



TO PREACH THE
UNSEARCHABLE
RICHES OF
Christ

EPHESIANS 3:8

SAINTAUSTINSCHOOL.ORG

THE ST. AUSTIN SCHOOL

———— CATHOLIC ☩ CLASSICAL ————

PROSPECTUS

2023-2024

THAT IN

ALL

THINGS

GOD

MAY BE

G L O R I F I E D

OUR MISSION



The St. Austin School provides a rigorous academic program which prepares our students to excel in secondary schools of the highest caliber. In collaboration with our families, we help form students in Christian virtues and the lifelong practice of the Catholic Faith.



PHILOSOPHY

The St. Austin School firmly holds to the Catholic conviction that parents are the first and most enduring educators of their children and that the family is a privileged school in which children learn Christian virtues and establish the practice of the Catholic Faith (cf. CCC2223 ff.). The school works collaboratively with parents and families and values the close associations that naturally develop between those involved in the care of the children.

The St. Austin School endeavors to extend this family environment so that children may “increase in wisdom and in stature, and in favor with God and man” (Luke 2:52). We believe that education is primarily the work of helping form character in each child so that the student develops sound judgment and self-mastery. We seek to assist parents in passing on their religious and moral values by promoting a consistent message at school and in the social relationships of the extended school community.

Central to the school’s mission is the inculcation of Benedictine spirituality, a 1500 year-old tradition carried on by the monks at St. Louis Abbey, which provides the school’s chaplaincy. Following in the footsteps of St. Benedict, the school teaches the students the value of listening, in order to hear what God is saying and to learn the faith so well that they can explain it to others. The students are taught to seek God in everything they do, and to grow closer to Him through their work and especially through prayer. Additionally, the school teaches the children to see Christ in everyone they meet, and to strive to become Christ for every person they meet. We wish to develop the natural love of God in the hearts of the children so that they may seek Him above all things and find joy in worshiping Him in the beauty of holiness. Therefore, Holy Mass and regular Confession are the central core to the school’s chaplaincy.

We strive to instill in each child a love of learning and the ability to speak well, write well, and think well. To that end, the school follows a demanding classical liberal arts curriculum which allows the students to succeed and excel in secondary schools of the highest caliber. The curriculum is integrated so that the students can see the relationships between art, history, literature, and mathematics. The students are presented with a curriculum that presents a coherent Catholic worldview.

The motto of the school is taken from St. Paul’s Epistle to the Ephesians: To preach...the unsearchable riches of Christ (Ephesians 3:8). There is a two-fold meaning to this text. First, the teachers of the school wish to bring St. Paul’s inspired wisdom to their teaching. The transmission of the Christian faith consists primarily in proclaiming Jesus Christ in order to lead others to faith in Him (CCC 425 ff). Second, we hope that our children when they are fully formed will likewise ...burn with the desire to proclaim Christ: “We cannot but speak of what we have seen and heard.”(Acts 4:20) (CCC 425 ff). On September 8, 2021, we dedicated our school to the Immaculate Heart of Mary and the Sacred Heart of Jesus.

LISTEN
WITH THE
EAR
OF YOUR
HEART

RULE OF ST. BENEDICT



LET THE SERENITY OF YOUR SPIRIT
SHINE THROUGH YOUR FACE.

Let the joy of your mind burst forth.

LET WORDS OF THANKS BREAK FROM YOUR LIPS.

ST. PETER DAMIAN



SCHOOL STAFF

HEAD OF SCHOOL

Mrs. Gerry Dolan

SCHOOL SECRETARY

Ms. Pat Nieberding

ASSISTANT HEAD OF SCHOOL

Mr. Thomas Capps

DEVELOPMENT DIRECTOR

Mr. Mark Kraus

CHAPLAIN

Prior Dominic Lenk, OSB

SCHOOL GOVERNORS

Mr. Jim Spellmeyer, President

Mr. Paul Hunker, Secretary

Prior Dominic Lenk, OSB

ADMISSIONS DIRECTOR

Mrs. Danielle Morgenthaler

Mrs. Danielle Morgenthaler

Mrs. Willa Frattini

BUSINESS MANAGER

Mr. Jim Spellmeyer

Mrs. Colleen Kinnison

Mrs. Jane McCabe

ADMINISTRATIVE ASSISTANTS

Mrs. Tracy Stemler

Mrs. Mary Clare Florentin

Mrs. Amanda Lowe

Mrs. Gerry Dolan, Ex Officio

COMMUNICATIONS ASSISTANT

Mrs. Claire Andrews

SCHOOL FACULTY

PreK Lead Teacher
Catechesis of the Good Shepherd

Mrs. Julie Riley
MA, Theology
BA, French and English
BS, Secondary Education

PreK Teacher's Assistant

Mrs. Brigida Leonard
BS, Early Childhood/Elementary Ed.

