



CATHOLIC SCHOOLS WEEK SUPPLEMENT

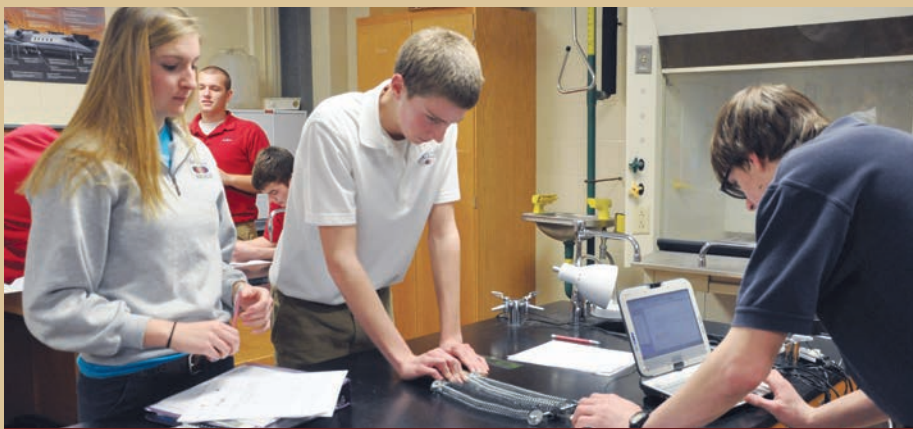
ARCHDIOCESE OF INDIANAPOLIS



'Highly effective' program helps school form students into leaders, page 2B.



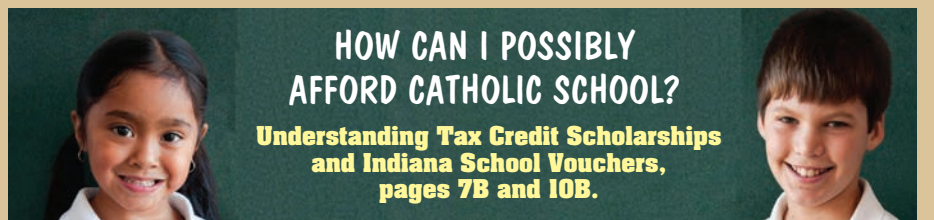
Dad's commitment reflects the value of school volunteers, page 15B.



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**HOW CAN I POSSIBLY AFFORD CATHOLIC SCHOOL?
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Catholic schools set standard of success, creating communities of faith, knowledge and service

By Harry Plummer

The three dimensions of Catholic school education identified in this year's Catholic Schools Week theme—"Communities of Faith, Knowledge and Service"—capture the essence of Catholic school education.

Like master weavers, our Catholic school leaders skillfully blend these fabrics into a seamless garment which our schools proudly wear as the most effective system of schools in the nation.

And while the importance of faith and knowledge are often showcased when we applaud our Catholic schools, this does not diminish the vital role service plays in their remarkable success story.

The fundamental reason our schools provide opportunities for students to participate in works of mercy arises from their Christian nature, which calls them to not only teach about the faith but also to demonstrate the Gospel in action.

The Catholic faith teaches that the Eucharist commits us to the poor, and our schools have the privilege of providing students with frequent and meaningful opportunities to express this commitment and its many social implications. How frequent? According to the most recent figures we have

available, the students in our archdiocesan schools completed 164,251 hours of service in 2012!

Of course, it's not about the numbers. It's about giving students the opportunity to serve the poor, which in turn has the potential to light a fire that will burn in their hearts for the rest of their lives. Blessed Teresa of Calcutta's beautiful reflection, "Maybe, if I didn't pick up that one person, I wouldn't have picked up 42,000," is relevant here.

Another reason to celebrate our schools being communities of service is that they provide students with the opportunity to develop the habit of sharing their faith in the public square.

Offering students positive experiences of demonstrating the Gospel in action within the supportive context of Catholic school programming helps them continue to do so when they graduate.

Their faithful example in today's culture is of critical importance in protecting our religious freedom, especially in confronting societal attitudes that seek to delegitimize the Church's participation in giving public witness concerning the issues which are determining the future of American society.

These reasons amply validate the time our schools put into service, but I find it interesting to note that secular research is also demonstrating its benefits.

An increasing number of studies are showing a significant correlation between service learning and higher levels of academic engagement, higher academic achievement and many other benefits including civic engagement and critical thinking. (See www.nationalservice.gov.)

Service learning research is also validating what Catholic schools have always known: that serving others helps form in students a deeper sense of personal identity and purpose—values so critically important to foster in youths, especially in adolescents.

It's all part of the many profound benefits that Catholic schools provide to the ministry of charity exercised by the Church and to our nation through their fidelity in being "Communities of Faith, Knowledge and Service."

Dwelling upon those benefits, I can only shake my head in wonder, thank God and loudly affirm Covington Bishop Roger Foys' wonderful statement that while there may be alternatives to Catholic education, there are no substitutes.

(Harry Plummer is the executive director of the archdiocese's Secretariat for Catholic Education and Faith Formation.) †

‘Highly effective’ program helps school form students into leaders

By Sean Gallagher

“Be proactive.” “Begin with the end in mind.” “Think win-win.”

These are three habits that the late businessman and author Stephen R. Covey wrote about in his 1989 best-seller *The Seven Habits of Highly Effective People*.

In the 25 years since it was released, 15 million copies of the book in 38 languages have been sold. And it’s spawned scores of workshops and seminars to help businesspeople become effective leaders in the workplace and to grow their businesses.

In 2008, Covey wrote *The Leader in Me* to apply the principles he had laid out in his previous book to schools so that students could be formed at a young age to be effective leaders.

For the past year and a half, the students, faculty and staff at St. Joan of Arc School in Indianapolis have incorporated the principles of *The Leader in Me* to help the students flourish, grow in knowledge and become the people that God has created them to be.

The Indianapolis North Deanery school is one of more than 1,500 schools across the country that have entered a process based on Covey’s book.

“The terminology of the program is used throughout the school universally,” said Joe Feezer, assistant principal at St. Joan of Arc. “The seven habits are displayed in the

classroom. You hear the teachers speak that lingo, ‘Let’s have a win-win situation.’ The students know it, understand it and use it themselves.”

Although the book and its terminology are secular in nature, St. Joan of Arc has taken steps to incorporate its Catholic identity into the program.

For example, Father Guy Roberts, pastor of St. Joan of Arc Parish, helped the school community see connections between Covey’s seven habits and the



Joe Feezer

Beatitudes. These connections are taught and discussed in the school’s religion classes. Sayings about leadership and service from Scripture and the saints are painted on the walls of the school’s hallways.

“It’s given the students another perspective” on the Catholic faith, said Mary Pat Sharpe, St. Joan of Arc

principal. “They see another piece that we didn’t necessarily emphasize [before].”

The students know and understand the seven habits because the process used to make it a part of St. Joan of Arc is not a program isolated from the rest of the daily life at the school. It’s integrated into its curriculum, service projects and even how lunches are served and students are dismissed at the end of each school day.

Many of the tasks in those settings that would have been carried out in the past by teachers or administrators are now the responsibility of older students, thus giving them the opportunity to put into practice the leadership principles they learn about in the classroom.

For example, when students gather in the school gym to be dismissed at the end of the day, older students take charge of the situation.

“There is an adult in there kind of supervising it. But it’s all student-driven,” Feezer said. “We have a student calling out on a microphone the names of students to go out. We have students getting them lined up, walking them outside



Mary Pat Sharpe

Photos by Sean Gallagher



Above, Lauren Graves, left, an eighth-grade student at St. Joan of Arc School in Indianapolis, eats lunch on Jan. 13 with Emily Wright, second from right, and Dorinda Bartone, both first-grade students at the Indianapolis North Deanery School. Graves and other older students at St. Joan of Arc help younger students during their lunch to help them develop leadership skills as a part of “The Leader in Me” program.

Left, leadership sayings, some taken from Scripture or from the saints, are painted on the walls of the hallways at St. Joan of Arc School in Indianapolis to help form students there into effective leaders.

and making sure that they get to their cars. It’s entirely student-driven.”

St. Joan of Arc eighth-grader Lauren Graves regularly helps younger students with their lunch and recess time. She enjoys it, but knows that it doesn’t come as easy to other students. “The Leader in Me” process, though, helps students develop skills they might not initially be inclined to use, according to Lauren.

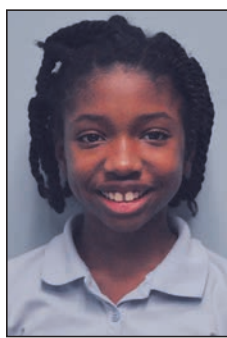
“Being a leader, you’ve got to be able to work with situations that may not be comfortable for you,” Lauren said. “But I’ve seen kids grow as people.”

The growth doesn’t just occur at the middle school level where Lauren is. St. Joan of Arc fifth-grader Brooklyn Thorpe helped organize an anti-drug campaign that took place at the school last October.

Instead of having a teacher assign specific tasks to students for the campaign as might have happened in the past, the students who organized the campaign developed its themes and activities with much less input from teachers.

“Usually the teachers all plan it out and you just do what they tell you,” Brooklyn said. “But being able to make up the ideas and go to the classrooms was really nice.

“It was helpful because you



Brooklyn Thorpe

actually go to work with people and come up with the ideas. But then you also [learn] how to organize ideas without making it a big mess.”

As St. Joan of Arc goes forward with “The Leader in Me,” the program will help prepare its young students to be leaders as they grow older and move on to high school and beyond.

Lauren has been a student at St. Joan of Arc for 10 years, starting in its pre-school program. Right now, she’s considering applying to attend either Cathedral High School or Bishop Chatard High School, both in Indianapolis, in the fall.

And although she’s only participated in “The Leader in Me” since seventh grade, she knows that it will help her hit the ground running in high school.

“I will be much more organized when I go into high school,” she said. “Organization helps when you’re building a new routine somewhere else. I’ve never been anywhere else [than St. Joan of Arc]. So it’s going to be a really big step for me to move on from this school.

“To have these social skills, organizational skills and leadership skills and put them into practice will help me give high school my best shot.”

(To learn more about “The Leader in Me” process, log on to www.theleaderinme.org. To learn more about St. Joan of Arc School in Indianapolis, log on to www.sjoa.org/school.) †

‘Catholic schools are filled with love,’ says mother of child with diabetes



As a student at St. Susanna School in Plainfield, Hudson Miller has received great support from teachers Erica Heinekamp and Bonnie Booher after being diagnosed with juvenile diabetes at the age of 9.

By John Shaughnessy

Tina Miller can recall all the details of her son, Hudson, being diagnosed with juvenile diabetes at the age of 9.

Yet what she remembers the most is the way her son’s school—St. Susanna School in Plainfield—has responded to his situation, starting with his first day of class after his diagnosis.

“I received lots of information from the staff during the hospital visit regarding the school’s responsibility,” Miller notes. “I also had a friend who had a child [at a different school] who had been diagnosed a year earlier, and she told me of all the horror stories she encountered with administrators, teachers and nurses.

