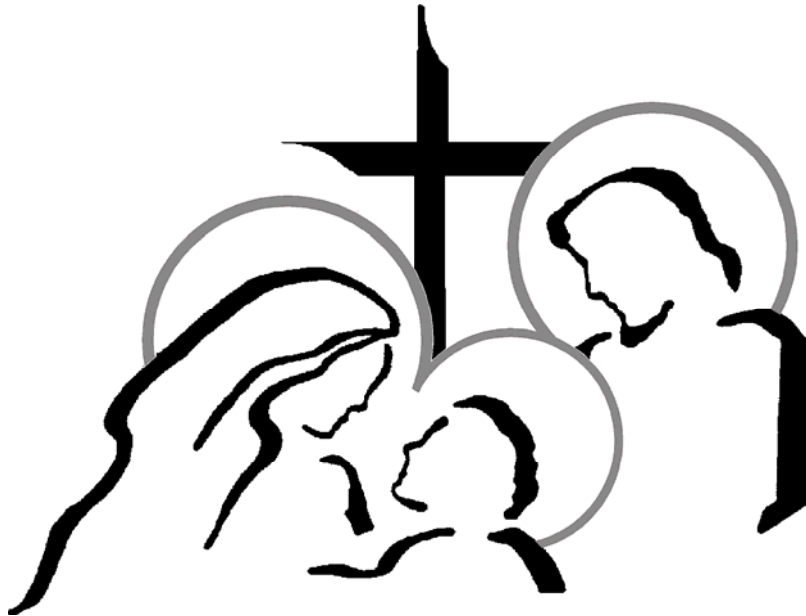


Holy Family Elementary
2009-2010 School Handbook



Holy Family Elementary

1800 Milner

Hays, KS 67601

Telephone: 625-3131

Fax: 625-2098

<http://www.hfehays.org>

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HOLY FAMILY ELEMENTARY SCHOOL

1800 Milner Street
Hays, Kansas 67601
785-625-3131
hfehays.org

Dear Parents,

It is with a great sense of pride and confidence that we welcome you to Holy Family Elementary School. Sincere dedication and love of children on the part of our staff and parents are what make Holy Family Elementary School both unique and special.

Holy Family Elementary School provides Catholic education for children from the Heartland Parishes of Ellis County.

The Holy Family Elementary School Council promotes the school as building upon the influence of the home. The Council presumes that parents want and expect their children to think, act and live in a way that reflects the values and attitudes of the Catholic Church. The Council believes that Holy Family Elementary School exists to assist parents in helping their children **discover** the dignity, uniqueness and worth of themselves and others as human beings created by God; **explore** their Christian and Catholic heritage; **deepen** their relationship with God and the Church; and **develop** their spiritual, intellectual and physical capabilities to fulfill their particular role in life.

As members of the Holy Family Elementary School Council, we have pledged ourselves to the challenging ministry of Catholic education. We are your representatives, and as such, we open ourselves to any concerns and interests you may have regarding our school. We share the sacrifices of your families and realize that only by working together will we be able to continue the fine tradition of Catholic elementary education.

As in the past, you can count on our support.

Sincerely,

The Holy Family Elementary School Council

HISTORY OF HOLY FAMILY ELEMENTARY SCHOOL

Holy Family Elementary has a rich history of Catholic school education in Hays. Formerly known as St. Joseph Tri-Parish School and located at 210 W. 13th, the history of the building dates back to 1908.

Over the years, the building housed Hays Catholic College, Girl's Catholic High, and finally, St. Joseph Elementary School. The three-story, native-stone building, located directly across from St. Joseph Church, had the spirit and feel of the old country school used to educate many of our gifted leaders today. It was simple and basic, providing a great environment for stimulating the spiritual, social, and educational development of our Catholic youth.

In 1963, grades one and two began in the remodeled building. The following year another classroom was opened to accommodate the growing student population.

In September 1964, grades three and four were added. Grades five and six were added in September 1966 but were dropped in September 1969. Kindergarten was added in 1973. Grade five was reinstated in 1978.

The former Lutheran Church located at the corner of 13th and Fort was purchased by St. Joseph Parish in 1966. In September 1981, Kindergarten moved into the building. It was remodeled in the summer of 1986 and turned into a multi-purpose extension of the school. The building housed the art room, kindergarten, library, music room, computer lab and multi-purpose room. In August 1990, the computer lab and after-school care program were implemented at the school. The need to consolidate the expanding curriculum was just one of many factors that led to the February 1996 decision to relocate the school.

In August 1998, St. Joseph Tri-Parish School moved to its new location at 1800 Milner. The building, formerly known as Jefferson School, had previously been leased by USD 489 from Immaculate Heart of Mary Parish but was officially renamed Holy Family Elementary School. The increase in available space in the new building enabled the addition of a preschool and sixth grade.

Through the years, the Capuchin Friars and Sisters of St. Agnes provided for the spiritual and educational needs of the students. The school has since made the transition from a tuition-free program staffed by the religious to one staffed by Catholic lay persons which implemented a tuition fee providing for the continued operation of the school. The faculty provides a strong foundation for the students. Turnover among teachers is minimal, adding to the strength of our program. The school motto emphasizes the goals of our students: **LIVE, LOVE, and LEARN.**

MISSION STATEMENT

Salina Diocesan Schools

In union with the family and the Church, the Catholic schools of the Diocese of Salina strive to prepare young people to impact the world for Christ and to attain their eternal destiny by providing a Catholic learning environment, based on the values of Jesus Christ that promotes academic excellence, develops spiritual, physical and emotional well-being, fosters mutual respect, demands moral responsibility, encourages self-growth, and nurtures Christian service to others.

**At Holy Family Elementary School,
We are Christ to one another!**

**We grow in our
Catholic Faith to
Honor God,
Respect others,
Imitate Christ,
Study, and develop our
Talents to glorify God.**

**“To Teach as Jesus Did” (102)
Mark 12:30
Mark 12:31
1 Corinthians 11:1
“For the Children” by Pope John Paul II
I Peter 4 4:10**

DIOCESAN ORGANIZATION

BISHOP – The Most Rev. Paul Coakley is the official teacher of the Diocese of Salina and is ultimately in charge of all Catholic Schools in the Diocese.

DIOCESAN SUPERINTENDENT – Mr. Nick Compagnone is the Diocesan Superintendent. He is appointed by the Bishop and represents the Bishop in educational matters and provides the necessary leadership in the development and administration of the Diocese of Salina.

PASTORS – Fr. Gilmary Tallman – St. Joseph’s Pastor, Fr. Daryl Olmstead – St. Nicholas of Myra & St. Francis of Assisi Pastor, Fr. Kevin Weber – Immaculate Heart of Mary’s Pastors, Fr. Earl Befort - St. Catherine, St. Anthony & Our Lady Help of Christians Pastor & Fr. Fred Gatchet – Comeau Catholic Campus Center represent the Bishop in the operation of Holy Family Elementary School.

PRINCIPAL – Mrs. Jana Simon holds executive authority for the school. She is responsible to the Pastor and the School Council. The principal is responsible for all aspects of the operation of Holy Family Elementary School.

HOLY FAMILY ELEMENTARY SCHOOL COUNCIL – An Advisory Council to the Pastor. The Council **recommends** policies and assists the Pastor in the evaluation of the Principal’s performance.

School Advisory Council Committee Overview

The Holy Family Elementary School Advisory Council is an advisory body that supports the School Administrator. It receives and makes recommendations relating to the operations of the school. The school advisory council meetings are held on the second Monday of every other month. Bi-Monthly meeting minutes will be posted on the school bulletin board. The School Advisory Council consists of the following members:

- Two (2) ex-officio members to include: the Pastor Designate (Fr. Kevin Weber), and the School Administrator (Jana Simon).
- Eight (8) members are elected at large from and by the parents of the school population for a 3-year term on a rotating basis. Officers are appointed annually by the School Advisory Council. Officers include: President, Vice-President, Treasurer, and Secretary.

Home and School Committee Committee Overview

The Holy Family Elementary Home and School Association is an organization of school parents. The primary functions of the association are: 1) to provide a format of communication between parents and school, 2) to support the learning programs of the school by providing volunteer assistance to teachers, 3) to help with fund-raising projects for the development of the learning program and for other needs of the school, and 4) to provide educational programs for parents as a means of support in raising children. Home and School Meetings are held on the second Monday of every other month. Home and School Committee consists of the following members:

- Four (3) officers are elected at large from and by the parents association. Officers include: President, Vice-President, Treasurer, and Secretary.
- Four (3) additional officers are appointed or elected at large from and by the parents association. Officers “In-Training” include: President, Vice-President, Treasurer, and Secretary.
- Two (2) non-voting representatives from the Lead Parent Program.

School Advisory / Home and School Joint Committee Committee Overview

The Holy Family Elementary Joint Committee is comprised of the School Advisory Council (8 members), Home and School Committee (6 members), and the Lead Parent Program (2 representatives). The Joint Committee’s primary mission is to provide unified leadership that will direct, organize, and guide all volunteer committees, sub-committees, and support activities at Holy Family Elementary School. The committee’s leadership team’s focus is on enhancing productivity, improving communication, and supporting the mission of the school. The officers of both School Advisory and Home and School will equally manage and oversee all meetings, activities, and events held throughout the year.

School Advisory Council / Home and School Committees and Sub-Committees

Roles and Responsibilities can be found on the Holy Family Web site: www.hfehays.org

GENERAL DESCRIPTION OF THE SCHOOL

Holy Family Elementary School has a preschool through sixth grade program. Learning programs in each classroom meet individual needs of the students.

The following are general characteristics of the learning programs of the school:

- ✓ Holy Family Elementary School is a Catholic school which provides religious education for all students.
- ✓ Holy Family Elementary School uses self-contained classrooms. Self-contained classrooms permit students to progress within their classroom and allow teachers to integrate core subjects such as math, reading, and writing across the curriculum.
- ✓ The atmosphere of the school is characterized as being warm, caring and supportive to the development of Christian values.
- ✓ A Catholic Christian value is studied monthly and incorporated into all classes.
- ✓ An innovative curriculum is geared to help students reach their own potential.
- ✓ Speech testing, speech therapy, and hearing screenings are provided by the FHSU Herndon Hearing and Speech Clinic students under supervision of FHSU professionals.
- ✓ Visual screenings are provided for students by a team of optometrists.
- ✓ Title I, a remedial reading program, is provided for students who qualify under district, state, and federal regulations by USD 489.
- ✓ Testing for remedial and gifted services are offered through USD 489 to students who have special learning needs.
- ✓ The school provides its own testing program through Iowa Test of Basic Skills. State assessment tests are given to appropriate grade levels.
- ✓ Holy Family Elementary School has a lunch and breakfast program for students in grades Pre K-6.
- ✓ Art, computer education, library, music, and physical education are provided for all students by licensed instructors.
- ✓ Holy Family Elementary School provides an after-school program for its students.

Holy Family Elementary Staff

Principal

Jana Simon

Pastor

Father Kevin Weber

Faculty

Karen Bieker – Preschool Director

Cindy Washburn – KA

Paula Beck – 1A

Marcia Dinkel – 2A

Jennie Helget – 3A

Chris Dinkel – 4A

Tina Rice – 5A

Shirley Dinkel – 6A

Janice Collins – Library

Matthew Dumler – Physical Education

Paula Huser – Art/Music

Kathy Dreiling-Amrein – 6th grade Music and Band

Lori Flax – Computer

Karen Wasinger – School Psychologist

Sue LeCount – Special Reading

Gloria McCormick – Special Education

Jana Johnson & Anne Bemis – Speech and Language

Kim Simon – After School Director

Amadee Staab – KB

Ann Weber – 1B

Theresa Flax – 2B

Ruth Ann Fry – 3B

Teresa Schrant – 4B

Brenda Stoecklin – 5B

Tyler Haas – 6B

Kim Simon - KC

Jennifer Werth – 4C

Cafeteria

Joyce Ashmore – Director

Margaret Conant

Ilene Schwarz

Custodial

Leon Heir

Leonard LaBarge

Margaret Conant

Alex Klaus

Staff

Sr. Mary Louise Pfannenstiel – Foster Grandparent/Library

Janelle Ruder, Erin Gibson, Janet Giersch and Nichole Ruder – Paraprofessionals

Sherrill Ruda, Office Manager

Janice Hageman – Office Assistant

Sr. Mary Riedel – School Nurse

ABSENTEES/ILLNESS/INJURY

A child who is absent or tardy should be excused either by a phone call or note from a parent. Tardy students must check into the office with a parent and will receive a pass to take to the classroom teacher. Out of concern for the safety of our children, a call will be made to the homes of those absentees who have not been excused **before 9:00 a.m.** If a student has had a fever or symptoms of illness, he/she may not return to school for **24 hours**. If he/she has vomited or been ill during the night, the child should remain at home.

