

Quality Catholic Education for 60 Years



FAMILY HANDBOOK

ST. MARTIN OF TOURS ACADEMY
Since 1951

7708 EL CAJON BOULEVARD • LA MESA, CALIFORNIA 91942

Catholic | **Identity**

Catholic Identity Standards:

- 1. The school has a mission statement and philosophy statement which indicate the integration of the Roman Catholic Faith into all aspects of school life.**
- 2. The school provides regular opportunities for the school community to experience prayer and the Sacraments.**
- 3. The school has a religion curriculum and instruction that is faithful to Roman Catholic Church teachings and meets the requirements set forth by the USCCB.**
- 4. The Local Ordinary approves those who teach the Catholic Faith. (Canon 796)**
- 5. The school maintains an active partnership with parents whose fundamental concern is the spiritual and academic education of their children. (Canon 796)**
- 6. The school has a service-oriented outreach to the Church and the civic community after the example of Jesus Christ who said, "I have given you an example so that you may copy what I have done to you." (John 13:15)**
- 7. The school uses signs, sacramentals, traditions, and rituals of the Roman Catholic Church.**
- 8. All school personnel are actively engaged in bringing the Good News of Jesus into the total educational experience.**

"Most of all, a Catholic School should be a place where we encounter the living Jesus Christ - not just the values that He taught, but the person that He is!"

**Most Reverend Clarence Silva
Diocese of Honolulu**

ST. MARTIN OF TOURS ACADEMY

FAMILY HANDBOOK



| | |
|--------------------------|-----------------|
| School Office | 466-3241 |
| School Fax | 466-0285 |
| Extended Day Care | 466-1990 |
| Preschool | 698-8462 |
| Parish Office | 465-5334 |
| Youth Ministry | 698-3180 |
| Faith Formation | 698-8434 |

www.stmartinacademy.org

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

"From the first moment that a student sets foot in a Catholic school, he or she ought to have the impression of entering a new environment, one illumined by the light of faith and having its own unique characteristics, an environment permeated with the Gospel spirit of love and freedom."

*Religious Dimension of Education in a Catholic School,
The Congregation for Catholic Education, Rome, 1988*

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, Schoolwide Learning Expectations, Workshop Way® 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 our Catholic Identity 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.



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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, on 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 ensures 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 spiritual, academic and creative potential
- d. has developed study skills and lifetime learning habits
- e. demonstrates competence in current technologies

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
- Web site e-mail

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) 1 dose

To make sure your child is ready for school, California law (Education Code Section 49452.8) states every child must have a dental check-up by May 31 in either kindergarten or first grade, whichever is his or her first year in school. Oral Health Assessment Forms are available in the school office.

First Grade: School Entry Health Checkup Requirement by physician or nurse practitioner recorded on Health Department form provided by school, within 18 months previous to admission in September or up to 90 days after starting first grade.

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 31.)
- Students should never be asked to sell products door to door.
- 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 principal approves all fund raising.

The fund-raiser, if it involves selling merchandise, should generate at least 40% 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 time line and action plan.
- Proposals must be submitted during the school year prior to the beginning of a new school year.

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 7:45 a.m. or after 2:45 p.m. unless a student is enrolled in the Extended Day Care 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 or e-mail the office by 8:15 a.m. to report the reason for absence. (If homework is requested, notification is needed by 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 in 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.)**
- **fresh fruits (whole or cut up): bananas, apples, etc.**
- **nuts, raisins, dried fruit (trail mix)**
- **plain granola bars (only those without added sugar/candy)**