“I walked in the first day with Hudson, and we were greeted by the most amazing teacher ever—Mrs. Bonnie Booher. She hugged us and gave us the reassurance we needed that everything was going to be OK. Our principal, librarian and Hudson’s teacher had worked together and had a plan to make everything work.”

Miller was stunned at how detailed the plan for

Hudson was.

“They informed the entire staff and student body of Hudson’s new regimen, and what to look for and what to do if Huddy would begin to not act like himself. They hung posters in the cafeteria. The lunch lady volunteer happened to be a former nurse who had worked with juvenile diabetics. The [school] office became the central location for testing and shots. These angels came together to make life easier for my baby.

“They went above and beyond what any school needed to do to allow our family to feel like he was at the safest place in the world. And for that, we will be forever grateful.”

That care began during the 2012-13 school year and continues this school year, leading Miller to one conclusion.

“I would love if our school could receive the praise it deserves for the loving and caring manner in which everyone has handled my son’s condition with grace and respect,” she says. “Catholic schools are filled with love. This is just another way to show the true meaning of our schools’ message.” †

A foundation of faith

Family continues to share the gift of a Catholic education

By John Shaughnessy

As a youth, Ed Fillenwarth lived so close to Father Thomas Scecina Memorial High School in Indianapolis that he was often called upon to be an altar server at the 6:30 a.m. Mass for the Franciscan sisters who taught there.

As a child, Val Fillenwarth lived so close to St. Joan of Arc Church in Indianapolis that she and her five siblings followed this early morning routine during the school year:

“We would run down the alley, go to Communion, run home, get breakfast and run to school,” Val recalls with a smile.

So when the couple searched five years ago for a home where they could retire, it seemed fitting that they built one on a lot just eight houses from a Catholic grade school and another extra block from a Catholic high school.

After all, while the Fillenwarths built a house near two Catholic schools, they built a foundation for the lives of their seven children and their 17 grandchildren on Catholic education.

“We certainly appreciated the discipline in the Catholic grade schools that set the tone for high school and later,” says Ed, who is 74. “That start is so important.”

Val nods and adds, “Plus, we wanted them to have the faith. All of them are still Catholic.”

“There’s just something special about being part of a parish. You see your friends at Mass. Then you see your friends at the basketball game in the afternoon. It’s all connected.”

As the Fillenwarths talk in their north side Indianapolis home, they are just down the street from where four of their grandchildren attend Christ the King School and just around the corner from where three of their grandchildren attend Bishop Chatard High School.

The couple often walks to watch their grandchildren’s games and events at both schools.

“The CYO [Catholic Youth Organization] is another huge thing in Catholic education,” says Val, 71, a 1960 graduate of the former St. Agnes Academy in Indianapolis. “It’s been a huge part of our lives. Our daughter, Diane, was a counselor at CYO Camp. That’s how she met her husband, Bob, who was the head counselor.”

The Fillenwarths’ legacy of Catholic education has also led to some of their children’s direct involvement in it.

Daughter Sheila Mays works as a counselor at Holy Spirit Catholic School in the Archdiocese of Louisville.

“I appreciate the value of a Catholic school, the community and the example of having faith be a part of every day,” Mays notes. “It’s more than just good academic instruction. It’s about the service projects,



The extended family of Ed and Val Fillenwarth of Christ the King Parish in Indianapolis pose for a photo during the Christmas holiday. The couple has contributed to a legacy of Catholic education and faith for their children and grandchildren.

“Catholic schools offer a sense of community—of belonging—that goes with you your entire life. It’s an important part of who you are.”

—Christy Fillenwarth

the daily prayers and the open discussions about God and the Catholic faith.”

Another daughter, Diane Schultz, teaches a fifth-grade class at St. Lawrence School in Indianapolis.

“At St. Lawrence, five of our teachers went to St. Lawrence School or parish as children,” Schultz says. “The family atmosphere is evident in the fact that most Catholic schools seem to have similar traditions.”

Daughter-in-law Christy Fillenwarth also comes from a family where Catholic education is a legacy worth embracing.

“I am blessed to be able to work in a Catholic school, and especially at Christ the King, the school that my parents grew up attending, and the school where both sets of my grandparents spent their lives building and volunteering,” says Christy, a second-grade teacher at Christ the King School.

“Catholic schools offer a sense of community—of belonging—that goes with you your entire life. It’s an important part of who you are.”

Daughter-in-law Beth Fillenwarth has

also been a teacher and a substitute teacher in Catholic schools.

“The value of a Catholic education is priceless,” Beth says. “We are blessed to have God be a part of our kids’ lives every day. Each day, the kids in grade school and high school are taught to serve others physically and spiritually. Our choice in a Catholic education has reinforced what we strive for our children to become as they grow and mature.”

That’s one of the goals that Ed and Val—who first met at a Catholic wedding—had after they were married at St. Joan of Arc Church in 1964.

Six of their seven children graduated from Bishop Chatard after attending grade school at St. Lawrence School in Indianapolis. Their youngest child attended Lawrence Township schools because of a different learning style.

“Catholic education has been a gift, no question about it,” says Ed, a 1957 graduate of Scecina who earned a bachelor’s degree from the University of Notre Dame in 1961 and a law degree from Notre Dame in 1963.

“It’s so much a part of our lives,” Val says about Catholic education. “We can’t imagine anything else.”

She and Ed could never have imagined one of their all-time favorite moments in Catholic education.

“I remember one time a sister at St. Lawrence called at noon and said, ‘We have to talk about your son, Brian,’” Val recalls.

The religious sister and teacher described to Val the scene that happened as Brian—then a second-grade student—ran from the church after an all-school Mass and into the school ahead of his classmates. Inside the school, he jumped down a flight of steps as the sister followed him.

“When sister caught up to him, she said, ‘What got into you?!’ And he said, ‘I got that joy, joy, joy, joy down in my heart!’”

The joy of that moment still shines in the faces of Ed and Val nearly 35 years later.

So does the benefit of a Catholic education to their family’s life.

“It’s a huge gift,” she says. “It’s who we are.” †

Mom-teacher shares her list for the choice of a Catholic education



Kindergarten teacher Teresa Minton shares a smile with two of her students, Simon Toth and Molly Campbell, at Nativity of Our Lord Jesus Christ School in Indianapolis.

Criterion staff report

It was during Catholic Schools Week seven years ago that Teresa and Andy Minton made a visit—and a decision—that changed their family’s life.

The couple and their four children visited Nativity School in Indianapolis to determine for themselves what they had been told by so many people in the parish.

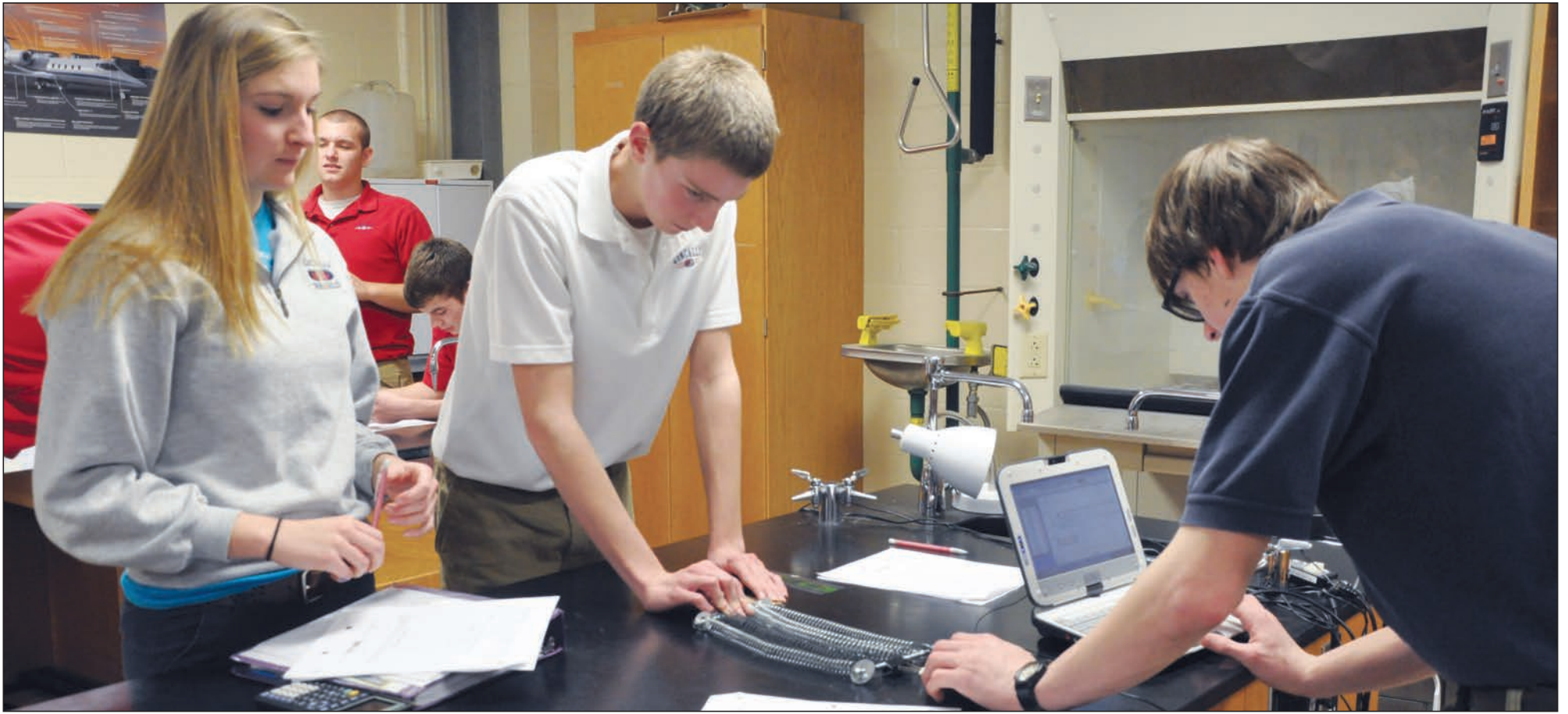
“Our children were invited to visit classrooms, my husband and I were made to feel like family, and we were impressed with what we were shown,” Teresa recalls. “I did my research, as any good mom who happens to be a teacher does.”

“I checked out test scores. I talked with families who attended the school. I spent the good portion of a day at the school with my children, observing classes, meeting teachers, going to Mass with the student body, and checking out facilities. My husband and I prayed about the decision. We were ultimately led to enroll our children at Nativity.”

Now, Teresa is also the preschool teacher at Nativity. Her dual role as parent and teacher led her to create a list of the qualities that define Nativity as a school and a Catholic education as a must for her children. Here

are some of the characteristics she listed:

- When the principal and the parish priest greet my children by name each day.
- When the school holds an assembly that honors not only excellence in academics, but also excellence in character.
- When my children thank God for their food before their lunch.
- When a kindergarten newsletter talks about standards being met, homework that is due, as well as announces the birth of a classmate’s baby sister and requests prayers for a family in need.
- When a 13-year-old girl is proud and excited to cantor at school Masses.
- When a Christmas show is a Christmas show, a celebration of the birth of Christ.
- When morning prayer and morning math are both important parts of my children’s day.
- When my children make cards for a classmate whose grandma has died.
- When my own children are passing their ISTEP tests with flying colors.
- When my children are receiving a quality, solid education from a staff that cares about the whole child. †



Juniors Meredith Opel, left, Adam Schubach and Kevin Lemmel of Roncalli High School in Indianapolis perform an experiment to measure force using computer-interfaced technology in an honors physics class on Jan. 15.

