

CATHOLIC SCHOOL POLICY HANDBOOK

SECTION 5000

CURRICULUM/INSTRUCTION

TABLE OF CONTENTS
CURRICULUM/INSTRUCTION
Section 5000

Curriculum	5010
Curriculum Guidelines, Regulation	R-5010
Goals of Testing Programs	5020
Shared Time Classes	5025
Experimental/Innovative Programs	5030
Textbook Selection	5044
Elementary School Subject Areas	5050
High School Subject Areas	5055
Religion.....	5060
Mathematics.....	5070
Social Studies.....	5080
Language Arts.....	5090
Science	5100
Foreign Language	5110
Family Life Education	5114
Health Education	5117
Physical Education.....	5120
Computer/Technology Education.....	5130
Internet and Related Technologies	5132
Internet and Related Technologies, Regulation.....	R-5132.1
Electronic Information Access & Use Contract for Students.....	5132.2
Fine Arts	5140

Practical Arts	5150
Government/Graduation Requirement.....	5155
School Athletic Program.....	5160
Role of School Principal in Athletic Programs.....	5165
Principal-Ultimate Accountability; the Principal and the Athletic Director; Spectator Conduct at Athletic Contests	R-5165.1
Elementary and Junior High Athletics, Regulations.....	R-5165.2
School Athletic Program Eligibility	5170
Class Size/Professional Staff Ratio	5202
Time Distribution.....	5206
Form -- Model for a Weekly Time Distribution (based on 5 hours day)	5206-Form 20
Form -- Model for a Weekly Time Distribution (based on 5 1/2 hour day).....	5206-Form 21
Reconciliation, Initial Reception of.....	5400
Confirmation/First Eucharist, Catechesis for Reception of	5425
Youth Retreats	5460

CURRICULUM

The school curriculum encompasses all the learning experiences -- cognitive, psychomotor, and affective -- that are planned and directed by the school.

The curriculum develops the student's responsibility to God, self, home, church, community, world and other persons.

The curriculum shall be broad in scope and shall provide for a wide range in rate and readiness and potential for learning.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

REGULATION

CURRICULUM/INSTRUCTION

R-5010-School

CURRICULUM GUIDELINES

The curriculum shall reflect the stated Catholic philosophy and goals of the school.

The organization and functioning of various facets of the curriculum shall be consistent with the stated objectives of the school.

The curriculum shall reflect the fundamental principles of student growth and development and the specific theories accepted at the school. It shall recognize and make provisions for the spiritual, physical, emotional, mental and social individualities among students.

The curriculum shall address the needs of the community.

The curriculum shall relate to the life experiences and environment of the student.

The curriculum shall utilize the resources of the community in which the school is located.

The curriculum shall address the need of the student to function effectively within a social context.

The curriculum shall be developed by the professional staff, with the appropriate involvement of the community and students.

Inter-disciplinary approaches to teaching merits consideration at all curriculum levels.

GOALS OF TESTING PROGRAMS

The Secretariat for Education and Formation shall set up a system-wide testing program which aims to:

1. Assess and diagnose strengths and weaknesses of the total instructional program in the Catholic schools within the Diocese.
2. Obtain reliable information about the pattern of growth for individual pupils.
3. Aid the teachers in diagnosing, prescribing, and improving instruction.

In the fall of 2004, the Diocese adopted the Measures of Academic Progress test (MAP), produced by the Northwest Evaluation Association. This assessment instrument provides schools with data to:

- Identify student instruction levels
- To measure growth over time for students and for school programs.

Policy Adopted: August, 1988

Policy Revised: August, 2008

SHARED TIME CLASSES

A non-public pupil who attends a private or parochial school may be enrolled on a part-time basis in grades 1-12 in nonessential courses provided by a public school, subject to district's enrollment policy. Examples of nonessential elective course include band, art, computers, life skills, career and technical education, vocational education, physical education, driver's education, and advance placement level courses.

Public school districts may now provide shared time courses to parochial school students on parochial premises using public school employees. These courses would be non-essential elective courses listed above and non-offered languages.

Courses that are considered essential to a pupil's curriculum, and thus not eligible, are mathematics, reading, English, social studies, science, writing, civics and history etc.

Non-public schools should contact the public school district or local public school to inquire or arrange for shared time programs.

Policy Adopted: August, 2008

EXPERIMENTAL/INNOVATIVE PROGRAMS

All experimental/innovative instructional programs are initiated with the approval of the school principal and the knowledge of the Secretariat for Education and Formation. These programs include all pilot programs in subject fields, as well as total or significant redesign of any instructional program.

The contact with the Secretariat for Education and Formation can have a twofold effect:

1. Information about an experimental/innovative program at one school can be shared easily with another school which is similar.
2. If the program is new and proves effective, the Secretariat can provide assistance with dissemination to all the schools.

