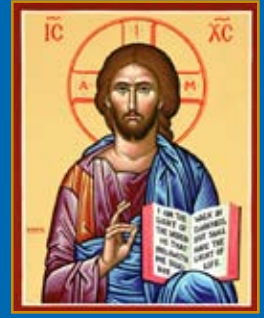


ELEMENTARY DEPARTMENT NEWSLETTER

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NATIONAL
CATHOLIC
EDUCATIONAL
ASSOCIATION



NEWS

The **2010 NCEA Special Needs Conference** will be held Special 17-19 January 2010 at the Hyatt Regency Orange County (Anaheim CA).

The registration fee is: \$475 for members
 \$500 for non-members

For more information or to download the registration form, please go to:
http://ncea.org/UserFiles/File/Elem/2010_NCEA_Special_Needs_Conference.pdf.

DEVELOPMENT AND FINANCE

ASKING FOR THE GIFT: THE ART OF PATIENCE AND PERSEVERANCE

The story goes that a development director was seeking major gifts for the school's capital campaign. They were approaching alumni, alumni parents, current parents with children in school, and "movers and shakers" in the corporate community. The development director heard about a Catholic businessman who would be worth approaching, *if* they had a connection to him. Not wanting to make a cold call, the development director turned to his Advancement Committee and Board of Directors for their networking connections. It was made known by a Board member that this Catholic businessman had sent his children to another Catholic school in the community, but was a firm believer in Catholic education as a whole. The Board member also provided pertinent information that prepared the development director to make the call.

It took repeated attempts to get through the businessman's secretary, but the development director's persistence paid off when they finally connected over the phone. The development director got the appointment (which we all know is 80% of getting the gift!) and he took the principal of his school with him on the visit. They were able to secure a six-figure gift that was the largest of their campaign efforts!

This story is a good reminder to those who are new to charitable gift planning, as well as those "seasoned" gift planners. Do you have a similar story? If yes, do you recall the patience and perseverance that went into the planning, visit, follow up, and ongoing stewardship with the benefactor? During these economic times that still seem as uncertain now as they did a year ago, the mindset of "waiting until times are better" cannot be expected. Here are a few helpful tips to keep in mind while we all get through this together.

Year for Priests

June 19, 2009-
June 19, 2010



"Saint John Mary Vianney taught his parishioners primarily by the witness of his life. It was from his example that they learned to pray, halting frequently before the tabernacle for a visit to Jesus in the Blessed Sacrament. 'One need not say much to pray well' - the Curé explained to them - 'We know that Jesus is there in the tabernacle: let us open our hearts to him, let us rejoice in his sacred presence. That is the best prayer.'"

— Pope Benedict XVI, Letter Proclaiming a Year for Priests, 16 June 2009

Set Goals

There is so much out there that preaches goal-setting. For good reason: it works! At the end of each Friday, look ahead to the following week. You don't have to get caught up in day-to-day details of planning (although this is helpful for some people), but do write down 3 – 5 things you want to accomplish that week. Maybe it is to set five appointments to ask for a gift, write a grant, revise your thank-you letters, provide a stewardship report to your top ten benefactors, or schedule a meeting with your alumni or development committee. Prior planning prepares and prioritizes your day.

Patience is a Virtue

Don't you wish all benefactors would return your calls on the same day? Unfortunately, it doesn't always work that way. But don't give up. Keep reminding yourself to call them another time until you get an answer. If the answer happens to be "no," then you ask them: "Is this "no" for now, or "no" forever?" If it's "no for now," then you are able to touch base with them at a better time. But it is on the benefactor's "time and dime." Be patient and just keep asking.

Persevere Before and After the Gift

As dogged in your determination as you may have been to get an appointment and gift from a benefactor, you must be just as resolute in stewarding that relationship for the lifetime of the gift pledge and beyond. Just as there are repeat buyers who will frequent their favorite supermarket, it's not uncommon for benefactors to make a lifetime habit of giving to their favorite charitable cause.