In the event of illness or injury, no child will be sent home whose parent or designated person has not been notified and has arranged transportation.

This must be done through the office. An Emergency Contact Form must be completed by the parent at the start of the school year and will be kept on file in the school office. **The school office MUST be notified when there is a change of address or phone number of the persons to be notified in case of illness or injury of a child.**

If a child misses school because of illness or unexcused absence and a school program is scheduled for the evening, the student should not attend the school program.

When necessary, students may be excused from classes for dental/medical appointments. Parental request is required and notice sent to the office for approval. (Diocesan Policy) Parents are required to notify the office and teacher in advance of family events or vacations that will cause the student to be absent.

A student is never allowed to leave the premises during the school day without permission of the parent and principal.

Parents are required to report to the office to sign the student out. At that time, office personnel will call the student to the office. Upon returning, the parent is to sign the student back in to school in the office.

ADMISSION

No Catholic child whose parents desire enrollment in any Catholic school in the Diocese of Salina shall be denied admission to that school on the basis of race, color or national origin. No child, regardless of religious affiliation, whose parent's desire enrollment in any Catholic school in the Salina Diocese that possesses capacity for additional enrollees shall be denied admission to that school on the basis of race, color or national origin.

COMMITMENT STATEMENT

Holy Family Elementary (HFE) will accept admission of any student whose parents sincerely want their child to receive a Catholic school education. Appointments will be scheduled with parish pastors or pastoral administrators for families not previously enrolled in Hays Catholic Schools. Appointments will be scheduled with the principal for non-Catholic families. Students are admitted with the understanding that they will abide by the school's rules and policies. Parents are encouraged to tithe and be active members of their parish. Both students and parents should be supportive of the school and its standard of being Christ to one another.

ORDER OF ADMITTANCE

In the event there are more applications than spaces for a given class, priority will be given in the following order:

Priority 1: Currently enrolled Holy Family Elementary students and siblings.

Priority 2: Families who previously had children attend Holy Family Elementary with younger siblings entering school age.

Priority 3: Heartland parishes, and non-Catholics.

New students will be placed on a waiting list to be admitted on a first-come-first-serve basis. Parents can have children added to the waiting list at any time.

NOTE: There are limited slots available for Preschool and Kindergarten students, therefore, it is necessary to request classroom assignments as early as possible.

TIMELINES/DEADLINES

- Pre-enrollment occurs in January. Pre-enrollment forms will be sent to all parents for completion.
- It is necessary for Priority 1 and Priority 2 families (refer to Order of Admittance) to return forms by the due date. If the due date is missed, they will be placed on a waiting list.
- Registration occurs in February and March. A registration fee, which is nonrefundable, will be due at this time.
- Final enrollment and payment of fees will take place in the July/August at Holy Family Elementary School.

AGE OF ADMISSION

- **Preschool:** Any child who will attain the age of three (3) or four (4) years **before** the first day of September of any school year shall be eligible to enter preschool. **All preschool students must be fully potty trained.**
- **Kindergarten:** Any child who will attain the age of five (5) years **before** the first day of September of any school year shall be eligible to enter kindergarten.
- **First Grade:** Any child who will attain the age of six (6) years **before** the first day of September of any school year shall be eligible to enter first grade. Any child who as a resident of another state has completed a kindergarten course maintained by a public school district or by an accredited private or parochial school shall be eligible to enter first grade, regardless of age.

MEDICAL REQUIREMENTS

Students with food allergies will be required to have a “Medical Statement for Student with Food Allergy or Intolerance” form filled out by their physician. They will also be required to have a “Food Allergy Action Plan” filled out by their physician. These files will be kept in the office and cafeteria office for reference.

AFTER SCHOOL CARE

After school care runs from 3:15 until 6:00 on days when school is in session. The program provides supervised activities until parents can pick up students from school. The children participate in a variety of activities: games, cooking, art, science, etc. Home work assistance is also available. A nutritious snack is served each afternoon. The fee is \$3.00 per child from 3:15 to 4:30 and \$4.50 per child for any time past 4:30. Drop-in service is also available for \$5.00 per child. Monthly fees are due by the 10th of the following month. Without payment by the 11th, after school care services will be discontinued immediately. Enrollment is limited to 70 children. No enrollments will be accepted after this number has been reached

APPOINTMENTS

When possible, doctor or dental appointments should be made outside of school hours. If it is necessary for a child to leave school during the day, a request must be made in writing by the parent/guardian. **Any parent/guardian must report to the office when picking up their child and sign the child in or out. The office personnel will call the child to the office.**

CLASS PARTIES

Class parties may be held four times a year: Halloween, Christmas, Valentine’s Day, and Easter. Exceptions can be made with permission of the principal.

COPYRIGHT LAW

All employees, volunteers, and students of the educational programs of the Diocese of Salina will abide by copyright laws.

Regulations

1. Employees, volunteers, and students may copy printed or non-printed materials allowed by:
 - a. copyright law
 - b. fair-use guidelines
 - c. specific licenses or contractual agreements, and
 - d. other types of permission.
 - e. Employees, volunteers, and students who willfully disregard copyright laws are in violation of diocesan policy, doing so at their own risk and assuming all liability.

DAILY SCHEDULE

Our regular school day for grades K – 6 is 8:00 a.m. to 3:20 p.m.

The time for lunch varies from grade to grade in order to avoid overcrowding in the cafeteria.

ARRIVAL OF STUDENTS

1. The doors will remain **locked** until 7:30 a.m.
2. **ALL** students that arrive before 7:40 am are to enter the building through the east Activity Center Room doors. Those who come to eat breakfast will go on to the cafeteria area. The other students will remain in the gym. To help meet the goals of our wellness program, students will casually walk around the gym on Monday, Wednesday, and Friday. On Tuesday and Thursday students will have the choice of enjoying reading time of their AR books or to casually walk around the gym. This early morning time will be supervised by Holy Family teachers.

DISMISSAL OF STUDENTS: SCHOOL IS DISMISSED AT 3:20 PM

1. **BUS STUDENTS** - Bus transportation is available to students of Holy Family Elementary School. Bus schedules and route information are available at the District #489 administration office (323 W. 12th – 623-2400). Please call the district office for further information and registration. Students riding the bus will be dismissed at 3:10 p.m. when the bell rings. All bus students will meet and line up quietly in the gathering space inside the south main entrance of the school.

2. ALL NON-BUS STUDENTS WILL BE DISMISSED FROM THE EAST LOT!!!!

Drivers will enter the parking lot from the south gate and line up in order between the cones. Dismissal will be from the area of striped yellow lines along the east side of the building. This is the loading zone. All vehicles picking up students need to be in single file line in the right lane which passes the striped yellow loading zone. Please place a name tag in your windshield, this will aid in speeding up the loading process. Drivers – PLEASE remain in your vehicles! This will help in maintaining safety and loading of the students quickly.

Do not walk behind parked cars. Please keep off the grass.

Walkers - will be dismissed from the activity center after having their names checked off the log book. They will exit the southwest door of the activity center entry way. Parents must inform the school that their child will be walking.

3. All students **not** picked up by **3:35** p.m. will be sent to the office. Students remaining after **3:45** will be sent to After School Care. A minimum of \$2.00 will be charged. Any student not picked up by 4:00 p.m. will be charged according to ASC fees. Your cooperation is appreciated.

DISCIPLINE

Suspension and expulsion procedures (including weapons possession) follow the policies set forth by the Diocese of Salina. For other infractions, a detention policy has been adopted to mold conduct according to Christian behavior in a Catholic school setting.

Suspension and Procedure

Suspension is a temporary withholding of the privilege of attending class/school. Suspension may be “in school” suspension in which the student is admitted to school but not to class, or the suspension may be an “out of school” suspension.

A suspension may be imposed on a student only after giving the student oral or written notice of the charges against him/her and affording the student a hearing. However, if the presence of the student endangers other persons, or property, or substantially disrupts, impedes or interferes with the operation of the school, the principal in consultation with the pastor may suspend the student forthwith without a hearing for a term not to exceed five (5) school days. A written notice and reasons for the suspension shall be given to the student and his/her parents or guardians within twenty-four (24) hours from the time of the suspension. A hearing shall be afforded the student no later than seventy-two (72) hours after the suspension has been imposed. Included in the notice of suspension should be the date, time and place of hearing.

The hearing specified herein shall be conducted by the school principal and/or pastor or designee and should include the student, parent or legal guardian and counselor whenever possible. (Diocesan Policy)

Expulsion and Procedure

Expulsion is the termination of enrollment for the remainder of the current year.

Expulsion shall be imposed only after the student has been afforded an opportunity for a formal hearing. In all cases where a student might be expelled, he/she shall be suspended first for a term not to exceed five (5) school days. A written notice of intent to expel and the charges upon which the expulsion is based shall be given to the student’s parents or guardians within seventy-two (72) hours of the student being suspended. The notice shall also contain the date, time and place that the student will be afforded a formal hearing. This date shall be no later than the last day of the five (5) school day suspension. Formal hearings may be conducted by the local school council members or appropriate persons appointed by the pastor. The pastor shall make the final determination. (Diocesan Policy)

A. Grounds for Suspension/Expulsion

A student may be suspended or expelled for:

1. willful violation of any published regulation for student conduct adopted and approved by the school administration;
2. conduct which disrupts, impedes, or interferes with the operation of the school;
3. conduct which infringes upon or invades the rights of others;
4. disobedience of an order of a teacher, school security officer or other school authority, when such disobedience can reasonably be anticipated to result in disorder, disruption, or interference with the operation of the school;
5. grave immoral conduct; or
6. continual conduct contrary to the official teachings of the Catholic Church. (Diocesan Policy)

B. Notice of Suspension or Expulsion

Whenever any written notice is sent to the parents or guardians of a student, it shall be sufficient if the notice is sent by registered mail to the address on file in the school records. In lieu of mailing such a written notice, the notice may be personally delivered. (Diocesan Policy)

C. Procedural Rights Required

In any formal or appeal hearing specified in these policies, the following additional rights of due process shall be afforded:

1. the right of the student to have the counsel of his/her parents' or guardians' choice present and to receive the advice of such counsel or other person they may select;
2. the right of the parents or guardians to be present at the hearing;
3. the right of the students and his/her counsel or advisor to hear or read a full report of the testimony or witnesses against him/her;
4. the right of the student to testify in his/her own behalf and give reasons for his/her conduct;
5. the right of the student to have an orderly hearing; and
6. the right of the student to a fair, impartial decision based on substantial evidence. (Diocesan Policy)

Expulsion of Pupils – Weapons Possession

In accord with KSA 72-8902, it shall be the policy of all Catholic schools in the Diocese of Salina to expel from school, for a period of not less than one year, any student determined to be in possession of a weapon 1) at school; 2) on school property; or 3) at any school supervised activity. A weapon is defined as any object that creates a threat of physical harm to or physically harms a student or school personnel, is detrimental to the welfare or safety of a student or school personnel, adversely affects school discipline, or adversely affects educational programs.

In the event of such determination of weapons possession, the principal shall immediately refer the pupil to the appropriate state and local law enforcement agencies; and, if the pupil is juvenile, to the secretary of social and rehabilitation services.

Should the pupil be an exceptional child as defined in KSA 72-962, the expulsion requirement may be modified in a manner consistent with federal law. An annual report of weapons possessions cases shall be submitted to the State Board of Education at the time and in the manner specified by the State Board.

On the local level, this policy shall be carried out in a manner corresponding to the implementation procedures outlined herein. (Diocesan Policy) (1-96)

Dominic Savio is a club designed to enhance the 6th grade religious education program. Its members will participate in (1) activity a week, such as Dominic Cart, visiting the elderly or helping with Tiger Tots. On those Fridays that Dominic Savio Cart is available purchases will be made prior to dismissal. Healthy snacks will be available; once each month will be exemption week, when pop and candy will be available for purchase. Be responsible. Plan ahead for purchases on Friday

DRESS CODE

SCHOOL DRESS

Appropriate dress for school should be worn at all times. This includes neat and well-groomed haircuts, no makeup, and uniforms that reflect the ideas of Christian values. The administration with the advice of the school council shall determine the appropriate dress.