Experimental/innovative instructional programs must adhere to the following guidelines:

1. The school principal must approve all experimental/innovative programs and notify the Secretariat for Education and Formation of these programs.
2. The innovative program shall be developed fully.
3. The purposes and objectives for the program shall be stated explicitly.
4. The program shall hold promise of providing more effective education for the students in this particular school.
5. An evaluation process shall be built into the program from the outset.

Policy Adopted: August, 1988

Policy Revised: August, 2008

TEXTBOOK SELECTION

The selection of textbooks is the responsibility of each school in consultation with the Office of Catholic Schools.

The following should be used as guidelines for selection:

1. Available research.
2. Recommendations of the Office of Catholic Schools.
3. Compatibility with Diocesan curriculum.
4. Committees that transition parochial lower elementary students to public secondary school.

Policy Adopted: August, 1988

Policy Revised: August, 2008

ELEMENTARY SCHOOL SUBJECT AREAS

The required curriculum areas for the elementary schools are:

Religion

Mathematics

Social Studies

Language Arts

Science

Family Life Education

Health Education

Physical Education

Computer/Technology Education

Fine Arts (music and art)

The curriculum should be broad enough to encourage improvement and flexible enough to facilitate change.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008

HIGH SCHOOL SUBJECT AREAS

HIGH SCHOOL SUBJECT AREAS/GRADUATION REQUIREMENTS

The required curriculum areas for the high schools are:

Religion	4 credits
Mathematics	4 credits
Social Studies	3 credits
English Language Arts	4 credits
Science	3 credits
World Language	2 credits in grades 9-12; OR an equivalent learning experience in grades K-12; Effective beginning with students entering 3 rd grade in 2011 (Class of 2016)
Physical Education/Health	1 credit; Additional courses could include, but are not limited to, Family Life Education, etc.
On-Line Learning Experience; Course, Learning or Integrated Learning Experience	
Visual, Performing & Applied Arts - 1 Credit	

The curriculum should be broad enough to encourage improvement and flexible enough to facilitate change.

Michigan Merit Curriculum
High School Graduation Requirements
Effective Beginning with Students
Entering 8th Grade in 2006 (Class 2011)

Policy Adopted: August, 2006

RELIGION

Catholic Schools exists to proclaim the lordship of Jesus Christ. They must above all bring students to salvation through a Gospel and Sacrament centered life. The story of salvation history, as told through the Old and New Testament, is to be studied and reflected upon. The "Catechism of the Catholic Church" is to be the reference point in the study of the Sacramental Life of the Church, and is to be taught in a way that the connection between knowledge and life experience is comprehended. The study of the moral life, emphasis on peace and justice, experiences in various forms of prayer are to be major components of the Religion curriculum.

Therefore, the **goals** for the students become:

A student who is knowledgeable about the story of salvation history as told through the Old and New Testament.

A student who understands the development and meaning of the seven sacraments and their relationship to daily living, and the importance of prayer.

A student who is able to exhibit in one's daily life experiences and relationships the aspects of Catholic morality, social justice and pursuit of peace.

A student who is enthusiastic in their faith that, in living their faith in Jesus, they freely share it with others.

A student who becomes, through one's life, words and actions, an evangelizing person.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August 2008

MATHEMATICS

The dictionary defines mathematics as: "the science of numbers and their operations, interrelations, combinations, generalization, and abstractions: the science of configurations and their structure, measurement, transformations, and generalization."

Yet life defines mathematics as:

- a tool necessary for modern day-to-day living;
- a language with its own structure and vocabulary that communicates precision and logic internationally and across subject areas;
- an art containing form, pattern, rhythm and beautiful design;
- a process of thinking deductively and inductively; and
- a means to visualize the values of balance, order, harmony, equivalency, and to integrate those insights into life situations, relationships and events.

Therefore, the **goals** for the students become:

A student who is mathematically literate with prompt recall of basic knowledge and skills.

A student who is mathematically confident and competent in understanding concepts, inferring relationships, and solving multi-dimensional problems.

A student who is mathematically astute in creative problem solving, genuinely fascinated by the logic, order, and beauty of the subject, and stimulated to discover and investigate new possibilities.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

SOCIAL STUDIES

In the beginning God began creating a world. God peopled it with individuals alike but different. These people grouped together within various settings of time and place. They built on past traditions in order to improve present situations. Their story and structures provided resources and direction, enhancement and continuity of life to future generations living in the global community. People within cities, nations, international organizations, when freed of oppression, learned to solve problems, resolve conflicts, and live harmoniously. A price was paid for peace; sometimes through drastic change, at other times through violent reactions. Civilization rose and fell, God's providence and purpose survived. With expanding populations, boundaries, and ideas the world has shrunk to greater interdependence and interrelatedness. The story of God's people continues to unfold. The present generation becomes author, co-creator, and responsible or irresponsible decision makers for the future.