To make a difference in your school you need to make the connections and calls. Implement these good practice habits of **planning, patience, and perseverance** into your daily routine for continued success in your charitable gift planning career. Now make that call!



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NEWS FOR TEACHERS OF PRESCHOOL & EARLY GRADES

A GUIDE TO GUIDED READING

What is Guided Reading?

Guided reading is a teaching approach designed to help individual students learn how to use various strategies to gather meaning from increasingly challenging books that are selected and introduced by the teacher. Guided reading is a small group, literary experience that enables students to become good readers and allows students to interact with each other. The main goal of guided reading is independent reading with comprehension.

The small group experiences of guided reading provide the opportunity for the students to learn different reading strategies with assistance from the teacher. This ensures that the students will gain the skills and knowledge needed to enable them to read increasingly more difficult books on their own.

During guided reading, students read a book which is new to them. The first reading is done with teacher support; the next reading is done independently, promoting fluency.

Guided Reading in the Primary Classroom

A typical guided reading lesson follows a basic sequence of steps. The actual amount of time that teachers spend on each step, or whether each step is included in every lesson

depends both on the students in the group and the book that is being read.

- **Select an Appropriate Book**

This book should match the reading level and the interests of the students in the group. Some considerations in selecting an appropriate book include: the challenges of the book; familiar or unfamiliar content; and which reading strategies with which the students need practice.

- **Introducing the Book**

During the introduction, the teacher should look through the book with the students. Following this, new vocabulary should be introduced. New book features should be discussed to help guide the students through unfamiliar elements of the book. The purpose for reading can be set by asking the students questions. The students should be encouraged to make predictions. Finally, the children's experiences and how they relate to the story may be discussed.

- **The First Reading of the Book**

During the first reading, the teacher guides the students

as they read, giving prompts or clues as needed. The teacher should note specific reading strategies that the students use and the areas in which additional instruction is needed.

- **After the First Reading**

When the first reading is completed, students should be engaged in a discussion that is appropriate to the level and content of the book. This is a good time for teachers to isolate and focus on specific teaching strategies, such as comprehension or a phonics skill.

- **Assessing and Using Oral Reading Records**

As students read, teachers should write down their observations. Oral reading records should include how a student does with fluency, rate, phrased-reading, evidence of expressive interpretation, and attention to punctuation and syntax.

- **Post-Reading the Book**

Teachers should encourage the students to read the book once again, this time by themselves. This helps develop independence and fluency with the book. Teachers should ask questions to ensure that the students have understood the book.

Guided reading is only one component of a balanced literacy program. A student may spend between ten and thirty minutes each day in a focused reading group which the teacher has planned and in which the teacher offers support. At other times during the day the student should participate in various activities related to a wide range of reading and writing activities. Students of varying abilities and experiences should be involved together in these activities. These activities can help extend the understanding of the story through art, drama, writing, or other creative learning activities.

Through guided reading, students experience success and, with the teacher's guidance, build independent reading strategies and problem solving skills.



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SPECIAL NEEDS

CHILD FIND/EQUITABLE PARTICIPATION: OPERATION GOLDILOCKS AND THE THREE BEARS

My beautiful and brilliant niece, Emily, and I have trouble understanding the story of “*Goldilocks and The Three Bears*.” Goldie breaks into the bears’ house and then gets choosy about the quality of their porridge, the comfort of the living room furniture, and the sleep number of each of their beds. In the words of Emily, who turns nine on November 28: “*Aunt Ellen, this doesn’t make any sense.*”

Although Emily is right, something about Goldilocks fascinates me. I believe Goldie has the potential to be the mischievous mascot for Child Find. Since Goldie enters a foreign environment with confidence, determination, and purpose, imagine how well she would do representing the interests of Catholic schools pertaining to *Child Find* and *Equitable Participation*. Placing Goldilocks in a position where a portion of the porridge rightfully belongs to

her, what would the bears do then?