UNIFORM POLICY

Holy Family Elementary School maintains a uniform policy for the following reasons:

- Uniforms encourage a sense of school unity, identity and pride.
- Uniforms allow for minimal cost to parents.
- Uniforms encourage a positive self-image, eliminate comparison and competition, and enhance performance.
- Uniforms, along with the guidance of parents, help students acquire an appropriate sense of dress.

Uniform Governing Rules

- Students are required to be in uniform the first day of school.
- Shirts must be tucked in.
- Jumpers, skirts or shorts must be no shorter than 2 inches above the knee.
- Inappropriate jewelry is not allowed. Boys are not permitted to wear earrings. Students may be asked to remove jewelry at teacher's discretion.
- Uniform shirts, pants and jeans must be in good condition with no holes.
- Uniforms must fit properly.
- Staff will monitor the uniform policy. The principal makes final determinations.
- Written reminders will be given to students out of uniform. Students must be in uniform the following day. Parents will be notified by phone if necessary.
- The principal will determine free days.

Uniform Articles

- Navy blue **Parker** or **JcPenney IZOD brand school uniform** pants. Girls may wear a plaid uniform **Parker** jumper instead. 5th and 6th grade girls may wear a navy **Parker** pleated skirt.
- Holy Family Elementary white **Parker** polo shirt with long or short sleeves.
- Navy blue **Parker** or **JcPenney IZOD brand school uniform** shorts only during the months of August, September, October, April and May.
- Only navy blue Holy Family Elementary School sweatshirt, Hoodie, or Navy blue **Parker** cardigan should be worn over the uniform for warmth inside the school.
- Solid navy blue or solid white socks for boys or girls.

Uniform Accessories

- Navy, black or brown belt (optional).

- Solid navy blue or solid white tights for girls. (not leggings)
- Navy blue, white, black, brown (tortoise shell) or Parker uniform hair accessories for girls.
- Shoes should be appropriate for use on asphalt surfaces and gym floors. Tennis shoes are recommended.
- No bandanas, caps, hats or scarves are to be worn in the building.
- No tattoos or body piercing except girls' ears.

Wednesday is Spirit Day. Students may wear their uniform or spirit shirt with uniform pants or hemmed blue denim jeans. Uniform shorts, hemmed blue denim jeans or shorts or denim Capri pants for girls may be worn during the months of August, September, October, April and May. Boys may wear uniform shorts, blue denim jeans or shorts during these months. **Denim jeans should be without decoration (butterflies, flowers, embroidery, etc) and limited brand name labels. Straight 5 pocket jeans are encouraged. Jeans or shorts with hammer loops and oversized pockets are not allowed for reasons of safety.** Solid white turtleneck or uniform shirt may be worn underneath the spirit shirt for warmth. Preschoolers do not have a uniform, but we encourage wearing a spirit shirt on Friday or any other days.

Uniforms are purchased through:

Parker Uniform Company
650 North Carriage Parkway
Wichita, KS 67208
1-800-500-4634
FAX: 316-687-5238
www.parkersu.com

JC Penney Company
2918 Vine Street
Hays, KS 67601
Store # 785-625-7385
Catalog # 1- 800-222-6161
www.jcpenney.com

An annual uniform sale will be scheduled at Holy Family Elementary School. Uniforms can be purchased throughout the year by contacting Parker Uniform Company or JC Penney Company. Holy Family Elementary Schools' identification number is WI104056.

EMERGENCY INFORMATION

Fire drills, Tornado drills and Crisis drills are conducted to ensure safety. Crisis plans are located in each classroom behind evacuation map.

EVACUATION PROCEDURE

In the event that the school must be evacuated, students will be taken to the Dillon's Food Store, 1902 Vine Street.

EXTRA CURRICULAR ACTIVIES

Any extra curricular activities must be approved by the office before planning and initiating. Banking of funds is in violation of Diocesan Policy.

FIELD TRIPS

Field trips are an integral part of the educational process. They provide enrichment to the basic program and should be encouraged. In planning field trips, attention must be given to the following guidelines:

1. Field Trips are conducted to enhance the curriculum. The field trip is a definite learning and enjoyable experience.
2. A field trip form stating the place, proposed date and objective of the trip shall be submitted to the principal. Permission for the field trip must be obtained from the principal prior to the finalization of plans.
3. Students shall be prepared for the observations they will make on the trip. Since this is a definite learning activity, ALL students **MUST** participate unless approved by the principal **PRIOR** to the field trip.
4. Written permission from the parent or guardian is procured. Parents may be asked to help drive. Driver information must be on file in the school office. Videos or DVD may be viewed by the students on the way to these events, but must be G rated.
5. An adequate number of adults accompany the students.
6. All field trips should be completed before May 15th.
7. When field trips are scheduled for outside the Hays area, the teacher may provide two options to students which include:
 1. taking sack lunches that are prepared by the school kitchen
 2. purchasing lunches at trip destinationThese options must meet with the principal's approval prior to offering them.

FLOWER AND GIFT DELIVERY

Students will be notified when they receive flowers, gifts, and etc., but they will not be taken to the classroom. These items will be picked at the office after school.

FOOD SERVICE PROGRAM

Mission Statement: To serve students nutritious meals in a pleasant atmosphere at a reasonable cost and to help educate them to make healthy food choices for life.

Holy Family Elementary School offers a breakfast and lunch program for all students in grades K – 6. Meal tickets are sold in the Holy Family Elementary School office. Students must purchase tickets in order to participate in the meal programs, although they do not have to be used each day consecutively. Reminders for meal money are sent home on Wednesday when balance falls below the cost of one meal.

- Students participating in the breakfast program should arrive in the cafeteria between 7:30 a.m. and 7:45 a.m.
- Students have the option of participating in the lunch program or bringing their lunch from home. Fast food will not be permitted in the cafeteria. When students bring lunches, we ask that they **DO NOT** bring pop or candy. Since we are interested in our students having a nutritious lunch, milk or juice should be brought with a sack lunch. Extra milk may be purchased.
- A separate letter containing milk and meal prices is sent before the food service program begins. Families who qualify may request free or reduced price meals by filing state forms that are provided at the beginning of the school year.
- **Parents who on occasion want to eat with their child in the lunchroom must call the school office before 9:00 a.m. on the day they plan to eat.** They must also report any small children they will bring along. Tickets are purchased in the Holy Family Elementary School office.

- Lunch accounts will have their balance carried forward to the next school year.
- Upon request, or if the student leaves Holy Family Elementary, the balance will be refunded by check.
- Students will be accompanied to the lunch line and monitored until all students have entered the lunchroom.
- Lunchroom will be monitored by staff of Holy Family Elementary.

Holy Family Elementary School Students Nutrition/Wellness Plan

**Please refer to the Wellness Plan Handout (distributed at enrollment).
The original is on file at Holy Family Elementary School office.**

GENERAL SCHOOL RULES

General

- Keep hands, feet and objects to yourself
- Coats/sweatshirts are worn outside unless 60 degrees or higher
- Stay in for recess if wind chill is not above 20 degrees
- Field trips must have a purpose, so all students should go unless there were behavior problems on the previous field trip. If students do not go on the field trip, the principal must give approval. At least one adult will assist the teacher in supervision of the field trip.

Cafeteria

- Use inside voices while eating. No speaking to classmates at other tables.
- Clean the area before leaving. Pick up napkin, milk carton, and wipe crumbs into own plate (not on floor or chair).

Hallway

- Respect others by walking and not talking in the hallways as others are having classes.

Playground

- Play in the designated areas.
- Line up quietly in the designated areas after the recess bell rings.
- Use good sportsmanship.
- No balls or Frisbees on windy days.
- Permission from the playground supervisor is needed when leaving the playground area for any reason.
- One person at a time may use the swing. Sit on the swing. Do not climb up the poles, or twist the swings around the poles. Do not walk between the swings.
- Do not throw balls against the building.
- Tether balls may be used on the poles only. Only use hands when playing with the tether balls.
- Ropes are only used for jumping. Remember there is only one acceptable use for jump ropes on the playground.
- Do not throw or kick rocks, sticks, dirt, snow, or wood chips.
- Do not slide on the ice or snow. Stay dry and out of puddles.
- Touch games only are acceptable on the playground. No contact games will be played on the playground. No tackling in any games.

- No skate boards or roller blades are allowed on the playground or at school.
- Walk bicycles across the playground.
- Leave bicycles untouched except by the owner.
- Stop playing immediately when the bell rings. Line up quietly and wait for your teacher to give you instructions. Do not talk when walking to your classroom.
- Only one person may slide down the slipper slide at a time. Walk around and walk up the steps instead of going up the slide side.
- Balls on Vine Street will not be retrieved.
- Electronic games and trading cards may not be brought to school.

Stairs

- Walk quietly and in single line, keeping to the right.

Walking

- Listen for directions.
- Follow in an orderly line. Do not straggle behind the group.
- Keep playground equipment in hands.

GRADING

Holy Family Elementary School is on a nine (9) week grading schedule. Parent and teacher conferences are held in October and January. Report cards are sent home on the Wednesday following the last day of each 9-week period. Progress reports will be sent home after the 4th week of each 9-week period until after the implementation of Power School.

GRIEVANCE

In the event of a grievance, the parents' responsibility is to first discuss their concerns with the appropriate teacher. If there is no action taken by the teacher or the action taken by the teacher is not satisfactory, the parent may personally contact the school principal. If the action taken by the principal is not satisfactory, the parent may contact the school's overseeing priest.

HEALTH REQUIREMENTS

All Kindergarten students and any student new to the state of Kansas through age eight **MUST** have the following health forms completed:

1. **Child Health Assessment** – a form to be completed by the family physician, nurse practitioner or registered nurse certified by the state, stating the health history and present health status of the child.
2. **Kansas Certification Of Immunization (KCI)** – a form signed by the child's physician or the county health department stating the dates of all immunizations. These include four (4) DPT, three (3) oral polio, and two (2) MMR immunizations. Hepatitis B vaccination is encouraged.

Both of these forms must be completed and submitted to the school office **BEFORE** school starts. Parents of students who transfer to Holy Family Elementary School from other schools must complete a release of information form so that health and academic records may be transferred. **A parent/guardian has ninety (90) days from the day the student enrolls in school to comply with the above policy. If no statement or**

certification is produced, the student shall not be admitted to classes until the documents are produced.
Forms can be obtained by writing:

Kansas Department of Health and Environment
Bureau of Epidemiology
Topeka, KS 66612

When the student leaves Holy Family Elementary, all health records are sent to the receiving school upon written consent of the parent and/or receiving school.

Included in the school health records are:

- the health assessment form,
- the KCI,
- results of vision and hearing examinations conducted by the Ellis County Health Department and by Fort Hays State University,
- letters submitted to the school by physicians pertinent to the educational needs of the student.

HOMework

While most assignments can be accomplished during the school day, mastery of some facts and skills may require reinforcement. Constructive homework assignments to promote such mastery are encouraged. Time spent on the assignment should be appropriate to the grade level (**approximately 10 min. per grade level**). If a student is absent, homework should be picked up in the office at the end of the day or sent home with another student at the parent's request. ***Teachers MUST have homework to sibling or to the office for absent student by 3:00 p.m.*** (Local policy)

LIBRARY

Holy Family Elementary School maintains a centralized library. During their library period, students check out books for the week and have formal classes in library skills.

LIMITATION OF CLASS SIZE

- Preschool enrollment will be limited to meet Diocesan guidelines of teacher/student ratio being 1 to15.
- Kindergarten enrollment will be limited to meet Diocesan guidelines that indicate the maximum amount of students per classroom is 25. Our current ratio is lower.
- Enrollment in other grades will be limited so as not to exceed 26 students per room (Diocesan guidelines are not to exceed 30 students per classroom).

MASS

- Students in grades 1 – 6 attend the 8:00 a.m. Mass every Tuesday and Thursday, as well as on other special feast days. Parents are encouraged to attend.

- Students participate in the planning and celebration of these liturgies. This is done by classes of Grades 2, 3, 4, 5 and 6 on a rotating basis. First grade will enter the rotation after Ash Wednesday.
- Kindergarten students will attend one time a week beginning the 2nd nine weeks; full time kindergarten students will attend twice a week beginning second semester. Part-time Kindergarten students attend Thursdays and other special liturgies. The first nine weeks will be a time of study to prepare them for attending.
- When students are late for Mass, they must check in at the office before going into Mass.
- A birthday Mass is scheduled monthly.
- Preschool birthday students have the option to attend this Mass, process in and sit with their parents.
- Traditionally, school is not in session on Holy Days.

