, mumps, rubella) 2 doses
- Hepatitis B 3 doses
- Varicella (chickenpox)

First Grade: Complete physical examination by physician or nurse practitioner recorded on Health Department form provided by school, within 18 months previous to admission in September. This may be done at the time of receiving boosters required for kindergarten as long as it is within 18 months of first grade admission in September.

All transfer students are required to have a copy of their immunization record and a copy of their physical examination forwarded from their previous school.

PRE-ADMISSION AGREEMENT:

The following agreement is part of the Student Enrollment Contract which is signed annually by parents when registering for the following year:

"We the undersigned, enroll the above named student(s) in St. Martin of Tours Academy. We have read the contract and tuition schedule and agree to pay the applicable tuition and fees.

Furthermore, we do hereby agree to comply with the educational policies and regulations of the Diocese of San Diego. We agree to uphold the standards of the school, and to have the above named student(s) comply with the school regulations and policies as set forth in the Family Handbook.

We recognize the responsibilities of parents as the primary educators of their children and acknowledge the importance of teaching Christian values by example. We therefore will strive to maintain a Christian atmosphere in our home, especially by prayer and Sunday worship. We will cooperate in supporting a school community which teaches and reinforces Christian values."

FUND-RAISING POLICY AND GUIDELINES

Policy:

- ◇ The number of fund-raisers are limited so as not to burden parents and involve extensive record keeping, publicity announcements, etc.
- ◇ The major fund-raisers should be events, rather than the merchandising of products.
- ◇ Fund-raisers that generate a significant profit and also bring families together are preferred.
- ◇ Fund-raising, for sixth grade camp and for individual classes, is also limited and must be approved by the principal.
- ◇ The schedule of fund-raisers for a school year must be done when the calendar is being set up for that year. (Proposals must be submitted no later than March 30.)
- ◇ Students should never be asked to sell products.
- ◇ Items that promote the school and/or are used by students may be used as fund-raisers for an individual class or for student council. Ordinarily the items would be sold in the school office. (school logos, book covers, folders, etc.)

The fund-raiser, if it involves selling merchandise, should generate at least 50% of the profit for the school. If items are presented for purchase they should be of universal appeal for families. (no products intended primarily for adults)

Guidelines:

- Suggestions for fund-raisers need to be submitted in writing on an application with timeline and action plan.
- Proposals must be submitted during the school year prior to the beginning of a new school year.
- The fund-raising committee of the school board must review all fund-raising proposals and make recommendations to the principal.

GENERAL ADMINISTRATION

Office Hours:

7:30 a.m. - 3:30 p.m. Monday through Friday. (closed on school holidays)

Daily Schedule:

7:55 a.m.	Classes Begin
11:45 a.m. -12:25 p.m.	Lunch
2:30 p.m.	Dismissal

Minimum Days:

A limited number of minimum days are scheduled on the yearly calendar. On minimum days school is dismissed at noon. (Check yearly and monthly school calendars for minimum days.)

Office Procedures / Visitor Policy:

All persons coming on school grounds must first sign-in in the school office. Lunches, books, or projects delivered by parents should be left in the office. Classes should never be disturbed while in session. Classroom visits are welcomed but must be scheduled through the office.

Supervision (Arrival and Dismissal):

Children are to be dropped off and picked up at designated areas only. There is no supervision on school grounds before 7:50 a.m. or after 2:45 p.m. unless a student is enrolled in the Extended Day Program. Any student not picked up by 2:45 p.m. must report to Extended Day Care. Students who are walking or riding a bike to and from school must have a signed permission slip on file in the school office, and must leave the school promptly at dismissal. (Once the child has left school property he/she will not be able to return to school.)

Attendance:

Prompt and regular attendance is important if a child is to benefit completely from the instructional program. When a child is ill, a parent should call the office by 9:00 a.m. to report the reason for absence. (If homework is requested, notification is needed before 8:15 a.m.) When a student is absent, a written note stating the reason and date of absence, signed by the parent is required.

A student is legally credited for attendance when a written certification from the doctor or dentist is presented on return to school. However, the school encourages making doctor and dentist appointments outside of school hours.

Permission cannot be given by the principal or teachers for a child to miss school for reasons other than illness, and/or medical appointments, (i.e. vacations, early dismissals, etc.) The responsibility for this decision rests with the parents. They are to notify the school office and the teacher in writing. Teachers are not required to write up assignments in advance of the absence.

If a student is absent more than fifteen days a semester, grades may be withheld.

Textbooks:

All books are numbered and assigned to each child who is, in turn, responsible for proper care. All books must be covered. Lost or damaged books must be reported and paid for immediately.

Lunchtime:

Supervision is provided by parent volunteers and staff. A student may not leave the school grounds unless accompanied by a parent. If a child is to go home daily for lunch, the parents must state this in a note which will be kept on file in the school office. The option of a hot lunch is provided by La Mesa Spring Valley School District. Milk and juice are available daily. The hot lunch menu is published on a monthly calendar. All information regarding the hot lunch program is sent home in the parent envelope.

Medication:

Medications will not be furnished by the school. None can be administered by school personnel without written authorization from a physician and the parent. All medications must be in their original bottles, kept in the office, and taken under supervision.

Bicycles:

All bicycles must be licensed, locked and secured during school hours. For the safety of all students, the bicycles may not be ridden in the school yard.

Animals:

For health and safety reasons, animals are not permitted on the school grounds.

Morning snack (Grades K - 3)

A mid-morning snack helps to keep the mental energy going. The intention is to let children have a short break to eat something that is healthy, (no sugar), which will enhance their focus and concentration. Fruits and vegetables are the best choices for this purpose. However, we have added a few more choices to the list.

Guidelines: 1) can be consumed fairly quickly, 2) can be easily managed while sitting on a bench, 3) does not require use of utensils, 4) does not have any "added sugar" content.

It is important that only the following be brought to school (in baggies, please)

- string cheese
- fresh vegetables (carrots, celery, cherry tomatoes, etc.)
- celery & peanut butter
- fresh fruits (whole or cut up): bananas, apples, etc.
- nuts, raisins, dried fruit (trail mix)
- plain granola bars (only those with not added sugar/candy)

Since teachers do not have time to supervise contents, we rely on parents' cooperation in packing / sending only these items.