PreK Teacher's Assistant

Mrs. Ann Murphy
BA, French
BA, English

Form I (Grade K)

Miss Elizabeth Houser
BS, Early Childhood Education and Special Education

Form II (Grade 1)

Mrs. Tracy Mohon
BA, English

Form III (Grade 2)

Miss Barbara Redington
BA, Elementary Education

Form IV (Grade 3)

Miss Lauren Prize
BA, Philosophy
AMI, Montessori diplomas for Primary and Elementary

Form IV (Grade 3) Co-Teacher

Mrs. Pat Luna
MA, Educational Processes
BS, Education

Form V (Grade 4)

Miss Claudia Sahn
BS, Theology and Evangelization
Catechesis of the Good Shepherd Level 1

Form VI Co-Homeroom Teacher (Grade 5)
English Literature (5,6)

Dr. Kent Pettit
PhD, English
MA, English
MDiv, Theology
BA, Biblical Studies

Form VI (Grade 5) Co-Homeroom Teacher
Theology and Logic/Philosophy (5-8)

Mrs. Michele Chronister
MA, Theology
BA, Theology and Philosophy

SCHOOL FACULTY

Form VII (Grade 6)
History (7/8)
English Literature (7/8)
Math (5)
P.E. (2-8)

Dr. Jeff Pauls
PhD, Education (Teaching and Learning Processes)
MA, Educational Administration
BA, History

Form VIII (Grades 7 & 8) Co-Homeroom Teacher
Spanish
Science (5-8)

Mr. Jose Silva
EdD, Higher Education Leadership (ABD)
MA, Music Theory
BM, Music Performance
AAS, Music

Form VIII (Grades 7 & 8) Co-Homeroom Teacher
Math 6-8)

Mr. Nicholas Cook
MA, Education
BS, Business Administration and Finance
BA, Philosophy

Latin (1-8), History (5,6)

Mr. Thomas Capps
BA, Near Eastern Languages and Civilizations

Art

Mrs. Carrie Blase
BA, Graphic Arts

Music

Dr. Patrick Bergin
PhD, Musicology
BA, Music Education

Library

Mrs. Jackie Spellmeyer
BS, Health Science

Lower School Teachers' Assistant

Mrs. Lynn Hellmuth

Lower School Teachers' Assistant

Miss Ashley Herr

SEEKING
TRUTH
GOODNESS
and
Beauty

✠

ABOUT OUR SCHOOL

The St. Austin School is an independent private Catholic school situated in West St. Louis County. The school is recognized by the IRS as a 501(c)(3) charitable organization. The St. Austin School Association of the Faithful is responsible for the Catholicity of the school.

Address: The St. Austin School
P.O. Box 6906
Chesterfield, MO 63006

Website: www.SaintAustinSchool.org

Phone: 314-580-2802

Email: secretary@SaintAustinSchool.org

The school admits boys and girls as day students in grades PreK through eighth. It offers a classical program of primary education from the intellectual and spiritual wealth of the Catholic Faith. The school year runs from August through May, and the school day is in session from 8:30 AM until 3:15 PM Monday through Friday. The school year is divided into three terms.

The children are organized into Forms:

PreK

Form I: Grade K

Form II: Grade 1

Form III: Grade 2

Form IV: Grade 3

Form V: Grade 4

Form VI: Grade 5

Form VII: Grade 6

Form VIII: Grades 7 and 8

ABOUT OUR SCHOOL

ADMISSION OF PUPILS TO THE SCHOOL

Prospective parents should always visit the school early on in the admissions process. This is a good opportunity to look around the school, see the children at work, and also meet the Head of School and other staff. Please contact the school secretary to make arrangements for a visit.

In the year prior to formal entrance into school (PreK), parents have the option of two, three or five day a week class and full or half days. This allows parents the flexibility to choose the configuration that works best for their family.

The St. Austin School does not discriminate against applicants and students on the basis of race, sex, color, and national or ethnic origin. The St. Austin School adopts this racially nondiscriminatory policy as to students, makes this policy known to the general public, and operates in a bona fide manner in accordance therewith in administration of its educational policies, admissions policies, tuition assistance, scholarship and loan programs (if any), and other school administration programs.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Central to The St. Austin School's philosophy is to provide for each individual child according to the student's needs. However, as a small school we are not able to provide adequately for children with special needs. In situations where we might be able to help, the school will seek to accommodate needs on an individual basis at the discretion of the Head of School.

SCHOOL CURRICULUM

At The St. Austin School, each child is encouraged to develop socially, intellectually, and spiritually at his optimum pace. This is achieved by involving the children in active and independent learning. Emphasis is placed on the essential skills of literacy, numeracy, and religious instruction. These are worked out through a varied and exciting curriculum, which we believe is both broad and balanced and is intended to help children engage with the greatest ideas found in the best books.



WHATEVER YOU DO, THINK OF THE
Glory of God
AS YOUR MAIN GOAL.
ST. JOHN BOSCO

SCHOOL CURRICULUM

CORE SUBJECTS

Religious Instruction (RI)

St. Anselm defined theology as *fides quaerens intellectum* – an active love of God (*fides*) seeking a deeper knowledge of God (*intellectum*). Religious Instruction (RI) provides the foundation for understanding that will allow the lifelong process of living the Catholic Faith. The tools for this are the Holy Bible, the Catechism of the Catholic Church, the Faith and Life Series, and thorough understanding of the Church's Sacraments and Ceremonies, especially Holy Mass. In middle school, understanding Hebrew will be used to help the students develop an understanding of Israelite culture by learning the language, which will open their minds to Scripture, thereby helping them to better understand it.

English

A sound knowledge of grammar and the ability to express oneself clearly and articulately, both orally and in writing, are the goals of the English program.

Logic and Reasoning

Logic instruction focuses on teaching students to think critically. Developing a propensity for right reasoning will impact every aspect of the student's academic life and personal development.

Literature

Reading good books is not only central to teaching English but touches on all subjects. The best books are used across the curriculum in all subjects. These books engage the mind, delight the soul, and provide food for the imagination. A good book makes every topic come alive; therefore, the best literature is the most important element in instruction.