MEDICATION

When it is necessary for medicine to be administered during school hours, a request form **MUST** be completed and sent with the medication in the original container. This form is available in the school office. **NO** medication of any kind is given to students without authorization of the parent. All medications are retained in the office and dispensed according to written directions. No student will be allowed to have medication in the classroom or on his person.

NOTES TO PARENTS

Letters, notes or permission slips sent to parents through the students must be submitted to the office. This will give the principal information in order to respond to questions that may arise. This does not pertain to individual communication that a teacher may need to have with parents.

PARENT TEACHER CONFERENCES

Teachers meet formally with parents of the students for a conference twice a year, (end of 1st and 2nd nine weeks). At this time a constructive evaluation of the child's academic, personal and social progress is discussed. Teachers or parents may request a conference between the regularly scheduled conference times. This is encouraged, especially if there is an academic &/or behavior difficulty. Parent information will be sent home to schedule these conferences.

PARENTAL REQUEST FOR STUDENT ASSIGNMENT

Teacher requests will not be honored. Teacher requests only disrupt the unity of a school and cause hurt feelings. Extreme circumstances of conflict that would hinder a student's education will be considered on an individual basis. The parent will need to set up an appointment with the principal and discuss it in person.

PHONE USAGE: Land and Mobile

The **school telephone** is for business purposes. Students use the phone in the school office when it is necessary and must have permission to do so.

Faculty & Staff: **Cell phone** use during school hours is not permissible when students are present. This includes text messaging as well as voice.

Students: **Cell phones** brought to school must be turned into the office until the end of the school day.

PROMOTION AND RETENTION

It may be necessary, in exceptional cases, to retain underachievers in their current grade levels. When retention is necessary, parents are to be notified well in advance, at the end of the first semester, or at the latest, at the termination of the third quarter of the school term. The latest time for a notice of this nature is to be the end of March. Communication is to be had with the principal before the homeroom teacher notifies the concerned parent.

RECORDS

Health, report card and cumulative records are maintained for each child. The health and cumulative records are kept in the school file and are not to be removed from the building. **BLACK ink is to be used on all records, reports and report cards.**

RESPECT AGREEMENT

Students, Parents, and Staff will review the Respect Agreement at the beginning of each school year. Students and parents will sign the agreement signifying their support.

SCHOOL SAFETY AND SECURITY

Anyone visiting Holy Family Elementary School is required to report to the office upon entering school grounds. This includes the outside play area.

In keeping with the Kansas School Safety and Security Act, it shall be the policy of all Catholic schools of the Diocese of Salina that an immediate report be made to the appropriate state or local law enforcement agency by, or on behalf of, any school employee who knows or has reason to believe that an act has been or will be committed at school, on school property, or at a school-supervised activity that involved or will involve:

1. a direct or immediate threat to the safety or security of a human life,
2. the possession, use, or disposal of explosives, firearms, or other weapons,
3. or the commission of an inherently dangerous criminal act.

As a safety precaution, students will **NOT** be permitted to walk home during a crisis situation (e.g. school lockdown, tornado warning, etc). All doors to the school building will be locked during a school lockdown.

SEVERE WEATHER PROCEDURES

In the event of inclement weather, please listen to radio stations **KAYS, KHAZ, KHOK-FM, KPRD** or **KJLS** for announcements regarding the closing of schools. Usually we will follow the direction of USD #489. Please inform your children what they are to do if school is dismissed early. This is particularly important if adults are not at home during the day. Parents are encouraged to make individual decisions concerning their children's attendance or withdrawal during severe weather.

SPECIAL SERVICES

A. GEIT

GEIT (General Education Intervention Team) provides support and ideas for those teachers who have students who are struggling academically, socially or emotionally. GEIT provides suggestions to implement as interventions in the student's daily life.

B. Reading

Chapter I Special Reading Classes are provided through USD 489. Students are identified through teacher recommendation and testing. Teachers consult the Reading Specialist in reference to the test score qualifications. Referral forms are filled out by the Reading Specialist and the classroom teacher. Those eligible receive services from the Special Reading Program according to a schedule that is worked out with classroom teachers. Parental consent must be given before services begin.

C. Learning Disabilities/Developmental Delays

Students suspected of having a learning disability or developmental delay can be tested through the USD 489 school psychologist. Referral forms are filled out by the psychologist, learning disability teacher and the classroom teacher. Qualifying students are eligible to receive services in the area of disability. Parental consent must be given before the services begin.

D. Gifted and Talented

Students who through testing and observation have been identified as gifted are eligible to participate in the Gifted and Talented Program sponsored by USD 489. Students are identified through teacher recommendation and test scores. Referral forms are filled out by the psychologist, teacher of gifted and talented students and the classroom teacher. This program presently entails one full school day a week in a different setting with other gifted students from the district. Parental consent must be given before services begin.

E. Speech Therapy

Speech therapy is provided by the FHSU Speech and Hearing Clinic. All preschool and kindergarten students are screened in the fall. A list of students referred for further testing will be provided to the teacher. Referrals can be made by parents and/or teachers/

F. Hearing Screening

Hearing screening is offered for all students annually through the FHSU Speech and Hearing Clinic. Referral for testing can be made by parents and/or teachers. A list of students referred for further testing will be provided to the teacher.

G. Vision Screening

Vision screening is offered annually for all students through Holy Family Elementary School. Referrals can be made by parents and /or teachers. A list of students referred for further testing will be provided to the teacher.

SUPERVISION

Holy Family Elementary School is insured by Catholic Mutual...”CARES” Insurance. Supervision is the responsibility of *every* teacher. A supervision schedule is developed by the principal to ensure equality for all teachers. The school is responsible for the safety of students at all times.

1. For safety reasons and liability, the Diocesan Superintendent has suggested one adult supervisor be on the playground during recesses for forty students. Recess supervision duties will be divided among Holy Family Elementary staff. One staff member for each recess will be designated to make the weather appropriateness call and inform others.
2. Students are accompanied to and from the church, playground, lunchroom, gym, specials classes and for other activities
3. Students are not to be left in the classroom unsupervised. Provisions must be made for those staying in during recess and for the class when it is necessary for the teacher to leave.
4. Teachers should maintain good order in the classroom.
5. Teachers should arrive 20 minutes before school starts (7:40) and remain for 25 minutes after school is dismissed (3:45).
6. Teachers should always follow the guidelines and procedures of both diocesan and local policies when taking disciplinary action.
7. Teachers should take all reasonable precautions to prevent injury to persons or damage to property.

USE OF THE INTERNET AND RELATED TECHNOLOGIES

All employees, volunteers, and students of the Diocese of Salina will observe the terms, conditions and regulations set forth by the diocesan administration for the ethical use of the Internet and all related technologies. Access privileges may be revoked, school/diocesan disciplinary action may be taken and/or appropriate legal action taken for any violations that are unethical and may constitute a criminal offense.

Internet Terms, Conditions, and Regulations

A. Acceptable Use

1. The use of the Internet and related technologies must be in support of education and research consistent with the educational objectives of the school and/or diocese.
2. Use of other organizations’ networks or computing resources must comply with the rules appropriate for these networks.

B. Unacceptable Use

1. The transmission of any material in violation of any United States or state regulation is prohibited. This includes but is not limited to:
 - a. copyrighted materials
 - b. material protected by the trade secret
 - c. threatening, violent, or obscene material
 - d. materials which harass, insult, or attack others
 - e. unauthorized use of another’s computer, access accounts, and/or files
2. Prohibited also is the employment of the network for:
 - a. commercial purposes
 - b. product advertisement
 - c. political lobbying
 - d. game playing
 - e. unauthorized “chat” or chain letter communication
 - f. downloading materials without permission

3. Vandalism, the malicious attempt to harm or destroy data of another user or to damage hardware or software, is prohibited. This includes, but is not limited to the uploading or creation of computer viruses.
4. Other examples of unacceptable information are:
 - a. pornography
 - b. inappropriate language and communications
 - c. information on bombs
 - d. letters of harassment

C. Privileges

The use of the Internet and related technologies is a privilege not a right. Inappropriate use may result in cancellation of those privileges. Each user who is prohibited access to the Internet and related technologies will participate in a discussion with assigned staff person (s) concerning the use of the network. The faculty, staff or parent/guardian may request the administrator or designee to deny, revoke or suspend a specific user's access to the Internet and related technology due to unacceptable use. When applicable, law enforcement agencies may be involved.

D. Warranties

The Diocese of Salina through its educational programs makes no warranties of any kind, whether expressed or implied, for the service it is providing and will not be responsible for any damages users suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions. Use of any information obtained via the Internet and related technologies are at the user's own risk. The Diocese of Salina specifically denies any responsibility for the accuracy or quality of information obtained through its services. The student or parent/guardian will be responsible for any financial obligation incurred through the use of Internet and related technologies that is not previously approved as part of the local budget.

VISITATION of SCHOOL

Parents and friends are welcome to visit a students' classroom. We ask that this be kept to a minimum though to prevent disruption to the learning process. Please make arrangements with the classroom teacher **before** the visit. Daily stopping by the class is a disruption to the class and can be upsetting to the child when the parent is departing, it is strongly discouraged.

PRESCHOOL

ADMISSION AND IMMUNIZATIONS - A child must be at least three or four years of age before September 1st and fully potty trained. A certified birth certificate from the state, a health assessment, and statement of immunization and physical assessment compliance form must be presented before the first day of school.

ARRIVAL AND DISMISSAL –All morning sessions are 8:00-11:00 a.m. All afternoon sessions are 12:10-3:10 p.m. Students will not be allowed in the classroom before 7:40 a.m. for the morning sessions or 11:50 a.m. for the afternoon sessions. Any students not picked up by 11:05 a.m. or 3:15 p.m. will need to be picked up in the school office.

CONFERENCES - Open house and parent information night will be held for all families at the beginning of the school year. Parent-teacher conferences will be scheduled in the spring of the year. Should parents have any concerns in the meantime, they should contact the child's teacher.

DISCIPLINE - In order to provide Holy Family Elementary School students the excellent learning environment they deserve, a positive approach to discipline is incorporated based on consistent love, caring, and firmness.

EMERGENCY INFORMATION - Each student is required to have an updated emergency form on file. Please notify the school of changes in information initially given.

FIELD TRIPS - Parents will be notified as field trips are planned. A signed parental permission slip is required before a child will be allowed to participate in a field trip. Parents will be notified when drivers are needed for field trips.

GOALS - Our preschool strives to provide a group experience for children in a stimulating, challenging, positive, and fun environment. We encourage children to express themselves freely, to communicate with others and to follow their natural instincts of discovery. With this in mind, our goals are:

Knowledge of: name recognition, personal information, letters and numbers, colors and shapes

Small Motor Skills: pre-printing, coloring, cutting, art projects, paper punch, tracing

Large Motor Skills: hopping, jumping, marching, playground equipment

Listening Skills: songs, finger plays, pledge, story of the day, sharing personal experiences, show and tell

Following Directions: to be instructed in a loving learning environment

Social Skills: learning appropriate interaction with peers

RELIGION - In this Catholic school setting, emphasis is placed on Christian beliefs and values. Christian concepts will be a part of our every day learning. We will have a religious activity each day, emphasizing that each child is unique and has special qualities, reinforcing a positive self-image. Religion is also emphasized by praying before snack, visits by our priests and introductions of the religious aspects of Christmas and Easter. Formalized religious education does not begin until Kindergarten.

SCHEDULE - The preschool will follow the same yearly schedule as the elementary grades.

FEES - Preschool fees are monthly and determined by the session in which a child is enrolled. Monday, Wednesday, Friday sessions are \$135 and Tuesday, Thursday sessions are \$125. The fee is due the tenth of the month previous to the month paying for (e.g. Oct. fee due Sept. 10). There will be no refunds or credit given for student absences. The monthly fee will be charged regardless of holidays or sick days. A \$10 late fee will be assessed if fees have not been received by the fifteenth of the month.

Without payment by the 1st, preschool services will be discontinued **with notice**.

KINDERGARTEN

The kindergarten program is an important link between the home and the school experience. It provides the foundation for launching the child into further successful educational experiences. The purpose of the kindergarten program is to:

- assist the child in broadening social awareness beyond the home
- prepare the child for the first step into formal education
- provide reading and math readiness programs suited to the individual needs of the child
- assist parents in broadening the child’s experience of God through a religious education program
- broaden a sense of the larger community through social and science education
- provide art, music, physical education, computer science, and library activities to enhance the academic curriculum.