Technology in Catholic high schools ‘makes things a lot easier’

By Natalie Hoefler

OLDENBURG—The students of Oldenburg Academy of the Immaculate Conception in Oldenburg gather in the hallway before 8 a.m. Some chat, others review notes, read textbooks or make last-minute tweaks to essays.

It’s a normal scene that could be taken from years past, save for one difference—most of the activity is being conducted on Apple iPads.

As Catholic high schools prepare students not just in the faith but also for their future, the use of technology has become the norm in the classroom.

This story looks at some of the technology being used in Catholic high schools in the archdiocese, and how such tools help provide the best possible education to prepare students for college and beyond.

‘Familiar, small, affordable’

In the fall of 2011, Oldenburg Academy became the first Catholic high school in the archdiocese to require students to use a particular digital device for education, says school president Bettina Rose.

In Oldenburg Academy’s case, they chose the iPad because “people were familiar with Apple products,” Rose says. “There are some great apps [applications] out there, and [iPads] are small, affordable and still provide everything kids needed to be tech-savvy.

“Now kids can research from their desk and can look at textbooks online,” she says, although she admits “not all textbook companies are there yet.”

Jonathon Maple, business and journalism teacher at Oldenburg Academy, utilizes the iPad and other technology in his classes for students to blog, make movies, create presentations, do research and many other tasks.

“The level of engagement with the kids is so much harder without technology,” says Maple. “Now I’m more collaborative with the students, we learn together, and I get a chance to teach them best practices in how to use technology.”

‘Good digital citizens’

Those best practices are known as being a good “digital citizen.” In today’s world of easy access to inappropriate information and cyberbullying, there are additional measures that can be taken to promote good digital citizenship.

That’s why Oldenburg Academy chose to purchase and maintain the iPads rather than have students provide their own. This allows for more school control, says Sammie Hardebeck, director of technology for the school.

“Next year, we’re going to be using software that will allow me to manage all

the apps remotely from my computer for all 200 iPads,” says Hardebeck of the school’s efforts to promote good digital citizenship. “It’s an evolving process.”

Our Lady of Providence Jr./Sr. High School in Clarksville also implemented an all-iPad format in August of 2012. But the administration opted to have students provide their own iPads, alleviating the school’s book fee to make the devices more affordable for parents.

“We felt if we gave students an iPad and said, ‘You’re not allowed to do this or go there,’ it’s like giving someone a car and saying you can only drive to the end of the street,” says school president Joan Hurley. “It’s better to teach our students to be good digital citizens than to restrict them.”

But while the school will not restrict what students download on their iPads, Hurley says, they “can restrict what [the students] do here. The Apple format itself restricts” with parental controls, she adds.

Not always one-size-fits-all

Some schools have opted not to require technology devices yet. Roncalli High School in Indianapolis is an example.

“After visiting many schools, one thing became clear,” says Roncalli president Chuck Weisenbach. “None have felt like a single device works for all curriculum areas.”

Rather than using one particular device, Roncalli allows a variety of types “depending on the teacher’s preference,” says Weisenbach.

“Our physics teacher uses a great deal of devices. English uses [personal computers]. Drafting and architecture have computers they use daily. Almost all of our math teachers are teaching from iPad or Mimio, which is like a walking whiteboard,” he says.

‘Biggest advantage is interaction’

White is the new black, as “whiteboard technology” is replacing the chalkboard in many archdiocesan schools.

The technology allows an image from a computer, iPad or special tablet to be projected onto a special board. By using a stylus or just their finger, users can drag, click and copy items or write notes that can be saved as text.

Roncalli physics teacher Ben Grimes has students use handheld response system devices called “clickers” that interface with the whiteboard. He sends a question digitally to the devices, students respond and the responses display individually or as a pie chart on the whiteboard.

“For students, the biggest advantage is interaction with teachers,” he says. “I know what the students are thinking instead of me trying to read their minds. If I see 70



Above, in this Jan. 13 photo, freshman Colleen Dietz, left, senior Claire Dickey and junior Cassie Hottel of Oldenburg Academy of the Immaculate Conception in Oldenburg use their iPads to prepare for an upcoming edition of “OA Today,” the school’s daily broadcast televised live by journalism class students. The school provides and maintains the iPads, which students can purchase for a drastically discounted price upon graduation.

Left, Marsha Sanders, teacher of advanced placement language arts classes at Roncalli High School in Indianapolis, uses technology that displays the image on her iPad onto a whiteboard during a class on Jan. 15.

percent got question number six wrong, then I know I need to go back and review.”

Marsha Sanders, who teaches advanced placement language arts classes at Roncalli, likes to have students use a variety of tools, from computers to collaborative online documents to websites and more.

“They’re watching and creating and synthesizing different technologies,” she says. “It’s important to me that they learn a lot and feel engaged. All of the classes kids talk about liking are the ones where they’re engaged.”

LMS ‘makes things a lot easier’

Part of that engagement occurs through online learning management systems (LMS), which enable teachers to post quizzes, tests, homework, video- or audio-recorded lectures and reading material online where the students can access the information anytime, anywhere. Students in turn post their completed assignments, quizzes and tests online for grading.

Roncalli junior Meredith Opel says My Big Campus—an LMS used by Roncalli faculty—allows students to access the teacher’s notes from the day’s class.

“If you’re absent, you can just go online and get them, which is really

helpful,” she says.

Claire Dickey, an Oldenburg Academy senior where My Big Campus is also used, summarizes her opinion of the tool.

“Bottom line, it makes things a lot easier.”

‘Kids are all about technology’

Being a senior, Claire recalls the school’s technological transition.

“It was a little rough at first because everyone had to get used to it,” she admits. “But we quickly caught on because kids are all about technology.”

Weisenbach expresses caution in regard to “keeping up with the Joneses” when it comes to educational technology.

“No matter what you’re doing,” he says, “if it’s not improving learning and engagement, I’d question why use it.”

But as seen in classrooms of Catholic high schools today, technology is the present as well as the future.

“There’s no way students will be prepared for college or work if they don’t have daily exposure to technology,” says Rose of Oldenburg Academy. “It’s an expensive investment, but once you jump into it, I don’t know of any who regretted it.” †

Teachers: The heart and soul of Catholic education

By John Shaughnessy

Parents are often considered their child's first teachers.

At the same time, most parents whose children attend Catholic schools respect and appreciate the care, hard work and dedication that mark the way that Catholic school teachers educate children.

Kathleen Bear, Susan Huber, Gerard Striby and Denise Wilson are among the teachers who serve students in Catholic schools throughout the archdiocese. All four were among the 2012-2013 finalists for the St. Theodora Guérin Excellence in Education Award, the highest honor for a Catholic educator in the archdiocese.

As part of the selection process, they each had to answer a series of questions ranging from "Describe what quality Catholic education looks like to you" to "Describe one of your most rewarding teaching experiences."

Here are some of their stories and experiences that define them as teachers and represent the influence of their peers throughout the archdiocese.

A powerful moment of goodness

Gerard Striby understands that the best lessons students get about faith don't always occur in the classroom.

Sometimes, those lessons happen on senior retreats or during service projects—including one memorable mission trip to rebuild a house in an impoverished area in Charleston, West Virginia.

"On this particular trip, we were trying to put drywall and flooring in a very small house, to allow a young husband and his expectant wife to move in as soon as possible," recalls Striby, who teaches religious studies at Roncalli High School in Indianapolis. "While I realized that the house would not be ready in the four days we worked, we wanted to get them as close as possible to moving in.

"By the end of the week, it became obvious that both time and money were running out, and we would not be able to complete our goals. When I conveyed that to the students on the final work day, they got together and took up a collection among their peers to purchase more drywall and other supplies."

Then they told Striby that they wanted to skip their plans for dinner and fun that night so they could concentrate on getting the house ready for the couple.

"They did all of this completely on their own, without any suggestion from me or other adults," Striby notes. "We took our last trip to Lowes and worked until 11 that night to complete the work."

It's a moment that has remained powerful for Striby.

"First of all, it was yet another reminder to me of the inherent goodness in all my students, even though they may sometimes frustrate me. I try to recognize that each one of my students has wonderful gifts to offer others.

"If given the opportunity, the vast majority will always meet and often exceed my expectations. I try my very best now not to underestimate my students."

The importance of living the faith

One of Denise Wilson's most rewarding experiences as a Catholic school teacher involved a new fifth-grade student who was non-Catholic—a student who was dealing with a family tragedy.

"He was new to our school, new to our city, and new to our faith," recalls Wilson, now a master teacher and assistant principal at St. Barnabas School in Indianapolis.

"Tragically, his father passed away shortly after school had begun that year. While he was a very bright student with a kind and loving heart, he struggled that year with life in general. However, he was always very interested and involved in our religious discussions."

The boy became so interested in those talks that he asked his mother if he could go to Sunday Mass at St. Barnabas Church instead of the church service that they



Bishop Chatard High School teacher Robin Kontor, right, coordinated the Indianapolis school's effort to prepare and deliver Thanksgiving meals for 450 people on Nov. 28. Kontor's husband, Jeff, left, was also among the students, faculty, parents and other volunteers who prepared, packaged and delivered the meals.



Kathleen Bear



Susan Huber



Gerard Striby



Denise Wilson

regularly attended.

"On many Sundays, his mom willingly dropped him off at St. Barnabas for Mass and then she would drive to her own church," Wilson notes.

It all led the boy to want to become a Catholic.

"He went through the Rite of Christian Initiation for Adults program and was baptized a Catholic while he was a student here at St. Barnabas," Wilson says. "I am just so proud that as a community of Catholics, we lived a life here at St. Barnabas that professed a love and faith that he wanted to be part of.

"As a [extraordinary] minister [of holy Communion], I would notice that he would so proudly raise his hands to accept the body of Christ, and it meant so much to me to put it there. I use this story when discussing with students about how important it is to live your faith. You never know who may be watching and learning."

The challenge of choices

Kathleen Bear talks daily to her second-grade students about whether they are following the example of Jesus.

"I am constantly asking them if they are doing the right thing," says Bear, who teaches at Pope John XXIII School in Madison. "In class, we talk about making good choices based on what God would want us to do.

"When we are studying science, we talk about God's creations. In reading, when a character has made a poor choice, I will ask the students if that character has made the choice based on what God would want us to do.

"Integrating Catholic teachings and doctrine is something that most of the teachers in the Catholic system probably don't even consciously think about most of the time. It's just something that we do because we feel that strongly about our faith. It has certainly made me think about my choices outside of school as well."

Keeping Christ as the focus

As she works with her teenaged students, Susan Huber views every day of teaching in a Catholic school as a blessing from God.