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



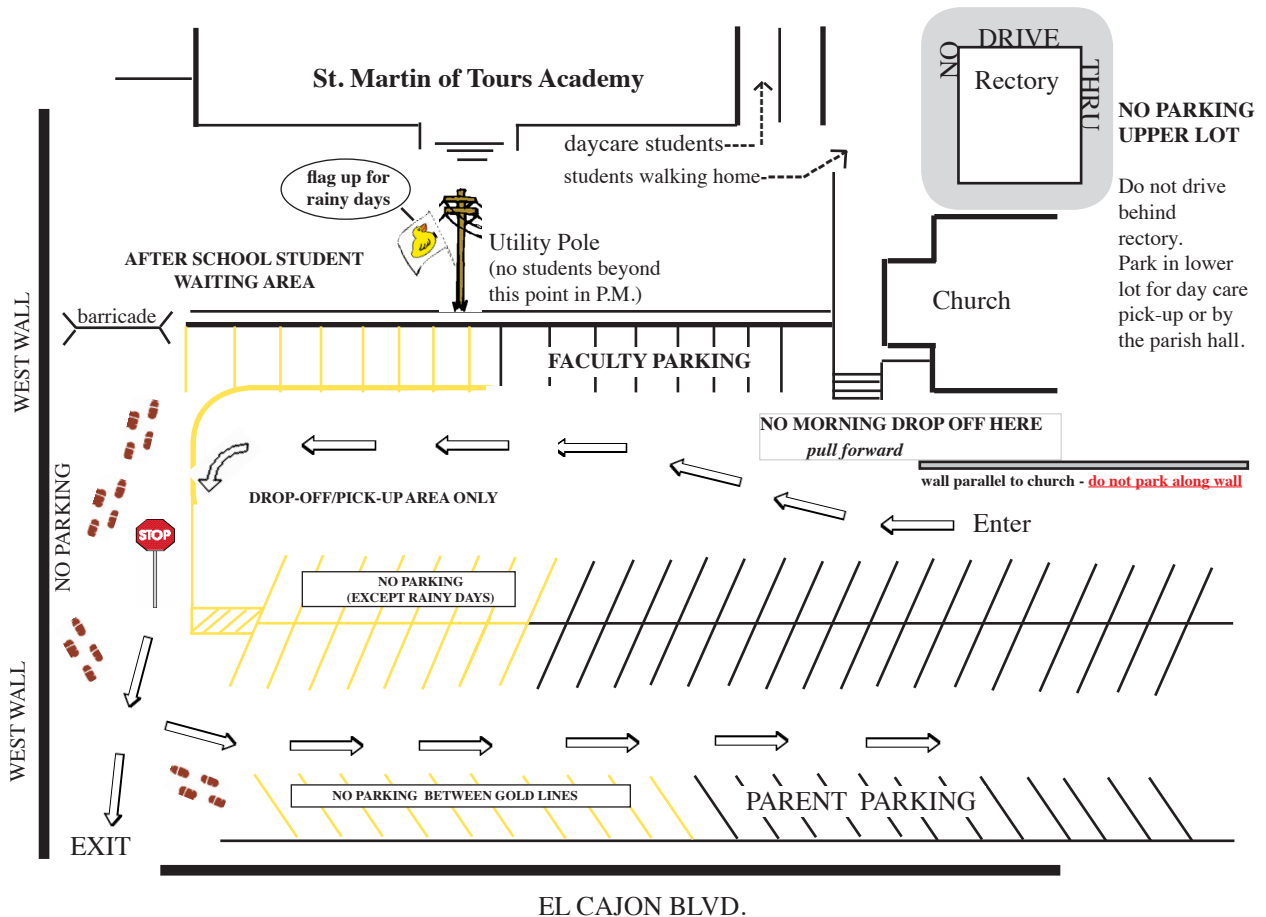
SCHOOL TRAFFIC PROCEDURES

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.
2. Children must exit/enter cars from passenger side only.
3. Cars are not allowed to park in midsection of parking lot, in parking spaces adjacent to west gate or along west wall. (spaces are marked with off with gold lines)
4. Parents may park along mid section of El Cajon Blvd (south) wall if they wish to walk their child(ren), give last minute instructions, comb hair etc. or do business in school office.
5. 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.
6. 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.
7. **No children are to be picked up or dropped off in front of rectory, preschool or church.**
8. 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. A flag will be mounted on the utility pole to indicate this procedure is in effect. Do not leave car unattended in pick-up line.



SCHOOL EMERGENCY AND EVACUATION PROCEDURES

Emergency Contact & Release:

Parents are notified immediately of serious injury or sudden illness that may occur during school hours. Each family must have on file a Contact Release and Consent Form, including names of doctors, and persons to be contacted in the event the school is unable to reach parents. It is important that the Contact Release and Consent Form is updated as needed. Notify the school office immediately when addresses, phone numbers, doctor's numbers, etc. change. Only authorized names 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. 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 or 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. Lock-down drills are scheduled twice a year.

Student Pick-up Locations:

The evacuation map located on page 30 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 in the Auto Zone parking lot across the street.