SESSIONS

Full-Time Session	Begins at 8:00 a.m. and ends at 3:20 p.m. Monday through Friday.
Monday, Wednesday, and Thursday Session	Begins at 8:00 a.m. and ends at 3:20 p.m. on Monday, Wednesday and Thursday.

KINDERGARTEN CURRICULUM

RELIGION – (Resources for Christian Living, Faith First Legacy Edition,2006)The students will be involved in formal learning experiences that will help them appreciate the world around them and develop self-awareness by experiencing God’s presence in their lives. They will be introduced to important feasts and liturgical seasons (Advent, Christmas, Lent and Easter) of the Church and will begin to learn the basic prayers of our Catholic faith. Kindergarteners will attend Mass weekly starting in the second nine weeks of school. Second semester, full time classes will attend mass twice weekly. The children will also take part in weekly Bible story activities to help build Christian character (Teacher Created Materials, Inc.) and will utilize the lectionary-based “Promise” Magazine to help them develop their Catholic faith.

PHONICS, LANGUAGE ARTS AND READING AWARENESS – (Saxon Phonics and Spelling, 2006) The students will learn to recognize the upper and lower case letters of the alphabet, learn the beginning sound of each letter, learn how to print each letter correctly through “letter of the week” activities, and be introduced to both long and short vowel sounds. Students will learn both auditory and visual discrimination of beginning and ending sounds in words, recognize vowel sounds in words, will learn to recognize the alphabet, develop listening skills and learn basic sight words. Early comprehension skills are learned and reinforced through journaling. Language arts skills in kindergarten stress the development of speaking skills such as learning to speak in sentences, speaking clearly and distinctly, and listening when others are speaking. These skills are learned through out the kindergartener’s day, but most importantly during “sharing” time. The students learn to recognize rhyming words, develop left-to-right progression, become familiar with the terms and can recognize periods, question marks, exclamation marks, commas, apostrophes and quotation marks. The children also take part in creative and pre-writing activities.

PENMANSHIP – (Zaner-Bloser 2003, *Open the Doors to Communication*) Zaner-Bloser Handwriting uses an easy, step-by-step approach to teaching handwriting. This systematic program builds automaticity in reproduction of the alphabet so students are free to focus on meaning and expression as they write. With Zaner-Bloser Handwriting, students develop a solid foundation skill that encourages and supports all of their writing, reading and assessment efforts.

MATH – (Saxon, Math, 2001) *Math K* is made up of three instructional components: The Meeting, The Lesson, and Assessments. **Kindergarteners will:** count orally; recognize and sequence numbers; identify ordinal position; act out addition and subtraction stories; count with one-to-one correspondence; sort; pattern; graph real objects and pictures; identify and count pennies, dimes, and nickels; identify one half; identify shapes; cover and replicate geometric designs; measure using nonstandard units of measure; tell time to the hour; use a calendar; write numerals 1-10.

SCIENCE – Science education in kindergarten helps the students become aware of the world around them by providing high-interest, hands-on activities. Students will learn the skills of prediction, observation, description and classification. Areas of interest in science also include health education and safety education.

SOCIAL STUDIES – The students are introduced to holidays; transportation systems; the world of home, school and community; flag and country; and workers in our community. Proper social attitudes and self-expression are also encouraged.

HUMAN SEXUALITY – The students will understand that they are unique individuals created in God’s image and likeness. They will learn to appreciate and respect themselves and others.

ART – The children attend Art once a week for thirty minutes. The students will be introduced to all types of media (watercolor, tempera, paper). They will learn basic color theory, paper cutting and folding techniques, painting techniques, how to manipulate brushes, different elements of art (line, shape, texture), 3-dimensional media (clay), and to create simple designs and objects. Students will learn to use personal symbols in their work.

COMPUTER – The students use the school computer lab once a week for thirty minutes. The students will identify the five major parts of a computer and demonstrate proper care of software and hardware. The students will spend most of the year using prepared software and identifying letters and numbers on the keyboard.

LIBRARY – The children attend Library once a week for thirty minutes. The students learn to participate in library activities as a member of a class, to check out and return materials to the library, to demonstrate proper care of books and how to turn book pages, and to listen to stories during story time.

MUSIC – The children attend Music once a week for thirty minutes. The students will participate through singing various types of songs, be introduced to musical elements (steady beat, tempo, and dynamics), and will demonstrate their understanding of these elements through various activities. Students will be exposed to all types and styles of music to broaden their aesthetic awareness, and will participate in movement activities to help reinforce certain elements of music (beat and tempo).

PHYSICAL EDUCATION – The children attend PE twice a week for thirty minute sessions. The students will identify and participate in a variety of locomotor skills, participate in physical activity, and socially interact with other students.

FIRST GRADE

The first grade is the beginning of formal elementary education. First grade is a time when children are guided in the development of the fundamental skills needed to become an independent learner. First grade is filled with the excitement of learning many skills and concepts. Discovery in learning is the key to the fascination that the child will hopefully retain for many years to come. The objectives of the first grade are:

- to continue the broadening of the child's awareness of the world by providing meaningful learning experiences in all subject areas
- to provide a learning atmosphere that will meet the individual needs of each child, especially in reading, math, and language development
- to continue the development of the child's concept of God and relationship to God through a more formal catechetical program and by supporting growing Christian values
- to help the child develop the social skills necessary for positive and productive relationships with family, peers, and other people
- to assist the student in the continued development of large and small motor skills as related to classroom learning
- to support a sensitive and creative spirit within the child as he/she continues in the learning process

FIRST GRADE CURRICULUM

RELIGION – (Resources for Christian Living, Faith First Legacy Edition, 2006) The Faith First Series program provides a balance between doctrine, Scripture, and the liturgical year. Each is given individual emphasis and is integrated into the whole. These three themes are well developed on their own in the Faith First program. The themes are woven throughout the program into the everyday life and experience of the students.

READING - (Macmillan McGraw-Hill, Treasures, 2006) this research based reading/ language arts program integrates the teaching of reading. Students develop comprehension, oral language, vocabulary, and reading fluency skills. Students read a variety of texts with connections to other subject areas including math, science, social studies, and the real-world.

PHONICS & SPELLING – (Saxon Phonics & Spelling, 2006) Grade 1 helps children master the essential foundational skills of phonemic awareness, alphabetizing, decoding, fluency and spelling. This program also provides leveled readers a for students to practice these skills.

PENMANSHIP –Handwriting instruction is part of the Saxon Phonics program. Is it taught incrementally and systematically. As new letters and sight words are introduced, children will have opportunities to learn how to write them.

LANGUAGE – (Shurley Instructional Materials, Inc., The Shurley Method, 1997) – This component introduces the six parts of speech, how to classify and label sentences, use capitalization rules in writing sentences and expository paragraphs, and introduces letter writing.

MATH –(Saxon, Math, 2001) *Math 1* is made up of five instructional components: The Meeting, Fact Practice, The Lesson, Guided Class Practice and Homework, and Assessments. **First-graders will:** skip count by 1's, 2's, 5's, and 10's; compare and order numbers, identify place value to 100; identify ordinal

position to tenth; identify a sorting rule; identify and extend patterns; solve routine and non routine problems; master all basic addition facts and most of the basic subtraction facts; add and subtract two-digit numbers without regrouping; use comparison symbols; picture and name fractions; identify a fractional part of a set; measure using inches, feet and centimeters; compare volume, mass, and area; tell time to the half hour; order events by time; count pennies, nickels, dimes, and quarters; identify and draw polygons; identify geometric solids; tally; identify events as certain, likely, or impossible; create, read, and write observations from real graphs, pictographs, and bar graphs.

SOCIAL STUDIES – (MacMillan/McGraw-Hill, My World, 1997) this component develops concepts of relationships in the family, school, neighborhood, community, state, and country. This program includes the use of maps, map keys, charts, graphs, time lines, and numerous thinking skills.

SCIENCE – (McGraw- Hill, Science, 2002) The science component presents education on life, physical and earth science. Skills are developed in observing, identifying, classifying, comparing, and predicting.

HUMAN SEXUALITY – This component is incorporated in religion class.

ART – The student explore and learn different media (painting, paper and clay), basic color theory, primary and secondary colors, monochromatic and analogous, paper cutting and folding techniques, painting techniques, different elements of art (line, shape, texture) through various activities, 3-dimensional media (paper construction and clay). Students learn to use personal symbols in their own work to express their own creativity. They also begin to use appropriate art vocabulary. Students show increased awareness of their individual ideas, feelings and experiences. They describe personal responses to their work and others through verbal communication and journaling. All students have a sketch book for personal use, preparing an idea(s) for the final project, writing their own assessment of their work and journaling. Each level is assessed through self-assessment, teacher observation and teacher assessment of individual work.

COMPUTERS – Computers are used by all students in the classroom to reinforce skills taught in the classroom and computer lab. The students use the computer lab once a week. Each session is thirty minutes long. The students review the five major parts of a computer, proper care of software and hardware, and identifying letters and numbers on the keyboard. The students use a mouse. They begin to use appropriate terms when talking about the computer. They also start using simulation programs to help develop problem-solving skills. The students, under the guidance of their teacher, use the web to enhance and extend other school curriculum areas.

LIBRARY – The students learn to locate the library and make visits independently, and emphasize the borrowing card when they check out and return materials to the library. The students learn to identify the cover and spine of a book, to point out the label on the spine which indicates where the book is shelved, to reinforce the proper care of a book and use a bookmark. Students listen to stories of various types and lengths.

MUSIC – The students participate through singing various types of songs and strive for good singing quality. The students are introduced to musical elements (steady beat, tempo, dynamics, style and meter) and demonstrate their understanding through various activities. They participate in movement activities to help reinforce certain elements of music (beat, tempo and dynamics). Students are exposed to all types and styles of music to broaden their understanding of music in relation to history and culture.

PHYSICAL EDUCATION – The students develop locomotor and nonlocomotor movements and learn and develop motor skills. They participate in vigorous physical activity and activities that promote cooperation among classmates. Students participate in the Fitness Gram testing program.

SECOND GRADE

The second grade can be considered as a time for fine-tuning the basic skills learned in first grade, especially in reading and math. These areas become broader as patterns of ability surface in the student. While some students have gained considerable independence in reading, others are still learning the skills needed to achieve independence. Each child's maturation process differs, demanding insight and guidance by the teacher. Second grade is also a significant year in the religious development of the child. The second grade student will also prepare to participate fully in the Mass through receiving the Sacrament of Reconciliation and Holy Communion for the first time. The objectives of the second grade are:

- to continue to develop the skills necessary for achieving independence
- to provide more content in skills development through reading, science and social studies
- to intensify the child's understanding of God through learning about the life and stories of Jesus and by studying the Sacraments of Reconciliation and Eucharist
- to support the creative elements of the children while they continue to develop skills for the cognitive processes

SECOND GRADE CURRICULUM

RELIGION – (Resources for Christian Living, Faith First Legacy Edition, 2006) the religion component focuses on our Catholic Faith and the church calendar. Students learn to make right choices and ask for forgiveness when failing to do so. Preparation for the reception of Reconciliation and the Eucharist occurs. Students learn Mass prayers, the commandments, and parts of the mass and actively participate in the preparation of liturgies. Students learn traditional prayers and the development of personal prayer.

MATH – (Saxon, Math, 2001) *Math 2* is made up of five instructional components: The Meeting, Fact Practice, The Lesson, Guided Class Practice and Homework, and Assessments. **Second-graders will:** skip count by 1's, 2's, 3's, 4's, 5's, 10's, 25's, and 100's; compare and order numbers; identify ordinal position to tenth; identify sorting and patterning rules; solve routine and non routine problems; master all basic addition and subtraction facts; identify commutative and associative properties of addition; identify place value in a three-digit number; add and subtract two-digit numbers; picture and name fractions; measure to the nearest half inch, centimeter, and foot; compare volume; compare and measure mass; measure perimeter and area; tell time to five-minute intervals; count pennies, nickels, dimes, and quarters; show change from \$1.00; multiply by 1-5, 10, and 100; identify geometric solids; identify lines of symmetry; identify angles; tally; create, read, and write observations from real graphs, pictographs, bar graphs, Venn diagrams, and line graphs.

READING – (Macmillan McGraw-Hill, Treasures, 2006) This series covers a variety of comprehensive and vocabulary skills which include previewing and predicting stories, identifying story problems and solutions and recognizing unexpected outcomes. Story events are evaluated to determine what causes characters to change and grow. Students learn about story mapping, how to summarize stories, recognize story elements and recognize realism or fantasy. Story details are used to draw conclusions about morals in fables. Students learn about sequencing and cause and effect. The activities include phonics and spelling practice.