"I see beyond the teenage angst they are going through, and I see God's work in progress," says Huber, a teacher in

the junior high at St. Anthony of Padua School in Clarksville. "I believe my students are meant to touch the lives of others, and what they experience in my classroom will carry out to their families, neighborhoods and communities."

That faith in God—and in her students—combined to create one of her best teaching experiences when she planned a spiritual retreat for the eighth-grade students, moving it from the spring to the fall.

"The fall retreat allowed the class to see Christ as their focus for the rest of the year," Huber recalls. "We studied the manger scene and the significance of each member, created a piece of religious art to take home, and planted seeds, literally and figuratively, to plan for our growth in faith."

The retreat also led to a close bond among the students that continued throughout the year in the classroom.

"Trust was more apparent in discussions," Huber says. "Acts of kindness and friendship were more evident. I was reminded that if I begin with Christ, everything else is better and easier." †

Vouchers, scholarships have had positive impact on Catholic schools

By Sean Gallagher

It's been just two and a half years since income-eligible parents across Indiana have been able to obtain a state-funded Choice Scholarship, commonly known as a voucher, to allow their children to attend the private or parochial school of their choice.

But in that relatively short amount of time, the effect that the voucher program has had on Catholic schools across central and southern Indiana has been great.

"The opportunity for vouchers and the generous support of our tax credit scholarship program has allowed many parish families to send their children to our Catholic schools, or keep them in our schools when otherwise it would not have been affordable," said Gina Fleming, archdiocesan superintendent of Catholic schools.

The growth in the number of students receiving vouchers alone says a lot.

During the 2013-14 academic year, 4,749 students in the archdiocese received a voucher, nearly 20 percent of all students in Catholic schools across central and southern Indiana.

That is more than double the amount that received them during the 2012-13 academic year, which was more than double the amount for the 2011-12 academic year, the first year that the vouchers were available.

Much of this growth is due to increased giving to scholarship-granting organizations (SGO) and the hard work of school and archdiocesan officials to get the word out about vouchers and tax credit scholarships.

The value in tuition aid given to parents who enrolled their children in archdiocesan schools has grown from \$4.4 million in the 2011-12 academic year to \$20.1 million in the 2013-14 academic year.

While those figures may be impressive, seeing their effect in a particular school can bring home the importance of vouchers and SGO scholarships.

Just a few years ago, St. Anthony of Padua School in Clarksville had to lay off teachers because there wasn't a high enough enrollment to maintain multiple classrooms for some grade levels.

That has all changed in just two and a half years. During the 2011-12 academic year, St. Anthony's enrollment was 276 students. This year, it's at 353 students—69 of whom received vouchers. Another 59 students received SGO scholarships, which will allow them to receive a voucher next year.

Nearly 40 percent of St. Anthony's students this year received a voucher or SGO scholarship. However, many of these students are not new to the school.

Some are siblings of students who received a voucher in the past.

Elsewhere, students who live in areas with "F" graded public schools or students with special needs can also receive a voucher without having attended a public school. These changes in the voucher law were made last spring.

The influx of students with vouchers or SGO scholarships at St. Anthony allowed the school to expand its preschool offering by purchasing a larger building to house it and hire more staff members.

"I think we are very sound financially," said St. Anthony principal Sheila Noon of the change the vouchers and scholarships



Conventual Franciscan Father Joseph West, pastor of St. Anthony of Padua Parish in Clarksville, leads a dedication service of a new preschool building for the parish's school on July 14, 2013. An influx of students with state-funded vouchers and scholarships via scholarship-granting organizations allowed it to expand its preschool.

have brought about in a short time. "We have money in savings. We're doing well. We were always told that if we can fill those classrooms that will solve a lot of our problems."

It's allowed the school to expand its staff in other ways. It has a new resource teacher this year, and expects to hire for the next academic year an English-as-a-second-language teacher to help meet the needs of a growing number of Hispanic students in the school.

At the same time, the addition of new students at St. Anthony has meant that the population of non-Catholic students has grown from just under 20 percent of its enrollment to approximately 30 percent.

Noon, though, says that many parents have told her they appreciate the diversity in the school. And Noon shares the school's expectations with parents who enroll their children for the first time at St. Anthony.

"We don't question whether they're Catholic or not Catholic," Noon said. "[But] we tell them that we are a Catholic school. We insist that they do the religion classes and go to Mass with us. That's what we're about. If you're going to come here, then you're going to be a part of all of it."

Noon said the growth in enrollment at St. Anthony has also had a positive effect on Catholic families who had been away from the Church for a while.

"We've had a lot of families that were non-practicing Catholics but have now come back to the Church ... because of those vouchers," she said. "We're seeing a lot of different shifts."

Over the two and a half years that students with vouchers have been enrolled in archdiocesan schools, standardized test

scores have remained high.

Fleming attributes this success to the hard work and dedication of teachers in archdiocesan schools.

"Many students come to us having been in schools that were unable to meet their needs," she said. "Given this, added to the fact that we maintain a rigorous curriculum in our schools, students may come to us one to three years behind their grade-level peers."

"Our amazing teachers consistently can be found before school, during lunch and after school working with students who need additional support. Additionally, the [voucher] dollars generally go toward resources and personnel that help all students be successful."

Before this school year, many students with vouchers have been new to archdiocesan schools because the state required that a student attend a public school for at least two concurrent semesters before being eligible for a voucher.

Additionally, in the past, SGO scholarships were only awarded to new enrollees in private schools.

Changes in state law, however, now have opened the door for SGO scholarships for families who have always enrolled their children in a private or parochial school.

Income-eligible students already enrolled in a private or parochial school are now eligible for an SGO scholarship. And if their family remains income-eligible, they can receive a voucher for the next academic year and subsequent years—up to \$60,000 in financial aid over 12 years.

G. Joseph Peters, special consultant in the archdiocesan Office of Catholic

Education, describes this as "the most significant change to date" in the state's educational choice program since it makes vouchers more easily available to families with a long track record of sending their children to Catholic schools.

At the same time, Peters does not expect the number of students with vouchers in archdiocesan schools to continue to increase at the same rate as they have in the first two and a half years of the program. He does foresee a continued need for SGO scholarships since the cost of education will steadily increase while there is a cap on the amount of money distributed to families through vouchers.

In any case, Peters encourages all eligible families to consider obtaining a voucher or SGO scholarship.

"The number of students with vouchers will grow some, but it will never be 50 or 100 percent of our student population," he said. "There is a limit, and not everybody eligible will choose to do it."

"But we think that we need to leverage as much of the benefit as we can. That is why some \$3.2 million was raised in 2013 for SGO scholarships in the archdiocese. We've always felt that our parents should get some educational benefit for the taxes they pay."

(To learn more about a state-funded Choice Scholarship, commonly known as a voucher, log on to www.archindy.org/schools/vouchers.html. To learn more about how to receive a scholarship-granting organization scholarship or to contribute to such an organization, log on to www.archindy.org/schools/taxcredit.html.) †

Story shows Catholic educators living the call of Pope Francis with 'consistency'



John Hegarty

Criterion staff report

As the principal of a Catholic high school, John Hegarty appreciates a point that Pope Francis made about Catholic educators.

"During a speech last June, Pope Francis affirmed the importance of Catholic school educators to 'impart knowledge and values with their words,' but he also reminded us that 'it will be more influential on the kids if your words are accompanied by your witness, by being consistent in your lives. It isn't

possible to educate without being consistent,'" Hegarty noted.

The principal of Father Thomas Scecina Memorial High School in Indianapolis then shared a story that reflected Pope Francis' advice.

"One school day, a student became very ill in class," Hegarty recalled. "We were unable to reach the parents of this student, so one of our counselors and I transported the student to the nearest hospital. At the hospital—with the student's parents on the way—we accompanied the student into one of the emergency room cubicles.

"You can imagine the fear and anxiety of our student. Our counselor stayed beside the student, her head bent, rubbing the student's hand. The doctor came to check on us. He said, 'I see mom has arrived!' I said, 'No. She is our counselor.' He looked at me, then back at the scene in the room, and said to me, 'If I ever have kids, they are going to your school.'

"As Catholic educators, we are called to live as we wish our students to live. It is, as Pope Francis puts it so succinctly, 'Consistency.' †

HOW CAN I POSSIBLY AFFORD CATHOLIC SCHOOL?

Understanding Tax Credit Scholarships and Indiana School Vouchers

TAX CREDIT SCHOLARSHIPS

What are Tax Credit Scholarships?

The Indiana Tax Credit Scholarship Program provides scholarship support to families who want to enroll their children in the Catholic school of their choice. Qualifying students in grades K-12 can receive a minimum of a \$500 Tax Credit Scholarship.

Who qualifies for a Tax Credit Scholarship?

- A student whose family meets the income eligibility guidelines for the Federal Free and Reduced Lunch Program (see chart on page 10B), AND
- A student who is coming to a Catholic school after attending at least one year (two semesters) in an Indiana public school, AND/OR
- A student who is enrolled in an eligible Catholic school.

Why should I apply now?

If your family qualifies for assistance, but you do not apply when your child first enters school, you may lose the opportunity for a Voucher or Tax Credit Scholarship for the next 12-13 years. Current Catholic school students CAN receive a Tax Credit Scholarship, making them eligible for a Voucher the following year.

How do I apply for a Tax Credit Scholarship?

1. To see how much tuition assistance you are eligible for, first register at your Catholic school of choice.
2. To apply for funding, visit www.choicetrust.org.

INDIANA SCHOOL VOUCHERS

What is an Indiana School Voucher?

A Voucher is a state-funded scholarship that helps cover the cost of tuition at a private school. Qualifying students in grades 1-8 can receive a maximum of \$4,700 per school year. High school students can receive up to 90% of the local per-student state funding amount.

Who qualifies for a Voucher?

- A student whose family meets the income eligibility guidelines for Federal Free and Reduced Lunch Program (see chart on page 10B), AND
- A student in grades 1-12 who is coming to a Catholic school after attending at least one year (two semesters) in an Indiana public school, AND/OR
- A sibling received a Tax Credit Scholarship or Voucher, AND/OR
- A sibling living in an "F" school area, AND/OR
- A current Catholic school student in grades 1-12 who has received a Tax Credit Scholarship in a prior year.

Why should I apply now?

If your family qualifies for assistance, but you do not apply when your child first enters school, you may lose the opportunity for a Voucher or Tax Credit Scholarship for the next 12-13 years. Students enrolled in a Catholic school CAN receive a Tax Credit Scholarship, making them eligible for a Voucher the following year.

How do I apply for a Voucher?