Students will be released to parents/guardians or those designated on the Contact Release and Consent Form. 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 Educational Outfitters. (see uniform list) School sweatshirts are sold, (year round), in the office.

Alterations **may not** be made to the school uniform, such as shortening hemline on skirts or shorts. (Shorts and skirts may not be rolled up.) **Hemline must be to the knee to allow for growth during the year.** Boys pants must be regular fit. No oversized pants will be permitted.

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:

***Must be purchased through Educational Outfitters**

Educational Outfitters • 8160 La Mesa Blvd. • 619-466-5437 • educationaloutfitters.com

| | | |
|---|-------|-----|
| * Jumper - front zipper plaid (choice for Mass) | girls | K-3 |
| * Skort - wrap front, double button, plaid (choice for Mass) | girls | K-3 |
| Blouse (Peter Pan) - short or long sleeve -white only (no logo required) | girls | K-3 |
| * Skirt - multi pleat plaid (choice for Mass) | girls | 4-8 |
| * Skort - Double tab, apron, plaid (choice for Mass) | girls | 4-8 |
| * Pants - mid rise or standard - navy | girls | K-8 |
| * Capri- mid rise or standard - navy | girls | K-8 |
| * Shorts - mid rise or standard - navy | girls | K-8 |
| * Pants - twill flat front -navy | boys | K-8 |
| * Shorts - twill flat front - navy | boys | K-8 |
| Polo shirts: white or dark green knit (long or short sleeve) *(logo required) | both | K-8 |

Dress Uniform:

On certain days "dress uniform" is required. (i.e. School Mass, Grandparents' Day, etc.) Students must wear long pants (boys and girls) or uniform skirts / jumpers / skorts / capris (girls), school sweatshirt, sweater, or jacket. **Shorts will not be worn on those days.**

Grooming Guidelines:

- hair color may not be altered (i.e. bleached, colored, highlighted)
- any writing on the skin (ink, tatoos, etc.) is not permitted
- hands should be clean (frequently washed - especially important for health reasons)
- no excessive jewelry - jewelry should be tasteful, not excessive, and appropriate for safe playground and P.E. activities (under discretion of teachers/administration)
- nail polish may be worn but is discouraged, especially among the younger students
- junior high students (only) may wear light makeup (grades 7, 8)
- hair length - hair out of the eyes (boys and girls) and off the collar (boys)

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); sandals, high/stacked heels, shoes without backstraps; frayed or torn clothing; 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; hats; sweat-pants; exercise clothing; t-shirts with advertising and/or inappropriate language/pictures; tight, low cut jeans/pants; mini skirts (hemlines must be to the knee)

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
8. Family Life

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
7. Social Justice Practices

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.

"Our young people are the Church of today and tomorrow. It is imperative that we provide them with schools ready to address their spiritual, oral, and academic needs."

(Renewing Our Commitment to Catholic Elementary & Secondary Schools in the Third Millennium, USCCB, 2005, p.8)

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

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.

Behavior Indicators for Schoolwide Learning Expectations:

Students are provided with a variety of experiences for self evaluation. In grades 4-8, students use the form "Behavior Indicators for Student Learning Expectations" as a means to evaluate themselves according to the Schoolwide Learning Expectations. Students in the lower grades use pictures and simple sentences to assess themselves as well. In May as a graduation requirement, students in eighth grade reflect on their years at St. Martin of Tours Academy and present to a group of shareholders how they have achieved the Schoolwide Learning Expectations.



ST. MARTIN OF TOURS ACADEMY

STUDENT'S NAME: _____

**INDICATORS FOR STUDENT
LEARNING EXPECTATIONS**

CODE:

