

***In FAITH, we SERVE, we LEAD, we LOVE and we LEARN.***

**MISSION STATEMENT**  
**ST. MADELEINE SOPHIE SCHOOL**

*Building lives of promise. Living lives of faith.*

***St. Madeleine Sophie School is dedicated to providing the highest quality education in an environment of Catholic faith and moral values. We seek to develop Christian leadership by promoting active service in the wider community. Our graduates will be equipped to meet the challenges and opportunities of lifelong education in a diverse and complex world.***

St. Madeleine Sophie School is beginning our fifteenth year celebrating a growing recognition as the premier Catholic parish Pre-Kindergarten through Grade 8 program on the Eastside. Our academic goal is the mastery of skills enabling students to achieve their greatest potential for success in high school and beyond. We strive to be a faith-based educational community that is as welcoming and responsive as possible to the needs of all parish families who exhibit the desire to attend. As space is available, enrollment is opened to the larger community.

From the earliest meetings called to envision our new school, it was clear that an intention to invite a diverse community was of highest priority.

***"As a Catholic school ministry of St. Madeleine Sophie Parish, we welcome and embrace the children of this faith community, never intentionally turning them away because of economic, social, or educational need"***

*-School Commission Statement on Inclusion*

In order to best serve this rich diversity of students, special emphasis is given to recruiting staff who are skilled in teaching students within a broad range of learning abilities. So, too, we are committed to administering a tuition plan in such a way that no parish family with a legitimate desire for a Catholic education will ever be turned away for financial reasons.

Most importantly, St. Madeleine Sophie School is an extension of the broad mix of quality ministries at which the parish excels. The program has been created to complement and enhance the community's outreach to parish youth and collaborates with the parish leadership's faith formation goals, giving parents an additional resource to aid in their role as the primary educator of their children.

**STATEMENT OF PHILOSOPHY**

St. Madeleine Sophie School was founded on the premise that each person has a unique and dynamic relationship with our Creator. Thus, our goal is to stimulate within the child a growing awareness of this relationship both as an individual and as a member of the Church community. The result of this awareness is a child encouraged to become a creative and responsible member of society.

We acknowledge that each child has his/her own time and place of learning and a method and motivation for the things he/she will learn. Furthermore, the sense of wonder and love of life is inherent in every child and must be nurtured.

Our commitment, then, is to facilitate an ongoing self-education within the child and to provide a creative environment with opportunities for individual self-direction and decision-making.

As a Catholic school, we strive to become a community of believers where parents, staff and students seek to grow in the knowledge and love of God and one another. In our pursuit of academic success,

instruction emboldened by Catholic values functions as the underlying reality in which the students' experiences of learning and living reach their deepest meaning.

Flowing from this understanding, St. Madeleine Sophie School operates with the goal of providing the Christian Educational Community necessary for such growth to take place.

### **SCHOOLWIDE LEARNING EXPECTATIONS (SLEs)**

The SLEs of St. Madeleine Sophie School are statements of what a student should know, understand, value, and be able to do by the time they are ready to leave us and enter 9<sup>th</sup> Grade. These learning outcomes are collaboratively developed, regularly reviewed, and represent the focus of the entire school community.

#### ***Thus, as a graduate of St. Madeleine Sophie School, I recognize that IN FAITH:***

- As a person who **SERVES**, I...*
- *Can demonstrate a value for diversity and work to become an advocate for justice.*
  - *Name and appreciate the abundance of my daily blessings.*
  - *Attempt to reach out to others by sharing my gifts of time, talent and resources.*
  - *Actively demonstrate involvement in my faith community and neighborhood.*
  - *Commit to a lifestyle that models my faith journey.*
- As a person who **LEADS**, I...*
- *Work collaboratively with others for the betterment of the whole.*
  - *Accept responsibility for my actions and myself.*
  - *Listen actively and critically to become a proactive problem solver.*
  - *Commit to seeking peaceful resolutions of conflict.*
  - *Base my decisions in Gospel values.*
- As a person who **LOVES**, I...*
- *Can demonstrate compassion, acceptance, empathy and respect for others and for all of creation.*
  - *Seek to affirm a positive image in others and myself.*
  - *Am emotionally aware, self-disciplined, and committed to a healthy lifestyle.*
  - *Reach out to others, forgive hurts, mend relationships and heal wounds.*
  - *Develop a relationship with God.*
- And as a person who **LEARNS**, I...*
- *Can demonstrate my knowledge of the beliefs, history, and practices of my faith.*
  - *Commit to the goal to master or exceed our school's curriculum standards.*
  - *Take responsibility for my own learning.*
  - *Apply the organizational, study, and time management skills that best fit my style of learning.*
  - *Strive to show creativity and independence.*
  - *Develop self-discipline, self-confidence, and self-motivation.*

