

# St. Germaine Family Newsletter

November, 2019

## First Trimester Report Cards Parent Teacher Conferences

### Tuition Exclusion Date

In keeping with established School Board policy, the first tuition exclusion date will be Tuesday, November 19th.

Families who have outstanding tuition balances of \$500 or more will receive a letter from the school office with details.

### Manna Program Christmas Special Orders

Christmas always seem to sneak up on most of us. This year, with Thanksgiving being so late, we're trying to get a head start on special orders for the Manna Program. You will be receiving a printed copy of the order form which lists all of the vendors we have available for special orders.

All special orders need to be received in the office by 10:00 on Monday morning if the order is to be filled by Thursday of that week.

Our last special order will be placed on Monday, December 9th.

We will continue to sell the stock we have on hand until Thursday, December 19th. We usually are out of most items by then, so be sure to get your orders in quickly.

The Christmas sales are usually our biggest profits of the year. If you would like to share the information with friends and relatives, we can certainly accommodate their orders!



Our parish celebrated the Day of the Dead/All Souls' Day on Saturday, November 2. Our Spanish class provided some of the decorations.

Report cards for the first trimester will be distributed to students on Friday, November 8th. Our standards-based report cards were designed to provide parents with detailed information about how their student is progressing in each subject. A great deal of thought goes into preparing the reports for you as parents. If you need help interpreting the data provided, please give Mr. Reedy a call—or ask your child's teacher during conference time on November 26th.

The report contains the teacher's assessment of your child's academic performance, along with an indication of the effort your child is showing. The Effort Grades determine Effort Honor Roll placement in Grades 5-8. To get a clear picture of the factors the teachers use in determining the effort grades, please take a look at the Effort Code Rubric that is attached to this newsletter. To be clear, effort is often different than "achievement." An Academic Grade Rubric is attached that will help you to understand the criteria for the various academic marks your child received. Please look at both of these documents. We'd encourage you to bring them with you to conferences if you would like to discuss how your child can improve.

Please take a careful look at the section of the report titled, "Successful Learner Traits." These behaviors are essential to student success in school. Be sure to compliment those areas in which your child is doing well. Make a plan to address the areas that might need improvement.

The youngest member of each family will also receive a copy of the Parent-Teacher Conference Request form. While many of our local schools have gone to an on-line signup, we continue to schedule the conferences the old fashioned way. We're able to minimize the gaps in times that often result in long wait-times between conferences. This means that the sooner we have your request, the sooner we can schedule your appointments. Please be sure to return your request sheet before 11/15.

### All Learning is Social and Emotional

In many education circles, a great deal of attention is being paid to what is being termed "social-emotional" learning. Proponents identify five areas of a child's development that contribute to, not just academic success, but success in life. Self-Awareness (accurate self-perception); Social Awareness (empathy); Responsible Decision Making (ethical responsibility-honesty); Self-Management (impulse control and self-motivation) and Relationship Skills (communication and teamwork) are all a part of healthy social emotional well-being.



For generations, Catholic schools have advocated developing all of these skill sets in our students. Our statements of philosophy included a commitment to "educating the whole child" not just the academic child. One of our school goals for the year is to help teachers develop strategies and activities that will help to foster the five key areas. The teachers are participating in a series of four after-school workshops to explore the ideas and strategies they can use in their classrooms to foster social emotional growth. On November 19th, Yesenia Maldonado, the Office of Catholic Schools Director of Social-Emotional Learning will meet with the teachers for the last of our sessions.

One of the resources we will be using is the latest Association for Supervision and Curriculum's publication; **All Learning is Social and Emotional**. We will also examine the "Performance Descriptors" for each category and grade published by the State of Illinois Board of Education .

## Family School Events

We've had some great FSA sponsored events recently! We're grateful for the high levels of participation. Getting together for some FUN is always a great way to build community!

The Grandparents Day Mass and Reception were a nice way to make inter-generational connections. Thanks to all those who took time to be with us.

Everyone had a great time at the Halloween Spooktacular at the OLL campus. The activity room in the "B" building was a perfect setting for the games and snacks. The school building was transformed into a spectacular haunted house. We're especially grateful to the teens who decorated for the event and those who made the walk-thru a scary experience.

The FSA team has done a great job—and have lots of plans for the rest of the year. We'll be starting plans for our Bourbon Street event soon. If you'd like to join in on the planning, please give us a call at the office. Remember to mark your calendars for Saturday, January 18, 2020. Invite your friends to join us.

## Box Tops for Education

Please keep saving the box top logos for us throughout the summer. It would be great if you could encourage other family members to save them for us as well.

A big "thank you" to Tina Gil-Gonzalez for chairing this project for us!