- 1 = Frequently
- 2 = Occasionally
- 3 = Seldom

Grade

4

5

6

7

8

| | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|
| <p><i>An Active Christian who . . .</i></p> <ul style="list-style-type: none"> • demonstrates Catholic teaching by their participation in discussions and activities during religion class | | | | | |
| <ul style="list-style-type: none"> • internalizes a system of values based on the teachings of Jesus Christ by showing respect through actions and words | | | | | |
| <ul style="list-style-type: none"> • shows an understanding of and empathy for the world community through discussions and projects | | | | | |
| <ul style="list-style-type: none"> • recognizes and responds to needs within the community by participating in local outreach projects | | | | | |
| <ul style="list-style-type: none"> • shows respect and an awareness of individual differences on the playground, at day care and in the classroom | | | | | |
| <ul style="list-style-type: none"> • cares for the physical environment of the school | | | | | |
| <p><i>A Diligent Learner who . . .</i></p> <ul style="list-style-type: none"> • develops and uses higher level thinking skills as evidenced through reports, essays, and math word problems | | | | | |
| <ul style="list-style-type: none"> • exhibits basic learning skills by showing ability to manage grade level material | | | | | |
| <ul style="list-style-type: none"> • assesses individual strengths and needs for growth by following rubrics across the curriculum | | | | | |
| <ul style="list-style-type: none"> • works collaboratively in the learning process as evidenced by active participation in class discussions and by working well in small groups | | | | | |
| <ul style="list-style-type: none"> • follows the workshop schedule and independent class assignments with initiative and motivation | | | | | |
| <p><i>A Lifelong Learner who . . .</i></p> <ul style="list-style-type: none"> • accepts positive and negative experiences and consequences and recognizes them as areas for growth | | | | | |
| <ul style="list-style-type: none"> • retains enthusiasm for learning by willingness to risk | | | | | |
| <ul style="list-style-type: none"> • sustains a cooperative attitude in learning | | | | | |
| <ul style="list-style-type: none"> • maintains a high level of preparedness and interest in all class work, showing motivation to reach full potential | | | | | |
| <ul style="list-style-type: none"> • demonstrates good learning habits through organization, appropriate use of class time, following directions, working independently and through research and reasoning | | | | | |



ST. MARTIN OF TOURS ACADEMY

STUDENT'S NAME: _____

**INDICATORS FOR STUDENT
LEARNING EXPECTATIONS**

CODE: 1 = Frequently
2 = Occasionally
3 = Seldom

| Grade | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|
| An Integrated Individual who . . . | | | | | |
| • demonstrates preparedness for daily class work | | | | | |
| • achieves responsibility and self-discipline as seen in the ability to sit still and focus on the tasks at hand | | | | | |
| • is willing to risk and participate in class discussions | | | | | |
| • shows confidence and satisfaction in academic efforts | | | | | |
| • responds with power in a clear and articulate voice and with positive body language, and is comfortable taking risks | | | | | |
| • affirms accomplishments in self and others by supporting classmates in their learning and through willingness to help others in acknowledging their efforts | | | | | |
| An Effective Communicator who . . . | | | | | |
| • expresses thoughts clearly and confidently by articulating and presenting ideas concisely and comfortably | | | | | |
| • stays focused and shows evidence of good listening skills by following the discussion and direction of the class lesson | | | | | |
| • utilizes technology as a tool of communication by demonstrating competency in using computers for research and reports | | | | | |
| • respects varying points of view and perspectives by listening when others are expressing themselves or responding in class discussions | | | | | |
| Teacher's Initials: | | | | | |

"The Catholic school finds its true justification in the mission of the Church; it is based on an educational philosophy in which faith, culture and life are brought into harmony. Through it, the local Church evangelizes, educates and contributes to the formation of a healthy and morally sound life-style among its members. Above all, according to the Holy Father, the Catholic school helps in achieving a double objective: 'of its nature it guides men and women to human and Christian perfection, and at the same time helps them to become mature in their faith. For those who believe in Christ, these are two facets of a single reality.'"

(The Religious Dimension of Education in a Catholic School, The congregation of Catholic Education, 1988, #34 quoting Insegnamenti, VIII/1, pp 618 f.)

SCHOOL POLICY REGARDING COMPUTER USE, TECHNOLOGY AND INTERNET ACCESS:

Introduction:

The following provides information about the responsibilities and expectations regarding use of school computers, access to the school's computer network and the Internet. These guidelines apply to computer use in the classroom and the lab during school hours and for extracurricular projects taking place on the school campus.

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. Likewise, all material created using school technology, or accessed by school technology, will reflect the same moral foundation.

Misuse and Consequences:

Misuse of school computers, abuse of network and Internet privileges or failure to follow the rules and guidelines outlined below will result in disciplinary consequences as outlined in the St. Martin of Tours Academy Family Handbook. The school reserves the right to impose consequences for inappropriate use of technology off campus. This would include harassment, cyberbullying, use of the school name, remarks directed to or about teachers, offensive communications and safety threats, impersonating or otherwise representing yourself as someone else in electronic communication. If it is determined by the network administrator that a user should be denied access to school computers, the campus network or the Internet as part of a disciplinary consequence, this will negatively impact the user's ability to do class work.