### **CURRICULUM**

The school faculty oversees an ongoing process of curriculum development geared to mastery according to the capability of the individual child. The teaching methods used are varied and contemporary; an outgrowth of sound learning theory. The curriculum is animated by teachers, students, and parents working in concert to bring meaningful learning experiences to children.

- *Through daily association with families and professionally qualified faculty visibly committed to a Christian lifestyle, our school provides opportunities for the student to develop a personal commitment to Gospel values.*
- *By developing basic educational skills, both in communication and reasoning, we provide the framework necessary for students to take their role as society's intelligent decision-makers of the future.*
- *In helping form an awareness of one's membership in a larger community, the faculty strives to develop in each student a responsibility to that larger group and the call for a personal pledge to justice and service for the common good.*

To accomplish this end, St. Madeleine Sophie School provides an opportunity for education to any child who wishes to attend and who exhibits the desire to grow in this spirit. A concerted effort is made to attract students of all backgrounds from within the Parish as well as non-parishioners, and we commit to design strategies to make this opportunity accessible for all families.

### **CURRICULUM VISION STATEMENT**

Realizing the human need for identity, relatedness, and purpose, and while recognizing parents' role as the primary educators of their children, we propose a graduate who is striving to become:

#### **A SPIRITUAL PERSON**

*...who recognizes and responds to God as intimately present within all persons - particularly within his/her own being - and within all creation; committed to a Christian lifestyle and active in the faith community.*

#### **A WHOLE PERSON**

*...who realistically affirms the sense of his/her own potential; who appreciates the beauty and privilege of one's own sexuality; who is intellectually alert, emotionally and physically healthy, and morally self-disciplined, self-confident, and self-motivated.*

#### **A LOVING PERSON**

*...who values the sense of belonging and interconnectedness of all earth's people, reverencing one another's diversity, freedom, and privacy; able to reach out to others by sharing one's own time, talent, resources, and person; capable of forgiving hurts, mending relationships, and healing wounds.*

#### **A RESPONSIBLE PERSON**

*...capable of confidently and competently asking critical questions, responding to meeting just needs, protecting personal rights, and respecting and reverencing all of creation; committed to seeking peaceful resolutions of conflict; while enjoying his/her own satisfaction in tasks well done.*

#### **A HOPE-FILLED PERSON**

*...who is rooted in our still unfolding Catholic tradition; eager to face the future in faith and trust with critical, reflective, creative, and peaceful anticipation.*

### **FACULTY VISION STATEMENT**

Within the mission of St. Madeleine Sophie School, it is our professional goal to graduate students who have mastered skills enabling them to positively influence their world through leadership, knowledge, respect and service.

We accept the responsibility to form the curricular structure for a *Christian Educational Community* of the new century, shaped by a Catholic world-view, which empowers students toward interconnectedness; to live a life directed toward "We" rather than "Me."

To accomplish this, we will strive to:

- *Engage in on-going curriculum development which is authentically rooted in problem solving and higher-order skills.*
- *Establish standards that honor diversity and the values of justice, tolerance, community and relationships.*
- *Recognize that all children can learn and hold high expectations for the success of each student.*
- *Teach in ways that empower all students regardless of economic, religious, cultural, familial or educational differences.*
- *Recognize that the leadership to achieve this end is shared collaboratively, not directionally, and each member has a responsibility to participate in the betterment of the whole.*
- *Remain visionary and innovative in all forms of outstanding instructional practice.*
- *Remember that we are not alone on this journey. Education at St. Madeleine Sophie's is not something we do "to" or "for" families, but "with" them.*

We, as teachers, serve as collaborators in a process in which students become able to actively participate in an increasingly diverse and technologically complex world. Our curriculum, instruction, assessment - and our continuing education to ensure that outcome - all need to embrace that understanding.