It has been two years since Pamela Allen announced at the NCEA Conference in Indiana that Child Find is “*a great gift to the Catholic schools.*” In many instances, the potential of the Child Find gift remains beneath the tree as Catholic administrators and teachers throughout the country struggle to unwrap it.

Each child with a special need who attends a Catholic school may have the right to be tested through *Child Find*. An Evaluation Report (ER) may be required for a student to be counted. Each child who is counted equals an equitable share of certain federal money. Last year, each child counted also equaled stimulus money. Are you educating children with special needs in your Catholic school? **Is there proof of that? Is it on the record? Why not?** A few minutes of research



reveals that Catholic schools from Alaska to Montana, to Connecticut are facing the Child Find challenge. We must pull together.

If you find yourself unprepared for the Child Find/Equitable Participation deadline of December 1st, resolve that this will be the last December 1st that you will be unprepared. Use the next eleven months to prepare. We at the Archdiocese of Philadelphia have spent a year gearing up for December 1, 2009 and this December 1st, we are ready. Hundreds of students who were not counted through Child Find last year will be counted this year. How did we make this happen?

Child Find/Equitable Participation: Operation Goldilocks and The Three Bears

Goldilocks: Appoint someone who is driven and will not be dissuaded.

Papa Bear: You can't be *too strong* in your knowledge of the regulations.

Mama Bear: You can't be *too soft* in how you present information to parents.

Baby Bear: Your in-service of fellow administrators and teachers must be *just right*.

We have many children who live in Philadelphia and attend a Catholic school in the suburbs. Year after year, these children have been falling through the cracks in the *Child Find* system. This year, we had regulation 300.131 at our fingertips. When we fought to have children who live in the city counted through *Child Find*, we won.

I am confident that our friend, Goldilocks, would find areas of the *Child Find/Equitable Participation* process too easy, others too difficult, and a few just right. What she would not do is settle for anything less than the best to which she is entitled. I have put together a Wedemeyer Child Find Folder (WCFF) containing *Child Find/Equitable Participation* regulations with "Wedemeyer Translations," sample parental letters, and other information. If you would like to request a WCFF folder, or ask a specific question, please email me at ewedemey@adphila.org. It would be my pleasure to help you with *Child Find* in any way I can so next December 1st, we are **ALL** ready to unwrap that gift.



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NEWS FROM THE YEAR FOR PRIESTS

THE DOORKEEPERS

Priests are the doorkeepers to the sacraments and the riches that the Church has to offer.

In the ancient Church, the office of doorkeeper, or porter, was one of the minor orders of the clergy. The porter was responsible for the opening and closing of church doors, guarding the church building, and ensuring that no unbaptized persons entered during the Liturgy of the Faithful (i.e., the Consecration, or the Sacred Mysteries).

A letter from Pope Cornelius to Bishop Fabius of Antioch, written in 251, is the first literary document to mention doorkeepers. Pope Cornelius mentions that in Rome there were 46 priests, seven deacons, seven subdeacons, 42 acolytes, and 52 exorcists, readers, and doorkeepers (Eusebius, *Historia Ecclesiastica*, VI, 43).

According to the *Liber Pontificalis*, a porter named Romanus was martyred in 258 around the same time as St. Lawrence of Rome (*Liber Pontificalis*, ed. Duchesne, I, 155).

Of course, the office and function of the doorkeeper goes back to the Old Testament. They were part of the sacred

order. They guarded the gates of the house of Yahweh (1 Chronicles 9.23), closing and opening them at the proper times (1 Chronicles 9.27) and preventing the unclean from entering the sacred enclosure (2 Chronicles 23.19); they had charge of the sacred vessels and of the free-will offerings (2 Chronicles 31.14), and dwelt in the chambers about the temple (1 Chronicles 9.27). They were Levites, and came in from the villages every seventh day for service in their turn (1 Chronicles 9.25). Their office was honorable, ranking with the singers, after the priests (Ezra 2.42; 1 Chronicles 15.18).