Therefore, the **goals** for the students become:

A student who joyfully and realistically accepts and expresses who he/she is as a free, unique, evolving human being capable of doing good and evil; and created by God to share His life, now and forever.

A student who differentiates and appreciates within individual persons and groups diverse lifestyles, physical differences, and varying beliefs, backgrounds and values.

A student who upholds human rights for all; who understands the need to share resources personally, and on a global scale, and who is actively concerned for the oppressed, the isolated, the deprived, and the weak in all levels of the community.

A student who can recognize the need for structure, order, and authority in human organizations; who recognizes and upholds the democratic stance of representative rule of the people and so becomes an informed, responsible participant in the decision-making processes.

A student who appreciates the strengths and weaknesses of the people of past generations who gave lives, shared ideas, spoke a prophetic truth, and thus build the earth for us to take into the next millennium.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

LANGUAGE ARTS

God has revealed Himself to us in many ways: in nature, in Jesus, in the Scriptures, through each other, the Church, and in the signs of the times. God Self-communicates. The Word was made flesh. Humans are made in God's image. We self-communicate. We learn the mystery of ourselves, others, our world, and our God through communication, through using our senses, through reflection, through expression.

We listen within ourselves. We listen to, hear from, read about others and our world. Whatever the medium, life is revealed, a message is given. The awesomeness of human contact is achieved when the message is received, and a meaning is shared. When that meaning, correct or incorrect, registers in human consciousness, comprehension must be validated, critically analyzed, and then expanded further to enrich, question, challenge, entertain, teach.

Language Arts is the tool for human communication. It provides the structure, vocabulary, form, media, opportunity for persons of all ages, from all places, to process information and share insights across boundaries of space and time. God continues to use the human family to reveal Himself.

Therefore, the **goals** for the students become:

A student who communicates thoughts and feelings both in written and spoken word with clarity, confidence, and correctness.

A student who comprehends well, infers rightly, and analyzes critically, what is said and read in a spirit which recognizes truth, appreciates beauty, respects originality and enjoys the pleasure and knowledge of humor and pathos transmitted through words.

A student who creatively expresses oneself in dialogue and composition; who is effective in and receptive to communicating through various media the concerns and events of all earth's people; who appreciates and respects the "word" as self-revelation as well as an instrument of God's continued self-communication of Himself in others.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

SCIENCE

In the beginning God began the slow process of creating our earth within the vastness of the universe. God structured matter to support life. Life continues to evolve through periods of time in which form, structure and capabilities of God's creation change and grow more beautiful, accessible, and conscious. Populations of living things form ecosystems balanced by nature to provide the necessities. Scarcity forces adaptations, imbalance causes destruction. Diversified creatures with varied life cycles share and support the same environment. The world becomes community. At the pinnacle of life stands the human person. Human beings become co-creators of the earth's future. Earth's balance is now enhanced or destroyed by use. Future life will be determined by our decisions.

Therefore, the **goals** for the students become:

A student who probes with curiosity, analyzes scientifically, and hypothesizes theory about the form, rhythm, balance, order and form found similarly in the micro- and macrocosm of the earth and earth's living creatures.

A student who perceives oneself, the group to which one belongs, and the whole earth family as part of one ecosystem; consciously aware of the effect personal and societal decisions have on the balance and harmonious functioning of that ecosystem; and committed to be informed and act responsibly regarding the problems and issues of the day which destroy life and destruct earth and its resources.

A person who respects all forms of life; grateful for the variety of forms; the enhancement that color, light, heat and sound bring to this earth; fascinated by attraction, force and motion; mesmerized by ocean depths and mountain heights; and over-awed by God's availability and Self-revelation in His world.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

FOREIGN LANGUAGE

God has created in the human family a mosaic of languages. Languages which unite a certain group of people, not only with a particular grammar, a variety of sounds and a certain word and sentence structure, but also which captures a unique worldview, culture and sense of self.

The study of foreign languages provides the student with the opportunity to enter into this worldview, become familiar with the culture, and opens him/her to a more encompassing sense of self. It enables the student to value the differences in others, while it also reaffirms the commonality we all share as members of the human family.

Therefore, the **goals** for the students become:

A student who comprehends the structure, vocabulary, syntax of a foreign language, who is able to communicate with others in both written and spoken word with clarity, confidence, and correctness.

A student who appreciates the beauty of the foreign language, who learns about the culture it captures and the people it represents, and respects that culture and the people who speak the language.

A student who creatively expresses oneself in dialogue and composition, who analyzes the variety of meanings and nuances in words, and can correctly translate not only words but also these meanings and nuances in written or spoken word.

Policy Adopted: July, 1995

FAMILY LIFE EDUCATION

The purpose of Family Life Education is to inculcate Catholic values, virtues and attitudes which relate to the current family life of the student and form a remote vocational (marriage, ministerial, or single life) preparation.