***To this end, the staff has identified the following curriculum goals. They serve as the foundation of our educational mission:***

**GOAL I**

**To actively live out the Gospel values.**

**GOAL II**

**To read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.**

**GOAL III**

**To know and apply the core concepts and principles of religion, mathematics, the natural and social sciences, and the arts.**

**GOAL IV**

**To think analytically, logically and creatively and to integrate experience and knowledge to form reasoned judgments and solve problems.**

**GOAL V**

**To acquire skills and exhibit attitudes that enhance self-ownership of the learning process and to understand the importance of work and how performance, effort and decisions directly affect future educational and life opportunities.**

## **GOAL VI**

**To develop skills and attitudes that facilitate successful participation within, and positive enhancement of, local, regional and global communities.**

## **GOAL VII**

**To know and apply the principles and practices of active, healthy and responsible lifestyles.**

### **EDUCATIONAL PROGRAM**

At St. Madeleine Sophie School, we believe that there are certain skills, knowledge and experiences that are central to Catholic education. These have been structured into an integrated and coordinated set of courses. All students attending St. Madeleine Sophie School will participate in the required core curriculum.

St. Madeleine Sophie School offers education for students in grades Pre-Kindergarten through Eight. The curriculum integrates the following subjects: Religion, Language Arts (reading, writing, spelling, English, speaking, listening), Mathematics, Social Studies (geography, history, civics), Science, Music, Art, Physical Education and Health. Family life, substance abuse education and lessons in personal safety, among others, are co-curriculars offered during the school year.

Grades PK-5 are considered self-contained, although teachers freely exchange one or two classes with the next grade level when appropriate. Grades 6-8 are departmentalized with a teacher serving as homeroom teacher as well as a specialist in one or two core curriculum areas (e.g., Mathematics, Language Arts, Social Studies, and Science.) All students receive formal Physical Education, Art and Music instruction from a specialist. World Language opportunities are currently intertwined at various levels in order to determine a more formal inclusion in future academic years.

### **PARENT VISION STATEMENT**

Parents of students at St. Madeleine Sophie School recognize the fact that the education of students is a challenge that is shared by school staff, the students and the parents themselves. St. Madeleine Sophie parents wish to see their children fulfill their potential to be positive, participating adults with a dedication to the values and skills learned as students at our school.

Parents believe and support the idea that they can help to influence this outcome by doing the following things to support their children while at St. Madeleine Sophie School:

- Homework is a necessary part of a good education. Parents will set aside a time and an appropriate place for study, and will see that homework assignments are completed to the best of the child's ability.
- Modern electronic media can have both a positive and a negative influence on children. Parents will monitor their children's activity and will remain vigilant to help them make good decisions about their choices.
- School is physically demanding on young people. Parents will help their children with the physical demands of school by seeing that they have a good diet, including a well-balanced lunch, and that their children get to bed at appropriate times for their age and get a good night's sleep.
- Responsibility and independence are two important values children must learn. Parents will help in this learning by helping their children get ready for school so that they can arrive on time and with the materials needed for class.

As a Catholic school, the people of St. Madeleine Sophie are striving to become a community of believers where staff, parents, and students seek to grow in the knowledge and love of God and one another. Parents, as first teachers of their children, will guide them in the formation of faith and moral values reflective of a Christian Educational Community.

### **THE HISTORY OF ST. MADELEINE SOPHIE PARISH AND SCHOOL**

On June 8, 1968 Archbishop Thomas Connolly announced the formation of a new parish in the South Bellevue area, to be placed under the patronage of St. Madeleine Sophie Barat, foundress of the Sisters of the Sacred Heart, who have a convent and school within the parish boundaries. Property had been acquired on a sloping site of approximately 10 acres, with an existing house.

St. Madeleine Sophie parish began under the guidance of Fr. Jarlath Heneghan, the founding pastor. Neighborhoods were carved from the existing parishes of Sacred Heart and St. Louise of Bellevue, St. Anthony of Renton, and St. Joseph of Issaquah. Fr. Heneghan moved into the house, and Sunday Masses were celebrated at Tyee Junior High School, which became known affectionately by parishioners as "St. Tyee."