SCHOOL CURRICULUM

CORE SUBJECTS

Latin

Latin is the language of the Church and the foundation of our culture. It is essential for the fullest participation in the liturgical life of the Church, provides excellent mental training, and assists the understanding of English; therefore, Latin vocabulary, song, and prayers are taught from Grade 1 onwards. Latin grammar is introduced in conjunction with the study of English grammar to help the children understand how the science of grammar works.

History

History is presented in a chronological perspective in order to help the students develop a historical sense as well as a real and profound understanding of the people and events which have shaped human culture.

Geography covers all aspects of the study of the earth, its physical attributes, climate, and its peoples. Map work is incorporated into the subject.

Mathematics

Mathematics is a tool relevant to everyday life. The early grades concentrate on measuring, estimating, working with shapes, money, number patterns, graphs, tables, and number calculations. The latter grades concentrate on rational numbers, geometry concepts, and Algebra. Students should have completed Algebra I by the end of Grade 8.

Science

Nature study is the basis of the science program. This includes observation, classification, use of the scientific method, and recording data findings in a scientific manner. Our aim is that children will develop flexible, inquiring minds, a scientific approach to problem-solving, and be led to a sense of wonder and gratitude at God's creation.

Almighty God,

GIVE ME WISDOM TO PERCEIVE YOU,
INTELLIGENCE TO UNDERSTAND YOU,

DILIGENCE TO SEEK YOU,

PATIENCE TO WAIT FOR YOU,

EYES TO BEHOLD YOU,

A HEART TO MEDITATE UPON YOU

AND LIFE TO PROCLAIM YOU,

*through the power of the
Spirit of our Lord Jesus Christ.
Amen.*

ST. BENEDICT

SCHOOL CURRICULUM

ADDITIONAL SUBJECTS

Spanish

Spanish is one of the most popular and useful languages today. The students will read, translate, and understand words, genders and associated articles; greetings, both formal/informal; and verbs in varying tenses. They will engage in dialogues and conversation.

Music

Through an emphasis on developing each student's first and God-given instrument--the voice--students are taught good vocal technique (*bel canto*), and given a comprehensive music education through the Ward Method including elements of ear training, note reading, solfege, music theory, improvisation, and composition. Students sing daily at morning prayer, at regular school Masses, and annual Christmas and Easter concerts in addition to other special events. Middle school students receive additional instruction in the history and appreciation of music (especially sacred music) and are welcome to join the after-school choir program for further musical development.

Art

Students will explore the techniques and processes for the production of visual arts, the principles and elements of different art forms, and apply the design process in their own works of art. They will interpret and evaluate works of art and understand visual art as it relates to other disciplines and in historical and cultural contexts.

Drama

The drama program provides instruction in the performing arts, as well as the production of a play at the end of the year. Students will develop skills in acting methods, story-telling, set construction, character development, and improvisation. Ultimately, students will learn how they can inspire the world through acting.

Physical Education (PE)

Year-round outdoor play will be emphasized. Students will develop motor and movement skills, team building skills, and enjoy physical activity which provides challenge, social interaction, and self-expression.

CURRICULUM OVERVIEW

PRE-KINDERGARTEN

The PreK classroom structure is Montessori based.
Hands-on learning and play are supplemented with the following texts.

Religious Instruction

Who Am I, Ignatius Press
Catechesis of the Good Shepherd Program
Catholic Story Coloring Book
New Catholic Picture Bible, Catholic Book Publishing Company
Catholic Children's Treasure Box Series, Tan Books and Publishers, Inc.
Best-Loved Bible Stories, Chariot Books

Story Time

Blueberries for Sal, Robert McCloskey
The Children's Book of Virtue, William Bennett
Mother Goose - The Original Volland Edition, Derrydale Books
The Story of Ferdinand, Munro Leaf
The Velveteen Rabbit, Margery Williams
The Great Fairy Tale Classics, Tormont Publications Inc.
The Little Red Hen, Paul Galdone
The House That Jack Built illustrated, J.P. Miller
Mr. Pine's Purple House, Leonard Kessler
Curious George, H.A. Rey
Madeline, Ludwig Bemelmans
My Shadow, Robert Louis Stevenson, illustrated by Glenna Lang
Charlie Needs a Cloak, Tomie dePaola
Barndance, Bill Martin Jr. & John Archambault
Tikki Tikki Tembo retold, Arlene Mosel
Noah's Ark, Barbara Shook Hazen & Diane Muldrow
The Quilt Story, Tony Johnston & Tomie dePaola
In November, Cynthia Rylant
The Gingerbread Boy, Paul Galdone
The Little Drummer Boy, Ezra Jack Keats
The Friendly Beasts, Tomie dePaola
Color Kittens, Margaret Wise Brown
The Mitten, Jan Brett
Snow, Cynthia Rylant
Guess How Much I Love You, Sam McBratney
Officer Buckle and Gloria, Peggy Rathmann



CURRICULUM OVERVIEW

PRE-KINDERGARTEN

Story Time (continued)

Never Tease a Weasel, Jean Conder Soule
The Runaway Bunny, Margaret Wise Brown
The Golden Egg Book, Margaret Wise Brown
Home for a Bunny, Margaret Wise Brown
Green Eggs and Ham, Dr. Seuss
Corduroy, Don Freeman
One Fine Day, Nonny Hogrogian
Three Billy Goats Gruff, Paul Galdone
Andy and the Lion, James Daugherty
Chester's Way, Kevin Henkes
The Story of Little Babaji, Helen Bannerman
Ten Little Rubber Ducks, Eric Carle
The Empty Pot, Demi
The Relatives Came, Cynthia Rylant