1. To see how much tuition assistance you are eligible for, first register at your Catholic school of choice.
2. To apply for funding, visit www.doe.in.gov/choice.



archindy.org/schools

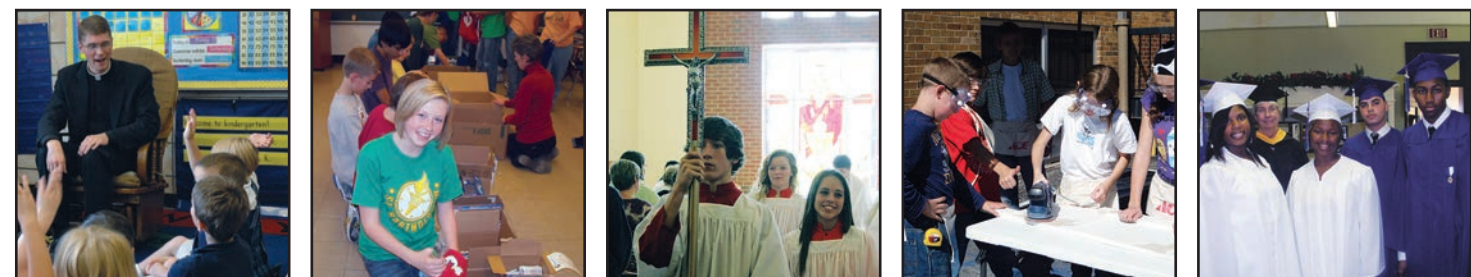
WHAT AM I ELIGIBLE FOR?

See the charts on page 10B to see if you qualify for Tax Credit Scholarships and Vouchers





ARCHDIOCESE OF INDIANAPOLIS Catholic Schools



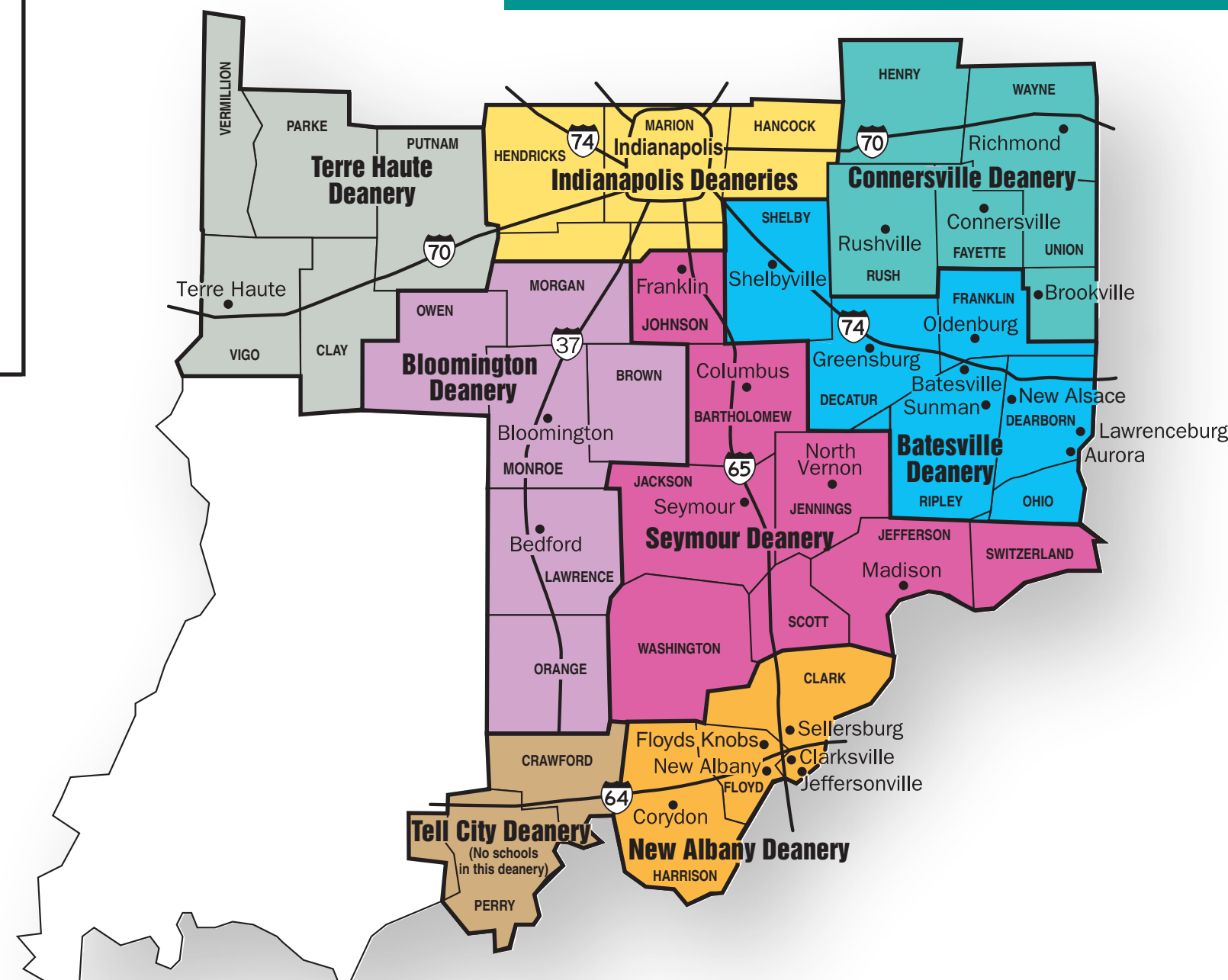
DEANERY SCHOOLS

<p>Batesville Deanery Aurora St. Mary of the Immaculate Conception School (K-8) 211 Fourth St. Aurora, IN 47001 812-926-1558</p> <p>Batesville St. Louis School (K-8) 17 St. Louis Place Batesville, IN 47006 812-934-3310</p> <p>Greensburg St. Mary School (P-6) 1331 E. Hunter Robbins Way Greensburg, IN 47240 812-663-2804</p> <p>Lawrenceburg St. Lawrence School (K-8) 524 Walnut St. Lawrenceburg, IN 47025 812-537-3690</p> <p>New Alsace St. Paul School (P-6) 9788 N. Dearborn Road Guilford, IN 47022 812-623-2631</p> <p>Shelbyville St. Joseph School (P-5) 127 E. Broadway Shelbyville, IN 46176 317-398-4202</p> <p>Sunman St. Nicholas School (P-8) 6459 E. St. Nicholas Drive Sunman, IN 47041 812-623-2348</p>	<p>Bloomington Deanery Bedford St. Vincent de Paul School (P-8) 923 18th St. Bedford, IN 47421 812-279-2540</p> <p>Bloomington St. Charles Borromeo School (P-8) 2224 E. Third St. Bloomington, IN 47401 812-336-5853</p> <p>Connersville Deanery Brookville St. Michael School (K-8) P. O. Box J, 275 High St. Brookville, IN 47012 765-647-4961</p> <p>Connersville St. Gabriel School (P-6) 224 W. Ninth St. Connersville, IN 47331 765-825-7951</p> <p>Richmond Seton Catholic High School (7-12) 233 S. 5th St. Richmond, IN 47374 765-965-6956</p> <p>St. Elizabeth Ann Seton School (P-6) 801 W. Main St. Richmond, IN 47374 765-962-4877</p> <p>Rushville St. Mary School (P-6) 226 E. Fifth St. Rushville, IN 46173 765-932-3639</p>	<p>New Albany Deanery Clarksville Our Lady of Providence Jr./Sr. High School (7-12) 707 Providence Way Clarksville, IN 47129 812-945-2538</p> <p>St. Anthony of Padua School (P-8) 320 N. Sherwood Ave. Clarksville, IN 47129 812-282-2144</p> <p>Corydon St. Joseph School (P-6) 512 N. Mulberry St. Corydon, IN 47112 812-738-4549</p> <p>Floyds Knobs St. Mary-of-the-Knobs School (P-6) 3033 Martin Road Floyds Knobs, IN 47119 812-923-1630</p> <p>Jeffersonville Sacred Heart School (P-8) 1842 E. Eighth St. Jeffersonville, IN 47130 812-283-3123</p> <p>New Albany Holy Family School (P-8) 217 W. Daisy Lane New Albany, IN 47150 812-944-6090</p> <p>Our Lady of Perpetual Help School (P-8) 1752 Scheller Lane New Albany, IN 47150 812-944-7676</p>	<p>Sellersburg St. Paul School (P-6) 105 St. Paul St. Sellersburg, IN 47172 812-246-3266</p> <p>Seymour Deanery Columbus St. Bartholomew School (P-8) 1306 27th St. Columbus, IN 47201 812-372-6830</p> <p>Franklin St. Rose of Lima School (P-8) 114 Lancelot Drive Franklin, IN 46131 317-738-3451</p> <p>Madison Father Michael Shave Memorial Jr./Sr. High School (7-12) 201 W. State St. Madison, IN 47250 812-273-2150</p> <p>Pope John XXIII School (P-6) 221 W. State St. Madison, IN 47250 812-273-3957</p> <p>North Vernon St. Mary School (K-8) 209 Washington St. North Vernon, IN 47265 812-346-3445</p> <p>Seymour St. Ambrose School (P-8) 301 S. Chestnut St. Seymour, IN 47274 812-522-3522</p>	<p>Terre Haute Deanery Terre Haute St. Patrick School (P-8) 449 S. 19th St. Terre Haute, IN 47803 812-232-2157</p> <p>Private High School Oldenburg Oldenburg Academy of the Immaculate Conception (9-12) 1 Twister Circle P.O. Box 200 Oldenburg, IN 47036 812-934-4440</p>
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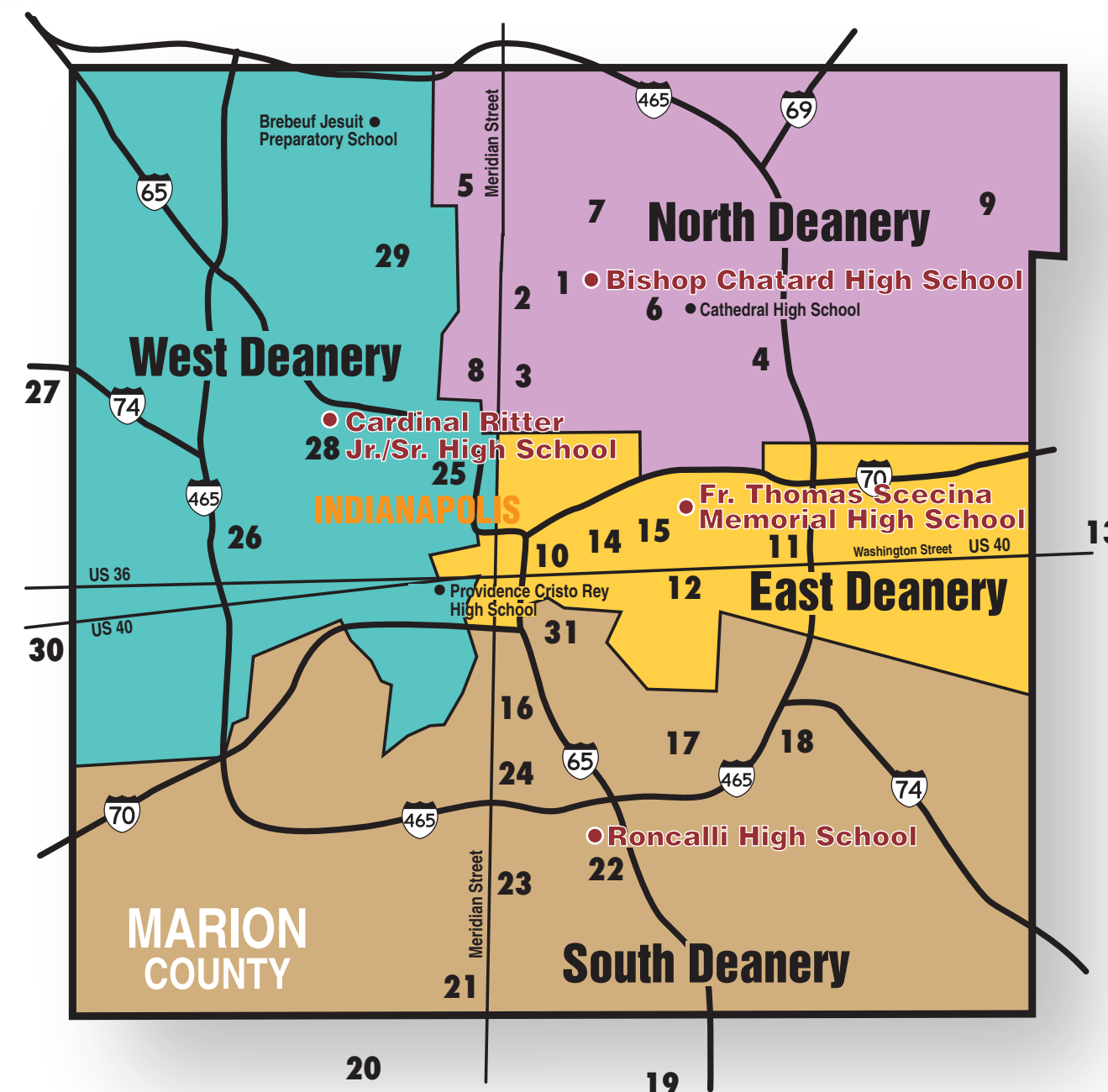
GREATER INDIANAPOLIS DEANERY SCHOOLS