In the fall of 1968, the first general census and Foundation Fund Campaign was successfully completed. With tremendous enthusiasm, generosity and cooperation, along with God's blessings, the campaign was a resounding success.

Design studies for the sloping site resulted in the present three-level plan, with the church sanctuary on the top level and social hall, classrooms and offices below. Architectural plans were approved by the Archdiocesan Building Committee in February of 1970, and Masses began in the new facility on April 4, 1971, Palm Sunday.

In 1977, the founding Pastor was succeeded by Fr. Gerald Mayovsky. As the parish grew, we were blessed to have associates Rev. Kurt Woellner, Rev. William Harris and several priests of the Society of Jesus assisting on weekends. The lay staff also was expanded, and the parish became known for its outstanding faith formation programs for children and youth. During this era, a Blessed Sacrament Chapel and Reconciliation Chapel were incorporated into the sanctuary level and the parish debt was retired.

Fr. George Rink began his pastorate in 1990. During his time at St. Madeleine Sophie there were not the priests available to assist, and Fr. George placed even greater emphasis upon developing trained volunteers and staff. A milestone event was the celebration of our 25th Anniversary as a parish. Our fourth pastor, Fr. John Renggli, was with us only three years, but is remembered for his dedication to all who needed priestly care.

In 2000, as we celebrated the Jubilee Year, the parish welcomed Fr. Jim Picton as its fifth pastor and Fr. Emmanuel Iweh, Parochial Vicar. The growing parish population, which was nearing 1500 households, was overjoyed at again having two priests. Their gifts, combined with those of our committed staff and volunteers are bringing a dynamic start to the new millennium.

Perhaps the strongest common thread running through the history of the parish is the commitment, dedication and loyalty of our people. St. Madeleine has truly become a People of God out of the spirit of Vatican II. Our many gifts and talents are readily shared, enabling our various ministries to flourish and increasingly meet the needs of the parish family and community.

Included in these needs has always been discernment about the ministry of a parish school. At the time of the founding of the parish, the trend within Catholic school education was a transition away from a teaching faculty consisting almost exclusively of women from religious orders to staffs hired from the ranks of professional lay men and women. This major shift was accompanied with a corresponding substantive increase in parish financial resource allocation that many parishes found difficult to realize. This, coupled with shifting opinions on the efficacy of religious education methodologies, presented enough questions to parish leadership to postpone any decision on opening our own school to a later date.

Many times, the request was made to revisit the proposal, yet a critical mass of interest and resources was not realized until a parish goal development process beginning with a survey in February 2001. By the time the goals were promulgated in September of that year, it was clear that support for a new parish ministry spanned parish age groups. Thus, the Pastoral Council determined that a parish elementary school would become part of future plans as long as it was deemed financially and demographically feasible. A School Feasibility Task Force, consisting of parish representatives and outside consultants, and chaired by Bruce Laing, was formed with the charge of determining which, if any, hurdles might stand in the way.

From the earliest meetings of the Task Force, it was clear that a school at St. Madeleine's would attempt to offer a unique and contemporary response to the need for more Catholic schools in the area. The existing neighboring parish schools had been experiencing waiting lists for some time. Naturally, with space at a premium, the enrollment in these programs had evolved toward a fairly homogeneous group of higher achieving children who would do well in virtually any educational setting. Families with children experiencing learning issues, having physical, emotional or developmental needs, or even those more talented or gifted who might benefit from a more individualized learning plan, were often discouraged from applying. While the local districts were thought to present a high-quality alternative, parents desirous of a Catholic faith-based education were left few choices. A sub-committee on Inclusion was formed by the Task Force to explore the need. The sub-committee listened to many stories shared by parents of these exceptional children - both those currently of school age and those who had long ago grown - of not being able to find a Catholic school that could support them through their child's formative years. Ironically, while the local Catholic high school, Eastside Catholic, had become nationally recognized for investing resources in a program for inclusion, no elementary school had systematically addressed the need.