Instruction on matters relating to family living is to be included in both the elementary and high school curriculums. This instruction is to be introduced when appropriate to the subject matter and in a manner suited to the understanding of the students. It is particularly appropriate for integration into the religion, literature, social studies, health and science courses, but is suited for inclusion in other areas of the curriculum as well.

Therefore, the **goals** for the students become:

A student who understands the purpose and importance of family life as participating in the universal plan of God.

A student who forms and maintains relationship built on Catholic values and virtues.

A student who is able to exhibit Catholic values of family living in their daily living within the context of their home, school community, and local community.

Policy Adopted: July, 1995

HEALTH EDUCATION

The body is the dwelling place of the Holy Spirit. As Catholics we are to reverence and respect our body and that of our neighbor. One expresses this reverence and respect by taking a holistic approach to health education - physical, spiritual, emotional, and psychological. Health education will provide the student with the knowledge and perspective in how taking care of one's body is cooperating in the creative work of God.

Therefore, the **goals** for the students become:

A student who reverences his/her body as gift and enclosure for God's own spirit.

A students who understands the complexity and intricacy of body systems, the need for holistic balance, and good health habits.

A student who avoids any bodily abuse through misuse of drugs, alcohol and premature sexual activity.

A students who respects the integrity and sacredness of others.

All schools are required to utilize the “Circle of Grace” program for safe environment training for students in grades K-12 in the Diocese of Gaylord.

Policy Adopted: July, 1995

PHYSICAL EDUCATION

Physical education completes a holistic approach to the development of the human person. Our body is one with our mind and soul. It is through the body that we express ourselves. It is the finest tool we have to learn of life. Each person needs to give time and priority to his/her own body needs, to exercise, to become limber and flexible.

Students need to learn and experience within themselves and through their body balance, rhythm, and coordination. Experiencing these values within themselves and with each other, will lead to transference of the same values within the human community.

Motor development is a prerequisite for learning. Exercise stretches the body so we can expand our minds. Sport skills build community, a sense of cooperation and unity of goal. Physical education has the opportunity to assist in clarifying values of cooperation/competition, ability/disability, order/chaos, personal rights, peaceful resolution to conflict, etc.

Therefore, the **goals** for the students become:

A student able to bend, stretch, balance, run and jump; who participates actively, joyfully, and cooperatively in sports, rhythmic games, calisthenics and folk dances.

A student who understands the need to exercise, the rules of fair play, and the principles of handling a ball and coordinating his/her own movements with control and dignity.

A student in harmony with his/her own body, graceful in motion, expressive in movement and gesture, and knowledgeable about the various game rules, plays and procedures; a person who values the gift of one's own body, the priority of team spirit, and the assistance one can give to another less able, strong and confident.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

COMPUTER/TECHNOLOGY EDUCATION

Learning is a life long process. Equipping students to learn is teaching them to use resources. We teach student to use the resources of their own mind as well as those resources which have become our heritage as the human family: print, television, video, computers and other technology. As we enter the third millennium, it is extremely important that we teach students how to gather necessary information that is relevant to the purpose, to store those findings for future needs, or to express them for presentation to others. Human memory cannot possibly retain all the pertinent facts needed to live a life that is fruitful, efficient, effective and compassionate. Technology has that retaining ability. We must teach students the process to gather needed data, to organize it into a useful format or graphic and then to apply that information to problem solving, decision making, and value clarification. We must teach them these skills for their own good, the good of others, and to further enhance life for all on this planet.

Therefore, the **goals** for the students become:

A student who uses effectively the resources available to him/her to gather information, to answer questions, solve problems or just to satisfy curiosity and the joy of learning more.

A student who gathers and shares information gleaned from various sources; who integrates data researched into one whole original presentation to compare or contract, to associate cause with effect, to order chronologically and sequentially, or to whet the appetite of others to learn more.

A student equipped for the 21st century with confidence and competence to approach, use, and efficiently produce learning outcomes through the use of technology; who understands the what, why and how of video, computer, television and audio-visual resources; a student who uses word processing, data bases, film production, and the logical steps of programming.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

INTERNET AND RELATED TECHNOLOGIES

The Diocese of Gaylord strongly promotes the use of electronic technologies in the educational process. The Diocese also encourages all schools to provide access to information resources in a variety of formats. Together these allow students and staff to access current and relevant resources provide opportunities to communicate in a technologically rich environment, and become responsible, self-directed life long learners.

The use of technology with the schools of the Diocese of Gaylord is a privilege extended to students and faculty members to enhance learning and exchange information. When using technology, the user must realize that he/she represents the Catholic community, and therefore must uphold Christian, ethical and legal requirements. All users should abide by school Acceptable Use Policies. Access privileges may be revoked for inappropriate use, and school disciplinary action may take place and/or appropriate legal action for violations that may constitute a criminal offense.

