As I consider the tremendous impact that Catholic education has had on individuals, families and entire communities, I am reminded of a poem entitled “Unity” (author unknown).

The first stanza reads, “I dreamed I stood in a studio and watched two sculptors there. The clay they used was a young child’s mind, and they fashioned it with care.”

The two referenced sculptors are the teacher and the parent. However, in Catholic schools, we would identify God as the master sculptor, and each of us as his apprentices.

Our Catholic schools are able to provide a unique foundation upon which these masterpieces are built, thanks to strong parent and Church investment, our holistic approach to teaching and learning, and our constant focus on learning about and living our Catholic faith.

But what does Catholic education “take”?

With 68 Catholic schools in the Archdiocese of Indianapolis, our educators take these beautiful children of God—beginning at three to four years of age—and develop readers, writers, scientists, historians, mathematicians and artists.

Catholic schools channel curiosity and energy while striving to empower learners to become advocates for themselves and others through Christian service and strong morals.

Our schools mold creative spirits and critical minds to form strong, well-rounded Christian men and women who serve as leaders committed to knowing, loving and serving God.

Catholic education takes young people and develops doctors, teachers, lawyers, business leaders, musicians, artists and scientists. Priests, deacons, and men and women religious spring from the work of our Catholic schools, as do dedicated spouses, mothers and fathers.

Catholic schools teach us how to align our choices to Gospel values through the study of Sacred Scripture, Church traditions and infinite examples of our Catholic faith.

Catholic schools recognize the gifts with which each individual has been blessed and work collectively with parents and students to fully develop these gifts and glorify God.

The “Unity” poem concludes with, “And each agreed they would have failed if each had worked alone, for behind the teacher stood the school, and behind the parent, the home.”

In our Catholic schools, God works through students, parents, teachers, staff, administrators and supporters to provide opportunities to deepen relationships with him, making future celebrations sweeter and hardships lighter.

Catholic schools do not limit the focus on student growth from ages 3 to 18, but instead use precious time with youth to prepare them for college, careers and most importantly, heaven.

With God’s grace, Catholic schools take children and develop the masterpieces God created them to be.
Students grow in service, leadership through Maley Foundation

By Natalie Hoefer

Two years ago, Christine Williams, principal of Holy Name of Jesus School in Beech Grove, decided she wanted to do less talking and have more action when it came to promoting the concept of service for the school’s middle school students.

“I wanted something to remind [the students] of our larger purpose outside of what they see every day,” she said. “Every day they’re learning about our Catholic faith, but I wanted an opportunity for them to put it in action.”

But where to begin, how to organize such an effort and how to help the students process their experience were a challenge.

Enter the Joseph Maley Foundation, a non-profit started in Indianapolis by St. Monica parishioners Vivian and John Maley. Their son, Joseph, died of leukemia at the age of 18 in 2008.

“Joseph was born with a lot of different disabilities,” said Vivian. “Joseph had four brothers, so my husband and I were used to teaching others how to work with and accept others with disabilities.”

In 1991, Vivian started a disabilities awareness program at St. Monica School in Indianapolis, where her four other boys were students. That program started as the launching point for the Joseph Maley Foundation in 2008.

In just six years, the foundation has grown to offer 11 different programs that range from raising disability awareness, to developing a spirit of servant leadership in youths, to serving families suffering from infant loss.

“We created a broad mission statement on purpose so as the foundation grew and more ideas came about, we could do other things that would serve children of all abilities and not just focus on children with disabilities,” Vivian explained.

While the Joseph Maley Foundation offers its programs to any school, it started in Catholic schools and the word spread from there. The foundation recently added a few businesses to its list of clients.

Williams utilized the foundation’s Service Day program to get the Holy Name middle school students active in serving others.

“They work with your culture and your vision,” said Williams, who wanted the students to volunteer particularly at Catholic organizations.

The staff at the foundation found three Catholic nonprofits in the Indianapolis area—Anna’s House, Hearts & Hands of Indiana, and the Society of St. Vincent de Paul. They then divided the students into three groups. Teachers and parents drove the groups to their assigned organizations, where they spent half a day volunteering.