Logic

Dr. DooRiddle and other critical thinking books, The Critical Thinking Company

Penmanship

Writing with Phonics Manuscript, Abeka Language Arts Series

Literacy & Numeracy

Activity based introduction through various Montessori materials along with texts from:
Memoria Press, Critical Thinking Company

Science, History, and Arts & Crafts

Activity based introduction through various Montessori materials along with texts from:
Memoria Press, Critical Thinking Company

Additional Subjects

1. Spanish
2. Music

UNFURL THE SAILS,
AND LET GOD STEER US
WHERE HE WILL.



CURRICULUM OVERVIEW

FORM I (GRADE K)

Religious Instruction (RI)

Sacred Scripture

New St. Joseph First Children's Bible, Catholic Book Publishing Company

Catechism

Who Am I?, Ignatius Press

Catechesis of the Good Shepherd Program

English

Reading, Writing, Grammar, Vocabulary, and Spelling

American Language Series Readers, Lighthouse

Science of Reading Systematic Phonics, Sarah Paul

A Child's Book of Poems, Memoria Press

Penmanship

Writing with Phonics Manuscript K5, Abeka Language Arts Series

Literature

The Important Book, Margaret Wise Brown

A Tree Is Nice, Janice May Udry

How to Make an Apple Pie and See the World, Marjorie Priceman

Frederick, Leo Lionni

Follow the Dream: The Story of Christopher Columbus, Peter Sis

Ox-Cart Man, Donald Hall

Pumpkin Moonshine, Tasha Tudor

The Story of Ferdinand, Munro Leaf

Pancakes, Pancakes!, Eric Carle

Bread and Jam for Frances, Russell Hoban

This First Thanksgiving Day, Laura Krauss Melmed

The Little Fir Tree, Margaret Wise Brown

The Twelve Days of Christmas, illustrated by Jan Brett

Mr. Willowby's Christmas Tree, Robert Barry

Stellaluna, Janell Cannon

Owl Moon, Jane Yolen

Stopping by Woods on a Snowy Evening, illustrated by Susan Jeffers

Gregory's Shadow, Don Freeman

Walter the Baker, Eric Carle

CURRICULUM OVERVIEW

FORM I (GRADE K)

Literature (Continued)

Katy and the Big Snow, Virginia Lee Burton

The Frogs and Toads All Sang, Arnold Lobel

Roxaboxen, Alice McLerran

Cactus Hotel, Brenda Z. Guiberson

Hide and Seek Fog, Alvin Tresselt

All Things Bright and Beautiful, Cecil Frances Alexander

A Tale for Easter, Tasha Tudor

What Do You Do With a Tail Like This? Steve Jenkins & Robin Page

A House for Hermit Crab, Eric Carle

An Extraordinary Egg, Leo Lionni

The Seven Silly Eaters, Mary Ann Hoberman

Come On, Rain!, Karen Hesse

Wonders of Nature, Eloise Wilkins

Hubert's Hair-Raising Adventure, Bill Peet

Abe's Fish, Jen Bryant

History and Geography

The Story of the World: History for the Classical Child,

Vol.1: Ancient Times, Peace Hill Press

Mathematics

Dimensions Math, Singapore Math

Science

Little Science Thinkers, Karen Jones

KinderScience, Tara West

Additional Subjects

1. Spanish: *Español Básico*, Sombrero Time
2. Art
3. Music
4. Physical Education
5. Library

CURRICULUM OVERVIEW

FORM II (GRADE I)

Religious Instruction (RI)

Sacred Scripture

New St. Joseph First Children's Bible, Catholic Book Publishing Company

Catechism

Faith and Life – Our Heavenly Father, Ignatius Press

English

Writing, Grammar

English 1 for Young Catholics, Seton Press

First Start Reading, Memoria Press

Spelling

Traditional Spelling, Memoria Press

Reading, Vocabulary

Story Time Treasures, More Story Time Treasure, Memoria Press

Selected poetry by Robert Louis Stevenson and Shel Silverstein

Penmanship

Writing with Phonics Cursive, Abeka Language Arts Series

Reasoning/Problem Solving

Building Thinking Skills: Primary, Sandra Parks and Howard Block

Literature

Little Bear, Else Holmelund Minarik

Frog and Toad are Friends, Arnold Lobel

Caps for Sale, Esphyr Slobodkina

Make Way for Ducklings, Robert McCloskey

Billy and Blaze, C. W. Anderson

Blaze and the Forest Fire, C. W. Anderson

The Story About Ping, Marjorie Flack

Keep the Lights Burning, Abbie by Peter and Connie Roop

Stone Soup, Marcia Brown

The Little House, Virginia Lee Burton

Miss Rumphius, Barbara Cooney

Winter on the Farm, Laura Ingalls Wilder

Christmas in the Big Woods, Laura Ingalls Wilder

Little House Christmas Treasury, Laura Ingalls Wilder

CURRICULUM OVERVIEW

FORM II (GRADE 1)