Parents and educators are becoming more and more aware of both the benefits and hazards of life on-line. All are concerned about privacy issues, cyberbullying, and safety. We worry that students are spending inordinate amounts of time on gaming platforms. It is important that we work to maximize the positive benefits of technology and limit, as much as possible, the negative consequences. For that reason, we will partner with Common Sense Education and Common Sense Media this year to provide activities for students and families that will explore topics about internet use, safety, and ethics. Student lessons for each grade level will be completed in the classrooms during "tech time." The website has numerous information and resources for parents along with interactive activities for students. As a part of the family newsletters this year, we will focus attention on some of the materials available on the Common Sense platform. We encourage you to visit the site and explore the tips there to help you manage your child's internet activities.

<https://www.commonsense.org>  
<https://www.common sense media.org/>



## Germaniacs of the Month; November

At Liturgy Update last week we honored the Germaniacs of the Month for November. We talked about the criteria for students to be selected for the award. Questions the teacher ask when making their selection include: Does the student contribute in positive ways to the classroom? Does the student volunteer to be helpful with classroom/ lunchroom tasks without being "nagged?" Is the student "welcoming" to classmates and adults? Does the student demonstrate respect for peers and staff members? Does the student consistently use positive language to build up others not tear them down? Is the student helpful to others in class without insults or teasing? Does the student persevere on tasks that are difficult? Does the student respond in positive ways to suggestions for improvement?

This month our "Germaniacs" were: Kindergarten: John Akroush, Madelyn Rolland; Grade 1 Aaron Miller, Maja Kopec; Grade 2 Ethan Campillo, Marco Mercado; Grade 3 Charlotte Bautista, Matthew Hernandez; Grade 4 Luke Zolna, Leah Reyna; Grade 5 Colin Burns, Abigail Daley; Grade 6 Ben Miller, Sophia Herrera; Grade 7 Madison McKathe-

## I-Ready Math

Students in Grades K-5 are learning lots of new things with our Ready/I-Ready Math program. Some of the activities are challenging. The goal is to help students understand the meaning behind some of the algorithms they previously did "by rote." Students are encouraged to explain their thinking clearly, using appropriate mathematical language. (If you have any doubt about the need for this strategy—just ask a student to explain the calculations involved in subtracting 186 from 204. They'll tell you all about crossing our numbers and making them something else—but for most of them it just "magic mumbo-jumbo." The teachers will be attending a three hour workshop on November 15th to help sharpen their skills with the program.

The on-line activities that the teachers assign are an integral part of the program. We are asking you to monitor your child's completion of these activities. Educational research shows the highest gains in math scores comes from students who spend about 40 to 45 minutes per week on the assigned activities. Can you help us to reach that goal?

## Looking Ahead . . .

- 11/8 Frist Trimester Report Cards distributed to students. Parent Teacher Conference requests will also be sent home.  
Donuts with Dad in Goedert Hall
- 11/10 Seventh Grade Family Mass; 11:30 a.m.; all are invited to show your support
- 11/15 Half-Day Faculty Meeting; 11:30 student dismissal
- 11/26 Parent Teacher Conferences
- 11/27-12/1 Thanksgiving Holiday; classes resume 12/2
- 12/1 Fifth Grade Family Mass; 11:30 a.m.
- 12/9 Parent Reconciliation/Communion Meeting in the Church, 6:30 p.m.



We're almost at 100% of the Family School Association dues collected. The FSA sponsors so many great events for our students we'd like to show our complete support. If you have not sent in your \$10 dues for the year, would you please send it in an envelope to the school office. Thanks.

# PIE FEST is HERE! Sweet fundraiser for November!

## HOLIDAY PIE SALE SHIPPING SCHEDULE:

To insure your pie order arrives in time for Thanksgiving- please refer to our holiday pie shipping schedule:

PIES ORDERED NOVEMBER 1st - 10th: Shipped the week of November 11th to arrive at your front door no later than Friday, November 15th.

PIES ORDERED NOVEMBER 11th- 17th: Shipped the week of November 18th to arrive at your front door no later than Friday, November 22nd.

PIES ORDERED NOVEMBER 18th - 24th: Shipped November 18th - 25th to arrive at your front door no later than Wednesday 27th.



### SINGLE PIE COLLECTION

SHOP FOR PIES AND OTHER PRODUCTS  
ALL ORDERS \$39 OR MORE INCLUDES FREE SHIPPING

 <b>APPLE</b> \$10.00	 <b>APPLE CARAMEL TIRAMISU</b> \$12.00	 <b>BANANA CREAM PIE</b> \$10.00
 <b>PUMPKIN</b> \$10.00	 <b>SOUTHERN PECAN</b> \$12.00	 <b>FRIED MILK</b> \$22.00

### BUILD YOUR OWN BUNDLE

**BEST VALUE**



**PICK ANY 4 PIES FLAVORS AND FREE SHIPPING AND DELIVERY TO YOUR FRONT DOOR IS INCLUDED.**

**4 PACK HOLIDAY PIE FEST \$75.00 + FREE SHIPPING**

[www.MarketDay.com](http://www.MarketDay.com)

MDP 11/21 - 11/24



On-Line Christmas shopping is just around the corner!

You can continue to support our school with your Amazon purchases. You can quickly set up an account on the Amazon site. Select St. Germaine as your preferred charity. Amazon rebates 0.5% of your qualified purchase automatically.