Guidelines:

Classroom and Computer Lab computers are school property, set up to accommodate all grade levels. Students shall refrain from personalizing settings such as (but not limited to) color coding files, setting up "hot corners", changing the desktop layout or display, and changing the screen saver. Changes such as these are distracting and often frustrating for the younger users.

Regarding computers, electronic devices and related items the following applies:

- Software provided by the school is considered the property of St. Martin of Tours Academy and should not be copied or shared beyond what is expressed in the licensing agreement.
- The use of flash drives or other USB devices not owned by St. Martin of Tours Academy requires permission from a teacher or other qualified staff member.
- Students shall not download or install commercial software, shareware, or freeware on to school computers unless directed to do so by a teacher or other qualified staff member.
- Students shall refrain from printing anything unless asked to do so by a teacher or other qualified staff member. Unnecessary printing wastes resources such as paper and ink.

Regarding Campus Network:

Students may not access the computer network unless they are under the direct supervision of a teacher or other qualified staff member. They may be directed to access the Computer Lab network during computer class to submit a completed assignment or to transfer files when changing computers. Students will not be directed to access the network from classroom computers. Users are not to disrupt the network.

Regarding the Internet:

All computers at the school are connected to the Internet. Administration and staff will choose resources on the Internet that are appropriate for classroom instruction and/or research based on the needs, maturity, and ability of students. Students will be taught to critically evaluate Internet resources for content, clarity, currency, bias and authorship. They will learn to properly cite what they use with respect to copyright and fair use doctrine.

Students will have access to:

- Information, including online databases and news from a variety of sources and research institutions.
- A variety of web-based programs to publish content on the Internet.
- Collaborative web-based programs for the purpose of project based learning, in a controlled environment.
- Educational websites and electronic learning resources.

Responsibilities:

St. Martin of Tours Academy has taken reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network it is impossible to control all materials. "Harmful matter" means matter that, taken as a whole by the average person applying contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (California Penal Code, Section 313).

Acceptable Use:

St. Martin of Tours Academy provides access to computers, the campus network, the Internet and other technology to enhance teaching and learning with 21st Century tools and resources. Their use must be in support of education and research which is consistent with the educational objectives of St. Martin of Tours Academy. Use of another organization's networks or computing resources must comply with rules appropriate for that network.

Prohibited Use:

Transmission of material in violation of any federal or state law is prohibited. It is expected that all communication will be presented in a way that is in keeping with our Christian commitment to kindness and justice. Prohibited computer use and electronic communication includes, but is not limited to:

- Harassment, intimidation or bullying by using information and communication technologies (cyber-bullying).
- Transmitting information which violates or infringes upon the rights of any other person.
- Defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- Advertisements, solicitations, commercial ventures, or political lobbying.
- Any information which encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
- Using or creating material which violates copyright laws and fair use doctrine.
- Accessing personal email, instant messaging, online gaming and social network accounts (i.e. Club Penguin, GaiaOnline, Facebook, World of Warcraft).
- Accessing another student's material with the intent to harm their work, either maliciously or in fun.
- Any vandalism such as unauthorized access, "hacking", tampering with hardware or software, including the introduction of viruses (California Penal Code, Section 502).

Security:

Security on any computer system is a high priority, especially when the system involves many users. A user who identifies a security problem with a computer or network must notify the supervising adult immediately and without demonstrating the problem to other users. The supervising adult will document the issue and inform the administration so that corrective action can be taken. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to school computers.

Privacy

St. Martin of Tours administration and staff will monitor and review material on school computers and online classroom sites. Students should not expect that material they create or ideas they express are their own private domain. Material deemed inappropriate or irresponsible by administration or staff will be deleted, and disciplinary consequences applied.

- Students shall respect the privacy of peers by not accessing files and folders which do not belong to them.
- Students should not post pictures or other information that is intended to be private on school computers or online classroom sites.
- Before publishing a student's picture, name or work on the Internet, the school must have on file a parent release authorizing publication.