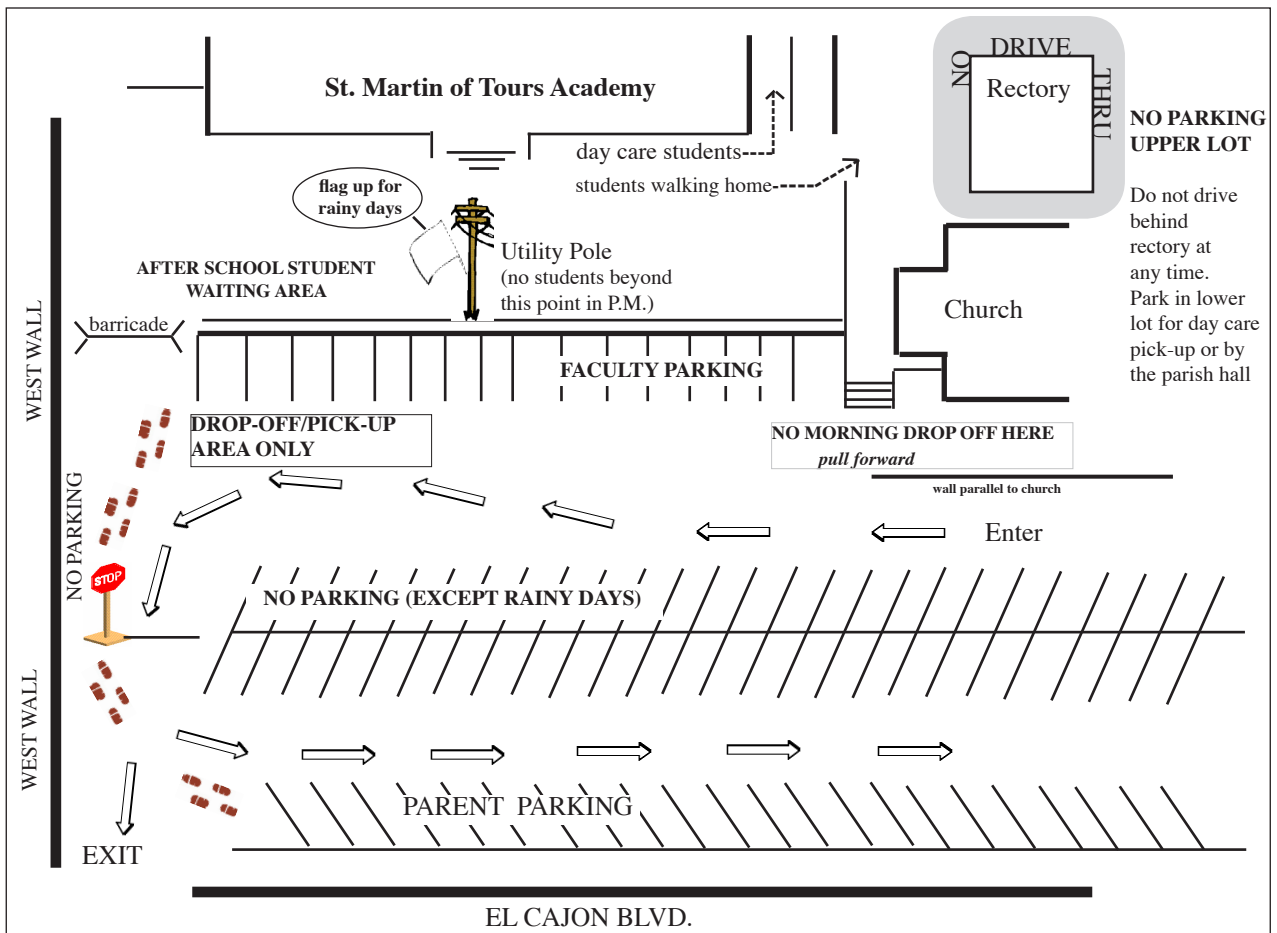


SCHOOL TRAFFIC PROCEDURES

- 1. DRIVE SLOWLY.** Keep traffic moving in a single line. Pull forward to first stop sign. Children should be ready for drop off/pick up.
- Children must exit/enter cars from passenger side only.
- Cars are not allowed to park in midsection of parking lot or along west wall.
- Parents may park along El Cajon Blvd. wall if they wish to walk their child(ren), give last minute instructions, comb hair etc. or do business in school office.
- All pedestrians should use coned walkway along west wall only. Children (grades K-6) are not allowed to walk unsupervised through any area of the parking lot. Older siblings (grades 7, 8) will be allowed to walk younger siblings to cars.
- No children (other than those authorized to walk home) may walk to upper parking lot unsupervised to wait for or be picked up by parents.
- No children are to be picked up or dropped off in front of rectory or preschool
- The purpose of safety patrol, parent volunteers, and faculty/staff is to help enforce traffic procedures and ensure the safety of your child(ren). Please cooperate.

Rainy Days:

On rainy days parents may park anywhere in lower parking lot and pick up children from classrooms. There should be no stopping or parking along coned-off area. (A flag will be mounted on the utility pole to indicate this procedure is in effect.)



SCHOOL EMERGENCY AND EVACUATION PROCEDURES

Emergency Cards:

Parents are notified immediately of serious injury or sudden illness that may occur during school hours. Each family must have on file an emergency card, including names of doctors, and persons to be contacted in the event the school is unable to reach parents. It is important that emergency cards are updated as needed. Notify the school office immediately when addresses, phone numbers, doctor's numbers, etc. change. Only authorized names on emergency cards are allowed to remove/take home students.

Emergency Dismissals:

Emergency dismissals may be made at any time by the principal or representative when a serious condition such as sickness, accident, natural disaster, etc. warrants it. If an emergency occurs outside of school hours, listen to a local radio station for instructions of school closure. As a general rule, the school will follow the same procedure as the local public school district.

St. Martin of Tours Academy follows the procedures outlined for "Disaster Preparedness" by the San Diego Diocese Office for Schools and the La Mesa Police and Fire Departments.

Communication:

Room parents will be contacted by phone or e-mail in the event of an emergency. In turn, they will contact parents in the specific grade they are assigned. The school's public address system, which connects with every classroom, would be used in a lock-down situation. Bells signal evacuations.

Types of Responses to Emergency Situations:

- 1) evacuation to the field area (fire, bomb threat, etc.)
- 2) lock-down (dangerous and/or threatening situation on near school property)
- 3) "drop and cover" then evacuation (earthquake)
- 4) evacuation and parent/guardian pick-up of children

Evacuation drills are practiced once a month. Earthquake drills are scheduled one per quarter.

Student Pick-up Locations:

The evacuation map located on page 26 of the Family Handbook is the first designated destination for student pick-up. If for some unforeseen reason the first location for student release cannot be used, the second location will be near the parish hall. If necessary, the third location would be off campus at Crossroads Shopping Center at El Cajon Boulevard and Baltimore Drive.

Students will be released to parents/guardians or those designated on the Earthquake/Disaster Release Record. A signature will be required in order to release the student in the event of an evacuation.

EARTHQUAKE PREPAREDNESS KITS:

Each student is required to bring an earthquake kit on the first day of school.

- 1 zip lock bag (name and grade printed on the outside)
- 2 granola bars • 1 box drink • 1 paper napkin
- a comforting note to your child and family picture (optional)

STUDENT DRESS & GROOMING CODE

Policy:

The overall objective is to adhere to an adopted uniform policy that is conducive to providing an optimal learning environment with limited distractions and with consideration for safety, health, school identity. The final decision regarding appropriate dress and grooming is left to the discretion of the school administration and teachers. It is expected that all students come to school clean and well groomed. Clothing should not be soiled, torn, extremely faded, etc. Clothing, hair and/or accessories should never be a source of distraction in the classroom.

School Uniform Regulations:

Students are required to wear the school uniform on all days with the exception of those designated as "free dress". Uniforms are purchased through the Mills Uniform Company. (see uniform list on next page) School sweatshirts are sold, (year round), in the office.

Alterations may not be made, such as shortening, (or rolling up) skirts, shorts, etc. Boys pants must be "regular fit" and may not be worn low on the hip. (underwear must never show.)

White socks, clearly visible above the shoe, and oxford style shoes or tennis/athletic shoes are required. (ped type socks not permitted)

In cold weather, heavier jackets may be worn to school, but only in addition to the school sweatshirt/jacket. (They must be taken off in the classroom.) Also white turtleneck shirts may be worn under the uniform blouse/shirt. White or navy blue tights may be worn under uniform shorts or skirt. (sweatpants not permitted)

SCHOOL UNIFORM ITEMS: *Purchased through Mills Uniform Company.

- *Belair plaid front zip jumper (girls K-3)
- *Belair plaid skirt (girls 4 -8)
- *white blouse (girls K-8)
- *capri pant (girls K-8)
- *white or forest green knit polo shirt (long or short sleeve) (both K-8)
- *navy twill pants (both K-8)
- *navy twill walking shorts (both K-8)
- *forest green v-neck cardigan sweater (optional) (both K-8)
- *forest green polar fleece jacket (optional) (both K-8)
- green school sweatshirt (required) purchased in school office (both K-8)

Dress Uniform:

On school Mass days, and on other designated "special occasion" days, all students are required to wear "dress uniform" which means NO SHORTS. Girls wear uniform skirts, (4-8) or jumpers (K-3), or long pants and boys all wear long pants. Students should also be wearing the dark green school sweater, sweatshirt or school jacket. (The dark green, long sleeve polo shirt also may be worn.) The objective is a more formal, dressy look.