History and Geography

The Story of the World: History for the Classical Child,

Vol.1: Ancient Times, Peace Hill Press

Maps, Charts, and Graphs, Book A, Modern Curriculum Press

Mathematics

Dimensions 1A and 1B, Singapore Math

Science

Science, Scott Foresman

Additional Subject

1. Spanish: *Español Básico, Sombrero Time*
2. Art
3. Latin
4. Music
5. Physical Education (PE)



CURRICULUM OVERVIEW

FORM III (GRADE 2)

Religious Instruction

Catechism

Jesus Our Life, Ignatius Press

Patron Saint of First Communicants: The Story of Blessed Imelda Lambertini, Mary Fabyan Windeatt

Going to Confession, Fr. Lawrence Lovasik

Receiving Holy Communion, Fr. Lawrence Lovasik

English

Writing, Grammar

English 2 for Young Catholics, Seton Press

Spelling

Traditional Spelling, Memoria Press

Reading, Vocabulary

Works of literature from Memoria Press:

Prairie School, Avi

Animal Folk Tales of America, adapted by Tony Palazzo

The Courage of Sarah Noble, Alice Dalgliesh

Little House in the Big Woods, Laura Ingalls Wilder

The Tales of Peter Rabbit, Benjamin Bunny, Tom Kitten, Johnny Town Mouse, Beatrix

A Child's Book of Poems, Sterling Children's Books

Penmanship

Writing Our Catholic Faith, Universal Publishing

Reasoning/Problem Solving

Building Thinking Skills, The Critical Thinking Company

Literature

Johnny Appleseed, Reeve Lindbergh

The Monkey and the Crocodile, Paul Galdone

One Morning in Maine, Robert McCloskey

Amos and Boris, William Steig

Cinderella, Marcia Brown

The Five Chinese Brothers, Claire Hutchit Bishop & Kurt Wiese

Wee Gillis, Munro Leaf

The Thanksgiving Story, Alice Dalgliesh

Lucy's Christmas, Donald Hall

The Christmas Miracle of Jonathan Toomey, Susan Wojciechowski

The Velveteen Rabbit, Margery Williams

The Big Snow, Berta and Elmer Hader

CURRICULUM OVERVIEW

FORM III (GRADE 2)

Literature (continued)

The Emperor's New Clothes, Hans Christian Andersen

The Gardener, Sarah Stewart

Saint Valentine, Robert Sabuda

Emily, Michael Bedard

Island Boy, Barbara Cooney

The Easter Egg, Jan Brett

Paul Revere's Ride, Henry Wadsworth Longfellow

Verdi, Janell Cannon

The Gift of the Tree, Alvin Tresselt

Maybelle the Cable Car, Virginia Lee Burton

A Visit to William Blake's Inn, Nancy Willard

The Fourth of July Story, Alice Dalgliesh

Lucy's Summer, Donald Hall

History and Geography

The Story of the World: History for the Classical Child

Vol. 2: The Middle Ages, Peace Hill Press

The Story of Civilization, Tan Books

Mathematics

Dimensions Math, Singapore Math

Simple Solutions, Bright Ideas Press, LLC

Science

Science, Scott Foresman

Additional Subjects

1. Spanish: *Español Básico*, Sombrero Time
2. Art
3. Latin
4. Music
5. Physical Education (PE)

CURRICULUM OVERVIEW

FORM IV (GRADE 3)

Religious Instruction (RI)

Sacred Scripture

The Holy Bible (RSV)

Catechism

Faith and Life – Our Life with Jesus, Ignatius Press

The Kingdom of God and the Church, Sophia Press

English

Writing, Grammar

English for Young Catholics, Seton Press

Spelling

Traditional Spelling III: A Phonetic Approach., Memoria Press

Reading, Vocabulary

The Harp and Laurel Wreath - Poetry for the Classical Curriculum

A Bear Called Paddington, Michael Bond

Charlotte's Web, E. B. White

Farmer Boy, Laura Ingalls Wilder

Mr. Popper's Penguins, Richard and Florence Atwater

Penmanship

Writing Our Catholic Faith, Universal Publishing

Reasoning/Problem Solving

Building Thinking Skills Level 1, The Critical Thinking Company

Literature

Winnie the Pooh, A.A. Milne

Mary Poppins, P.L. Travers

D'Aulaires' Book of Norse Myths, Ingri and Edgar Parin D'Aulaire

American Tall Tales, Mary Pope Osborne

The Saturdays, Elizabeth Enright

James Herriot's Treasury for Children, James Herriot, ill. by Ruth Brown & Peter Barrett

A Day on Skates, Hilda van Stockum

The Magician's Nephew, C. S. Lewis

The Borrowers, Mary Norton

The Secret Garden, Frances Hodgson Burnett

CURRICULUM OVERVIEW

FORM IV (GRADE 3)



History

The Story of the World: History for the Classical Child,

Vol. 3: Early Modern Times, Peace Hill Press

Maps, Charts, and Graphs, Book C, Modern Curriculum Press

Mathematics

Dimensions Math, Singapore Math

Simple Solutions, Bright Ideas Press

Science

Science, Scott Foresman

Additional Subjects

1. Spanish: *Español Básico, Sombrero Time*
2. Art
3. Latin
4. Music
5. Physical Education (PE)

CURRICULUM OVERVIEW

FORM V (GRADE 4)

Religious Instruction (RI)

Sacred Scripture

The Holy Bible

New Catholic Picture Bible, Catholic Book Publishing Co.

Catechism

Jesus Teaches us How to Live, Sophia Press

English

Reading, Writing, Grammar, Vocabulary, and Spelling

God's Gift of Language A, A Beka

Institute for Excellence in Writing, Andrew Pudewa

Wordly Wise, School Specialty, Inc.