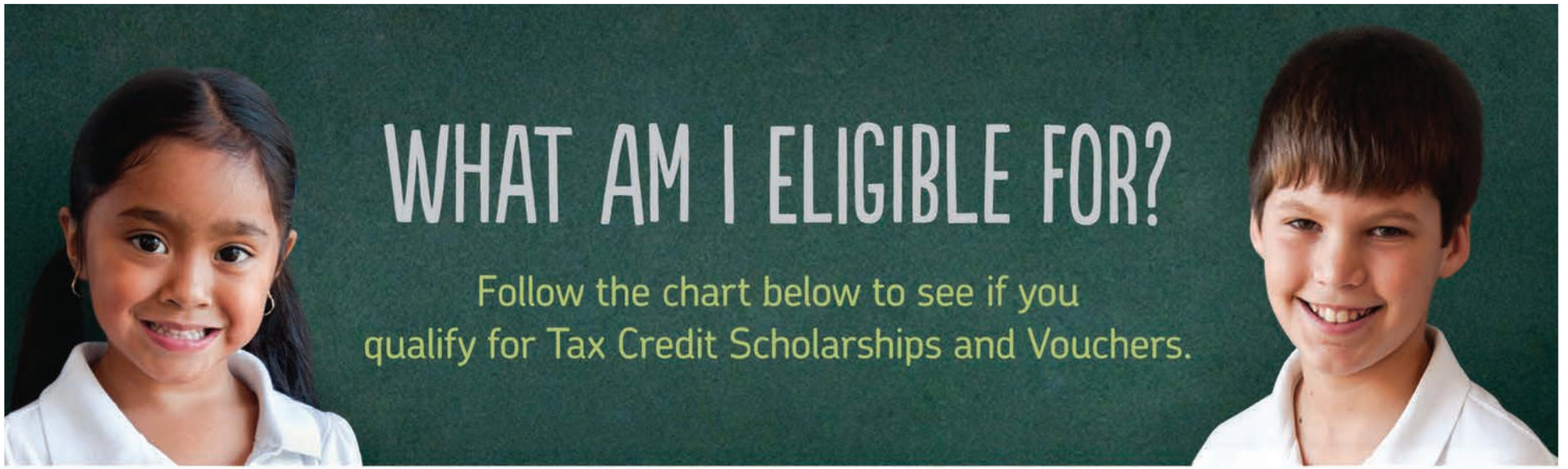
<p>Indianapolis North Deanery • Bishop Chatard High School (9-12) 5885 N. Crittenden Ave. Indianapolis, IN 46220 317-251-1451</p> <p>1. Christ the King School (K-8) 5858 N. Crittenden Ave. Indianapolis, IN 46220 317-257-9366</p> <p>2. Immaculate Heart of Mary School (K-8) 317 E. 57th St. Indianapolis, IN 46220 317-255-5468</p> <p>3. St. Joan of Arc School (P-8) 500 E. 42nd St. Indianapolis, IN 46205 317-283-1518</p> <p>4. St. Lawrence School (P-8) 6950 E. 46th St. Indianapolis, IN 46226 317-543-4923</p> <p>5. St. Luke School (K-8) 7650 N. Illinois St. Indianapolis, IN 46260 317-255-3912</p> <p>6. St. Matthew School (K-8) 4100 E. 56th St. Indianapolis, IN 46220 317-251-3997</p>	<p>7. St. Pius X School (K-8) 7200 Sarto Drive Indianapolis, IN 46240 317-466-3361</p> <p>8. St. Thomas Aquinas School (K-8) 4600 N. Illinois St. Indianapolis, IN 46208 317-255-6244</p> <p>9. St. Simon the Apostle School (P-8) 8155 Oaklandon Road Indianapolis, IN 46236 317-826-6000</p> <p>Indianapolis East Deanery • Father Thomas Scecina Memorial High School (9-12) 5000 Nowland Ave. Indianapolis, IN 46201 317-543-6377</p> <p>10. Holy Cross Central School (P-8) * 125 N. Oriental St. Indianapolis, IN 46202 317-638-9068</p> <p>11. Holy Spirit School (P-8) 7241 E. 10th St. Indianapolis, IN 46219 317-352-1243</p> <p>12. Our Lady of Lourdes School (P-8) 30 S. Downey St. Indianapolis, IN 46219 317-357-3316</p> <p>13. St. Michael School (P-8) 515 Jefferson Blvd. Greenfield, IN 46140 317-462-6380</p> <p>14. St. Philip Neri School (P-8) * 545 N. Eastern Ave. Indianapolis, IN 46201 317-636-0134</p> <p>15. St. Therese of the Infant Jesus/Little Flower School (P-8) 1401 N. Bosart Ave. Indianapolis, IN 46201 317-353-2282</p> <p>Indianapolis South Deanery • Roncalli High School (9-12) 3300 Prague Road Indianapolis, IN 46227 317-787-8277</p> <p>16. Central Catholic School (K-8) * 1155 E. Cameron St. Indianapolis, IN 46203 317-783-7759</p> <p>17. Holy Name School (P-8) 21 N. 17th Ave. Beech Grove, IN 46107 317-784-9078</p>	<p>18. Nativity of Our Lord Jesus Christ School (P-8) 3310 S. Meadow Drive Indianapolis, IN 46239 317-357-1459</p> <p>19. Our Lady of the Greenwood School (P-8) 399 S. Meridian St. Greenwood, IN 46143 317-881-1300</p> <p>20. SS. Francis and Clare School (P-8) 5901 Olive Branch Road Greenwood, IN 46143 317-215-2826</p> <p>21. St. Barnabas School (K-8) 8300 Rahke Road Indianapolis, IN 46217 317-881-7422</p> <p>22. St. Jude School (K-8) 5375 McFarland Road Indianapolis, IN 46227 317-784-6828</p> <p>23. St. Mark the Evangelist School (K-8) 541 E. Edgewood Ave. Indianapolis, IN 46227 317-786-4013</p> <p>24. St. Roch School (P-8) 3603 S. Meridian St. Indianapolis, IN 46227 317-784-9144</p>	<p>Indianapolis West Deanery • Cardinal Ritter Jr./Sr. High School (7-12) 3360 W. 30th St. Indianapolis, IN 46222 317-924-4333</p> <p>25. Holy Angels School (P-6) * 2822 Dr. Martin Luther King Jr. St. Indianapolis, IN 46208 317-926-5211</p> <p>26. St. Christopher School (P-6) 5335 W. 16th St. Indianapolis, IN 46224 317-241-6314</p> <p>27. St. Malachy School (K-8) 330 N. Green St. Brownsburg, IN 46112 317-852-2242</p> <p>28. St. Michael-St. Gabriel School (K-8) 3352 W. 30th St. Indianapolis, IN 46222 317-926-0516</p> <p>29. St. Monica School (K-8) 6131 N. Michigan Road Indianapolis, IN 46228 317-255-7153</p> <p>30. St. Susanna School (P-8) 1212 E. Main St. Plainfield, IN 46168 317-839-3713</p>	<p>Private Schools 31. Lumen Christi Catholic School (K-12) 580 E. Stevens St. Indianapolis, IN 46203 317-632-3174</p> <p>• Brebeuf Jesuit Preparatory School (9-12) 2801 W. 86th St. Indianapolis, IN 46268 317-524-7128</p> <p>• Cathedral High School (9-12) 5225 E. 56th St. Indianapolis, IN 46226 317-542-1481</p> <p>• Providence Cristo Rey High School (9-12) 75 N. Bellevue Place Indianapolis, IN 46222 317-860-1000</p> <p>* Mother Theodore Catholic Academies (Consortium)</p>
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ARCHDIOCESE OF INDIANAPOLIS



GREATER INDIANAPOLIS





My child is enrolled at a Catholic school.

I meet these eligibility requirements:

- Indiana resident
- My family is between 100% and 200% of the Federal Free and Reduced Lunch Income Level (see chart).

TAX CREDIT SCHOLARSHIP

INCOME ELIGIBILITY LEVELS FOR INDIANA VOUCHERS AND TAX CREDIT SCHOLARSHIPS			
	100% of Reduced Lunch Eligibility	150% of Reduced Lunch Eligibility	200% of Reduced Lunch Eligibility
Number of Persons in Household	Annual household income limit for a "90%" Indiana Voucher	Annual household income limit for a "50%" Indiana Voucher	Annual household income limit for a Tax Credit Scholarship (or 50% Indiana Voucher)*
1	\$21,257	\$31,885	\$42,513
2	\$28,694	\$43,041	\$57,387
3	\$36,131	\$54,196	\$72,261
4	\$43,568	\$65,352	\$87,135
5	\$51,005	\$76,502	\$102,009
6	\$58,442	\$87,663	\$116,883
7	\$65,879	\$98,818	\$131,757
8	\$73,316	\$109,974	\$146,631

Number includes all adults in household

NOTE: A 90% voucher scholarship is the lesser of the tuition and fees charged by the Catholic school or up to \$4,700 in grades 1-8 and more for grades 9-12. A 50% voucher is half of a 90% voucher. Income levels are determined in accordance with verification rules at: <http://www.doe.in.gov/improvement/school-choice/choice-scholarships>.