Grooming Guidelines:

- haircolor may not be altered
- any writing on the skin, (ink, tatoos, etc.) is not permitted
- hands should be clean; (frequently washed - especially important, for health reasons)
- jewelry, if worn at all, should be minimal (no bracelets, heavy necklaces, multiple rings, and/or any accessories that are distracting, not safe on the playground, etc.)
- nail polish may be worn but is discouraged, especially among the younger students
- junior high students (only) may wear light makeup (grades 7, 8)

Consequences to Violations of Dress Code:

When students are in violation of the dress code, a note of "uniform non-compliance" will be sent to parents by the classroom teacher or school administrators. The note must be signed and returned the next day. (It is assumed that there will be compliance in the future.) If the violation warrants, parents will be called immediately.

**"Free Dress" Days:**

Students have "free dress" on their birthday or on the school day closest to their birthday, if it falls on a weekend or holiday. Those who have summer birthdays: late June, July, August, have a "free dress" on a day designated during the last week of the school year. In addition, certain other days may be designated for "free dress".

Guidelines:

All dress and grooming guidelines apply. In addition, clothing must be modest and appropriate for school wear. We ask the cooperation of parents in ensuring that the following dress code is followed. (Check before arriving at school.)

Dress Code for "Non-Uniform" Days:

Primarily for safety reason, it is important that shoes be well secured, flat, and suitable for participation in physical education classes. Socks or stockings/tights must be worn.

The following may not be worn: shorts (unless uniform shorts or long, walking shorts); high/stacked heels, shoes without backstraps; low cut dresses or tops; strapless, halter, tank, tube tops; bare midriff style tops; oversized shorts/pants worn low on hips; latex and/or tight fitting clothing; sweat-pants, exercise clothing; t-shirts with advertising and/or inappropriate language/pictures; tight, low cut jeans/pants.

Consequences for Non-Compliance:

1. Parents will be called so that a change of clothing may be brought to school.
2. Student may lose the privilege of "free dress" on the next day(s) it is allowed.

CURRICULUM PROGRAM

The curriculum includes the following subjects. At each grade level elements of the following topics are taught. (listed under each subject area)

Religion and Scripture:

1. God
2. Scripture
3. Church
4. Sacraments
5. Prayer
6. Christian Response
7. Social Issues

Language Arts:

1. Reading (vocabulary, communications skills)
2. Writing (grammar, composition, handwriting and letter formation)
3. Listening
4. Speaking

Fine Arts:

1. Visual and tactile perception --theory of line, color, shape, composition, design
2. Creative expression --drawing, painting, sculpture, mixed media, variety of constructions, graphic arts, crafts
3. Visual Arts heritage -- cultural themes, artists, styles, processes
4. Analysis and interpretation --design elements, characteristics, appreciation
5. Music and art appreciation

Mathematics:

1. Number system and theory
2. Measurement
3. Operations, Computation and Estimation
4. Problem Solving
5. Geometry
6. Patterns and Functions
7. Statistics and Probability
8. Logic
9. Algebra
10. Technology

Science:

1. Earth Science
2. Life Sciences
3. Physical Sciences
4. Investigations and Experimentations

Physical Education:

1. Physical fitness fundamentals
2. Motor skills and movement
3. Social skills and sportsmanship
4. Catholic Teaching (respect for others)
5. Social Justice Practices (sportsmanship)

Computer Literacy:

1. Computer operations
2. Computer applications
3. Historical perspective
4. Hands-on experience
5. Ethics
6. Catholic Teachings (see page 16)
7. Social Justice Practices (see page 16)

Beginning Spanish - (grades 7 & 8)

1. Vocabulary
2. Language
3. Culture

Family Life Policy:

Parents have the primary right and duty to teach their children regarding family life and sexuality. This includes the right and duty:

- to create a HOME ENVIRONMENT of love wherein children can learn from experience the purpose and meaning of family life
- to become WELL INFORMED both about the Church's teaching regarding family life and sexuality, and about their own children's developmental needs for instruction in those areas.
- to make and to implement informed, prudent, and positive CHOICES about when and how to proceed with instruction in those areas.

WORKSHOP WAY® CREATES A CLASSROOM THAT:

- *Affirms the dignity of all students*
- *Promotes intelligent involvement without fear*
- *Nourishes mutual respect and self-esteem*
- *Opens up learning capacity of students*
- *Develops the power to learn, think and manage life*
- *Provides time to grow responsibility*
- *Uses research based materials; using the same philosophy and success*
- *Fosters numerous thinking opportunities*

- see appendix for more information about Workshop Way

Homestudy Policy:

Homestudy activities include a variety of experiences for students in all grades to reinforce material already taught and to foster habits of independent study.

Ideas for homestudy are given to parents at the beginning of the year and in monthly classroom newsletters. Suggestions are made for learning activities which can be used in less formal settings. The goal is to foster that basic desire in the child for love of learning.

In grades 5 - 8, enrichment and extended research projects are assigned to integrate the curriculum, to broaden the students' perspective of learning, and to stimulate the mind through self-discovery and awareness.

Individual suggestions and assignments may be given to students with specific needs, in consultation with the parents and the teachers. The amount of time required to complete assignments differs with each student's needs and abilities.

WORKSHOP WAY@ has an "at home" daily activity referred to as the Self-Concept Vocabulary Project. This homework consists of vocabulary study, and the assignment is the same for all students: to choose how much of the lesson they wish to study. The students meet with the teachers the first half hour of each morning to recite what they have studied and/or to handle the natural consequences if they have forgotten or lost the paper. The responsibility is placed totally upon the students for handling the lessons. Parents are asked not to initiate this project, rather to be there if help is needed. The purpose of this homework is to help the individual grow in self-confidence and in responsibility. (see appendix for more information)

Student Evaluation:

All students will have Parent-Student-Teacher Conferences the first three marking periods. At these times, Grades 5 - 8 will be given the Diocesan Report Card and a Life Skills sheet (see appendix). Grades 3 and 4 will be given a WORKSHOP WAY Report Card, which includes the life skills. In grades K - 2 the communication will be through the conferences themselves. All conferences will place emphasis on the growth in life skills.

Promotion:

All students are expected to achieve at least grade level proficiency in order to merit promotion to the next grade.

Testing:

ITBS tests are administered to all students in Grades 2-8. In addition, the "Assessment of Catholic Religious Education" (ACRE) tests are given in Grades 5 and 8. Test scores are used primarily, as a tool for analysis and evaluation for the school curriculum. They are also used to monitor each student's academic growth from year to year. ITBS student test profile sheets are mailed home approximately a month after the October testing date.

WCEA/WASC Accreditation:

The school undergoes an evaluation and visit from Western Association of Colleges every three to six years. The school has received the highest possible ranking, with a full six year term until June 30, 2011. There is ongoing follow-up on recommendations made by each visiting committee.

SCHOOL POLICY ON STUDENT ACCESS TO THE INTERNET

Policy:

All electronic communications to or from St. Martin of Tours Academy shall reflect Christian principles upon which the school is founded, in support of its educational goals.

Rationale:

Internet access is available to staff and students at St. Martin of Tours Academy. We believe that the Internet offers vast, diverse, and unique educational resources to our community. Our goal in providing this service to staff and students is to promote educational excellence.

The Internet is an electronic highway connecting thousands of computers all over the world, and millions of individual subscribers. The staff and students have access to electronic mail, information from NASA and other library and research institutions, and public domain and resources on many topics. Some of the material available, is of doubtful educational value, in the context of the school setting. St. Martin of Tours Academy has taken reasonable and prudent precautions to restrict access to controversial materials. An adult supervisor will be present at all times during student use. However, on a global network it is impossible to control all materials, and an industrious user may discover controversial information. Additionally, all forms of communication have an ethical dimension, requiring guidelines that meet standards of Christian behavior, even beyond legal obligations.