The findings of the sub-committee led the entire Task Force to embrace the philosophy that a modern Catholic parish school is a rich diversity of families. As much as possible, our new school would seek to be welcoming to families who "add to the mosaic of the parish mission to serve." Further, they named the intent to open our doors and give support to students representing a broad range of cultural, economic, familial, religious and educational differences. Aware of the challenges that would entail, the Task Force explored the best practices of private and public programs around the country that had demonstrated success, especially in a Catholic parish environment. The program design, hiring of teachers, staff and support personnel, and the resources needed for success in this area received focused attention during the early phases of the planning process. This focus resulted in the current Statement on Inclusion that remains the cornerstone of today's efforts.

Periodic reports to the parish and Pastoral Council continued to affirm what many had hoped: the community was ready to support an investment in the future of its youth by opening the diocese's newest Catholic elementary school. On Catechetical Sunday, September 21, 2003, Pastor Fr. Jim Picton, formally announced the intention to open St. Madeleine Sophie Catholic School in September of 2005. Chairman Laing, now joined by co-chair Michael Ensminger, rededicated the Task Force to the

logistical mission of launching the program. Subsequent months of fine-tuning the model climaxed with the hiring of the school's first principal in July 2004.

By early fall, through the grace of God and the intercession of our patron, St. Madeleine Sophie, it was determined that Opening Day would be September 6, 2005.

Our first graduating class of eight students commenced at the parish's 40<sup>th</sup> anniversary Mass on Sunday, June 8, 2008. It has been told that the collection for that Mass totaled \$8,000. In many Pacific Rim cultures, the number eight is associated with good fortune and success.

On Ash Wednesday, February 13, 2013, a visiting team of educators, chaired by Sr. Rosa Maria Ruiz, Superintendent of the Diocese of Tucson, AZ, began our first formal site visit for WCEA accreditation. On May 8, 2013, we received notification that the school program was approved for full standing at the highest level by the Association. The school completed its second site visit and subsequently received a full six-year term of accreditation (through 2025) in February, 2019.

In March of 2013, St. Madeleine Sophie School was invited by Ashoka International to become one of the first of sixty programs identified as part of their *Changemaker Schools Network*, a national community of leading elementary schools that serve as models for cultivating in students the skills of empathy, teamwork, leadership, and problem-solving (called *changemaker* skills and valued in education as traditional academic skills) so that all students find their voices and can make a positive impact on the world.

On July 12, 2014, St. Madeleine's received the Edward M. Shaughnessy III Serving All God's Children Award for Inclusion at the National Catholic Educational Association's Education Law Symposium in Louisville, Kentucky. The Award is given annually from nominations sought throughout the United States for making an outstanding contribution to furthering inclusive Catholic education for all, especially children with learning differences.

In July of 2018, the school attained official designation as a Special Olympics Unified Champion School, recognizing our success in activating our students and their families to develop a community where all youth are agents of change – fostering respect, dignity and advocacy for people of all abilities and gifts.

The parish welcomed Fr. Don Perea as parochial vicar to assist Fr. Jim on July 1, 2016. Upon the announcement of Fr. Jim's assignment to senior priest status and pastor emeritus effective July 1, 2018, a new parish leader, Pastoral Coordinator Loretta Wright Sursely, was appointed. In liturgical support to her, Fr. Don was designated Parish Priest.

### **WHO WAS ST. MADELEINE SOPHIE?**

Madeleine Sophie Barat was born in Joigny, a small town in northern France, on December 12, 1779. She grew up in the simple home of a barrel-maker where her brother, Louis, unable to complete his training for the priesthood, because of the political, social and religious upheaval of the French Revolution, gave her a remarkable intellectual formation for a young girl of the time. He introduced her to ancient history, the classics, literature and languages. At the age of sixteen, she went with Louis to Paris where she continued her studies in philosophy, theology and scripture.

It was in Paris that she learned of plans to form a new congregation of women whose end would be to make known the universal and unconditional love of God revealed in the person of Jesus. On November 21, 1800, Madeleine Sophie and three others consecrated their lives to God in the Society of the Sacred Heart. In this act, they committed themselves to a way of life that would be both

contemplative and active, deeply rooted in prayer and devoted to the service of others in union with Jesus through the power of his Spirit.

In the aftermath of the French Revolution, Madeleine Sophie saw the education of women as the primary means by which the Society would enable others to come to know God's love and be empowered to bring about social change within their particular areas of influence. Gradually, she opened schools throughout France and Europe. In 1818, Mother Barat sent Philippine Duchesne to North America. From St. Charles, Missouri, the Society spread through the United States, Canada, the Antilles, Mexico and South America.