[Smile.amazon.com](http://Smile.amazon.com)

An electronic copy of the school calendar is now available on the [stgermaineschool.com](http://stgermaineschool.com) website.

## Academic Grading Code Rubric

Report Card Code	Descriptor	Indicators
CE	Your child consistently excels in demonstrating this skill	<ul style="list-style-type: none"> <li>• Applies concepts, understandings and insights to new situations</li> <li>• Consistently uses technical vocabulary accurately</li> <li>• Asks higher level thinking questions to extend understanding</li> <li>• Identifies connections with other topics and understandings</li> <li>• Brings prior knowledge of topic to class discussions</li> <li>• Assists others in clarifying the understandings</li> <li>• Produces work of a superior quality, clarity, and completeness</li> <li>• Is confident of his/her ability to learn</li> <li>• Is highly engaged in the learning experiences in the classroom</li> </ul>
DI	Your child demonstrates this skill independently	<ul style="list-style-type: none"> <li>• Understands discussion of concepts and understandings when presented</li> <li>• Summarizes/recalls major information clearly and accurately</li> <li>• Uses most technical vocabulary accurately</li> <li>• Asks questions to clarify understanding of concepts</li> <li>• Produces work that demonstrates an understanding of content</li> <li>• Is able to organize ideas and materials effectively</li> <li>• Is attentive and engaged in classroom activities</li> <li>•</li> </ul>
DA	Your child demonstrates this skill with assistance but is not consistent	<ul style="list-style-type: none"> <li>• Shows a basic understanding of concepts when prompted/guided by the teacher</li> <li>• Answers content questions when prompted by the teacher</li> <li>• Uses technical vocabulary sporadically or with teacher support</li> <li>• Needs help in formulating questions about his/her understanding</li> <li>• Needs frequent teacher assistance/"step by step" modeling to demonstrate understandings or complete assignments</li> <li>• Produces work that sometimes contains major misconceptions/errors</li> <li>• Organizes ideas and materials with assistance</li> <li>• Is sometimes engaged in classroom instruction, but participates in limited ways</li> </ul>

Report Card Code	Descriptor	Indicators
B	Your child is beginning to demonstrate this skill but needs additional practice	<ul style="list-style-type: none"> <li>• Shows an incomplete understanding of many of the major concepts</li> <li>• Is not consistently able to answer basic, literal questions regarding the concepts</li> <li>• Does not ask questions to clarify his/her understanding of concepts</li> <li>• Is seldom able to use most technical vocabulary with accuracy</li> <li>• Needs constant teacher assistance to demonstrate understanding of most concepts,</li> <li>• Is seldom able to complete assignments or projects with accuracy, frequently turns in incomplete or poor quality work</li> <li>• Does not demonstrate the ability to organize ideas or materials for effective learning</li> <li>• Shows difficulty in focusing on classroom activities, is seldom engaged in classroom activities</li> </ul>
NY	Your child does not yet demonstrate this skill	<ul style="list-style-type: none"> <li>• Shows little ability to recall basic concepts presented during instruction</li> <li>• Is not able to answer basic, literal questions regarding concepts</li> <li>• Is not able to use technical vocabulary in explaining/recalling concepts</li> <li>• Does not demonstrate basic knowledge of concepts even with assistance from teacher or others</li> <li>• Does not complete basic assignments even with accommodations</li> <li>• Is often disorganized, unable to manage materials or concepts</li> <li>• Is often inattentive during classroom activities; makes little attempt to engage in activities even with prompting</li> </ul>

## Effort Code Rubric

Report Card Code	Descriptor	Indicators
<b>1</b>	Your child is exceeding expectations	<p>Produces work each day that is consistent with his/her ability Enthusiastically and productively participates in classroom activities Consistently affects the classroom learning environment in positive ways</p> <p>Seeks opportunities to extend his/her own learning at an appropriate level Consistently takes responsibility for his/her own learning by making use of opportunities, both in class and outside of class time, to clarify or correct errors or misconceptions.</p>
<b>2</b>	Your child is meeting expectations	<p>Usually produces work that is consistent with his/her ability Participates in classroom activities Usually affects the classroom learning environment in positive ways Occasionally seeks opportunities to extend his/her own learning, but is not consistent</p> <p>Sometimes takes responsibility for his/her own learning, but does not ask questions for clarification often enough</p>
<b>3</b>	Your child is not meeting expectations	<p>Only occasionally produces work that is consistent with his/her ability Participates in classroom activities only when prompted by the teacher Does little to affect the classroom environment in positive ways Seldom seeks opportunities to extend his/her own learning; is often content to do the minimum to meet expectations</p> <p>Seldom takes responsibility for his/her own learning, does not make-up work after absence</p>
<b>4</b>	Your child makes little or not attempt to meet expectations	<p>Seldom produces work that is consistent with his/her ability Refuses to participate even with teacher prompting Does not produce work to reflect even minimum expectations Does not take responsibility for his/her own learning; does not complete work or make up assignments after an absence</p>

Reviewed 9/2019