PHONICS & SPELLING – (Saxon Phonics & Spelling, 2006) Grade 2 reviews the concepts taught in Saxon Phonics & Spelling 1, allows more practice with multi-syllable words, and extends the study of affixes. Handwriting is also incorporated into this series.

LANGUAGE – (Shurley Instructional Materials, Inc., The Shurley Method, 1997) the language component includes sentence understanding, declarative, interrogative and sentence parts. Students learn to recognize the six parts of speech: noun, verb, adjective, adverb, pronoun and preposition. The students continue to work on

listening, speaking, and vocabulary skills. Students practice in beginning composition. Paragraph structure and language mechanics are introduced.

SOCIAL STUDIES – (MacMillan/McGraw-Hill, People Together, 1997)

This component focuses on the types of communities, maps, earth and land formations. Students review needs and wants, rules and laws and communications/transportation. The first Americans are introduced along with our country's history and national holidays.

SCIENCE – (McGraw-Hill, Science, 2002) the content includes a study of plant characteristics, simple classification of animals and dinosaurs. Forms of matter, heat, light, sound, machines, electricity, water, air, weather, solar system, nutrition and health are introduced.

HUMAN SEXUALITY – This component is incorporated in religion class.

ART – The students learn and explore different media such as painting, paper, collage, and clay. Color theory, primary and secondary colors, monochromatic, analogous and complimentary colors are explored. Students learn paper manipulation by cutting and tearing as well as folding techniques. Painting techniques such as resist, wet on wet and wet on dry are explored. Students learn different elements of art such as line, shape, texture and pattern. The above art concepts are explored through various activities and projects through manipulation and three-dimensional media such as paper construction and clay. Students foster their creativity through the use of personal symbols, and define and use appropriate art vocabulary. Students show increased awareness of their individual ideas, feelings and experiences. They describe personal responses to their own work and others through verbal communication and journaling. All students have a sketch book for personal use, preparing an idea(s) for the final project, writing their own assessment of their work and journaling. They are assessed through self-assessment, teacher observation and teacher assessment of individual work.

COMPUTER – Computers are used by all students in the classroom to reinforce skills taught in the classroom and computer lab. The students use the computer lab twice a week. Each session is thirty minutes long. The students review the five major parts of a computer and proper care of software and hardware. The students show mastery in recognizing letters and numbers on the keyboard and in using the mouse. They continue to use appropriate terms when talking about the computer. Students demonstrate the ability to type words or phrases. They begin to coordinate their basic keyboard skills with software that allows them to create short written documents. Students also use simulation programs to help develop problem solving skills.

LIBRARY – The students learn to be responsible for items on library usage. Students learn how to identify parts of a book. They are taught how to distinguish between fiction and non-fiction books and their location in the library setting. Students are able to read and understand “chapter” books and alphabetize to the second letter when shelving books.

MUSIC – The students participate through singing various types of songs and perform them with good intonation. Music elements such as steady beat, tempo, dynamics, style, meter and rhythm are introduced and students demonstrate their understanding through various activities. Students are exposed to all types and styles of music to broaden their aesthetic awareness and experience. Through listening to music, they broaden their understanding of music in relation to history and culture. They participate in movement activities to help reinforce certain elements of music such as beat, tempo, dynamics and rhythm.

PHYSICAL EDUCATION – The students show mature form in all locomotor and nonlocomotor movements and motor skills. There is participation in physical activity for a prolonged period of time and students understand and accept feelings resulting from involvement in physical activity. Students participate in the Fitness Gram testing program.

THIRD GRADE

The third grade is a “peak” year in elementary education. By this time students have gained the efficiency necessary to read independently. This ability unlocks a world of knowledge that is theirs to have in the opening of a book. The excitement of this accomplishment can be seen in the eagerness of third graders to learn. This is a year in which content learning widens to accommodate the high inner motivation of the students. The objectives of the third grade are:

- to begin using reading skills in the content areas of the learning program
- to challenge students in self-expression, both oral and written, so that learning is not only passive (taking in facts and skills) but active (articulation of thoughts, ability to evaluate and judge, ability to synthesize and create new thoughts)
- to deepen the child’s eagerness to learn about God and Church doctrine
- to continue creative development of the child in art, music and physical education

THIRD GRADE CURRICULUM

RELIGION – (Resources for Christian Living, Faith First, 2006) this component provides a balance between beliefs (doctrine as outlined in the Catechism of the Catholic Church); scripture (Bible and other stories of people of faith); and celebration as lived out in our liturgical year. These three themes are woven into the students’ everyday life and experiences.

READING – (Macmillan McGraw-Hill, Treasures, 2006) this standard based component incorporates the use of different themes and fosters literacy growth through the use of a wide selection of fiction and nonfiction literature. A variety of approaches and techniques are used to teach and satisfy individual interest and development. Students incorporate phonics, spelling, cursive handwriting, vocabulary, language mechanics and writing activities, which are meaningfully practiced within the context of the literature experiences.

PHONICS & SPELLING – (Saxon Phonics & Spelling, 2006) Saxon Phonics & Spelling 3 is a maintenance program designed to provide an additional year of review for children who have completed Saxon Phonics and Spelling K, 1, or 2.

HANDWRITING – (Zaner-Bloser, 2003)) Zaner-Bloser Handwriting uses an easy, step-by-step approach to teach handwriting, so students develop a solid foundational skill that encourages and supports all of their writing, reading, and assessment efforts

LANGUAGE – (Shurley Instructional Materials, Inc., The Shurley Method, 1997) this component covers the eight parts of speech. Students use rhythm and a set of specific questions to classify sentences orally, identifying each sentence part as well as the overall sentence structure. Students learn how all sentence parts fit together to make sense and express an idea. They learn how to expand, improve, and edit their writing. The students then learn how to express their own ideas through formal and creative writing.

MATH –(Saxon, Math, 2001) *Math 3* is made up of five instructional components: The Meeting, Fact Practice, The Lesson, Guided Class Practice and Homework, and Assessments. **Third-graders will:** skip count by whole numbers; compare and order numbers; identify place value; identify ordinal position to twentieth; identify and complete patterns; solve routine and nonroutine problems; master all basic addition, subtraction, multiplication, and division facts; add and subtract multidigit numbers; multiply a multidigit number by a single-digit number; divide by single-digit divisors; add positive and negative numbers; picture, name, and order fractions; add and subtract fractions with common denominators; measure to the nearest quarter inch, millimeter, foot, and yard; identify the volume of standard containers; compare and measure mass; measure perimeter and area; tell time to the minute; determine elapsed time; count money; make change for \$1.00; identify angles; identify lines of symmetry; identify function rules; graph ordered pairs on a coordinate graph; tally; write addition, subtraction, multiplication, and division fact families; write story

problems for addition and subtraction number sentences; create, read, and write observations from real graphs, pictographs, bar graphs, Venn diagrams, and line graphs.

SOCIAL STUDIES – (MacMillan/McGraw-Hill, Communities, 1997) Students gain an understanding of people’s contribution to society. Development continues of social studies reading skills, map, globe, communication, time, math, and citizenship skills.

SCIENCE – (McGraw-Hill, Science, 2002) This component deals with aspects of life science, physical science, earth science and the human body..

HUMAN SEXUALITY – This component is incorporated in religion class.

ART – The students explore and learn different media such as painting, paper, collage, mobile, sculpture, and clay. The component explores color theory, primary and secondary color, monochromatic, analogous, complimentary, and warm and cool colors. Students learn paper manipulation by cutting and tearing as well as folding techniques. Different painting techniques such as resist, wet on dry and wet on wet are expanded. Different elements of art such as line, shape, texture, pattern, and positive and negative space are learned through various activities and projects. Students learn manipulation of three-dimensional media such as paper construction and clay. Students show maturity in creativity through the use of personal symbols. They show increased awareness of their individual ideas, feelings and experiences. Students describe personal responses to their work and others through verbal communication and journaling. All students have a sketch book for personal use, preparing an idea(s) for final project, writing their own assessment of their work and journaling. They are assessed through self-assessment, teacher observation and teacher assessment of individual work.

COMPUTER – Computers are used by all students in the classroom to reinforce skills taught in the classroom and computer lab. The students use the computer lab twice a week. Each session is 30 minutes long. This is the last year for review of the five major parts of the computer. The students review care of software and hardware as well as using the proper terminology. The students continue to use drill and practice and simulation programs to extend other curriculum areas. The students are introduced to the affect of computers on their lives and the many occupations that use computers. They use their knowledge of numbers and letters on the keyboard to begin word processing. In conjunction with the word processing program, the students begin using graphics with their work. They continue to use the web for class extension under the direct guidance of the teacher. Students also are introduced to e-mail and will be given the opportunity to send and receive e-mail.

LIBRARY – The students learn utilization of the following skills: card catalog, call numbers, locating books on the shelves, alphabetize to the second letter, and the parts of a book. Students are introduced to the Caldecott Award books.

MUSIC – The students participate through singing various types of songs and strive for accurate pitch, diction, proper posture and expression. Students explore musical elements and demonstrate their understanding of beat, tempo, dynamics, style, meter, tonality and rhythm patterns through various activities, self-assessment and teacher assessment. Students are exposed to various types and styles of music and show their awareness of the different instruments heard. Through listening to music, they broaden their understanding of music in relation to history and culture.

PHYSICAL EDUCATION – The students show mature form in all locomotor and non-locomotor movements. They develop the fundamental skills of dribbling a basketball and a soccer ball, recall movement patterns to a formal dance routine and perform various jump rope activities. Students learn how to take his/her own pulse and recall the components of health related fitness. Students participate in physical activity for a prolonged period of time and understand and accept feelings resulting from involvement in physical activity. They participate in the Fitness Gram testing program.

FOURTH GRADE

The fourth grade places much emphasis on making friends, belonging to the class, being fair and wanting to be treated fairly. After the spurt of motivation to learn skills in third grade, the fourth graders are ready to further educational challenges. This year in elementary education is an opportune time to teach not only content but also the importance of Christian values and the meaning of love and friendship in family, community and church. The objectives of the fourth grade are:

- to help students learn values that are based on Catholic teaching and Jesus' call to love
- to broaden content materials so that students are challenged to expand academically
- to provide student enrichment through demonstration of varied learning styles
- to take responsibility at Mass and practice the Corporal Works of Mercy.
- to model proper behavior through word and action

FOURTH GRADE CURRICULUM

RELIGION – (Resources for Christian Living, Faith First Legacy Edition, 2006) this component includes five main topics: we believe, we worship, we live, we pray and we celebrate. The children take part in liturgical preparations, types of service, and vocation education.

READING, PHONICS, SPELLING, (Houghton Mifflin, Traditions, 2001) this program includes a wide variety of literature to motivate and meet the instructional needs of all students. Reading strategies used include: predict/infer, phonics/decoding, monitor/clarify, question, evaluate, and summarize. Unique genre units offer an engaging change of pace. Phonics incorporated into spelling development and practice.

LANGUAGE – (Shurley Instructional Materials, Inc., The Shurley Method, 1997) Students use jingles, resource materials, and question-answer flows to learn and practice the eight parts of speech, sentence parts, and sentence types. Writing skills are addressed through drafting, revising, and editing to obtain a finished product. Capitalization, punctuation, and grammar skills are stressed.

MATH –(Saxon, Math, 2004) *Math 5/4* is a balanced, integrated mathematics program that includes incremental development of: whole-number concepts and computation, patterns and sequences, geometry, mental math, measurement, decimal numbers, problem solving, fractions and mixed numbers, statistics and probability. **It is made up of five instructional components:** Daily Warm-Up (facts practice, mental math, and problem solving), Daily Lesson, Daily Practice, Daily Problem Set and Cumulative Tests.

SCIENCE – (McGraw-Hill, Science, 2002) the science component includes the study of life science (plants and animals), earth science (weather, landforms, oceans, and solar system), and physical science (matter, electricity, light), and a health handbook. Experiments and video programs support these concepts.

SOCIAL STUDIES – (MacMillan/McGraw Hill, Regions, 1997) Students learn social studies through the study of maps, globes, graphs and diagrams. The areas explored are the five geographic regions of the United States. Included with regional studies are climate, industry, topography, culture, location and history.

HUMAN SEXUALITY – This component is incorporated in religion class.