Policy Adopted: February, 2000

Policy Revised: August, 2008

INTERNET AND RELATED TECHNOLOGIES

A. Introduction and Code of Ethics:

The Diocese of Gaylord encourages and strongly promotes the use of electronic technologies in educational endeavors. The Diocese and Catholic schools provide access to information resources available in a variety of formats. Together these allow learners to access current and relevant resources, provide an opportunity to communicate in a technologically rich environment, and assist them in becoming responsible, self-directed life-long learners.

The use of technology in the Catholic schools in the Diocese of Gaylord is a privilege extended to students, faculty, and community members to enhance learning and exchange information. When using the Catholic school's technology, the user must realize that he/she is representing the Catholic community and must therefore uphold Christian, ethical, and legal requirements. All users must read, understand, sign, and abide by the Catholic school's "Electronic Information Access and Use Policy." Access privileges may be revoked, parish or school disciplinary action may be taken, and/or appropriate legal action taken for any violations that are unethical. Violations may also constitute a criminal offense.

B. Terms, Conditions, and Regulations:

Individual schools with the Diocese of Gaylord must create an "Electronic Information Access and Use Policy" which should reflect the following conditions:

1. Acceptable Use:

The use of computer/Internet/and related technologies must be in support of education, research, and be consistent with the educational objectives of the Diocese of Gaylord. Use of other organizations' networks or computing resources must comply with the rules appropriate for these networks. Users of electronic related technologies must uphold the general rules of conduct consistent with Catholic school philosophy in the Diocese of Gaylord.

2. Unacceptable Use:

It is important that users of electronic technologies in our Catholic schools represent our initiatives in the utmost fashion with ethical, Christian responsibility. The intention of this regulation precludes, but is not limited to, the following unacceptable uses.

- a. May not damage or mistreat equipment or facilities under any circumstances.
- b. May not intentionally waste computer resources.
- c. May not transmit any material in violation of any United States or State of Michigan regulation.
- d. May not employ the network for personal financial gain or commercial purposes.
- e. May not violate regulations prescribed by the network provider.
- f. May not engage in practices that threaten the integrity of the network (e.g., knowingly downloading files that contain a virus).
- g. May not engage in personal business that is unrelated to the mission of the organization or the performance of their job.
- h. May not write, use, send, download, or display obscene, threatening, harassing, or otherwise offensive messages or pictures, including pornography.

- I. May not use the equipment or network for any illegal activities, including the violation of copyright laws and software piracy.
- j. May not load or copy any software or other programs to or from organizational equipment unless permission is explicitly granted by an authorized party (e.g., the network administrator or technology committee).
- k. May not use anyone else's password, nor may they share their password with others. However a confidential master list of passwords should be on file with the school's computer coordinator.
- l. May not trespass into anyone else's folders, documents, or files.
- m. May not disclose anyone else's personal information (e.g., address, phone number, or confidential information), including and especially that belonging to students, community members and families, or fellow employees.
- n. May not use for unauthorized game playing, unauthorized "chat" or chain letters.
- o. May not use for acts of vandalism against persons or resources including the uploading of viruses.
- p. May not use another person's computer file, access accounts, and/or files with proper authorization.

3. Privileges:

The use of Internet and related technologies is a privilege, not a right, and inappropriate use may result in cancellation of those privileges.

C. Administration Professional Code of Ethics Copyright:

It is the policy of the Diocese of Gaylord that all employees, volunteers, and students will abide by federal copyright laws. Employees, volunteers, and students may copy print or nonprint material allowed by:

- 1. Copyright law
- 2. Fair use guidelines
- 3. Specific license or contractual agreements
- 4. Other types of permission

D. Directives for Schools and Parish Educational Programs

- 1. School and parish educational programs must include a clear statement in the faculty and parent/student handbook that defines appropriate use of educational technologies and the consequences of misuse.
- 2. Student use of technologies must include instruction on appropriate use and be supervised by a responsible adult.
- 3. Students and parents must understand and sign an annual **Acceptable Use Agreement** for computer/Internet and related technologies and these be kept on file.
- 4. A disclaimer statement must be part of the **Acceptable Use Agreement**.
- 5. Schools and parish educational programs are encouraged to appoint a coordinator who would be responsible for enforcing policies regarding educational technologies.
- 6. Schools and parish educational programs are strongly urged to purchase filtering software to prevent abuse on the Internet.

SAMPLE ELECTRONIC INFORMATION ACCESS AND USE CONTRACT FOR STUDENTS

The Diocese of Gaylord encourages and strongly promotes the use of technology in the Catholic schools and Parish Educational Programs of the Diocese. To ensure that students can make full use of the technologies available, all use of technology must have proper authorization and follow the Diocese’s and school’s terms, conditions, and regulations for the use of Internet and other technologies. These procedures apply to all computers/technologies whether located at school, parish center, or office.