Today, Religious of the Sacred Heart represent a diversity of cultures and races and serve in more than forty-one countries in Africa, Asia, Europe, North America, Central America and South America. Since 1906, Religious of the Sacred Heart have served in the Archdiocese of Seattle. Besides staffing Forest Ridge School of the Sacred Heart on Somerset, others in the community minister in parishes, social service agencies, health care facilities, educational institutions and spiritual development programs.

Madeleine Sophie Barat died on May 25, 1865. She was beatified in 1908 and canonized in 1925 at which time the Church recognized her virtues of wisdom, humility and charity. Philippine Duchesne, her pioneer friend and follower, was canonized in 1988.

Our parish is honored to host a first-class relic of St. Madeleine in the Sophia Chapel off the narthex to the church. It was a gift from the religious congregation of sisters at our neighbor Forest Ridge School of the Sacred Heart.

#### **AN AMERICAN CATHOLIC SCHOOL FOR THE 21ST CENTURY**

Like all educational institutions, Catholic schools are called to prepare students for the future. Unlike other educational institutions, Catholic schools are committed to shaping the future by helping students to understand fully, accept freely and live faithfully the gospel message found in the teachings of Jesus and the Catholic Church. While Catholic school educators live and work in the present and are heirs of a rich tradition, their work shapes the future. Therefore, Catholic schools commit themselves to a strategic planning process that supports and strengthens their effectiveness. It is this future-focused process that lights new fires for Catholic and American education.

School-based initiatives are complemented and assisted by Archdiocesan and national efforts. The Archdiocesan Office for Catholic Schools plays a significant role in helping the administration and teachers prepare students for the future. The vision of the National Congress on Catholic Schools for the Twenty-First Century and its follow up convocations and documents forged by thousands of key people in the Catholic educational community, offers a strong foundation for effective planning.

Among these documents that played an important role in the creation of St. Madeleine Sophie School was the reflection paper regarding inclusion authored by the NCEA's Department of Elementary Schools Executive Committee (DESEC). This paper served as the foundation for the work of the Task Force's Subcommittee on Inclusion and helped define our current mission.

*In their pastoral statement, "To Teach As Jesus Did" (1972), the National Conference of Catholic Bishops states that this document, "Will serve a useful purpose if it provides a catalyst for the efforts to deal realistically with problems of polarization and of confusion now confronting the educational ministry. In the year ahead, American Catholics should continue to articulate and implement their commitment to the educational ministry in ways suited to their times and circumstances." (p.2)*

*The National Congress on Catholic School for the 21st Century (1991) encouraged all Catholic school educators to open their minds and hearts and doors to an increasingly diverse world. Certainly, part of this diversity is made up of children who have been gifted by God with special needs. Since the Bishops promulgated their statement, "To Teach As Jesus Did," Catholic schools have embraced the challenge to develop programs for children and youth with special learning needs. Most often this was accomplished through resource rooms and pull-out programs. Now, Catholic schools are challenged once again to respond to societal and educational changes. The onset of the philosophy of inclusion has changed the manner in which teachers educate children with special needs.*

*The Department of Elementary Schools supports the concept of appropriate inclusion. Appropriate inclusion recognizes and affirms the unique learning styles of students with varying exceptionalities. It is within this context that children with special needs are welcomed into the Catholic school community. Catholic elementary schools recognize their responsibility to provide a learning environment that fosters growth and considers the individual needs of the child. To the extent possible, Catholic elementary schools will serve children with special needs in general education classes.*

*The Department of Elementary Schools recognizes that inclusion is a process. It involves the ability to communicate with a group of learners with diverse needs. Inclusion is not a program or a placement. Inclusion is a philosophy of teaching that relies on the abilities of educators to promote an environment that respects and reverences the rights of all students to learn in regular education classrooms in Catholic Schools.*

*Inclusion fosters collaboration-general and special education teachers, with parents working together for the common good of all students, especially those with varying exceptionalities. Inclusion implies preparedness. Continuing education and ongoing communication are its hallmarks.*

