



Wayside is an apostolic educational movement in the Roman Catholic diocese of Peterborough. Through the operation of an independent elementary and secondary school, wayside collaborates with families in the formation of children by providing a classical approach to the liberal arts.

1 Overview

1.1 The Purpose of the Charter

This Charter describes Wayside, why it exists, the roles of its members and how it functions. The Charter gives the Board, its committees, staff and the entire community an explicit means to ensure the endurance of Wayside's core commitments and to evaluate new ideas. The Charter enables patrons, staff, volunteers and families to understand fully and to embrace the philosophy and culture of Wayside.

1.2 Sources of Authority

The Diocese of Peterborough

As an apostolic movement, Wayside Academy operates with the permission and support of the Bishop of Peterborough.

Domestic Church: Families

The gift of parenthood, with its attendant grace, authority and responsibility, is from our Sovereign Lord. Wayside acknowledges that parents are the primary educators of their children and supports the vocation of parenthood.

Secular

Wayside Academy is incorporated as a school and a charitable organization under various legislative instruments and is governed by a volunteer board.

1.3 History

In 1994, six families met in the basement of Our Lady of the Assumption Church in the hamlet of Assumption, Ontario to form a home school cooperative. In 1995, this apostolic initiative spurred the founding of a school with permission from the local Bishop. The school incorporated as Wayside Academy Inc. and obtained charitable status.

By 2001, Wayside had a full-time principal and adopted the classical, liberal arts model of education. In 2006, Wayside Academy purchased a building and property north of Peterborough, Ontario. It subsequently committed to the hiring of full time staff for high school, developed a kindergarten program, and now provides a superior offering from kindergarten to grade twelve.

Within this historical framework the various school and community roles developed. Some of the ways in which these roles complement each other are particular to Wayside and its unique history.



2 A Distinctive Approach

2.1 Introduction

The heart of the school is that it is authentically Catholic. It exists to tend souls and resists the tendency to become solely an academic institution. The life of the school has three fundamental aspects:

- the spiritual, the communal and the academic.

Without the spiritual, there is no fullness of life. Without the communal, prayer and study become narrow and selfish. Without academics, spiritual and communal life are left rudderless. The three sustain each other in a delicate and vital balance. By consciously developing each dimension, Wayside achieves its purpose.

Wayside strives to strengthen the coherence of children's experience in three key settings: their home, their school and their parish.

2.2 Spiritual

Wayside Academy operates under the patronage of Our Lady of the Wayside. It nourishes the child's spirituality by focusing first upon the knowledge of God which leads to the love of God. It is not possible to come close to God without self-sacrifice and self-forgetfulness. For this reason, disciplined practice of the virtues — faith, hope, love, prudence, justice, temperance, and fortitude — is essential to the child's spiritual life.

At the center of the school is the Chapel where the most Holy Eucharist is reserved. In this environment, the child learns about God and His love for us from catechism, class discussion, the example of others who imitate Jesus, private and communal prayer, the sacraments, Sacred Scripture, and especially adoration of the Blessed Sacrament. Prayer punctuates the rhythm of school life, teaching each child that his loving Creator is always present and that all good activities can be pathways to Him.

2.3 Communal

The practice of virtue creates true community. To have faith is to see Christ in every person. To have hope is to desire the salvation of all. To love is to serve others. Therefore, Wayside's community must constantly practice the virtues. All relationships must be viewed in the light of faith, hope, and love.

The family is the first school of virtue. Because Wayside is small, it preserves a familial character. An intentional part of the fabric and life of Wayside is that students of all ages interact with one another, and that teachers and staff eagerly join in play and other activities outside the classroom. The staff and older students serve as role models to the younger students, and the needs of the younger students promote charity and a cheerful character in the older ones.

Every community has two facets: the life or culture that exists within the community and its relationship with society at large. Wayside seeks not only to foster a 'culture of life' among its own families, but also to actively build that culture in the greater community. Students learn about the social teachings of the Church in the classroom, and then are encouraged to live them individually, within their families, parishes and in society. The active service of Wayside families in the community instills in students attentiveness to the needs of others, a zeal for evangelization, and an appreciation for and willingness to cooperate with people, businesses and other organizations in the community.

It is important to note that it is precisely because Wayside is a Catholic apostolate, it is open to all who share in its mission.



2.4 Academic

The academic goal is to enable the student to look at problems logically, express himself persuasively, and act as Christ would. This is achieved by a classical approach to the *liberal arts* known as the *Trivium*.

Wayside's adaption of the *liberal arts* means that in elementary school, students learn language skills, mathematics, natural sciences, catechism, Latin, history and geography, music and art. In high school they continue music, mathematics, Latin and art, move on to the specialized sciences (biology, physics and chemistry), and study the humanities - a rich blend of literature, history and geography, logic, philosophy, and theology.

The *Trivium* is based on the tried and true stages of learning: grammar, logic, and rhetoric. At the primary, middle and secondary levels, mastering fundamentals (grammar), thinking clearly (logic) and communicating well (rhetoric) permeates every educational endeavour regardless of the discipline or subject.

This provides the child the 'tools of learning', equipping him for success in any field, whether it is family life, work dealing with society and individuals, business, or arts and the humanities.

- *Integrated* learning means that subjects are not studied in isolation, avoiding premature specialization in order to unveil the full meaning of things learned.
- *Spiral* learning in the curriculum means what is learned at one stage is re-visited and deepened at another.
- *Personal* learning puts the student in touch with the talented, expert, learned and artistic in the community.
- Finally, *Poetic* learning takes place when we cultivate the child's friendship with reality, instead of relying entirely on the virtual and technological to feed him information about what is.