St. Martin of Tours Academy will instruct its staff and students in the ethical use of electronic communications, as part of its regular curriculum. The use of Internet is a privilege, not a right, and inappropriate use or violation of any of the following standards and provisions by a St. Martin of Tours Academy staff member, student, or an assisting parent, will result in consequences, including but not limited to: permanent cancellation of computer access privileges at St. Martin of Tours Academy, suspension, and/or legal action when the activity was illegal. The signatures affixed to this document are legally binding, indicate that those who signed them have read, understand the terms and conditions, and will abide by them. Parents may also elect to restrict their student from all use of the Internet.

The principal will deem what is inappropriate use, and the decision is final. There is no appeal process. The principal may close an account at any time. St. Martin of Tours Academy makes no warranties of any kind, whether expressed or implied, for the service it is providing, and will not be responsible for any damages (including loss of data from delays, nondelivery, misdeliveries, or service interruptions, for whatever cause, or accuracy of information received over the Internet.) Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

Standards of Behavior for Internet Use:

- 1.** Staff and students will use the Internet only for activities in support of education and research, consistent with the educational objectives of St. Martin of Tours Academy.
 - a.** Users are expected to abide by the generally accepted rules of the network and interpersonal etiquette. Therefore, vulgarities, swearing or abusive language, and dishonesty are prohibited. Disruption of the network for other users is prohibited (for example, chain letters).
 - b.** Security problems must be promptly reported to the supervising adult. Users may not demonstrate the problem to other users. Users will notify the supervisor immediately if any individual is trying to contact him/her for illicit or suspicious activities.
 - c.** Users shall not reveal their personal home address, phone number, or personal information about anyone else. Users personal identifier on any e-mail must use the school address only.
 - d.** Vandalism will result in immediate cancellation of privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or making equipment or software alterations, and uploading or creation of computer viruses. No software of any kind may be brought from home for use on any school computer. (All school software must be properly purchased or donated.)

(continued on following page)

2. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyright material, threatening or obscene material, or material protected by trade secret.
3. Transmission of commercial information, advertising or political lobbying is prohibited.
4. Use of the account by anyone other than staff or students or authorized persons, is prohibited (including spouses, parents, guardians, or other relatives).

INTERNET CONTRACT
Grades 5-8 only

The contract that follows is to be signed by all parties concerned, and kept on file in the school office, prior to any Internet usage of staff or student. The signers, for future reference, should keep a copy of the policy, rationale, and behavior standards.

Students/Staff Contract

In return for the privileges of Internet access and computer use, I understand and will abide by the above terms and conditions. I further understand that any violation of the regulations above is unethical, and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be initiated.

Student Name: _____ Home Phone: _____

Home Address: _____

Student Signature: _____ Date: _____

Parents or Guardians Contract

As the parent or guardian of this student, I have read the School Policy and Standards of Behavior for Internet Access and computer use. I/We understand that this access is designed for educational purposes, and that St. Martin of Tours Academy has taken reasonable precautions to eliminate controversial materials.

YES, I do wish for my student to have Internet access. I will hold my student responsible for any materials acquired on the network. I give permission to issue an account for my child, and certify that the information contained on this form is correct. As parent or guardian, I may withdraw my permission at any time. I understand that St. Martin of Tours Academy may cancel my student's account at any time, for any reason.

NO, I do not wish for my student to have access to the Internet. I understand that this will not affect his/her grades or other standing in the school.

(PRINT) Student Name: _____ Grade Level: _____

(PRINT) Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

RESPECT THE RIGHTS OF OTHERS

Workshop Way: Guideline for Student Behavior

Student Behavior

It is our aim to develop within each child a positive self-concept, self-direction, self-discipline, and an internalized respect for the rights of others. Teachers, in setting expectations for classroom behavior, encourage children to handle their lives with responsibility. They create within their classroom a climate of cooperation and trust.

The goal is to preserve human dignity in the learning and growing process. One important rule prevails: RESPECT THE RIGHTS OF OTHERS. Courtesy, tolerance and respect are expectations in all interactions. Students are also required to take care of all school property.

Expectations:

- to be punctual, and have necessary materials for class
- to use all equipment and materials with care; to keep the classroom and playground clean
- to follow instructions of teachers
- to respect the rights of others to learn in a distraction-free classroom environment
- to act with courtesy and respect toward all those in the school community
- to dress neatly and be well groomed
- to show concern for the safety of others

Not permitted:

- interfering with the rights of others
- distracting others from learning
- disrupting class
- leaving campus without permission
- using abusive, vulgar language
- inflicting physical harm to others
- inappropriate touching
- fighting
- littering
- throwing objects and/or food
- riding bicycles, scooters, skateboards, rollerblading on campus
- bringing toys and/or objects other than required school supplies
- trading, borrowing, selling any items

The following are not to be brought to school:

- gum, candy, sodas, sunflower seeds
- iPods, cell phones*, BlackBerry®, CD's, DVD's and any other electronic equipment
- any object that could inflict harm on another

* If a cell phone is brought to school, it must be checked in at the school office first thing in the morning. A note from parent/guardian is required indicating need for cell phone. At 2:30 the cell phone can be picked up in school office. If student is attending day care, the cell phone must be checked in again. (Any cell phone brought to school without a note, will be confiscated and held for a length of time deemed appropriate by the administration.)

DISCIPLINARY CONSEQUENCES

Our school philosophy regarding discipline is to have a proactive, firm yet respectful approach which safeguards a child's human dignity, self esteem, and reputation. Both inside and outside the classroom, the expectations of students include that they act with courtesy, kindness, and respect toward all peers and adults in the school community.

- 1. visitor policy in classroom** - teacher directly monitors student
 - 2. time out in classroom**
 - 3. time out outside of room /office** - for continuing misbehavior which disrupts instruction (*parent contact if happening on consistent basis)
 - 4. restriction from participating in games, etc. at recess** - (*parent contact if happening on more than an occasional basis)
 - 5. field trip restriction** -must do class work at school in lieu of participation in field trip (upper grades, also junior high dance restriction and/or writing essay to parents which relays the information regarding reason for the consequence)
 - 6. on campus suspension** - student does all class work in a place other than his/her respective classroom-does not participate in recess with class; number of days related to offense, etc. (* contact/conference with parent; parent also asked to apply "at-home" consequences/restrictions)
 - 7. out of school suspension** - student responsible for all class work assignments; number of days relates to offense, frequency, etc. (*contact/conference with parent; asked to tell school what "at home" consequences are being applied)
 - 8. behavior contract** - after suspensions, student/parent warned that any additional serious misbehavior will result in withdrawal from school; conduct closely monitored, regular parent contact, counseling
 - 9. mandatory psychological counseling** - ongoing meeting with psychologist who is in contact with the respective teacher so that behavior can be monitored
 - 10. voluntary withdrawal from school** - parents counseled to seek another educational alternative when misbehavior continues after all the above consequences have been applied. Recommendations/ assistance given regarding placement (special education classes, more intense counseling, family counseling, etc.)
- ***Intentional physical harm to another calls for an immediate and serious consequence, including contact with parent and suspension.***

CALIFORNIA STATE REGULATIONS CONCERNING SUSPENSION/EXPULSION

"The following offenses committed by pupils while under the jurisdiction of the school are reasons for suspension/expulsion:"

- Habitual profanity or vulgarity. E.C. 10602
- Assault, battery or any threat of force or violence directed toward any school personnel or pupils. E.C. 10602
- Open persistent defiance of the authority of the teacher. E.C. 10602
- Continued willful disobedience. E.C. 10602
- Use, sale, distribution or possession of any alcohol for beverage purposes on or near school premises. B and P.C. 25608
- Use, sale, or possession of narcotics. E.C. 10603
- Smoking or having tobacco. E.C. 10602
- Stealing
- Willful cutting, defacing, or otherwise injuring in any way any property, real or personal, belonging to the school. E.C. 10606
- Habitual truancy. See Art. 305c
- Any actions gravely detrimental to the moral and spiritual welfare of other pupils.
- Possession of any potentially dangerous substance, object, or weapon.