Spelling Power, Castlemoyle Books

Penmanship

Writing Our Catholic Faith, Universal Publishing

Reasoning/Problem Solving

Building Thinking Skills, The Critical Thinking Company

Literature

Works of literature to be chosen from the following list:

The Lion, the Witch, and the Wardrobe, C.S. Lewis

Snow Treasure, Marie McSwigan

Where the Red Fern Grows, Wilson

Number the Stars, Lois Lowry

Sign of the Beaver, Elizabeth George Speare

A Door in the Wall, Marguerite de Angeli

The Little Flower, Mary Fabyan Wyndeatt

The Great Black Robe, Jean Maddern Pitrone

History

The Story of the World: History for the Classical Child,

Vol. 4: The Modern Age, Peace Hill Press

Mathematics

Dimensions Math, Singapore Math

Simple Solutions, Bright Ideas Press, LLC

CURRICULUM OVERVIEW

FORM V (GRADE 4)

Science

Science Grade 4, Scott Forsman

Additional Subjects

1. Spanish: *Español Básico*, Sombrero Time
2. Art
3. Latin
4. Music
5. Physical Education (PE)



CURRICULUM OVERVIEW

FORM VI (GRADE 5)

Theology

Sacred Scripture

The Holy Bible (RSV)

Catechism

Faith and Life – Credo: I Believe, Ignatius Press

Sacred Art Appreciation

Let's Look at a Masterpiece: Classic Art to Cherish with a Child by Madeline Stebbins

Philosophy/Logic

The Fallacy Detective, Classical Academic Press

Philosophy for Kids, Prufrock Press

English

Grammar/Logic

God's Gift of Language B, A Beka

Vocabulary

Vocabulary Workshop A, Sadlier

Vocabulary in Action, Level E, Loyola Press

Spelling

Spelling Power, Castlemoyle Books

Writing

Institute for Writing Excellence, Andrew Pudewa

Penmanship

Writing Our Catholic Faith, Universal Publishing

History and Geography

All Ye Lands: Origins of World Cultures, Ignatius Press

The Story of the World: History for the Classical Child,

Vol. 1: Ancient Times, Peace Hill Press

Our Catholic Legacy: World History for Young Catholics, Seton Press

CURRICULUM OVERVIEW

FORM VI (GRADE 5)

Literature

Works of literature to be chosen from the following list:

From the Mixed-Up Files of Mrs. Basil E. Frankweiler, E. L. Konigsburg

The Little Prince, Antoine de Saint-Exupery

Adventures of Tom Sawyer, Mark Twain

The Wind and the Willows, Kenneth Grahame

My Side of the Mountain, Jean Craighead George

The Hobbit, J.R.R. Tolkien

The Magician's Nephew, C.S. Lewis

Esperanza Rising, Pamela Munoz Ryan

The Captain's Dog, Roland Smith

Selections of Poetry, Greek and Roman Mythology

Latin

Latin for Roman Catholics, Thomas Capps

Mathematics

Dimensions, Singapore Math

Simple Solutions, Bright Ideas Press

Science

Earth Science, Glencoe

Additional Subjects

1. Spanish: *Español Básico*, Sombrero Time
2. Art
3. Music
4. Physical Education (PE)
5. Drama (Optional)

Students are required to independently read 60 pages each week. Independent reading is self-selected by the student with the approval of that student's parents.

CURRICULUM OVERVIEW

FORM VII (GRADE 6)

Theology

Sacred Scripture

The Holy Bible (RSV)

Catechism

Faith and Life – Following Christ, Ignatius Press

Sacred Art Appreciation

Looking at a Masterpiece, Madeline Stebbins

Ancient, Ever New: Art History, Appreciation, Theory, and Practice by Catholic Heritage Curricula

Philosophy/Logic

The Art of Argument: An Introduction to the Informal Fallacies, Classical Academic Press

Philosophy for Kids, Prufrock Press

English

Grammar/Logic

God's Gift of Language C, Abeka

Vocabulary

Vocabulary Workshop A, Sadlier

Vocabulary in Action, Level F, Loyola Press

Spelling

Spelling Power, Castlemoyle Books

Writing

Institute for Writing Excellence, Andrew Pudewa

Penmanship

Writing Our Catholic Faith, Universal Publishing

History and Geography

All Ye Lands: Origins of World Cultures, Ignatius Press

The Story of the World: History for the Classical Child,

Vol. 2: Middle Ages, Peace Hill Press

Our Catholic Legacy: World History for Young Catholics, Seton Press

CURRICULUM OVERVIEW

FORM VII (GRADE 6)

Literature

Works of literature to be chosen from the following list:

The Shakespeare Stealer, Gary Blackwood

A Wrinkle in Time, Madeleine L'Engle

Watership Down, Richard Adams

The Miracle Worker, William Gibson

White Fang, Jack London

The Lord of the Rings: The Fellowship of the Ring, J.R.R. Tolkien

The Adventures of Huckleberry Finn, Mark Twain

Treasure Island, Robert Louis Stevenson

Selections of Poetry, Greek and Roman Mythology

Students are required to independently read 75 pages each week. Independent reading is self-selected by the student with the approval of that student's parents.