ART - The students continue to learn and demonstrate various different media such as painting, paper, collage, mobile, printing, sculpture and clay. Color theory such as primary and secondary, monochromatic, analogous, complimentary, warm and cool are expanded. Students learn paper manipulation by cutting, tearing and folding techniques. Different painting techniques such as resist, wet on dry and wet on wet are learned. Students continue to explore and develop various brush techniques and elements of art such as line, shape, texture, pattern, positive and negative space and contour. This component also covers manipulation of 3-dimensional media such as paper construction, sculpture and clay. Students demonstrate increased maturity and expression of their ideas with interesting patterns and more mature drawing techniques. They foster their creativity through the use of personal symbols, and define and use appropriate art vocabulary. Students show increased awareness of their individual ideas, feelings and experiences. They describe personal responses to their work and others through verbal communication and journaling. All students have a sketch book for personal use, preparing an idea(s) for the final project, writing their own assessment of their work and journaling. Students are assessed through self-assessment, teacher observation and teacher assessment of individual work.

COMPUTER – The students use the computer lab twice a week. Each session is 30 minutes in length. Students now demonstrate a mastery of these skills: the ability to use prepared software, the use of the mouse, the use of correct terms to describe computer components, and the ability to properly handle software and hardware. The students review how computers affect them and others in the world around them. The majority of the year is spent on developing their keyboard skills which is used in conjunction with basic word processing. Internet use emphasizes sending and receiving e-mail. Students will be required to keyboard 12 words per minute to be considered at mastery level.

LIBRARY – The students are responsible for library usage, and demonstrate enjoyment of the library both as an independent patron and member of the class. Students demonstrate good citizenship habits such as returning materials on time and careful use of all materials. The children use the card catalog to locate materials from which to find information and will learn the arrangement of nonfiction materials on the shelves by using the Dewey decimal classification system. Students define biographies and location of these books, and define the reference materials.

MUSIC – Students participate by singing various types of songs and strive for accurate pitch, diction, proper posture, expression, dynamics and style. Students assess their own performance. Students explore musical elements and demonstrate their understanding through various activities, self-assessment, and teacher assessments. They are exposed to various types and styles of music, study important composers and their compositions, and show their awareness of the different instruments heard. Through listening and discussion of music they broaden their understanding of music in relation to history and culture. Students learn to play the pre-band instrument, the recorder, and show proficiency on the instrument through, knowledge of the notes GABC D on the staff, correct fingering of notes, and performing. They are assessed of their understanding. Students have the opportunity to participate in the Joyful Noise Singers choral group.

PHYSICAL EDUCATION – This component allows the students to continue to master locomotor and nonlocomotor movements. They demonstrate balance with control on a balance beam, perform a basketball chest, bounce and overhead pass, show an appropriate grip when throwing a ball, maintain aerobic activity for a specific period of time and identify at least one activity associated with each component of health related fitness. Students will participate in physical activity for the purpose of developing a healthy lifestyle and will take into account their own actions in regard to personal decisions. Students participate in the Fitness Gram testing program.

FIFTH GRADE

The fifth grade program stresses both skill development and content learning as a must in the educational process. At the same time, enrichment and creativity of all kinds are necessary in order to maintain a broad perspective on the meaning of learning. Fifth grade students take responsibilities as leaders in the school by helping younger students and by continuing responsibilities of active participation at school liturgies. The objectives of the fifth grade are:

- to help the students gain the highest potential possible for independent learning
- to develop not only information-acquiring skills, but also the skills of analysis, synthesis and evaluation
- to continue the development of the students' understanding of God and of their role in the Church, not only as recipients of the gifts of Church membership but also as active, responsible contributors to the Body of Christ
- to encourage the student to take responsibility in the learning process so that learning is seen as happening not only in school but as an active process of a lifetime

FIFTH GRADE CURRICULUM

RELIGION – (Resources of Christian Living, Faith First Legacy Edition, 2006) this component includes five main topics: we believe, we worship, we live, we pray and we celebrate. The children take part in liturgical preparations, types of service, and vocation education.

READING, PHONICS, SPELLING, PENMANSHIP – (Houghton Mifflin, A Legacy of Literacy, 2001) Six themes, which coordinate well with our studies in science and history, are used to teach various genre of literature, reading strategies, phonics and decoding skills, vocabulary, grammar, writing of various types as well as listening, speaking and viewing skills.

MATH – (Saxon, Math 6/5, 2005) this component includes problem solving and number concepts and theory. Students practice computation of addition, subtraction, multiplication, division, fractions, mixed numbers, integers, and rational and real numbers. Estimation, reasoning skills, geometry, spatial sense, ratios, proportions, percents, statistics, graphing and probability are included. Measurement involving length, width, height, weight, mass, capacity, temperature, perimeter, area, volume, time and money are covered. An emphasis is placed on mastery and retention of skills taught.

SOCIAL STUDIES – (Teachers' Curriculum Institute History Alive! America's Past, 2006) *History Alive! America's Past* covers American history from the first migrations into the Americas through the 20th century. Intense interaction with the personalities, places, and events that structured our nation leads students to be both keen observers of and informed participants in U.S. history.

LANGUAGE - (Shurley Instructional Materials, Inc., The Shurley Method, 1997) this component includes more mature development of sentence structure and forms, listening and speaking, dictionary vocabulary, critical reading and thinking skills, and use of parts of speech. Heavy concentration is placed on creative writing, types of writing mechanisms and literary appreciation and devices to reading.

SCIENCE – (McGraw-Hill, Science, 2002) the science component places a strong emphasis on experiments, reports, and hands-on activities to make the lessons more meaningful. Studies include structures of plants and animals, interactions of living things, Earth and its resources, weather and climate, properties of matter and energy, & motion and energy.

HUMAN SEXUALITY – (Resources for Christian Living, Faith First, 2000) This component complies with the wishes of the Catholic Church, the Pope, our bishops, doctors, counselors and others who work with

youth. Their recommendation is that children be taught a reverence for this precious gift from God. Emphasis is placed on the sacredness and respect inherent in the gift of God. A parent-student-teacher work night is scheduled, focusing on communication, changing, values and sharing.

ART – In this component, the students continue to explore and expand their experiences with different media such as painting, paper, collage, mobile, printing, sculpture and clay. Color theory such as primary and secondary color, monochromatic, analogous, complimentary, and warm and cool is stressed through a more mature creativity. Students learn paper manipulation by cutting and tearing and folding techniques. Painting techniques such as resist, wet on dry, wet on wet and brush techniques are covered. Students learn elements of art such as line, shape, texture, pattern, positive and negative space, contour, and perspective. Students will explore art through various activities and projects. Manipulation of three-dimensional media by the use of paper construction, sculpture and clay will occur. Students use personal symbols in their work, define and use vocabulary appropriately, use the process studied to create their art and identify the connections between the visual arts and other disciplines. They show increased awareness of their individual ideas, feelings, and experiences. Students describe personal responses to their work and others through verbal communication and journaling. All students have a sketch book for personal use, preparing an idea(s) for the final project, writing their own assessment of their work and journaling. Students are assessed through self-assessment, teacher observation, and teacher assessment of individual work.

COMPUTER – Computers are used by all students in the classroom to reinforce skills taught in class and the computer lab. The students use the computer lab twice a week. Each session is thirty minutes long. Students review the variety of computer related occupations and how the occupations affect them. They continue to work on their keyboarding skills and the use of them in conjunction with the word processor. The students are introduced to a variety of computer types and the many uses for them. They also are introduced to the different copyright laws that apply to computers and other media. The students are introduced to the basic concepts of the database and spreadsheet. Students will be required to keyboard 15 words per minute to be considered at mastery level.

LIBRARY – The students learn to be responsible for library usage. Students identify parts of a book including the appendix, bibliography, glossary, copyright date, publisher, title page, and table of contents and index. The card catalog is used in-depth to identify different reference sources. Students have the opportunity to read award-winning books.

MUSIC – The students participate through singing various types of songs and strive for accurate pitch, diction, proper posture, expression, dynamics, and style. Students assess their own performance. Students explore musical elements and demonstrate their understanding through various activities, self-assessments, and teacher observation and assessments. Students are exposed to various types and styles of music, study important composers and their compositions, and show their awareness of the different instruments heard as well as discuss the different elements found within the composition. Students are assessed through observation and written assessment. Through listening and discussion of music, they broaden their understanding of music in relation to history and culture. Students continue their study of the pre-band instrument, the recorder, and show proficiency on the instrument through correct fingering, knowledge of the notes GABC D EDC on the staff, and performing, show correct articulation, and be assessed of their understanding. Students have the opportunity to join the Joyful Noise Singers choral group.

PHYSICAL EDUCATION – The students will begin to learn skills related to team sports, and participate in physical activity outside the classroom for the purpose of physical fitness as well as personal enjoyment. Students dribble a basketball and a soccer ball using mature form, dribble and pass a hockey puck using proper grip, strike a low moving object (ball) using mature form, and understand that applied force affects distance and accuracy of an object. Students calculate pulse and chart target heart rate, recall at least 5 activities that help to improve physical fitness, and identify all components of health related fitness and activities related to each component. Fitness Gram testing is also used.

SIXTH GRADE

The sixth grade curriculum forms an important transition from the elementary school experience to the middle school concept. This is a culminating year of skill development and content learning while enrichment and creativity enhance the learning process. The objectives of the sixth grade are:

- to encourage the student to attain the highest level of independent learning
- through analysis, synthesis, and evaluation, the student will assimilate information
- to continue developing a personal relationship with God; to become actively involved in the ministry of service to the church and the larger community
- to encourage self-motivation in the life-long pursuit of learning

SIXTH GRADE CURRICULUM

RELIGION – (Resources for Christian Living, Faith First Legacy Edition, 2006) Students study sacred scripture, the church as the body of Christ, the liturgy, sacraments, Mary, vocations, service to the Church, making choices, and prayer.

READING, SPELLING – (Houghton Mifflin, A Legacy of Literacy, 2001) There are six reading themes in the sixth grade series with accompanying works of literature. These themes are Courage, What really happened? /Plays, Growing Up, Discovering Ancient Cultures, Doers and Dreamers, and New Frontiers: Oceans and Space. This series offers content application across the curriculum. Further development of skills in writing, spelling, phonics, social studies, math, and creative writing heightens interest in these themes even further. Additionally, there are computer software resources, video and audio cassettes available for further study.

MATH – (Saxon, Math 7/6, 2002) Topics in this component include extensive critical thinking and problem solving situations. Students study ratios, percents, estimating, placing value and number theory. Higher computation skills for adding, subtracting, multiplication, and division of whole numbers, fractions, decimals and positive and negative integers are covered. Students do measurements involving length, time, capacity and mass. Geometry skills of calculating perimeter and area volume occur. Algebraic equations and inequalities are introduced.

SOCIAL STUDIES – (Teachers' Curriculum Institute History Alive! 2006) *History Alive! The Ancient World* introduces students to the beginnings of the human story. As they explore the great early civilizations of Egypt and the Near East, India, China, Greece, and Rome, students discover the secrets of these ancient cultures that continue to influence the modern world. *History Alive! The Medieval World and Beyond* explores the legacy of civilizations from Europe, Africa, and the Middle East to Asia and the Americas. From the decline of feudalism to the revolutions in science, exploration, and thought that are the foundations of our modern world, students will discover rich connections to the past.

LANGUAGE – (Shurley Instructional Materials, Inc., The Shurley Method, 1997) the language component includes learning parts of speech, types of sentences, vocabulary, and punctuation. Writing skills include poetry, expository essay, descriptive paragraph, persuasive essay, narrative essay, and journal writing. Particular attention is given to utilizing the six-trait analytical model to improve writing skills and as an evaluation measure.

SCIENCE – (McGraw-Hill, Science, 2002) the life science component includes studies of plants, cells, heredity, fossils, ecosystems and biomes. The human body’s control systems and ways of staying healthy are examined. Physical sciences cover the structure of matter, compounds, gravity, motion, electricity, light and sound. Earth science explores the earth’s moving plates, conservation, weather and space..

HUMAN SEXUALITY – This component is covered in religion and health classes using the book Growing Healthy, 1996.

ART – In this component, students execute more in-depth projects. Students learn about and explore artists by discussing their art through the use of the art prints and resources, and their relationship to composers of the same times in history, and creating projects in which they explore different artists’ styles and compositions. An acrylic painting and mature clay project enhance the curriculum. Students learn to use personal symbols in their work, define and use vocabulary appropriately, use the process studied to create their art and identify the connections between the visual arts and other disciplines. Students show increased awareness of their individual ideas, feelings and experiences. They describe personal responses to their work and others through verbal communication and journaling. All students have a sketch book for personal use, preparing an idea(s) for the final project, writing their own assessment of their work and journaling. Students are assessed through self-assessment, teacher observation and teacher assessment of individual work.