* A family at between 150 and 200% of Reduced Lunch Eligibility may be eligible for a 50% voucher if the student received a voucher for 2012-2013 OR if the student has a disability requiring special education.

I'm moving my child in grades 1-12 to a Catholic school from a public school.

I meet these eligibility requirements:

- Indiana resident
- Apply before September 1, 2014.
- My child attended public school the previous year (two semesters) OR received a Tax Credit Scholarship, or Voucher, the previous school year.

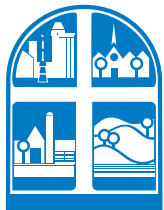
AND one of the following:

My family is between 150% and 200% of the Federal Free and Reduced Lunch Income Level (see chart).

My family is at 150% or below, of the Federal Free and Reduced Lunch Income Level (see chart).

SCHOOL VOUCHER

Contact your local Catholic school or for more information about schools, contact:



ARCHDIOCESE OF INDIANAPOLIS
The Church in Central and Southern Indiana

Office of Catholic Education
(317) 236-1430
(800) 382-9836
www.archindy.org/oce/



Grant enables school to implement engineering, technology program

By Natalie Hoefler

When Fr. Michael Shawe Memorial Jr./Sr. High School senior Taylor Grote recalls performing a science experiment at a roundtable discussion with local industry leaders last October, she admits it was “a little nerve-wracking.”

But in the end, she says, “It was helpful to explain what we’ve been doing in the classes.”

“The classes” are a series of high school-level engineering and technology classes created by Project Lead the Way (PLTW), a nationwide, Indianapolis-based nonprofit organization promoting the education of students in the areas of science, technology, engineering and math—STEM as the grouping is referred to by professionals in those fields.

Shawe Memorial in Madison was able to implement the program with the roughly \$110,000 they received through the distribution of a Lilly Foundation “Eco15” grant in 2008. Jefferson County, where Madison is located, was one of 10 counties named a recipient of the grant. Franklin County was included among the grant recipients, enabling Oldenburg Academy of the Immaculate Conception to also implement the PLTW program.

Kathy Huffman, coordinator of the Jefferson County grant, says one of the goals of the grant is to stem the brain drain of college graduates from the region.

“We wanted to focus on a pathway of classes that addressed how we get students into post-secondary education in the types of degrees our employers need, and make sure they come back to this area,” she explains.

The answer for Shawe Memorial was to implement the Project Lead the Way program, using the grant money to purchase equipment and provide training for the PLTW teacher.

Three PLTW courses are now being offered at the school—Introduction to Engineering Design, which is also open to Shawe Memorial eighth-graders, Digital Electronics and

Principals of Engineering. A fourth class, Engineering Design and Development, will be added next year.

The upper level engineering courses provide the students with dual credit at any Ivy Tech Community College and most colleges in Indiana and Kentucky, including Purdue University later this spring.

Lou Ann Center teaches all of the PLTW classes.

“I was in my 25th year of teaching,” she recalls of being approached about teaching the courses. “I was getting burned out. I went to the training at Purdue University in Kokomo, and I fell in love. I love teaching this.”

“The curriculum covers not just science, technology, engineering and math, but also logic for problem solving situations,” she says. “If you need to get from A to B, how do you get there? We’ve lost that over the years—if I don’t have step-by-step directions, how do I logically think things through?”

While there were no new math and science courses added to the curriculum at Shawe Memorial, junior Whit Grote found that the new engineering and technology classes “crossed curriculum with other classes. We’d be in engineering, then a couple of months later learn the same thing in physics and pre-calculus.”

The program goes beyond the educational elements of the subjects, Center explains.

“The students are doing career research. They have to contact people currently working in [the student’s] field of interest, interview to find out what did you have to do, what kind of schooling do you need. Then they research colleges to see what they require, find out average salaries, [and] what can I do with this degree. Career and college readiness is an important component in PLTW.”

To enhance that readiness, and to keep the students in touch with local businesses so they are compelled to work in the Jefferson County area after graduating from college, Huffman keeps the lines of communications open between

the school and local businesses through various events.

“Community business leaders come into classrooms to speak,” she says. “We host a STEM roundtable. We have ‘Dream It Do It,’ a career awareness program. We have National Manufacturing Day. We have the kids tour corporations,” she notes.

“The trip to the manufacturing company was cool,” says sophomore Skip Maas. “We got to see all the machines using the same principles we just learned about.”

The local businesses do much to support the program financially as well, says Phillip Kahn, school president.

“Shawe has partnered with two local companies, Grote Industries and Vehicle Service Group, who have backed us with financial support to keep these programs going,” he says. “We are very thankful for their support, and will be talking to other local companies to join in.”

Kahn says the plan is to connect each company with Shawe Memorial graduates who are interested in STEM related fields, with the hope of students landing internships or permanent jobs down the road.

Taylor had no interest in engineering until she took the introductory course to fill an open spot in her schedule.

She now wants to pursue a career in engineering.

“I’m good at math and enjoy being able to apply math to other things besides textbook problems,” she says. “The classes gave a lot of hands-on learning, how to build circuit boards, computer programming, designing things on a computer. That’s what I really enjoy.”

Taylor will begin classes at Purdue University in the fall, with plans to pursue a degree in mechanical engineering and technology.

Junior Alex Turner says he knew before he took the courses that he was interested in engineering, “but I wasn’t sure of what type of engineering.”

“I was able to narrow it

Photo by Ken Riehe, provided by The Madison Courier



Sophomore Skip Maas of Shawe Memorial Jr./Sr. High School in Madison explains a project he did with a circuit board during a STEM roundtable program at Shawe on Oct. 9, 2013.

‘We wanted to focus on a pathway of classes that addressed how we get students into post-secondary education in the types of degrees our employers need, and make sure they come back to this area.’

—Kathy Huffman, coordinator of the Jefferson County grant

down after the first year. I like mechanical engineering. These classes really helped me to realize what exactly an engineer does.”

After taking all three courses, Whit says he is “leaning toward computer science.”

“But the things we’re learning in these classes don’t only apply to engineering and technology, but many other majors,” he says.

“These classes have helped. They will play a big part in my future.”

Kahn says he is pleased with the results of the Project Lead the Way program.

“We’ve had more kids become interested in engineering and technology because of this [program]. It has really opened up those avenues as a possible career path for our students.” †

Archdiocesan schools continue to excel on standardized testing in Indiana

Criterion staff report

Archdiocesan schools continue to help students succeed at high levels, according to the most recent standardized testing in Indiana.

“The archdiocese prides itself on preparing today’s learner for tomorrow’s world,” said Mary McCoy, an assistant superintendent of Catholic schools for the archdiocese. “With a constant focus on Catholic identity immersed with our rigorous standards in all academic areas, our students continue to shine. Results on ISTEP+ 2013 are just one example.”

Students in grades 3 to 8 took the ISTEP+ in math and reading/language arts in the spring of 2013. Students in fourth and sixth grades also were tested in science, while fifth and seventh graders took the social studies test.

Schools use the testing results to help set improvement goals to enhance instruction, assessment and learning.

Data shown in the table to the right represents the passing percentage of each grade level in the tested content areas, followed by the total percentages for both the archdiocese and the state of Indiana. †

ECA 2012 RESULTS (END-OF-COURSE ASSESSMENTS)

Students in Catholic schools in the archdiocese exceeded the state passing rate in all areas of testing designed to measure end-of-course assessment.

All students enrolled in Algebra 1, English 10 or Biology 1 must pass the ISTEP+ end-of-course assessment to graduate from high school.

The chart below compares the success of students in archdiocesan schools to students in all schools in Indiana.

ECA 2012 COURSE	Archdiocesan Schools			Total State Schools (Public & Non-Public)		
	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed
Algebra 1	1624	1324	81.5	90182	63263	70.2
English 10	1373	1288	93.8	84774	65991	78.8
Biology 1	1420	968	68.2	78216	35582	45.5

ARCHDIOCESAN SCHOOLS CONTINUE TO EXCEL

	3 ELA %Pass	3 Math % Pass	4 ELA %Pass	4 Math %Pass	4 Science %Pass	
Archdiocese of Indianapolis*	93%	88%	90%	88%	83%	
Indiana*	85%	79%	84%	83%	73%	
	5 ELA %Pass	5 Math %Pass	5 Social Studies % Pass	6 ELA %Pass	6 Math % Pass	6 Science % Pass
Archdiocese of Indianapolis*	89%	92%	87%	90%	91%	81%
Indiana*	78%	87%	70%	77%	83%	68%
	7 ELA %Pass	7 Math %Pass	7 Social Studies % Pass	8 ELA %Pass	8 Math %Pass	
Archdiocese of Indianapolis*	89%	90%	89%	93%	93%	
Indiana*	73%	80%	72%	75%	81%	
	TOTAL ELA %Pass	TOTAL Math %Pass	TOTAL Science %Pass	TOTAL Social Studies %Pass		
Archdiocese of Indianapolis*	91%	90%	82%	88%	* All rounded to the nearest percent.	
Indiana*	79%	82%	70%	71%		

Focus on seeing Christ in others guides anti-bullying efforts

By Briana Stewart and John Shaughnessy

The weekly anti-bullying session began with the seventh-grade students sitting in a circle, talking about the effects that gossip and rumors can have on someone's life.

One student said, "It could hurt their reputation," while another commented, "It could make them lose their trust in others." And a third student noted, "It could lower their self-esteem."

For the next 15 minutes, the boys and girls shared their thoughts openly, sometimes laughing, at other times turning serious, and all the time offering examples from their lives.

For most of the session, teacher Cathy Cohoat just served as a moderator of the group. Yet at the end of the discussion, she offered three pieces of advice to the students:

"We shouldn't spread rumors."

"Think about the consequences of repeating rumors or gossip."

"Know who you are, and tell people the rumor or the gossip isn't true."

That early morning session—after Mass on a Wednesday—played out at Holy Spirit School in Indianapolis. But it could have happened at any Catholic school in the archdiocese this school year because a new Indiana law makes it mandatory for schools to offer programs and training for students on bullying prevention and identification.

Holy Spirit principal Rita Parsons sees the law and the anti-bullying program as one more way to help students in Catholic schools treat each other with care and respect.

"I'm sure some people are wondering why Catholics schools need an anti-bullying program," Parsons says. "The program gives us another framework of doing the right thing and treating people right. If the program and following the values of Jesus mesh together, then we'll make a difference. We tie our religion into it all the time. We say, 'What would Jesus do?'"

"It's reprogramming children not to use mean words and mean actions. If we can be more conscious of it, we can accomplish it."

The anti-bullying program is also applauded by Gina Fleming, superintendent of Catholic schools for the archdiocese.

"In our Catholic schools, we are called to see Christ in one another and to be like Christ in word and deed," Fleming says. "Compassion, trust and peacefulness all stem from our Lord and Savior, and are practiced in our schools daily. This proactive approach, along with strong partnerships with parents and parishioners, helps us avoid ongoing problems with bullying."

"That being said, we are not exempt from bullying, and we will continue to work with and for students to ensure safety and comfort with being who God created us to be."

The program has already made a difference, according to teachers and students at Holy Spirit School.