SCHOOL PROGRAMS / SERVICES

Liturgy:

Regular, planned liturgical and para-liturgical experiences are carefully integrated into the school program throughout the year.

Missions:

The school participates in the programs of the Diocesan Propagation of the Faith. Money is contributed throughout the year in various Holy Childhood activities.

Community Outreach:

Heightening the students' awareness of social justice issues and community needs is considered an important goal at our school. The staff focuses efforts on developing a sense of social responsibility among our children by targeting projects which address needs in the parish, the local community, and the global community. The children are involved in visits to convalescent homes, mission projects, food collections, and many other community service activities.

St. Martin of Tours Preschool:

A preschool services children three to five years of age. The program allows a choice of two, three, and five day sessions. The center follows the regular school calendar for vacations, holidays, etc. A separate Parent Handbook is available for preschool.

Extended Day Care Program:

An extended day care program is available for students in grades K - 8. Day care is available on all school days from 7:00 - 7:55 a.m. and 2:30 - 6:00 p.m. On minimum days, the program runs from 12:00 - 6:00 p.m. This service provides a safe environment along with opportunities for exercise, computer work, reading, games and homework assistance.

Enrichment Classes:

A variety of classes are available to students, on an optional basis, after school. (2:45-3:45). Charges for the classes vary. Some of the offerings included are: aerobics, drama, dance, science, chess, Spanish and band.

Child Abuse Reporting Obligations:

In accord with Diocesan policy and California law, school staff are obligated under penalty of fine and jail term to report the reasonable suspicion of physical abuse, emotional abuse, emotional deprivation, physical neglect, inadequate supervision, or sexual abuse and exploitation. In this very serious and legally narrow area, the school will not contact parents in advance of making a report to legal authorities which would be the procedure followed in most other legal matters. The clear intent of the law, based on the seriousness of the crimes listed above, is to mandate that a report of reasonable suspicion of abuse be made. School staff will make such reports in the best interest of the affected child and do not, once reasonable suspicion is established, have any legal alternative except to make the report to the proper authorities for their investigation and review.

Library:

Each class has a regularly scheduled weekly library period under the direction of the school librarian. Books can be checked out at that time. Families will be charged for any books lost, damaged, or not returned.

Health Screening:

Diocesan policy requires vision screening in grades K, 3, and 6; auditory screening in grades K, 2, 5, and 8; color vision screening for first grade boys, and scoliosis screenings for seventh and eighth graders. The screenings are provided at school. Any student may be referred for screening by a parent or teacher.

Field Trips:

The curriculum is extended as children participate in learning activities off campus. When students are scheduled to go on a trip, the teacher sends home a form explaining the date, destination, time, etc. The parent permission form must be signed and returned by the deadline. Drivers must have seat belts and a valid California Driver's License and appropriate insurance. Diocesan policy prohibits any field trips for purely recreational purposes.

Sixth Grade Camp:

All sixth graders attend a week at Astro Camp, in Idyllwild, CA. The program is designed to provide a variety of educational experiences.

Insurance:

The student accident program provides financial aid in helping to meet hospital, surgical, and medical expenses incurred by reason of student injury. The insurance plan covers accidents which occur on school property, one hour before school commences and one hour after dismissal on those days school is in session. Should accidents occur, parents will be notified immediately. Insurance forms are available at the school office.

Student Government:

The program is organized and developed so that it provides services to the school, church, and community. It also has as its goal to develop responsibility and leadership. Student representatives actively promote the welfare of the school community.

School Pictures:

Pictures are taken of all students in the fall of each year. (Dates are indicated on the school calendar.) Parents are furnished with information about the type of pictures which can be ordered.

Lost and Found:

All articles brought to school should be clearly labeled with the student's name. A lost and found box is kept on the east walkway inside the school building.

Student Records (access):

- Teachers are granted access to student records.
 - Designated clerical staff may have access to student records for purposes of making entries for maintaining records, but they will do so under the supervision of the principal or vice principal.
 - The student's parents or legal guardian have the right to inspect all of their child's records in the presence of the principal or vice principal. However, behavioral records shall be inspected only in the presence of a person qualified to interpret the records.
 - If a child transfers during the school year, the teacher and the principal or vice principal should be informed a week ahead of departure date so that the report card and other formation can be ready.
- All records are forwarded to the new school upon request from the school with the parent signature authorizing the release of records.

ATHLETICS:

The school participates in the Diocesan Parochial Athletic Program. The purpose of the after school/ extracurricular sports program is to teach and exemplify the basic human and Christian values of sportsmanship, cooperation and teamwork. The goals are to help foster friendships, provide leadership opportunities and help the students develop a positive attitude toward sports and athletic competition. The extracurricular sports program is not a "play to win at all costs" program. It is anticipated that every student will be given the opportunity to play in each game during the season.

SPORTS SCHEDULE

Fall Sports begin in September:

- Boys Flag Football - Varsity and Junior Varsity teams
- Girls Volleyball - Varsity and Junior Varsity teams

Winter Sports begin in January:

- Boys Basketball - Varsity and Junior Varsity teams
- Girls Soccer - Varsity and Junior Varsity teams
- Pee Wee Soccer - 9 teams:
 - Kindergarten - combined boys and girls
 - Boys - Grades 1 and 2 • Girls - Grades 1 and 2
 - Boys - Grades 3 and 4 • Girls - Grades 3 and 4

Spring Sports begin in March:

- Boys Soccer - Varsity and Junior Varsity teams
- Girls Basketball - Varsity and Junior Varsity teams

Uniforms

All uniform tops will be distributed to players prior to the first season game. Matching uniform shorts must be purchased at Al's Sport Shop in Santee prior to the first game. Any player without a complete uniform will be ineligible to play that game. At the end of the season parents/players are responsible for turning in uniform shirt, clean and in good repair immediately following the season. Any lost or damaged shirts must be paid for by the parents. If a student fails to return a jersey he/she will be ineligible for any other sports teams.

Junior Varsity and Varsity Levels

Students begin playing on Junior Varsity teams in 5th or 6th grades. Players begin playing on Varsity teams in 7th and 8th grades. A Junior Varsity player may play on a Varsity team as a substitute. As mandated by Diocesan League policy, this may only be done a maximum of three times in a season. A Varsity player is not allowed to play down on a JV team nor are JV or Varsity players allowed to switch or rotate to others teams. (JV and Varsity teams with A and B teams cannot interchange players.)

Team Coach Information

All team coaches must be 18 years of age or older to coach an SMA team. According to Diocesan policy all coaches and assistant coaches must be fingerprinted. Fingerprints are processed and kept on file in Sacramento. All fingerprinting must be processed before the first team practice. Each team coach shall have the following responsibilities:

- To attend an orientation meeting given by the Athletic Director

Team Coach Information (continued)

- To lead the team by example and good sportsman-like conduct (He/She must promote a Christian attitude and sports person-like manner among players and teams and avoid a "win at all costs" attitude.)
- To check out equipment from the Athletic Director and return all issued items at the conclusion of the season.
- To compensate each game official in accordance with diocesan financial guidelines.
- To supervise all players at all times during practices and games. (The team coach must remain with the players until the last player has been picked up by the parent or authorized guardian or checked into day care. The team coach must complete an injury report form as required for injuries that occur during a practice game. Forms are available at the school office. All completed forms are to be turned in to the Athletic Director as soon as possible.
- To schedule all team practices after 2:45 p.m. Monday through Friday.