“When they came back, the leaders from the Joseph Maley Foundation led the kids through a reflection on the day,” said Williams. “The kids loved it. They all left on a positive note.”

She was so impressed with the outcome that she asked the Joseph Maley Foundation to organize a day of volunteering for the entire school, from pre-kindergarten through eighth grade.

“They designed a curriculum that included the academic standards for each grade, and had lessons that connected to the service project that students were doing, and were even able to tie service points into what the teachers were covering in their instructions,” Williams said.

“It was a really neat initiative and incredible to see all of our students participate in service at the same time.”

Not far away at Holy Spirit School, students for the last five years have participated in the Service Day program and other Joseph Maley Foundation programs to install the values of service and leadership into the youths.

“Until students are actively engaged and actually seeing the places they’re going and doing the work, they’re not really going to understand service,” said principal Rita Parsons. “By giving them that opportunity, you’re empowering them to go on serving in the future.”

“With the Kids on the Block program, the kids went out for a week of training during the summer,” Parsons explained. “It really developed the leadership of the students. They had to create and build the stage, know their roles, act out their parts, then lead a question-and-answer session. And it’s all done by the students.”

Both disabilities awareness and leadership are outcomes of the foundation’s Disabilities Week program as well, said Amy Moran, a counselor at Holy Spirit School who helped coordinate the program.

“The most amazing thing of that week is not only awareness, but how friends and peers come to the help of the students who have been assigned a disability,” she said. “Kids will ask, ‘Can I eat lunch with you? How can I help you?’ It’s fabulous to see them step up as the leaders and role models we know they can be.”

As with Williams of Holy Name School, Parsons has seen graduates of Holy Spirit School continue with volunteering. One graduate now serves on the Joseph Maley Foundation Junior Board.

That one graduate is how Vivian Maley sees the foundation working: “One little bit at a time, making the world a better place,” she said.

“The Joseph Maley Foundation is a continuation of Joseph’s legacy. We’re all about planting seeds and growing miracles.”

(For more information about the Joseph Maley Foundation, log on to www.josephmaley.org.)

Students’ special “Soup in a Jar” helps to nourish needy families

By John Shaughnessy

For 20 years, Amy Huber and Kim Huff have helped their fourth-grade students at Holy Family School in New Albany add a special touch of warmth to the lives of families during the holiday season.

“IT’s all part of an effort that is called “Soup in a Jar,”” Huber says. “The children bring in their orders of soup, and the money they raise goes to buy food and Christmas gifts for needy families. Holy Family’s cafeteria is warmed with not only soup but the sheer joy of making someone else’s Christmas School who helped coordinate the program. “The most amazing thing of that week is not only awareness, but how friends and peers come to the help of the students who have been assigned a disability,” she said. “Kids will ask, ‘Can I eat lunch with you? How can I help you?’ It’s fabulous to see them step up as the leaders and role models we know they can be.”

As with Williams of Holy Name School, Parsons has seen graduates of Holy Spirit School continue with volunteering. One graduate now serves on the Joseph Maley Foundation Junior Board.

That one graduate is how Vivian Maley sees the foundation working: “One little bit at a time, making the world a better place,” she said.

“The Joseph Maley Foundation is a continuation of Joseph’s legacy. We’re all about planting seeds and growing miracles.”

(For more information about the Joseph Maley Foundation, log on to www.josephmaley.org.)

Extra special.”

The experience provides a satisfying feeling for the students, too.

“It is important to help others because it makes you feel good about yourself,” says Presley Kerk. “When you do this, God is very happy, and you are following God’s will.”

Fourth-grader Brantley Whitlock adds, “It is nice to help others because it is the way Jesus taught us.”

Huber sees a long-lasting benefit to “Soup in a Jar” for her students.

“They are brought together to give thanks for everything they have and to touch the hearts of other families. By participating in this service project, their faith is also strengthened, and they are shown that anyone can make a difference.”

Fourth-grade students Jack Bryant and Sophia Denison of Holy Family School in New Albany help to create “soup in a jar” to benefit families in need. (Submitted photo)
reasons to celebrate Catholic schools in the archdiocese

1. Bishop Chatard High School in Indianapolis was one of 31 Catholic schools in the country and just three in Indiana to be named a 2014 School of Excellence by the Catholic Education Honor Roll—a recognition for schools that are "marked by the integration of Catholic identity throughout all aspects of their programs and excellence in academics.”