Vandalism:

Vandalism will result in disciplinary consequences. Violation of any federal or state law is prohibited. Vandalism includes, but is not limited to the following:

- Writing on a computer, a mouse, mouse pad or other accessory.
- Physical damage to computers or equipment resulting from intentional misuse.
- Uploading or creating computer viruses (California Penal Code Section 502.b.10).
- Knowingly accessing, and without permission, altering, damaging, deleting or destroying data, computers or systems (California Penal Code Section 502.c).

Cyber-bullying:

Cyber-bullying occurs when minors target each other using the Internet, interactive and digital technologies or communication devices to convey a message in any form (text, image, audio, or video) that intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner.

Students will refrain from using personal communication devices or school property to cyber-bully one another. Cyber-bullying may include, but is not limited to:

- Spreading information or pictures to embarrass someone.
- Heated, unequal argument online or electronically that includes making rude, insulting, hurtful, vulgar or profane remarks.
- Isolating someone from their peer group by blocking their texts, email or other electronic communication without warning, provocation or explanation.
- Using someone else's screen name or user I.D. and pretending to be that person.
- Forwarding information or pictures meant to be private.

Cyber Ethics and Online Safety:

To maintain safety, students shall not reveal personal information online (their own, or that of others). This includes first and last names, personal email addresses, home address, phone numbers and passwords.

St. Martin of Tours Academy will educate students about the ethics and dangers regarding cyber-bullying. Programs are in place to address cyber-bullying, cyber ethics and online safety during computer classes at all grade levels, in a manner that is appropriate to each grade level. Administration and staff are committed to working with families to find a remedy when issues regarding cyber-bullying, cyber ethics or online safety arise, either on or off campus.

Parents are encouraged to obtain the user name and password of their student's classroom accounts. Although the school strongly discourages students from having personal email, cell phones, and online or social networking accounts at an elementary school age, it is recommended that parents obtain the user name and passwords and periodically check them for appropriate use and content. It is also recommended that computers be placed in a central room in the home.

St. Martin of Tours Academy Computer Use, Technology and Internet Access Student and Family Contract (Grades 1-8):

Contract is required before students are allowed to work on computers. Contract is to be initialed and signed by every student and signed by a parent or guardian. It will be on file in the computer lab and will be reviewed in class and referred to throughout the school year.

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 or any school activities/functions:

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

* The only reason it would be admissible for your child to bring a cell phone to school is when he/she is walking to or from the school campus. A note from the parent is required and the cell phone must be checked in at the school office first thing in the morning. 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:

Discipline in the Catholic school is to be considered as an aspect of moral guidance and not a form of punishment.

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 and does not participate in recess with class; number of suspension 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.

SCHOOL-WIDE POLICY REGARDING BULLYING:

The school recognizes violence as any word, look, sign or act that hurts a person’s body, feelings, or things. It also recognizes bullying as a type of violence that occurs when someone uses his or her power unfairly and repeatedly to hurt someone else. To make our school violence-free and safe from bullying, the school pledges not to tolerate bullying and. . .

- To intervene in incidents of bullying and strictly enforce rules against bullying
- To empower students to report bullying behavior and to treat one another with respect

School-wide Consequences for Bullying:

Students who engage in bullying behaviors will sit out at lunch to complete a “Think About It” worksheet. If this is a first incident, the teacher will sign the document. For a second infraction, the parent will be notified and will be asked to sign and return the worksheet. In the case of a third incident, a conference will be held with the student, parents, teacher and principal.

At each grade level, the students will engage in age-appropriate lessons designed to address the following goals:

- Define bullying and understand what behaviors are considered bullying
- Understand the effect of bullying behaviors and develop empathy for targeted students
- Learn ways to respond to bullying behavior
- Learn when and how to report bullying
- Learn the consequences our school has established for engaging in bullying behavior

The overall goal of our “no bullying” program is to assist students in recognizing bullying behaviors and to empower them with the appropriate tools and responses for dealing with such behaviors. Students who bully will not be punished for their behavior; rather they will receive appropriate consequences and guidance to help them realize that bullying behavior isn’t acceptable and won’t be tolerated at St. Martin of Tours Academy.