PAROCHIAL SPORTS LEAGUE FACILITY USE AND SPORTSMANLIKE GUIDELINES

- www.parochialsports.com

Please treat each of the facilities we use as if it were your own. Remember, in most cases, the gymnasiums and playing fields we use do not belong to us. We are fortunate to have the facilities we use and this should not be taken for granted. If we abuse them, we could lose them. Therefore, please keep the following rules in mind:

1. We are limited to the immediate area of the playing field or gym that we are using.
Please do not let your students or other children "explore" the rest of the campus. Children must be under adult supervision at all times.
2. At Cathedral and Francis Parker, the stage area in the gym is off limits. We are not allowed to play with the gymnastics equipment or any football equipment on the field.
3. No food or drink is allowed in any gym.
4. Please do not show up more than 15 minutes prior to your game if you are the first game of the day at a specific facility.
5. No pets allowed, no bikes, no skateboarding and no scooters
6. Please leave all facilities as neat as you found them.

Realize that not every playing field will have a trash can, so if you are planning on bringing snacks or drinks, please bring a trash bag.

NOTE: Violation of any of the above rules may cause your team to forfeit the game.

SPORTSMANSHIP

Please remember that you are setting an example in behavior that the students and other children are likely to follow. You are encouraged to cheer enthusiastically in support of your team. However, keep in mind that it is considered poor sportsmanship to try and discourage the opposition from doing its best. Therefore, it is requested that you:

1. Do not make noise in an attempt to hinder an opposing player from serving a volleyball, kicking a penalty kick in soccer, or shooting a free throw in basketball.
2. Do not direct negative or derogatory comments toward opposing players, their coach, or the game officials. Keep your comments positive.
3. Keep the field or court clear during time-outs (except for cheerleaders). This will allow games to re-start promptly.

Remember, everyone wants to win, but only one team will. Remember each game should be a positive experience for both teams regardless of the final score.

FAMILY AGREEMENT FOR ST. MARTIN OF TOURS SCHOOL ENROLLMENT

- ✓ We acknowledge that we have read all of the contents of the *Family Handbook*. (2007 Edition)
- ✓ We will cooperate in supporting a school community which teaches and reinforces Christian values.
- ✓ We recognize the responsibilities of parents as the primary educators of their children and acknowledge the importance of teaching Christian values by example. We therefore will strive to maintain a Christian atmosphere in our home, especially by prayer and Sunday worship.
- ✓ We agree to support the philosophy, mission and standards of this Catholic school and to comply with the school policies, regulations and procedures as set forth in the handbook and as implemented by the school administration and staff.
- ✓ We agree to comply with the educational policies and regulations as set forth by the San Diego Diocesan Office for Schools.

The signatures that follow are an acknowledgement of this agreement.

Parent (Guardian) Signature

Parent (Guardian) Signature

First and last names of student(s) enrolled: (please print)

Date



PLEASE NOTE:

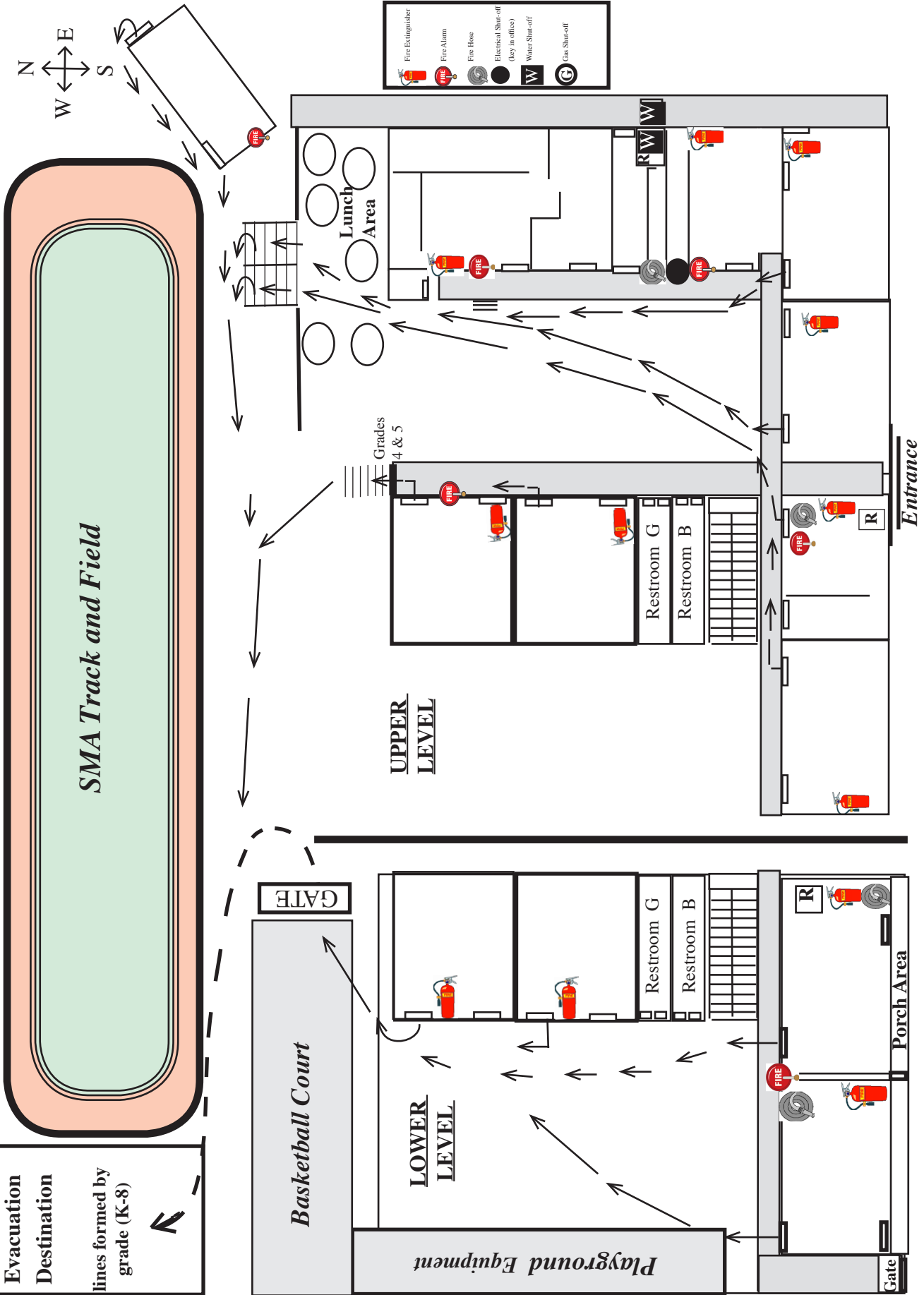
Detailed information regarding the following is sent home in the parent envelope and is available year-round in the school office and on school website:

- ~ classroom supply list
- ~ uniform/ dress code
- ~ hot lunch service
- ~ extended day care program
- ~ tuition rates and family enrollment contracts
- ~ yearly calendar
- ~ monthly calendar
- ~ birthday book club
- ~ sports program

A family directory, listing addresses and telephone numbers, is available in October for all enrolled families.

EMERGENCY EVACUATION PLAN

Basketball Court
Evacuation Destination
 lines formed by
 grade (K-8)



PATRON SAINTS

Each class, (grade level), has a patron saint. The respective saint is called upon, by the students in the class, to guide and protect and to help them deepen their relationship/friendship with Jesus. Over the course of their years here, students learn about all of the patron saints. They have special and holy persons to intercede for them. In the process, they are also learning about good role models for Christian living.