Seventh-grade students at Holy Spirit School in Indianapolis share a laugh during a weekly anti-bullying session designed to make students focus on treating people with respect and kindness.

"I like that we get to say something to help stop bullying from happening at our school," says Bruce Talbott, a seventh-grade student. "We're not supposed to be bullying."

His teacher, Cohoat, agrees: "It's really great for the kids to talk and find alternative solutions. And it's great for the teachers because we can understand what's going through their minds. We can keep our ears open for gossip and rumors, so we're more aware of what's happening."

One of the areas where Holy Spirit has put an extra emphasis on is the role of bystanders when bullying occurs. The anti-bullying program stresses the importance of students stepping in to prevent bullying.

"We're getting better as a group of kids," says Marlana Pleak, a seventh-grade student. "I have really been trying to get involved to try to help the person who is being bullied, and I believe that is from the program."

Students are also taught to inform adults at school and at home when they see bullying.

"Kids have been given permission to tell," Parsons says. "We've made the difference between telling and tattling. The biggest difference is it's communicated. It's talked about. It isn't hidden."

The program at Holy Spirit also involves the parents. They have to attend mandatory sessions about bullying.

"We also have a bullying prevention

A poster sharing the anti-bullying rules at Holy Spirit School in Indianapolis is one of many reminders throughout the school building for students to look out for each other.

Holy Spirit's Anti-Bully Procedures & Rules

- 1) We will not bully others
- 2) We will try to help students who are bullied
- 3) We will try to include students who are left out
- 4) If we know that somebody is being bullied we will tell an adult at school AND an adult at home



committee that consists of parents, students and teachers," Parson says. "They want to keep a thermometer on what's happening and what needs to be done. It's been a cohesive, collaborative effort on everyone's part."

Changes in the school's approach are evident in the anti-bullying posters hanging in the halls of the building. Yet the biggest change is in the way the

students are transforming from passive bystanders to active participants in trying to stop bullying, according to the school's guidance counselor, Amy Moran.

"The goal of a parent or educator is to make your child a betterment to society," Moran says. "Students are viewing bullying differently and policing themselves. Holy Spirit is educating their students to become bold stewards ready to defend friends and strangers alike." †

2013-14 facts about Catholic schools in the Archdiocese of Indianapolis

Catholic schools:	68
Elementary schools:.....	57 (26 in Marion County)
High schools:.....	11 (seven in Marion County)
(includes four private high schools)	
Preschool programs:.....	43
Extended care programs:.....	57

Professional staff:..... **1,898 (full-time and part-time)**

Enrollment 2013-14 (Unofficial Oct. 1, 2013):

Total preschool-12:	23,841
Preschool:.....	(2,272)
Elementary (K-8):.....	17,666
High school (9-12):.....	6,175

Religious composition:	Elementary	High school
Catholic:.....	82.3 %	77.4 %
Non-Catholic:.....	17.7 %	22.6 %
Minority composition:	12.3 %	16.9 %

High school graduation rate (2012):	95 % (4-year cohort)
Percent of graduates entering college:	98 % (91% to 4-year colleges)

NOTE: All above figures include private schools.

Average tuition rates, first child (est. 2013):	Catholic	Non-Catholic
Elementary schools:.....	\$4,214	\$5,409
Interparochial high schools:.....	\$7,455	\$9,420

NOTE: Elementary tuitions are set at the parish level and vary greatly. Schools receive parish subsidies except for private schools not included in these figures.

Estimated Operating Costs of Catholic Schools in the Archdiocese (est. 2011):

Elementary schools cost-per-pupil:.....	\$4,900
Interparochial high schools cost-per-pupil:.....	\$8,184

Total operating cost of archdiocesan schools (est. 2011):..... **\$110 million**
(Estimated using 2011 enrollment excluding capital costs and private high school costs)

Annual savings to Indiana taxpayers (estimate):..... **\$250 million**
(at 2012 state cost per pupil of \$11,711, excluding private schools)
(less \$20.1 million returned to Catholic schools for 4,749 students on Indiana vouchers)

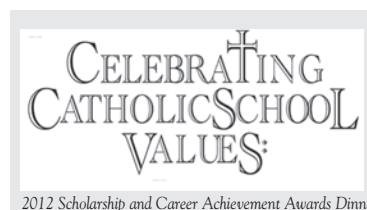


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Archbishop's blessing, Dr. Seuss' words mark special library dedication

By Briana Stewart

The family members of booklover Paul Lewis were all smiles and tears as Archbishop Joseph W. Tobin strolled around the newly created library adorned with Lewis' name, blessing it with holy water and singing with the rest of the small crowd.

The space was filled with new shelves, comfortable chairs and a plethora of Dr. Seuss decorations—a designer's touch that had a deep connection with the Lewis family.

During the dedication speech, Lewis' son David recalled the quote from Dr. Seuss that he read at his father's eulogy in 2010: "Don't be sad it's over. Be happy that it happened."

The same snippet of wisdom can be applied to the journey that St. Matthew the Apostle School in Indianapolis underwent with its new library and acceptance into the Indianapolis Marion County Public Library (IMCPL) shared system. Space designer Craig Wetli initiated the project more than a year and a half ago when he noticed how the former reading room for the school was "looking tired."

With an expert eye due to his experience with working on Info Zone at the Children's Museum of Indianapolis in 2000, Wetli began to formulate a plan on how to turn the shabby library into a redefined learning space.

"The goal was to create a cool space that's inviting and promotes reading and learning," says Wetli. "What I know is that if you can create a space that is inviting, it's really a carrot for learning and to get kids to open up a book and discover the joy of reading."

A year and a half later, that goal was more than complete when the library opened on Nov. 17 for St. Matthew

students to learn, read and share. Principal David Smock was proud of what the school had done, especially because last year's walkathon funds helped make the project possible.

The blessing by Archbishop Tobin was a high priority for him, too.

"We are first and foremost a Catholic school," the archbishop noted. "[This ceremony] blesses the knowledge God has granted us with, and blesses the talents he gives all of our students, so it is very appropriate."

With the addition of the new library, students will now have access to thousands of books and thus thousands of undiscovered worlds, facts and ideas. As the list of those involved in the IMCPL shared system shows, St. Matthew is not the only Catholic school taking advantage of this opportunity.

Catholic elementary schools already involved in the Indianapolis system include Central Catholic, Holy Angels, Holy Cross Central, St. Philip Neri, and St. Joan of Arc. High schools have also recognized the value of the system. Brebeuf Jesuit Preparatory School, Cardinal Ritter, Cathedral and Providence Cristo Rey are part of it.

The IMCPL shared system has proven a useful tool for children of all ages, according to St. Joan of Arc librarian Kristen William.

"They [students] are involved in the entire process: from waiting for a book to be written, knowing when it will be released and then requesting the book, so that they can be one of the first to read it," she said.

The students are even more excited about the wide variety of books they now can access.

"I love reading," said Toby Bradshaw, a fifth-grade student at St. Joan of Arc School. "It's so awesome." †



Archbishop Joseph W. Tobin blesses the new library at St. Matthew the Apostle School in Indianapolis on Nov 17. Assisting the archbishop during the ceremony is St. Matthew parishioner Loral Tansy.

'The goal was to create a cool space that's inviting and promotes reading and learning. What I know is that if you can create a space that is inviting, it's really a carrot for learning and to get kids to open up a book and discover the joy of reading.'

—Craig Wetli, space designer



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Dad's commitment reflects the value of school volunteers

By Christa Hoyland

Special to *The Criterion*

CLARKSVILLE—Catholic schools depend on their volunteers, many of whom help out for a season and then move on when their children do.

Some, like Pete Corrao of New Albany, give their time willingly for decades.

During the last 25 years, Corrao has been the volunteer announcer for home football games at Our Lady of Providence Jr./Sr. High School in Clarksville, and fans have equated his voice with Providence football.

Next season there will be a new voice, as Corrao announced at the last home game that he would not be back behind the microphone for the 2014 season.

Corrao began his volunteer career of announcing Providence football games when his oldest son, Phil—a 1999 graduate of Providence—was just 8 years old, long before Phil and his younger brothers, Spencer, a 2011 graduate, and Tony, a senior, put on a Providence Pioneer uniform.

In those 25 seasons, he announced a couple hundred football games as well as a few baseball and girls' basketball games—all as a volunteer.

For Corrao, a 1972 graduate of Providence, it was more of a fun pastime announcing for a school and sport that he loves.

While a student at Providence, he was a standout offensive lineman as a varsity football player and went on to play football at Hanover College in



Submitted photos

Madison, where his son, Phil, later played and his son, Spencer, just finished his junior season as an all-conference running back. When his sons played at Providence, announcing the games was even more enjoyable.

Corrao said he also liked being part of a press box crew that included former classmates and football teammates, many of whom also spent a number of years volunteering, from operating the game clock and scoreboard to overseeing the media personnel.

"It's a family atmosphere [in the press box]," Corrao said. Unlike press box crews at public schools who are paid, "Providence is all volunteers, people doing it because they want to do it."

Corrao was known for

his recognition of individual players when announcing the results of a play, particularly offensive linemen. Having been an offensive lineman and offensive line coach, Corrao said he purposely called the names of those players whose blocking helped big plays succeed.

"I try to give a shout out to as many people as I can," he said. "The kids—and parents—want to hear their names, and fans want to hear the play."

Corrao also was a volunteer head coach for youth football teams in the New Albany Deanery for 20 years, ending when his youngest son became a freshman.

Previously, he had been on coaching staffs at the college level, including at the College of the Holy Cross, University of



Above, Pete Corrao began his 25 years as volunteer announcer for Our Lady of Providence Jr.-Sr. High School in Clarksville long before his three sons played football for the school. From left, his son, Phil, a 1999 Providence graduate, is now an assistant coach for the team; Spencer just finished his junior season at Hanover College; and Tony just finished his senior season at Providence. Pete holds Phil's daughter, Reagan.

Left, Pete Corrao has been a volunteer football game announcer for Our Lady of Providence Jr.-Sr. High School in Clarksville for 25 years.

Dayton and Eastern Kentucky University.

He is now a part-time defensive coach at Hanover and vice president of Neace Lukens, a Louisville, Ky.-based insurance and risk management company. He lives in New Albany with his wife, Suzanne, also a Hanover graduate. They also have a daughter, Christina Tumbleson, a 2001 Providence graduate, and three grandchildren.

Corrao said he will miss announcing the games and being in the press box with his friends and Providence parents, but he felt it was the right time.

"It's kind of hard to leave, but I think after 25 years of people listening to me, it's time for somebody else," he said.

Mickey Golembeski,

Providence athletic director, said Corrao will be difficult to replace. Golembeski, whose sons were on some of the same teams as Corrao's sons, has long appreciated Corrao's willingness to help wherever needed.

"He sacrificed a great deal of his personal time and funds to help us out, to the extent of supplying other workers in the press box area," Golembeski said. "His absence will be felt in so many ways. Every school should be as blessed as we have been to have such a dedicated individual. You could always count on Pete."

(Christa Hoyland is director of communications and alumni relations for Our Lady of Providence Jr./Sr. High School in Clarksville.) †



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