DIOCESAN POLICY FOR STUDENT-TO-STUDENT HARASSMENT

The Diocese of San Diego affirms the Christian dignity of every student. It is the policy of the diocese to provide an educational environment in which all students are treated with respect. Harassment is unacceptable conduct. This policy addresses harassment occurring in a school environment when an individual is subjected to treatment which is hostile, offensive or intimidating because of the individual's race, creed, color, national origin, physical ability, gender, or other personal characteristic.

A charge of harassment shall not, in and of itself, create the presumption of wrongdoing. However, acts of harassment will result in disciplinary actions up to, and including expulsion. Students found to have filed knowingly false or frivolous charges will also be subject to disciplinary action up to, and including expulsion. Depending on the nature and extent of the charge, if reasonable suspicion of misconduct is determined, the parents of the alleged harasser will be called to take the student home pending conclusion of the investigation by the school.

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.

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.

DIOCESAN POLICY FOR STUDENT THREATS

Diocesan Policy and Procedures for Schools:

All student threats of harm to self or others are taken seriously. Anyone hearing a threat must report it to the school administration immediately. The student involved will be kept in the school office, under supervision.

1) The following will be immediately notified:

- a) The police,
- b) The parent or guardian of the student who made the threat,
- c) The parent or guardian of any student who has been mentioned, either verbally or in writing, as a potential victim, as well as any adult who has been mentioned

2) The student will be suspended from school and will not be considered for readmission to the classroom until the following steps have been completed:

- a) The principal must receive a report from the police, either written or verbal, which includes notification of whether the child will be charged with any crime as well as an assessment of the child's access to weapons.
- b) A comprehensive mental health evaluation and risk assessment must be conducted by an independent psychiatrist or psychologist.
- c) The principal will, after obtaining the permission of the parents, provide the mental health professional with all relevant facts, including, but not limited to, aggressive behavior, details of the threat as known to the principal, disciplinary history of the student, behavioral concerns, and the names of any known victims or potential victims.
- d) The principal shall receive a written comprehensive evaluation and report and documented treatment plan from the mental health professional stating the basis, (factual and risk factors and testing results), upon which it has been determined that the student does or does not pose a danger to self or others. The report must also address the concerns raised by the principal.

The principal will share the report with legal or mental health consultants, as well as with any members of the school or parish administration who will assist the principal in the decision regarding readmission of the student to the school.

3) The principal will decide if the student will be re-admitted. The outcome of the investigation, including police and mental health reports, will be considered as determining factors in the decision. The following conditions must first be met:

- a) The mental care professional recommends re-admittance
- b) The principal is satisfied with the reports
- c) A conference is held with the parents before any decision is made and/or announced
- d) The pastor has been consulted

4) Disciplinary action, including suspension/expulsion, will be administered by the school as appropriate.

- a) If the student is readmitted to the school, a mental health care professional must provide a follow-up assessment of the student within 30 days. The principal must be provided with a copy of the report and evaluation including any recommendations for therapy, counseling, or other treatment. Cooperation with recommendations for continuing care will be a condition of re-admittance and continued enrollment.
- b) If it is determined that counseling is needed it will be made available to children who are victims of the threatening behavior, provided parents give permission.

5. Documentation

- a) Reports are kept in a separate, confidential file and will not be part of the student's academic or disciplinary file.
- b) Only the principal or pastor will have access to these files.
- c) Documentation will be kept for a period of one year beyond the time when the child leaves the school as a result of expulsion, withdrawal by parent/guardian, or graduation. It will then be destroyed.

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, 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: science, chess, dance, art, aerobics, drama, Spanish and band.

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. Drivers must never deviate from determined route.

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 Council:

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 |
| Track | - All students - Grades 1-8 |

Uniforms

All uniform tops will be distributed to players prior to the first season game. Matching uniform shorts must be purchased by parents ordered through the Athletic Director 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. Live Scan Fingerprinting is 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 watch a video titled: "Safe Environment Training for Children and Youth"
- 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. Each game should be a positive experience for both teams regardless of the final score.

FAMILY AGREEMENT FOR ST. MARTIN OF TOURS ACADEMY ENROLLMENT

- √ We acknowledge that we have read all of the contents of the *Family Handbook*. (2010 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 web site:

- ~ 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.

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

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."*

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

FIVE FACTORS IN THE SYSTEM

In **WORKSHOP WAY** five factors create successful learning conditions. The purpose is to create a learning environment that ensures 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 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."

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

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) | | | |



ST. MARTIN OF TOURS ACADEMY



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