- Kindergarten: "Saints are people who love children."
• *St. Nicholas*
- First Grade: "Saints are people who do small things with great love"
• *St. Therese of the Child Jesus*
- Second Grade: "Saints are people who help in ordinary ways."
• *St. Anthony of Padua*
- Third Grade: "Saints are people who help the poor and sick."
• *St. Elizabeth of Hungary*
- Fourth Grade: "Saints are people who have courage to speak the truth."
• *St. Bernadette (Lourdes)*
- Fifth Grade: "Saints are people who live in our own country."
• *St. Elizabeth Ann Seton*
- Sixth Grade: "Saints are people who help us to understand God."
• *St. John Bosco*
- Seventh Grade: "Saints are people who change their lives for God."
• *St. Joseph*
- Eighth Grade: "Saints are people who have courage & who work for justice"
• *St. Maximilian Kolbe*
• *St. Edith Stein*

PATRON SAINTS - SCHOOL WIDE

- *St. Martin of Tours* • *St. Francis of Assisi* • *Mother Teresa* • *St. Patrick*

WORKSHOP WAY®

a system of human growth for education

- √ *designed for learners of all ages*
- √ *unique in that its principles apply to all levels of learning*
- √ *grounded in researched based "best practices" of modern education*

- √ *provides dual management system for the teacher and also for the student*
 - √ *fosters preparedness on the part of the teacher*
 - √ *sets up satisfying learning conditions for the student*

- √ *aims at increasing human abilities of conscious living and learning*
- √ *eliminates many of the discipline problems that plague today's classrooms and schools*
- √ *consists of an interrelated and dynamic process for student learning*

*As a system of education and not simply a single teaching technique-
Workshop Way equips the teacher with an array of skills and mental
attitudes that enhance the human growth of both teacher and learner.*

APPENDIX



ALL ABOUT THE SYSTEM OF EDUCATION “WORKSHOP WAY®”

"Human beings will love learning if they are freed from fear, allowed to be themselves, and are respected in the process."

-Grace H. Pilon, S.B.S.

- I Description
- II Major Goals
- III Five Factors
- IV Six Elements
- V Guiding Principles of the System (2 pages)
- VI Self-Concept Vocabulary Project (2 pages)
- VII Life Skills (guidelines for parents)

"The greatest good we can do for others is not just reveal our riches to them but to reveal their riches to themselves."

WORKSHOP WAY®

A system of human growth for education

Creating feelings of importance, intelligence, and power of management in all students.

A system enhancing human nature:

The system grows from a philosophy and a psychology which together enhance human nature. The goal is to insure that all children will become involved in their own process of growing and learning. It is believed that human beings love learning when the learning system respects them throughout the process, frees them from fear, and allows them to be themselves along the way. Students then believe in themselves as worthwhile persons, not because of what they know or what they own, rather because they exist as human beings who have the capacity to manage their lives.

A system promoting the power of management:

It is believed that when students have their own management system they feel and know that they have those three human feelings: importance, intelligence, and the power of management. The students are able to feel their power in managing themselves while accomplishing tasks, taking risks, figuring things out, engaging in thinking throughout the entire learning process.

A system which fuses thinking, feeling and learning:

When students are living creatively, affective and cognitive energies merge and produce nourishment for ongoing mental activities in the brain cells of students. **This fusion of thinking and feeling** allows the person to live daily with consciousness, mental alertness, and mutual respect as individuals in the learning process. This fusion can happen when students continue daily to decide to risk doing what they think comes next in the process, right or wrong.

A system which challenges students to learn for a lifetime:

The system is designed to keep a child's innate enthusiasm for learning alive throughout his/her years in school and beyond. With an emphasis on life skills as well as on academic achievement, students are truly being educated for life. The tools and the motivation to lead a fulfilling life are provided throughout the learning process.

“Mastery of school subject matter proceeds much more quickly, for learning is a natural product of life in the system. The growth of students’ positive potential is the prime concern.”

*- Dr. Merrill Harmin
Professor at So. Illinois University*

FOUR MAJOR GOALS OF THE SYSTEM

All WORKSHOP WAY processes for learning: techniques, materials, timing, sequence of activities, and school policies are designed to accomplish these goals.

To satisfy the basic human intellectual needs:

- Inner order
- Intellectual safety
- Feelings of importance, of intelligence, and of power in management
- Ease in talking with peers and adults
- Willingness to admit what one does not know and then to ask for help
- Willingness to be involved in work by creative management leading to positive self-concept (self-esteem)
- Satisfaction in doing one's work without competition and without adult interference
- Willingness to be involved in group activities in order to be brave enough to live consciously.

To sharpen sense powers:

- To SEE better
- To HEAR better
- To TALK better
- To SENSE order and dignity.

To develop basic abilities of consciousness:

- Opening up and/or maintaining learning capacity
- Concentrating on a task
- Being certain of what one knows and does not know
- Arranging one's order and sequence of movement towards finishing a task
- Listening intelligently
- Learning how to learn and how to think
- Making decisions for what to do and when or when not to do it
- Making intelligent choices
- Creating ways to handle negative consequences of decisions
- Thinking critically and with precision
- Evaluating own work

To grow in human skills:

- Initiative
- Independence in work habits
- Responsibility
- Cooperative interaction
- Ease in risking
- Honesty
- Self-confidence
- Courage and foundational creativity

*"If children can grow all that is human inside them, they can all learn.
Learning and living are integral parts of one, whole experience."*

"In a human growth-centered classroom it is far easier for 100 percent of the students to profit from whatever they must do to accomplish learning."

FIVE FACTORS IN THE SYSTEM

In **WORKSHOP WAY** five factors create successful learning conditions. The purpose is to create a learning environment that insures the dignity of one hundred percent of the students.

Intellectual Safety *mental security*

It is natural to make mistakes in a process of learning. Therefore, all students can make them and be wrong. Mistakes do not take away one's intelligence.

Consciousness *a power human beings have or a process that they experience that connects them with the deepest reality and grandeur of their beings*

Teachers deliberately awaken students to new life, deepening them in their self-awareness experiences and activating their minds so that they can consciously experience thought and growth.

Willingness to be Involved *a natural outcome of the kind of living which is allowed in the learning environment of the classroom*

Teachers set up and maintain an environment for mental and emotional growth which leads students to involvement in both workshop and full class learning sessions.

Feelings of Importance, Intelligence and the Power of Management

Teachers create a student oriented environment where children can value themselves as important, intelligent and self-directed. These feelings are not dependent upon knowledge skills but are closely associated with the conscious discovery of self-worth.

Fusion of Thinking and Feeling

Teachers merge the affective with the cognitive factors by setting up a classroom environment which encourages self-esteem, appreciation for the worth of others and a love of learning. This is done, in part, by a teacher relating to each child as an intelligent person, worthy of respect.

WORKSHOP WAY® TRUTH SIGNS

**Everyone needs time to think
and to learn.**

**We can learn more when we are
willing to risk.**

**It is ok to make mistakes.
That is the way we learn.**

SIX ELEMENTS IN THE SYSTEM

WORKSHOP WAY is a "Way of Life" and although the "Living While Learning" provided by the system nourishes students in all areas of human growth, it does not neglect the content. In fact, content **IS** the **SOURCE** of **LIFE** in **WORKSHOP WAY**, and is used in each of the systems's six elements to create a work/life climate.

Creation of the Social Environment

- ◇ freedom from fear
- ◇ freedom of movement with a purpose
- ◇ freedom of position and location for work
- ◇ freedom of conversation while working
- ◇ freedom of choice frequently throughout the day

Self-Concept Vocabulary Project

Responsibility Sheets

A new design for homework to enable all students to have self-esteem and to give every child equal opportunities to handle responsibilities.

Instant Personality Activities

Whole Class Lessons

Five activities encompass the lessons, allowing 100% of the students on every grade level to be present whenever new grade-level content is introduced.

Parent Involvement

A harmonious relationship between parents and teachers.

The Use of Time and Way with Content

Content is reorganized to lead students to be able to handle it in some way. "Living" is the name of the process by which children discover that they are alive and that, as human beings they have wonderful abilities and powers.