2.5 Physical Atmosphere

As Charlotte Mason contends, "atmosphere is one third of education." Wayside therefore aims to create a welcoming physical environment reflecting God's Beauty and His Light – consistent in its use of natural colours and materials, ordered, clean and balanced.



3 Organization

3.1 Overview

Each party within the Wayside community plays a vital role and if any relinquishes their role, or plays it without sufficient commitment and direction, the whole community suffers. Wayside's survival is guaranteed only by the persistent work and heroic efforts of its parents, volunteers, administrators, board members, teachers, patrons and students.

Wayside supports the family vocation through, for example, a sliding scale of tuition fees, a four day week, and a convenient schedule for families with children in several grade levels. Surviving and thriving is tied closely to volunteerism and an "apostolic financial formula" characterized by sacrifice, frugality, humility and charity.

3.2 Parents

As primary educators of the child, parents are responsible for the Christian formation of their children. This is a sacred duty and privilege which none can remove.

Wayside is a community of families working together. Parents are not outside the structure of the school but are intimately involved in sustaining the life of the school.

The educational approach of Wayside implicitly means that parents are directly involved as collaborators in the educational life of their children. This requires open and trusting communications and relationships between parents and staff.

Wayside considers it critical to maintain the joy and innocence of children and parents are responsible for creating a home environment that promotes this goal. Home should also be a place where the virtues are studied in the context of family relations, and where true discipline is fostered. The home is the true testing ground of goodness

3.3 Staff

Wayside as a family of parents recognizes the vital role that its staff and teachers play in the education of their children. Wayside staff acknowledge their subsidiary role to parents. This requires open and trusting communications and relationships between staff and parents.

Teachers continually train themselves in Wayside's educational approach, recognizing that their own education is never completed. They are open to professional development.

The formal curriculum is a beginning, not the end of teacher participation. Wayside seeks to create a shared life in which all can find joy in activities that extend beyond the classroom.

3.4 Students

Wayside students participate joyfully in the spiritual and communal life of the school. They assume ownership for their learning and practice the virtues.

Characteristics that mark a successful Wayside student are leadership skills, good communication and an attitude and habit of humble service.

3.5 Volunteers

The spirit of volunteerism is the lifeblood of Wayside. Wayside needs, solicits and gratefully accepts the contributions of its families and the greater community. Volunteer activities operate within the established organizational structure of Wayside.



Wayside Academy Charter

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3.6 Board

A volunteer Board of Directors governs the business of the school, in accordance with the vision, mission and by-laws of the school. The primary purpose of the Board is to look ahead and plan for the future.

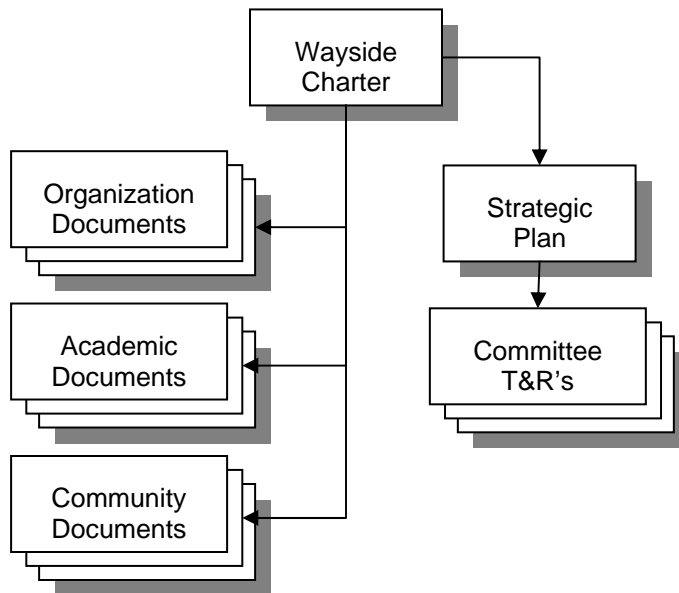




4 Appendix - Supporting Documents

4.1 Document Tree

This Charter is a foundational document that defines the basic elements of Wayside. It is supported by many other documents. This document 'tree' is described below:



4.2 Organization Documents

The following table lists the individual documents that currently comprise the Organization Documents:

Name	Status	File
By-laws		
School policies		
Discipline policies		
Tuition schedule		
Admissions policies		
Uniform Specifications		
Parents/families		

4.3 Academic Documents

The following table lists the individual documents that currently comprise the Academic Documents:

Name	Status	File
Educating for Life		
Curriculum Vision Presentation		



Course outlines		
Learning benchmarks		
Professional development resources		

4.4 Community Documents

The following table lists the individual documents that currently comprise the Community Documents:

Name	Status	File
Oaths		
Student handbook		
Codes of conduct		
Uniform		
Parent handbook		
Community Documents & Culture – EXTERNAL		

4.5 Committee Terms and References

Wayside volunteers are sometimes organized into committees to achieve specific goals. Each committee is governed by a Terms and References document. The following table lists the individual documents that currently comprise the Committee Terms and References Documents:

Name	Status	File
Goodwill committee T&R		
Curriculum committee T&R		
Finance Committee T&R		
Development Committee T&R		
Maintenance Committee T&R		
Marketing Committee T&R		
Staffing Committee T&R		
Fund-raising Committee T&R		