1. I will follow the Diocese of Gaylord and the school’s and parish’s code of ethics for Internet and technologies. (Diocesan Policy 5132 and Administrative Regulations 5132.1).
2. I will use only authorized computer disks. I will not use a disk from outside the school or parish until it has been virus checked by the school and authorized for use in the school or parish.
3. I will not use another’s computer or computer disks without permission. I will not use another’s password or identity code.
4. I will respect my safety and that of others. I will not reveal my personal address or phone number through the use of technology. I will not allow another person to reveal my personal address or phone number through the use of technology. I will not reveal the name, address, or phone number of others through the use of technology. I will not transmit or use photographs of others without proper authorization.
5. I will respect the laws of the United States, its individual states, and foreign countries in regard to copyrighted material, threatening, violent, or harassing material, obscene material, and material protected by trade secret.
6. I will not submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal materials , nor encourage the use of any controlled substance.
7. I will use technology in a way which preserves it and which is an acceptable use of it. I will not vandalize the school’s or parish’s or anyone’s data, software, hardware, or technological equipment.
8. I will attend and participate in one training session on acceptable use of the Internet and local area networks before I am granted the privilege of use.

Access and use of the Internet, local area networks, computers, and other technologies are a privilege for the user. I have read and understand the contract for use of this privilege. I accept the terms, conditions, and regulations of this contract.

Student User Signature

Date

Parent/Guardian Signature (**I have read and support this student contract**)

Date

School or Parish Designee

Date

FINE ARTS

In the beginning God began the work of creation. God made a world and gave it form. Into this world God put color, texture, line, and design. Then God created the human who could perceive God's masterpiece in nature, person and imagination. God instilled into the human the self-same urge to create, to transmit, to interpret, for eyes, ears, limbs and feelings, intuitions, insights and grandeur that outer senses mirrored in a human mind. Listening, watching, studying lifted spirits to the heights. But dancing, painting, writing, composing touched one's depths. With each production from the human mind, the Creative Spirit continues to unfold its truth, beauty, and harmony. Whether it be in literature or art, music or dance, our lives on this planet are enriched.

Therefore, the **goals** for the students become:

A student who understands and recognizes the principles of balance and repetition, contrast and harmony, as observed in nature and critiques artistically in human productions.

A student trained to observe and listen, who appreciates and interprets the symbolic communication of note, color, design, gesture, metaphor and analogy.

A student who takes joy and is willing to risk expressing personal ideas and feelings in various forms of media; drawing, painting, singing, dancing, writing.

A student who appreciates and discerns the artist's message, meaning, mood; who is able to critically evaluate compositions with informed thoughtful judgment.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

PRACTICAL ARTS

God has placed within the human person the capacity to reflect and analyze abstract ideas and concepts, and apply them to the daily experiences of life. The study of the Practical Arts (Business, Industrial or Vocational courses, Homemaking and Agriculture) provide the student with situations and guidance to actualize this capacity.

The study of these courses bring together all the other disciplines and allow these disciplines to be guiding principles for forming the total student. Through the courses known as practical arts, the student becomes aware of the need and importance mathematics, language arts, science and social studies, in the every day life of the human person. Through this study they also come to realize the importance of a variety of professions and come to see what work profession or vocation they are being called to develop.

Therefore, the **goals** for the students become:

A student who is able to recognize and utilize the concepts of mathematics, language arts, science and social students and apply them in concrete life situations, such as business transactions, accounting, and business management.

A student who appreciates the variety of professions, job opportunities and work situations which are vital to bring about a community (local, national or worldwide) where basic needs are met and people can achieve their potential.

A student who is open to discern where their talent and capabilities are, and work to achieve them for the betterment of self and the common good.

Policy Adopted: July, 1995

GOVERNMENT/GRADUATION REQUIREMENT

In all public and non-public schools in this State, regular courses of instruction shall be given to the Constitution of the United States, in the Constitution of Michigan, and in the history and present form of government of the United States, Michigan, and its political subdivisions. Instruction shall begin not later than the opening of the eighth grade, or its equivalent, except in schools maintaining a junior high school, in which case it may begin in the ninth grade.

A high school in this state which offers 12 grades shall require a one-semester course of study of 5 periods per week in civics which shall include the form and functions of the federal, state and local governments and shall stress the rights and responsibilities of citizens. A diploma shall not be issued by a high school to a pupil who has not successfully completed this course. This requirement shall not be applicable as a graduation requirement for a high school pupil who has enlisted or been inducted into military service.

Ref: Michigan Compiled Laws, 1982 (380.1166)

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

SCHOOL ATHLETIC PROGRAM

PHILOSOPHY

The purpose of an athletic program is to complement the home, church and school in the development of the "whole person." Activities of the program are for the benefit of the students, suited to their age and physical growth.