*The Department of Elementary Schools recognizes that appropriate inclusion can work effectively for a large number of students with disabilities and learning difficulties while enriching the classroom experience of all students. The Department of Elementary Schools acknowledges that promoting appropriate inclusion without providing the resources needed to make it work effectively for students and teachers, offers a false promise of improved opportunities for students with special needs and assures a strong possibility for disruptions in the learning environment. For inclusion to achieve its full potential in the classroom, a primary requisite is that the entire school community commit themselves to ongoing staff development that will foster a greater understanding and respect for children with special needs.*

*DESEC - April 5, 1999*

### **ABOUT CATHOLIC STEWARDSHIP**

Catholic Stewardship calls us to live as disciples of the Lord; being responsible stewards of the gifts God has given us. All members of the parish have their own roles to play in carrying out the mission of Christ's Church. Parents are called to nurture their children in the light of faith. Parishioners are called to work in concrete ways to make St. Madeleine's a true community of faith and a vibrant source of service to the larger community. All Catholics are called to give generous support of time, money, prayer and personal service - according to their circumstance - to parish, archdiocese and the universal Church.

Specifically, the spirit of Stewardship asks that:

- Our financial donation to the Church should be proportional to our income. Scripture lists 10% as the ideal tithe. A suggestion would be starting at 1% and slowly increasing over the years.
- Our donation to the Church and other charities should come from the "first fruits" of our resources, not from what is left over after paying all the other bills. Some families write a monthly check for the parish before paying all the other bills. Some other families sit down and write the four (sometimes five) weekly checks for the Church before paying the bills, and then set them aside for their weekly contribution.
- Our donation is given in a spirit of thanksgiving for what God has given us, and is done in the context of Sunday Mass. A Stewardship donation is brought to the altar and is part of the offering at Mass.

### **ORGANIZATIONAL MANAGEMENT OF THE SCHOOL**

While the oversight for diocesan and parish educational management flows from the Archbishop to the Pastor (or designated pastoral leader) as described in the Revised Code of Canon Law, this is done within a framework of collaboration with many individuals and consultative groups.

In a Parish school, the decision-making process moves from broad to specific actions with each level entrusted to a specific group or person. At St. Madeleine Sophie, a unique blend of Pastoral Coordinator, Administration, Parish Pastoral Council, School Commission, Faith Formation Commission, Finance Council, Development Committee, Parents' Club, and a number of other groups, all might take a role in formulating an end product.

The **School Commission** is the consultative body serving to advise and support the principal and pastoral coordinator in school related matters. The responsibilities of the Commission, in cooperation with the principal and pastoral coordinator, include recommending a mission statement for the school grounded in a Catholic faith tradition, recommending policy, setting long range goals for the school, developing means to finance the school (including tuition structures, financial development, and fundraising), promoting communications, public relations, and evaluating the school's strategic goals and plans. Commission members are seated through a process developed by the parish Pastoral Council and approved by the Pastoral Coordinator. The Commission operating bylaws may be found on the school web site.

The **Parents' Club** is our local Home and School organization (analogous to a PTO or PTA). It serves as the primary vehicle for ongoing communication and support between school and families. As such, the group works to:

- Promote communication among parents, teachers, parish and administration.
- Provide parents and teachers with the information to aid in all aspects of education and the students' growth and development.
- Promote goodwill and cooperation between and among parents, faculty, administration, Commission, and the parish.
- Direct and coordinate parental support to the school through volunteerism, social functions and fund raising.
- Organize political action of the parents as advocates regarding local, state and federal legislation that affects Catholic schools as well as the lives of students and parents.

Club officers are selected from the school community and parish in late spring.

Two additional distinct tiers of organization form the umbrella support for St. Madeleine Sophie Parish as a Roman Catholic faith community for the South Bellevue area:

- **Catholic Archdiocese of Seattle:** the regional division for the Roman Catholic Church in Western Washington, stretching from Bellingham on the north to Vancouver in the south and from the Pacific Ocean eastward to the summit of the Cascade mountains. The chief officer of the diocese is the Archbishop. The diocese was formally established on May 31, 1850. A division of the diocesan administration, the Office for Catholic Schools, serves as the link to the local level in the areas of guidelines and consultation. The Superintendent of Schools heads this office.
- **Eastside Deanery:** a subdivision of the Archdiocese with the primary intent to aid in regional planning. The Eastside Deanery, of which St. Madeleine Sophie's is a part, represents the 14 parishes and 9 schools in northeast King County from Lake Washington and Mercer Island east to Snoqualmie.