Latin

Latin for Roman Catholics, Thomas Capps

Mathematics

Mathematics Course 1, Holt-McDougal

Science

Earth Science, Glencoe

Additional Subjects

1. Spanish: *Español Básico*, Sombrero Time
2. Art
3. Music
4. Physical Education (PE)
5. Drama (Optional)



CURRICULUM OVERVIEW

FORM VIII (GRADES 7 AND 8)

Theology

Sacred Scripture (RSV)

The Holy Bible

Catechism:

Grade 7: *Faith and Life – The Life of Grace*, Ignatius Press

Grade 8: *Faith and Life – Our Life in the Church*, Ignatius Press

Philosophy/Logic

The Art of Argument: An Introduction to Informal Fallacies, Classical Academic Press

The Discovery of Deduction: An Introduction to Formal Logic, Classical Academic Press

The Examined Life, Prufrock Press

English

Grammar & Writing

Grammar and Composition I & II, A Beka

English for Young Catholics, Seton Press

Vocabulary

Vocabulary Workshop C/D, Sadlier

Vocabulary in Action, Level H, Loyola Press

Penmanship

Writing Our Catholic Faith, Universal Publishing

History and Geography

Grade 7: *Creating America I*, McDougal Littell

Grade 8: *Creating America II*, McDougal Littell

A Patriot's History of the United States, Sentinel

Latin

Latin for Roman Catholics, Thomas Capps

Students are required to independently read 75 pages each week. Independent reading is self-selected by the student with approval of the student's parents.

CURRICULUM OVERVIEW

FORM VIII (GRADES 7 AND 8)

Literature

Works of literature to be chosen from the following list:

Julius Caesar, William Shakespeare
A Midsummer Night's Dream, William Shakespeare
Merchant of Venice, William Shakespeare
Macbeth, William Shakespeare
Much Ado About Nothing, William Shakespeare
Romeo and Juliet, William Shakespeare
The Adventures of Huckleberry Finn, Mark Twain
Cyrano de Bergerac, Edmund Rostand
The Old Man and the Sea, Earnest Hemingway
Favorite Father Brown Stories, G.K. Chesterton
The Screwtape Letters, C.S. Lewis
The Diary of Anne Frank, Anne Frank
Friedrich, Hans Peter Richter
Animal Farm, George Orwell
Joan of Arc, Mark Twain
American Short Stories, Poetry

Mathematics

Grade 7: *Pre-Algebra*, McDougal Littell

Grade 8: *Algebra I*, McDougal Littell

Algebra 2, McDougal Littell

Science

Physical Science, McDougal Littell

Life Science, Prentice Hall

Additional Subjects

1. Spanish: *Español Básico*, Sombrero Time
2. Art
3. Music
4. Physical Education (PE)
5. Drama (Optional)



SCHOOL POLICY

SEX AND RELATIONSHIP EDUCATION (SRE) AND SOCIAL/HEALTH EDUCATION

Throughout the time the children are in school, our teaching aims to instill an attitude of wonder and respect towards all men and other creatures. However, we believe that sensitive issues regarding Relationship, Social, and Health Education are among the primary responsibilities of parents. Therefore, The St. Austin School does not cover these issues within our curriculum. We encourage parents to address these issues within the context of their family life. Among the issues we consider beneficial are:

- That children understand their feelings and emotions so that each child will feel capable of articulating his/her needs in acceptable ways.
- That the children make considered choices and decisions related to their health and behavior, by increasing their knowledge and clarifying the beliefs and values that their families hold, which are part of Catholic belief and practice.
- That the children realize how their behavior may affect others.
- That the children appreciate the normality of the similarities and differences that exist between boys and girls and develop a sense of respect and reverence for each other.
- That the children develop a sense of personal responsibility and involvement in their own emotional and physical well-being, which will contribute to their feeling of self-worth and Christian dignity.

SCHOOL POLICY

HOMework

It is the policy of the school to set reasonable quantities of homework during the week for all children at the discretion of the teacher. Each student has an assignment notebook where tasks to be completed are listed. The type and variety of homework is designed to support class learning and link school learning to home learning, as well as begin to prepare children for the increased demands that they will face in secondary school.

Reading is a very high priority for all children at The St. Austin School, and we expect children to bring home a reading book and to read regularly with support from their parents. Spellings and timetables are checked regularly, and these should also be learned and developed at home. Depending on the age of the child, exercises in Math, English, and Science may also be set, but the development of a positive reading habit is a high priority at all times. For more detailed information on the homework policy see the Parent Student Handbook.

SCHOOL POLICY

DISCIPLINE

Discipline at The St. Austin School is intended to be firm and loving. We hold with St. John Bosco that love and prevention are better motives to good behavior than fear and punishment. At all times, we strive to provide an ordered, safe, and happy environment where children develop and accept responsibility for their own behavior. Discipline is based on respect, consideration, and care for each other.

The class teacher will deal with small infractions. If a child persistently misbehaves, the class teacher will work closely with the Assistant Head of School and other staff to look for ways of successfully supporting and redirecting the child. Parents will be involved quickly because experience has shown that this is the best way to tackle any issues, which can quickly become more serious. Our aim is to work very closely together to rectify any disruptive situation as quickly as possible. As a last resort, in severe cases, the Head of School has the authority to suspend a child if he/she is hampering learning for other children. However, should a problem prove intractable, the school reserves the right to dismiss a child after due consultation with the Board of Governors and the child's parents.

SCHOOL UNIFORM

Children must wear a uniform in school. Wearing a uniform gives a child a sense of belonging, strengthens classroom discipline, and fosters a serious approach to studies. The school colors are blue, green, and gold.