WORKSHOP WAY® TRUTH SIGNS

We all learn in our own time.

It is intelligent to ask for help.

No one needs to learn alone.

WW Principles that Make a Difference

Principle of Individualization:

Everyone has a right to his or her own timing and way in learning and growing.

WW Teacher Artistry enables teachers to organize the classroom and operate in such a way that students are nourished to feel equal in worth as human beings, no matter what knowledge they have or do not have today. The WW cushioning language about the reality of mistakes while learning and the philosophy signs, especially "WE DO NOT HAVE TO KNOW EVERYTHING TODAY" help create this climate. Teachers strive to operate so that no one is made to feel superior or inferior during the learning process.

Once Principle:

Teachers gain the artistry of ordinarily giving directions only one time, especially in a risk exercise.

This technique, alone, is valuable to nourish the skill of intelligent listening in children. Over time, students who have always asked to have things repeated will develop this ability. However, if the teacher continues to repeat and repeat, students may never experience a need or willingness to listen, nor the alertness needed to feel power to control their own hearing. Society is a noisy one and students can easily tune out things, including the teacher's voice. So it may take some time for students to accommodate listening.

At first teachers respond to students who ask to have a direction in the risk exercise repeated, "That's all right. You can get the next one." Consistency and safeguarding human dignity are excellent nourishment for students in need of developing listening skills.

Dailyness and Sameness Principle:

Teachers use the same timing and sequence of activities, use the same routine of instructional techniques, and use certain materials in a consistent way on a daily basis.

This helps nourish security and a sense of order, two things needed in our society these days. The effect of the sameness and dailyness of techniques and routines that are intellectually safe for students is that students feel secure in knowing what comes next and in knowing how they will be involved in the activities and how the teacher will interact with them. Soon, teachers progress through routines with ease and so do students.

There is tremendous variety within the WW routine of sameness and dailyness. Teachers have the same series of 20 Workshop tasks each day, a routine of five daily activities in whole class lessons, a routine of interactions with students in the homework vocabulary project, etc. Should there be disorder in a child's environment outside of school, he or she can ordinarily experience ongoing safety and order in the classroom.

Enough Principle:

Students need experiences in mental management of their activities that last a long enough time for them to discover three feelings: importance, intelligence, and the power of management.

Although timing is different in students, WW always gives 10 challenges in risk exercises. Less than 10 might not give some children enough experiences to discover they can learn, manage, and make decisions related to handling the content. If the teacher acts with clarity and a good rhythm and speed, students are more willing to participate in learning. Teachers giving immediate feedback after each risk alerts the child in a safe manner as to the correctness of their answers.

Volunteer Principle:

In most circumstances students are certain they will not be called upon unless they volunteer during whole class activities.

This removes fear for many students, protects their human dignity, and prevents discrimination by knowledge or intelligence. How fitting that students may have one fear removed from their lives! It has been common for students to begin to volunteer once they discover their answers, correct or incorrect, are respected.

Wrong Answer Principle:

When a volunteer gives an incorrect answer, the teacher does not call on another peer as this would destroy a safe environment for learning. Teachers might say, "That is the answer for ... This one is . . ."

Total Pupil Involvement:

WW Techniques allow 100% of students to be actively involved in learning sessions.

WW is filled with numerous techniques that strive to involve 100% of the students 100% of the time. As much as possible teachers strive to have 100% of students doing the thinking, reading, acting, and decision making. Having all students do unison reading or responding with a three times technique or the whole class repeating the volunteer's answer, and written risk exercises are basic WW involvement techniques for students, rather than have them be more passive in lessons. These instructional principles assist the teachers in structuring the curriculum and instructional processes for learning.

"The fusion of thinking and feeling allows students to live daily with consciousness, mental alertness, and mutual respect as individuals in the learning process."

WORKSHOP WAY: SELF-CONCEPT VOCABULARY PROJECT

“Responsibility Sheets” (formerly titled “Homework”)

What does this Project Involve?

Every day, in all grades (K-5) a student brings home a sheet of paper, with vocabulary words related to the grade level reading curriculum, but not essential to it. The lessons are numbered sequentially and involve such things as identifying words/pictures, categorizing, matching, verbalizing, reading, definitions, etc. In Junior High the homework includes vocabulary from grade 7, literature and Spanish in grade 8

What is the Purpose?

- √ To develop responsibility (bringing sheet home, reviewing, bringing it back to school)
- √ To give every child practice in handling responsibilities, showing initiative, being a self-starter, taking a risk
- √ To provide the agenda/reason for a one-on-one meeting with the teacher each morning
- √ To have a pleasant, non-judgmental contact, (encouraging honesty), each day
- √ To provide the opportunity, at home, for an enjoyable exchange of information

Role of Parents:

- √ To be present with your child each day as he/she handles the responsibility sheet with whatever value, motivation or interest the child has for learning NOW.
- √ To let the child initiate the activity. (Parent can prompt, question, encourage without demanding / requiring.)
- √ To facilitate a non-threatening, non-competitive approach in completing this task.
- √ To reinforce and encourage life skills of initiative, independence, and an intrinsic eagerness to learn (The purpose is not to master material or get it perfect.)

SOME OVERALL GOALS OF WORKSHOP WAY®:

To keep the innate desire to learn alive in each child as he/she progresses through school.

To reverence and safeguard the human dignity of each child at all times while children are in the process of growing and learning ... even while making mistakes in the process.

To help all students to feel important and intelligent in handling their lives.

**ADDITIONAL NOTES / POINTS REGARDING “RESPONSIBILITY SHEETS”
IN ALL GRADES**

- √ In WW no judgement is made as to which students **can** read or **will** read. It is believed/ expected that all students will read, learn well, and learn how to think.
- √ Although the lessons have words, phrases, and word meaning exercises, the purpose of the responsibility sheets is **not** reading. The purpose is building self-esteem for every child.
- √ FAST READING is the process which can get students to feel important, intelligent, and the power to manage how they study. The feelings are positive impressions of their worth that are rich nourishment for self-esteem.
- √ Allow your child to initiate when and for how long the study will last. The goal is to make the experience a pleasant one rather than to insist that the sheet is read perfectly and totally. (Your child may ask you to simply hear him/her read the paper fast.)
- √ Make it an enjoyable experience. Congratulate your child’s risk taking. Emphasize how smart and/or what a good thinker your child is. (Make reading fun!)



REGARDING HOMEWORK / REQUIRED ASSIGNMENTS:

In WW an environment is set up in which students work all day from the time they enter the room until they go home. Time is not wasted. They are involved in thinking and productive learning throughout the day. Formal homework is not considered a necessary component to the learning process especially at the early grade levels. (In fact, it can often be a deterrent because it can interfere with other activities that are important for children, apply unnecessary stress/pressure, be a source of family conflict and, as a result, decrease a student’s love of school and learning.)

Reading for pleasure is always encouraged as a productive “at home” activity and so is writing, (letters, thank you notes, journal writing, etc.) Physical fitness activities are also highly encouraged. Suggestions for “extended learning” activities are sent home each year.

Always check with the teacher if you feel your child needs extra practice/reinforcement. Materials can be provided upon request.





LIFE SKILLS CONFERENCE GUIDELINE FOR PARENTS

LIFE SKILLS OBSERVED

	Frequently	Occasionally	Rarely
Initiative (beginning activities on one's own)			
Independence while working			
Organization			
Concentration			
Satisfaction of work performance without emphasis on competition			
Cooperative interaction in learning			
Using time well			
Making decisions with confidence			
Use of higher level thinking skills			
Responsibility (general)			
Responsibility for class materials			
Handling positive and negative consequences well			
Following directions			
Listening when others are speaking			
Willingness to risk			
Eagerness to learn			
A respectful attitude toward adults			
A respectful attitude toward peers			
Self-confidence			
Go-stop power (ability to start and stop activities on a high level of consciousness)			





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