If you desire a more complete description of Parish governance, contact the School office. You may also wish to study a number of different publications, among them – [Many Gifts, One Spirit](#) - available through the Parish office.

### **ASSOCIATED BODIES**

St. Madeleine Sophie School is connected to a number of other governing, leadership and advisory bodies. Included in those to which you may most often hear referred are:

- **National Catholic Educational Association (NCEA):** has been providing leadership and service to American Catholic educators since 1904. It is the largest private professional education organization in the world. NCEA's institutional and individual memberships represent Catholic education at all levels: Pre-Kindergartens, elementary and secondary schools, colleges and universities, seminaries and religious education programs. Within its mission are the goals to: advance the total educational mission of the church; articulate the contributions of Catholic education to the church and society; proclaim the uniqueness of Catholic schools; provides leadership and service to its members; advocates recognition of and support for Catholic education; and foster local, national and international collaboration.
- **Washington State Catholic Conference (WSCC):** a corporation of the three Catholic dioceses in the State of Washington with primary responsibility of representing the position of the Catholic Church in legislative and regulatory action. The WSCC teams with other private school groups to advocate for private school issues in Olympia.
- **Washington Federation of Independent Schools (WFIS):** represents over 70% of the private school students in the State of Washington. It is a coalition of independent and privately sponsored schools committed to serving and enhancing the public good. WFIS' mission is to strengthen the quality of education in Washington while serving as advocate and voice for all private schools in the state. The commonly shared values that motivate the coalition include: holistic educational excellence; freedom of expression and educational choice; involvement and empowerment of parents; and strength in members' diversity - respected and united through consensus decision-making.
- **Western Catholic Educational Association (WCEA)** The WCEA is a private educational accrediting agency established under the auspices of the Bishops of the Catholic (Arch) Dioceses of California and now operating throughout the dioceses of nine western states. The mission of WCEA is to promote quality Catholic education for students in our member elementary and secondary

schools through an accrediting process that assures the primacy of faith formation and educational excellence. The major purpose of this agency is to coordinate the accreditation process by assisting schools in their self-evaluative programs, to establish general standards for excellence, and to grant WCEA Accreditation in conjunction with authorized regional and state agencies. St. Madeleine Sophie School became fully accredited on May 8, 2013 using this process.

- **Office of the Superintendent of Public Instruction (OSPI):** is the state administrative office for elementary and secondary education. While the vast majority of its purpose is related to state-funded schools, it also oversees government regulation of privately funded educational institutions and the certification of all teachers in the state. It is through this office that St. Madeleine Sophie School receives its annual approval for operation. The OSPI is headed by the publicly elected Superintendent and works closely with the **State Board of Education**.

### **WHY ACCREDITATION?**

Catholic elementary schools were founded primarily as parish schools after the Council of Baltimore in 1884. For over 100 years these schools were conducted by various religious orders of men and women.

The purpose of the Catholic parish school was primarily to teach the Roman Catholic faith. The second purpose was to develop an academic curriculum that would be permeated with the values taught in the Roman Catholic Church.

Over the years, it became more important to guarantee the parents and the parish that the elementary school was academically sound and spiritually formative for its students. School accreditation was a means to that end.

In the late 1950s and early 1960s the Western Catholic Educational Association came into being with its emphasis on the Catholic identity of the school as well as its academic program. Today most Catholic elementary schools (both parish and private) in nine western states are accredited by via the WCEA process.

Each member diocese has both an elementary school and high school Commissioner. It is the responsibility of the respective commissioners to assist the school community in the preparation of a Self-Study Document using an approved protocol. For elementary schools, this protocol is titled the Process for School Improvement.

The protocol is criteria-based and leads the school to examine specific aspects of school life and the extent to which the criteria are currently being met. The school community then prepares for a three-day visit by an accreditation team composed of educators who are trained evaluators from other schools with educational expertise.

### **ELIGIBILITY OF ENROLLMENT**

St. Madeleine Sophie School admits students of any race, color, national, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national, and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

### **ARCHDIOCESAN POLICY**

The Archdiocesan Policy Handbook is available for viewing in the school office.