The aim of the program is to:

1. recognize the need of physical fitness for the wholesome growth of the individual,
2. develop a healthy interest in sports by participation, and
3. provide enjoyable recreational activity which develops Christian attitudes of sportsmanship and fair play.

The Diocese of Gaylord recognizes that it is a privilege, not a requirement, to participate in athletics. Students who participate in interscholastic athletics must keep in mind that they are representing not only themselves, but also their school, their community, their church, their parents and their team. Therefore, the responsibility is there to set good examples in behavior in school, in athletics, and in the community.

The administration of the school shall develop, adopt, implement and review on a regular basis, guidelines and regulations governing interscholastic athletics. These regulations shall include care and use of equipment, eligibility, general rules of conduct, disciplinary action, and an athletic code of conduct.

Policy Adopted: August, 1988

Policy Revised: August, 2008

ROLE OF SCHOOL PRINCIPAL IN ATHLETIC PROGRAMS

All programs, including athletic programs, are under the supervision of the principal/designee, who is responsible to see that the programs are organized and integrated into the parish/school program in accordance with proper procedure.

It is important that all those in parish leadership positions recognize that athletic and other co-curricular activities are part of the total program of the school, and are to be encouraged in order to promote the development of the "whole child."

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

REGULATION

CURRICULUM/INSTRUCTION

R-5165.1-School

PRINCIPAL HAS PRIMARY AND ULTIMATE ACCOUNTABILITY

Although principals are not necessarily expected to be on the practice field, choose officials for a game, or order equipment, they are responsible and accountable for all scheduled activities that are a part of the school's total program. As such, they are the direct Supervisor of the Athletic Director.

THE PRINCIPAL AND THE ATHLETIC DIRECTOR

Athletic directors have, or should have, the total responsibility for coordinating sports programs and supervising their coaching staffs. It is not sufficient for athletic directors merely to order equipment, schedule events, and collect tickets. The director must also monitor teaching techniques, relationship with team, safety precautions, and overall decorum (which includes conduct during a contest.) This supervisory function is quite similar to that which is performed in the classroom.

Although they are not empowered to establish school athletic policies (this rests with the Principal in conjunction with the Pastor), athletic directors should be held accountable for administering the athletic program in a manner that is in keeping with the school's philosophy, goals and objectives. Principals, however, have an obligation to supervise them to make sure their responsibilities are properly carried out. Principals further have the responsibility to hire or terminate coaches as may be recommended by Athletic Directors or search committees. While interference by the principal in athletic programs is not suggested, frequent monitoring is recommended so that the principal may be fully informed and provide assistance when necessary.

SPECTATOR CONDUCT AT ATHLETIC CONTESTS

Obscene cheers, littering of basketball courts, the throwing of objects, and verbal indignities directed toward visiting athletes or officials have no place in athletics. Spectator participation at a school-sponsored event represents another type of learning experience that must be taught by school personnel. Students, visitors and even parents must be made fully aware of what will and will not be tolerated at athletic events.

REGULATION

CURRICULUM/INSTRUCTION

R-5165.2-School

REGULATIONS FOR ELEMENTARY AND JUNIOR HIGH ATHLETICS

1. All athletic activities must initially be approved by the principal prior to organization and implementation of the program. The principal is responsible for the welfare of the students and all activities conducted in association with the school.

2. All students who desire to compete must be allowed to do so. Practice sessions should involve all students equally. In grade six or lower, all competitors are to be allowed to play in the contests equal amounts of time as much as possible. Emphasis should be on involvement for all students and not simply "winning the game". In grades seven and eight, all team members must compete in each contest although it may not be for equal amounts of time.
3. **Reasonable limitations** must be placed on practice sessions. Frequency of practice and length of practice sessions must be commensurate with the student's emotional and physical development. Short (less than 1 1/2 hrs) practice sessions, which are well organized, are usually more effective than longer practice sessions.
4. Uniforms should be sufficient only to identify the members for each team. For example, different colored shirts with a printed number sufficiently discriminate between teams for basketball. Uniforms of a more elaborate nature (i.e. trunks and jersey, number sewed on, etc.) are unnecessary.
5. Reasonable publicity in the news media is acceptable. If awards are presented, then it should be done to honor all students for their contributions to the team.
6. The awarding of a trophy for a league championship is to be avoided below grade seven. Satisfaction and pride should be instilled in all team members competing with the feeling that each person has done his/her best. The knowledge of the awarding of a trophy has the tendency to develop an emphasis on winning at the sacrifice of competition for all.
7. In schools of sufficient size, intra-mural activities and competition should be provided rather than inter-school competition. A team(s) from one school against a team(s) from another school is permitted only when there is insufficient enrollment and/or interest to provide an adequate number of teams to compete against each other within one school.