Over the centuries the post lapsed in the parishes, but many religious orders kept the role of "porter." The most famous doorkeeper of modern times is the Venerable Solanus Casey, a Capuchin Franciscan (25 November 1970-31 July 1957).

A Capuchin priest, Casey was known for his great faith, humility, and role as spiritual counselor and intercessor. The first United States-born man formally to be declared "Venerable" by the Church, Casey is a candidate now for beatification.

“The only science that gives purpose to every other science is the science of religion--the science of our happy relationship with, and our providential dependence on God and our neighbor.”

—FATHER SOLANUS CASEY, OFM CAPUCHIN

Known as “Barney” in his youth, Father Casey was the sixth of sixteen children. As a young man, he worked at a series of jobs: as a lumberjack, hospital orderly, a prison guard in the Minnesota state penitentiary, and a street car operator.

He attended St. Francis High School Seminary in Milwaukee at the age of 21, initially hoping to become a diocesan priest. Five years later, though, he joined the Capuchins. He took the name “Solanus” after St. Francis Solanus, a seventeenth-century Spanish nobleman, intellectual, missionary and preacher.

Casey struggled through seminary largely due to the fact that most of his classes were conducted in the German language, which he had not previously studied. On 24 July 1904, at the age of 33, Solanus Casey was ordained a priest priesthood at St. Francis of Assisi Church in Milwaukee. Because he was judged to have performed insufficiently well in his seminary studies, Casey was ordained a “*sacerdotus simplex*,” a priesthood rank that prevented him from hearing confessions or preaching doctrinal sermons.

After his ordination, Casey served for twenty years in a succession of assignments in Capuchin friaries in New York, Harlem, and Yonkers. In 1924, he was transferred to St. Bonaventure Monastery in Detroit, where he worked for twenty-one years. During this time, Casey served primarily as “porter,” or receptionist and doorkeeper. He became known, though, for his great compassion and the amazing results of his consultations with visitors.

Father Casey died on 31 July 1957, in Detroit. He was 86. His last words reportedly were: “*I give my soul to Jesus Christ.*” An estimated 20,000 people passed by his coffin prior to his burial in the cemetery at St. Bonaventure Monastery in Detroit.



On 8 July 1987, Father Solanus Casey’s incorrupt body was exhumed and subsequently reinterred inside the Father Solanus Casey Center at the St. Bonaventure Monastery.

Solanus Casey’s cause for sainthood was opened in 1982. In 1995, Pope John Paul II declared Father Casey to be Venerable, the first step on the path to sainthood. Many miraculous cures have been associated with Father Solanus’ intercession, both when he was alive and after his death. Pilgrims from around the world continue to make pilgrimages to the tomb of Father Solanus Casey.

More than fifty years after his death, Father Solanus Casey still acts as a doorkeeper to the sacred. Both for those he encountered during his lifetime as well as those who read his story or visit his tomb Solanus Casey represents perfect obedience resulting in holiness. Those who disparaged his academic skills have been forgotten; Solanus Casey still guides many who have sought his wisdom.

For Further Reading:

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James Patrick Derum, *The Porter of Saint Bonaventure’s* (The Fidelity Press Detroit, 1997).

Diane Morey Hanson, “The ‘Holy Doorman’ of St. Bonaventure’s,” *The Word Among Us*, 2006.

Catherine M. Odell, *The Story of Father Solanus* (Revised ed., Our Sunday Visitor Press, 2007).

Br. Leo Wollenweber, *Meet Solanus Casey* (St. Anthony Messenger Press, 2002).

Father Solanus Guild at: <http://www.solanuscasy.org>.

Father Solanus Casey Center at: <http://www.solanuscenter.org>.