Parents are responsible for seeing that their child is dressed correctly for school. Refer to the Parent Student Handbook for additional uniform details.

SCHOOL POLICY

STUDENT PROGRESS AND EVALUATION

The school keeps parents fully informed about their child's progress. We provide a variety of ways in which this can be achieved.

Form Teachers We believe that close liaison between parents and teachers is absolutely essential. The form teachers are also generally available in their classrooms after school until 3:45 PM to discuss any aspect of your child's work or behavior that requires immediate attention. If there is any matter you wish to discuss at length with the teacher, please contact the school office for an appointment, and a time will be arranged which is convenient.

Parent Consultation Evening We hold a required parent consultation evening at the end of the fall term when each child's progress is reviewed. A second optional parent consultation is held at the end of the winter term preparatory to the child moving into the next grade in the fall.

Assessment The children's progress and development are monitored by the form teacher who is responsible for guiding them through all aspects of their school life. Assessment is a continual process where the teacher, using his or her professional judgment, assesses standards and judges capabilities through observation, appraisal, and recording of each child's work and progress. Parents are encouraged to check grades using MySchoolWorx. Grades will be issued at the end of each trimester.

Standardized Testing In the spring, the students in grades Kindergarten and up will be given the Stanford Achievement Test Series. Classical Learning Test will be administered to third grade through eighth grade.

Assessment Reports End of trimester reports can be viewed online through MySchoolWorx, the school's online grading system. We recommend that you monitor your child's progress on MySchoolWorx.

Grade Scale Each subject, as well as behavior, receives a grade according to the following scale:

A+ 97-100	A 93-96	A- 90-92
B+ 87-89	B 83-86	B- 80-82
C+ 77-79	C 73-76	C- 70-72
D+ 67-69	D 63-66	D- 60-62
F 59 and below		

Grades of Excellent (E), Very Good (VG), Satisfactory (S), Needs Improvement (N), and Unsatisfactory (U) will be reported on the grade report. These grades (E, VG, S, N, U) will also be assigned in Spanish, Latin, Music, Art, and P.E. for grades K-3.

SCHOOL POLICY

ABSENCES AND ATTENDANCE

The St. Austin School requires regular, consistent attendance in order to support good learning and academic progress, as well as to assist in developing habits of responsibility, good citizenship, and good manners. Our Attendance Policy details the school's expectations for attendance. For further details, please see the Parent Student Handbook or visit The St. Austin School website at: [www. SaintAustinSchool.org](http://www.SaintAustinSchool.org).

THE PARENTS AND FRIENDS ASSOCIATION (PFA)

The Parents and Friends Association is an active St. Austin School association charged with organizing a variety of social and faith enriching events for the benefit of St. Austin students and their families.

Upon admittance to the school, all parents of a St. Austin student become members of the Parents and Friends Association.

In partnership with school administration, the Parents and Friends Association is dedicated to supporting events and activities that enhance the St. Austin School experience for parents, students, faculty, and staff while advancing the mission of the St. Austin School. The intention of the PFA is to encourage ever-stronger links between home and school.

PARENT VOLUNTEERS IN SCHOOL

We actively encourage parents to come into school and work alongside teachers, outside the classroom, on a voluntary basis. Many parents have expertise in a wide array of areas where their contribution is essential to our school. Parents who wish to help in school are required to meet with the teacher or Head of School prior to the first visit, and rigorously comply with the school's policy regarding **Security and Child Protection** (see below).

SCHOOL POLICY

SCHOOL SECURITY/CHILD PROTECTION

The safety of each individual child and adult at The St. Austin School is of paramount importance. The Head of School and Governors have taken certain measures to make the school site as safe as possible. To that end, the following measures will be taken:

- The only access to the school is through the Main Entrance adjacent to the School Office.
- Visitors must check in with the School Secretary, sign the visitors' book and visibly wear a badge at all times.
- Anyone contracted to do work at the school is carefully vetted. All staff and volunteers must undergo rigorous background checks, have completed the national sexual-abuse prevention program *Protecting God's Children*, and comply in all particulars with the relevant Archdiocesan Safe Environment Program.
- The Head of School and the Governors annually review the school's Security and Child Protection Policy, which can be found in the Parent Student Handbook.

EXTRA-CURRICULAR ACTIVITIES

The school encourages a number of after-school activities run by outside organizations and parents. Activities depend on the enthusiasm and organization of the parents and are therefore subject to change. The school is always happy to receive suggestions or proposals for other activities.

Scholar's Pledge

I pledge to seek the truth
and to love all that is good and beautiful.

I will strive to achieve clarity of thought,
nobility of character and purity of heart.

I will pursue my education with diligence,
humility and sincerity, embracing excellence
and renouncing mediocrity.

I will treat my teachers and peers
with the utmost dignity and respect.

I will honor myself and my family
by giving my best effort daily.

I will honor God by developing the gifts
He has given me to the best of my ability.

Above all I will aspire to the wisdom
of a life lived in faith, hope, and charity,
fulfilling my destiny as a child of God.





Although The St. Austin School has made every effort to ensure that the information contained in this prospectus is accurate at the time of publication, we know that variations in the curriculum and school policies naturally will occur in practice. Full curriculum and policies, moreover, are subject to change without notice. If you have questions about any aspect of this prospectus or about the school, do not hesitate to contact the Head of School or any member of the Board of Governors.