COMPUTER – The students use the computer lab twice a week. Each session is thirty minutes long. Students review the different computer types, the variety of computer uses, the copyright laws and how those laws apply to the students. They continue to develop their keyboarding skills and how to use them in word processing. The students also review database structure and key components. They are introduced to the privacy implications surrounding computers. The students begin to learn the benefits of keyboard shortcuts and how to use them. Students will be required to keyboard 17 words per minute to be considered at mastery level.

LIBRARY – The students learn to be responsible users of the library and library materials. They become familiar with various authors and forms of literature. Students identify, select, and develop more independence in using reference materials and locating appropriate sources of information.

MUSIC – The students further explore different styles of music. There are more listening experiences. Students sing two-part octavo music. Students demonstrate correct singing technique, diction pronunciation, and proper breathing technique and posture. This class is geared toward being a performance class.

BAND – The students learn how to make music. Using skills taught previously in music class, they take their first a step toward making music using a musical instrument. Along with playing music, they also learn to read music, rhythms and to use the music language.

PHYSICAL EDUCATION – The students will refine skills that are related to team sports. They can throw a variety of objects demonstrating both accuracy and force, hand dribble and foot dribble while preventing an opponent from stealing the ball; design and perform tumbling and dance sequences that combine traveling, rolling balancing and weight transfer into smooth flowing sequences with intentional changes in direction, speed and flow; and keep an object continuously moving with a partner using a striking pattern. Cognitive decision-making skills in a team sport setting are emphasized. The students will begin to take responsibility for their own physical activity both in and out of the classroom and to show respect for differences among other classmates. Students can compute individual target heart rates and target heart zone; keep a record of heart rate before, during, and after vigorous activity; participate in fitness enhancing organized physical activities; engage in physical activity at their target heart rate for a minimum of 20 minutes; correctly demonstrate activities designed to improve each component of health related fitness. Participation in the Fitness Gram testing also takes place.

HEALTH – The Health curriculum is entitled “Growing Healthy”. The curriculum explores all the body systems, concentrating on the circulatory system. In depth concentration on diseases of the circulatory system, prevention of diseases, and promotion of wellness are also discussed.

HUMAN SEXUALITY:

EDUCATION-FORMATION PROVINCE OF KANSAS

The Catholic Bishops of the Dioceses in Kansas have directed the Superintendents of our Catholic Schools, the Directors of Marriage and Family Life, of Youth and Religious Education in their respective dioceses to work with our pastors and parents to provide “Human Sexuality: Education-Formation” for our people.

Human Sexuality Education-Formation is a holistic process based on Catholic moral principles and the sacredness of the human person as created by God. It includes the knowledge, understanding and appreciation of one’s biological make-up and of what masculinity and femininity mean in one’s relationship to God, to neighbor and to self in a mature way. Human Sexuality Education-Formation must integrate the intellectual, emotional, physical social, moral and spiritual in the lives of all peoples.

Human life is created by God. It is sacred. God has endowed all human life with a special dignity, including the dignity and beauty of procreation. It is on these sound principles of respect for all human life that we develop our Catholic understanding and appreciation for human sexuality cannot be developed without a correct understanding of God’s moral principles governing life and human sexuality.

With great concern, we are aware of the denial or the ignoring of these moral principles concerning human life and human sexuality in today’s society. The Church’s goal is to instill in Catholic young people and adults the knowledge and appreciation of these Christian truths, and the firm commitment to live by them. Today’s Catholic parents and young people, all peoples must be able to make sound moral decisions in the face of opposing amoral or immoral values.

The “Guidelines” established by the Bishops of the United States for Human Sexuality: Education-Formation, will provide and will serve as the theological basis for all programs in our dioceses. These Guidelines are to be implemented, taking into consideration the cultural, economic and intellectual backgrounds of our Catholic people.

We recognize and strongly support Catholic parents as the primary educators of their children; they also have the primary responsibility. This primary right and responsibility also pertains to Human Sexuality; Formation-Education of their children. We recognize, also, that our young people, even as many adult Catholics, receive much of the Formation-Education through the communications media and through peer group influence. Often much of this is negative and contrary to our Catholic moral principles: that being the case, concerned parents and educators look to the Church for support and direction.

Therefore, to fulfill our serious duty as Teachers in the Church, and to assist our brother priests, parents, families, and young people, all peoples, we have instructed the Offices of our Catholic Schools, Religious Education, Youth, Family Life to provide a “Statement of Policy” and “Guidelines” for HUMAN SEXUALITY: FORMATION and EDUCATION”.

I. Policy Statement

We reaffirm the primordial rights and obligations of parents to educate and form their children in human sexuality.

Parishes and Catholic schools within the Arch/Dioceses of the Province of Kansas are responsible for aiding the parents in human sexuality education-formation.

In view of the current concerns, this education-formation must include information about sexually transmitted diseases.

This education-formation is to be in accordance with the guidelines of the United States Catholic Conference, “Education in Human Sexuality For Christians,” and is to follow the guidelines for the respective Arch/Diocese in the Province of Kansas.

This policy is to be implemented by all parishes and Catholic schools within the Arch/Dioceses of the Province of Kansas by the fall of 1988.

II. United States Catholic Conference Guidelines

“Foundation For a Christian Description Of Human Sexuality”

- A. Each person is unique, created male and female in the image of God.
- B. Each person is created to be loved and to love.
- C. Human relationships are expressed in a way that is enfolded and sexual.

- D. Christians carry the responsibility to work toward Christian sexual maturity. Even though original sin has weakened our human nature, making us imperfect and susceptible to temptation and personal sin, all human life in its physical, psychological and spiritual dimensions is fundamentally good.
- E. Mature Christian sexuality demands a life-enriching commitment to other persons and the community.
- F. Conjugal sex is an expression of the faithful, life-enriching sacramental love of husband and wife and likewise is ordained toward procreation of new life.

III. Guidelines for the Province Of Kansas

- A. Human sexuality education-formation:
 - 1. Recognizes parents as the primary educators: parishes and schools are to offer them support
 - 2. Is grounded in current Church teaching
 - 3. Identifies Christian values and principles of human sexuality
 - 4. Helps build a positive self-image
 - 5. Provides criteria for curriculum
 - 6. Provides criteria for training of educators
- B. The Arch/Dioceses will:
 - 1. Form an initial committee composed of parents and educators to establish criteria for the above and plan for its implementation
 - 2. Involve and communicate with parents, parish and the school at every stage of planning, implementing, and evaluating
 - 3. Consult with Faith and Community resources for assistance
 - 4. Establish a process for on-going evaluation of the formation/education.

IV. Explanation of Guidelines

- A. Support for parents should include:
 - 1. A process for getting parents involved
 - 2. A means to clarify parental values and enhance self-esteem, understanding and acceptance of their own sexuality
 - 3. A means to improve communication skills between parent and child
 - 4. A means to recognize and validate the way parents live out their own sacramental/sexual relationship.
- B. The Arch/Dioceses will form an initial planning committee which will:
 - 1. Study the Arch/Diocesan policy and guidelines, and the U.S.C.C. guidelines
 - 2. Establish a process under which the committee will operate
 - 3. Establish ways and means of communicating with all concerned
 - 4. Assess the needs of the local parish and school community
 - 5. Provide a process for approval/adoption of criteria and content
 - 6. Set long-term and short-term goals and objectives for the committee
 - 7. Provide a process for ongoing evaluation of the education-formation by all concerned
- C. Every parish/school will continue to regard human sexuality education-formation as a high priority in parish/school programming. These efforts must include parental understanding, approval, and will require teachers' cooperation with parents. Parents, as primary educators, have the right and duty to be informed about the content of such textbooks and other instructional materials to be used, as well as the qualification of instructors.
- D. Every parish/school community needs to be made aware of personnel, materials, etc. available in the community, parish and the arch/diocese.
- E. Goals and objectives are to reflect the needs of parents and children. A process of evaluation of the sexuality education-formation programs should be devised.

V. Criteria for the Selection of Curriculum – K-12

- A. Parental involvement must permeate each step of the Human Sexuality Education-Formation process.
- B. The content of the curriculum must be factually correct.
- C. The content must integrate church teaching, papal documents, bishops' statements. It must also fulfill the expectations put forth in the National Catechetical Directory, which means it must be morally sound and theologically correct.
- D. The curriculum content must be written in terminology that is appropriate to the age of the students. It must be pedagogically up-to-date and be applicable and pertinent to the lives of young people.
- E. The curriculum content must be based on respect for the whole of human life. It must be consistent with Catholic values. It must emphasize the beauty of God's design, the sacredness of Christian marriage, the importance of wholesome friendships and the value of chastity according to one's state in life.
- F. The curriculum must further include the spiritual, mental, emotional, physical and social aspects of sexuality, always teaching the equality of men and women, their uniqueness and complimentary.
- G. The curriculum must help young people to develop the process of decision making based upon an informed conscience. It must assist in the development of a personal relationship with God. It must reinforce the spiritual growth of self in communion with others.
- H. The curriculum should promote positive self-esteem, self-control, responsibility, abstinence and respect.

- I. The curriculum should help young people to become critically aware of the attitudes and values regarding human sexuality that are presented in the media, through peers, family systems, and current life-styles.
- J. The curriculum should accent the positive. The guidelines offered by the State Department of Education should be used as resource.

VI. Teacher Preparation

- A. Qualifications of Teachers:
 - 1. The teacher should have a genuine liking and respect for children and young people.
 - 2. The teacher should be sensitive and receptive to the needs of children and young people.
 - 3. The teacher should have a desire to help children and young people understand their sexuality.
 - 4. The teacher should have the ability to be open and to listen.
 - 5. The teacher should have an enthusiasm for the goals of the course.
 - 6. The teacher should have an understanding, appreciation, and acceptance for the teachings of the Church regarding human sexuality.
 - 7. The teacher should have an understanding of Catholic values and be able to model them to those he/she teaches.
 - 8. The media reflects the values and attitudes concerning human sexuality in both a negative and positive way in our society today. The teacher must be aware of this and have the ability to critically and creatively reflect on this.
 - 9. The teacher must be made aware of parental attitudes and the special challenges offered by single parent families, divorced families and blended families.
 - 10. The teacher should have positive attitudes toward his/her own sexuality.
- B. Content for teacher preparation:
 - 1. The content must reflect an integration of the following disciplines: biology, physiology, psychology, and theology.
 - 2. The content must help teachers to address their own attitudes about sexuality.
 - 3. The content for the teachers must include all that is contained in whatever program that is adopted by the diocese.
 - 4. The content for the teachers should also include fertility awareness as it is presented by the NFP teachers in the Province of Kansas.
- C. The process of teacher preparation:
 - 1. The process must include reflection on the positive and negative way sexuality is presented in the public media. It should include information on how teachers can creatively use the media in helping students reflect critically on society's sexual values.
 - 2. The process must be sensitive to the current state of family life, especially the growing numbers of blended families and the challenges involved in the sexual development of these families.
 - 3. The process must be positive and build upon the sacredness and dignity of the human person.
 - 4. The process should enlist the assistance of Catholic colleges in the four dioceses to offer programs and courses in human sexuality.
 - 5. The process must continue the existing workshops and training sessions. If such training sessions do not exist in a diocese, efforts should be made to establish such resources, collaborating with other diocesan departments.
 - 6. All catechist formation programs should include courses in human sexuality.

VII. Parent Involvement and Preparation

- A. What is expected of the Parish/School
 - 1. The parish/school must provide opportunities for parents to gain a renewed understanding of their own sexuality. The parents must be strongly encouraged to attend and participate.
 - 2. These opportunities must include an understanding of current Catholic teaching.
 - 3. It must likewise include communication skills as the foundation for sharing faith in general and human sexuality in particular, with each other and with children.
 - 4. There must be sessions which include both parent and student in discussion of the student content of the program.
 - 5. Parents must have access to on-going resources, including adult "peer support" systems.
- B. What is expected of parents/guardians/adults
 - 1. Parents/guardians must be open to understanding their role and responsibility in the overall faith formation of the family. The understanding of human sexuality is integral to that.
 - 2. Parents/guardians must participate in orientation sessions for their role in their student's program.
 - 3. Parents must participate in the student-parent sessions offered by the school and/or religious education classes.
 - 4. Parents/guardians should participate in those educational opportunities to gain a renewed understanding of their own sexuality and current Catholic teaching.