SCHOOL ATHLETIC PROGRAM ELIGIBILITY

Each school shall be responsible for establishing, implementing and enforcing an eligibility code. This code is to be uniform for all sports and auxiliary activities and for all grades/levels. All eligibility codes are to have the qualities of justice and fairness based upon performance in the areas of conduct and effort.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008

CLASS SIZE/PROFESSIONAL STAFF RATIO

Each school shall have a written class size policy describing the ratio of students to teachers and other professional staff members.

The school leadership should rely on the best educational research in determining a maximum class size for each class, which may vary according to grade level. The leadership should also determine the appropriate number of teachers/paraprofessionals assigned to each class.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008

TIME DISTRIBUTION

Catholic schools in the Diocese of Gaylord present a variety of learning models and organizational patterns. Therefore, it is not possible to have a uniform time distribution in our schools. Every school must develop a time schedule compatible with its organizational patterns and local situation.

The time distribution schedule should demonstrate priorities based on the particular educational approach of the school.

Daily schedules and subject time allotments required by the Secretariat for Education and Formation are to be determined at the local level. The following points should be kept in mind:

1. The principal and faculty, together as a team, should develop schedules that meet the needs of their specific school.
2. The schedule should take into consideration the needs of the individual student and be geared to the utilization of such educational practices as individualization of instruction, blocking of time, cross-grading and un-grading of classes, etc.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

**MODEL FOR A WEEKLY TIME DISTRIBUTION
OF THE INSTRUCTIONAL PROGRAM**

(Based on 1500 minutes of instruction per week, that is 5 hours per day.)

PROGRAM	PRIMARY LEVEL	INTERMEDIATE LEVEL	JR. HIGH LEVEL
Religion	150*	180	200
Reading-Literature	475	270	200
Language Skills Speaking Listening Spelling Handwriting	350	300	200
Mathematics	160	200	200
Science	100	150	200
Social Studies	90	150	200
Fine Arts Music Art	100	150	180
Physical Education	75	100	120

***Does not include weekly Mass.**

**MODEL FOR A WEEKLY TIME DISTRIBUTION
OF THE INSTRUCTIONAL PROGRAM****(Based on 1650 minutes of instruction per week, that is 5 1/2 hours per day.)**

PROGRAM	PRIMARY LEVEL	INTERMEDIATE LEVEL	JR. HIGH LEVEL
Religion	200	200	225
Reading-Literature	475	300	225
Language Skills Speaking Listening Spelling Handwriting	300	300	225
Mathematics	150	200	225
Science	100	175	225
Social Studies	100	175	225
Fine Arts Music Art	150	150	175
Physical Education Recess	175	150	125

**INITIAL RECEPTION OF RECONCILIATION
(SACRAMENT OF PENANCE)**

Children who have reached the age of reason are to be prepared for their first reception of the Sacrament of Penance before they receive their first Communion.

Catechesis for the initial reception of the Sacrament of Penance or Reconciliation is to be in accord with the norms set down in the General Catechetical Directory (GCD), the National Catechetical Directory (NCD), *Quam Singulari*, the Code of Canon Law (CCL), and the Diocese of Gaylord Standard Operating Procedures (SOP).

As the celebrations of the Sacraments of Initiation are an integral part of the life of a parish, catechesis for the Sacraments of Initiation is completed through the parish or vicariate Faith Formation Programs for sacramental preparation. Only for just reason should catechesis take place outside of a community (group setting) of children preparing for the reception of the sacrament.

For more information see: NCD 123-126; CCL 959-997; SOP Section 1, page 97

Contact the Secretariat for Worship and Liturgical Formation for more information on the actual liturgical celebrations of the sacraments.

Policy Adopted: August, 1988

Policy Revised: March, 2008

**CATECHESIS FOR RECEPTION OF CONFIRMATION
/FIRST COMMUNION (FIRST EUCHARIST)**

The Church welcomes persons into the Body of Christ through the Sacraments of Initiation—Baptism, Confirmation and Eucharist. All parishes in the Diocese of Gaylord have restored and celebrate these sacraments in the traditional order of the early Church as of January 1, 2003

As the celebrations of the Sacraments of Initiation are an integral part of the life of a parish, catechesis for both children and adults for the Sacraments of Initiation is completed through the parish or vicariate Faith Formation Programs for sacramental preparation. Only for just reason should catechesis take place outside of a community (group setting) of children preparing for the reception of the sacrament.

See also:

A Pastoral Letter—the Sequence for the Celebration of Sacraments of Initiation of Children in the Diocese of Gaylord. The Most Reverend Patrick R. Cooney, January, 2001

Code of Canon Law—849-933

Diocese of Gaylord Standard Operating Procedures—Section 1, page 38

Contact the Secretariat for Worship and Liturgical Formation for more information on the actual liturgical celebrations of the sacraments.

Policy Adopted: July, 1995

Policy Revised: March, 2008

YOUTH RETREATS

All students enrolled in a Catholic high school in the Diocese of Gaylord are to make a spiritual retreat during their junior or senior years.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008