2. Jenny Lents of St. Louis School in Batesville is one of nine elementary school teachers in the country who has been chosen to receive the 2015 Distinguished Teacher Award from the National Catholic Educational Association.

3. In 2014 ratings by the Indiana Department of Education, 59 of the 67 Catholic schools in the archdiocese received either an “A” or “B” grade—and 21 schools improved their ratings since 2013.

4. At the Celebrating Catholic School Values Awards event in Indianapolis on Nov. 5, it was announced that a record $6.1 million had been raised in 2014 to help children in the archdiocese receive a Catholic education.

5. The girls’ volleyball team of Our Lady of Providence Jr./Sr. High School in Clarksville won their second straight Class 2A state championship.

6. Cathedral High School in Indianapolis won the Class 5A state championship in football, tying Bishop Chatard High School in Indianapolis with a record 12 state championships in the sport.

7. Patricia Mattingly of Providence High School was named the winner of the Class 2A Mental Attitude Award for girls’ volleyball, recognizing her mental attitude, scholarship, leadership and athletic ability.

8. Jared Thomas of Cathedral High School was honored for those same qualities when he was selected as the winner of the Class 5A Mental Attitude Award for football.


10. In his 49th year of teaching at Roncalli High School in Indianapolis, James Ratliff received national recognition for the fact that his students have won an annual national architectural design competition 10 times in the past 18 years.

11. During the past five years, enrollment in Catholic schools across the archdiocese has increased from slightly more than 22,000 students in 2009-10 to nearly 24,000 students in 2014-15.

12. Ninety-seven percent of Catholic high school students in the archdiocese graduated.

13. Based upon his impact on his players and the community during his 37 years of coaching football at Father Thomas Screech Memorial High School in Indianapolis, Ott Hurtle became the first Indiana coach to receive the national Power of Influence Award from the American Football Coaches Association and American Football Coaches Foundation.

14. Bill Hicks, longtime speech and debate teacher and coach at Beebeuf Jesuit Preparatory School in Indianapolis, became only the third person since 1925 to earn the National Speech and Debate Association’s “Distinguished Service Plaque—Eleventh Honors.”

15. St. Thomas Aquinas School in Indianapolis won the Teamwork Champions Award in the elementary school competition of the Third Annual Indy VEX Robotics Championship in Indianapolis in November.

16. Ed Tinder, longtime executive director of the Catholic Youth Organization (CYO) for the archdiocese, received the 2014 National Catholic Youth Ministry Award, recognizing his efforts “to enforce the idea that CYO coaches are youth ministers while challenging them to teach and model Gospel values for their players.”

17. The St. Roch Junior Spell Bowl State Champion of Indianapolis earned their third straight state title in the Indiana Association of School Principals Spell Bowl State Championship. The team correctly spelled 69 of a possible 72 words.


19. Roncalli High School’s board of directors is one of five boards from across the country that has been selected to receive the 2015 Outstanding Board Award from the National Catholic Educational Association.

20. More than 95 percent of Catholic high school graduates in the archdiocese went on to college.
A child’s song captures essence of Catholic education for teacher

By John Shaughnessy

As a music teacher at St. Barnabas School in Indianapolis, Kim Higdon believes that “one of the greatest joys in life is singing praises to God through hymns and liturgical music.” Higdon has also come to understand that her greatest rewards as a teacher often come unexpectedly.

“It is so important for me to connect with my students one on one,” she says. “My first year at St. Barnabas, I had a first grader named Helen who rarely spoke to anyone. When it was her turn, she would sing alone in the tiniest voice imaginable, with barely a whisper coming from her lips. She would sing along in class looking down at her lap with her lips barely moving.

“Helen remained quite shy until around third grade. One day when I asked for a volunteer to sing, I caught Helen looking at me eagerly. Even though she hadn’t raised her hand, I asked her if she would like to give it a try. She nodded and stood up and faced her class.

“As I began to play my guitar softly, out came this sweet, pitch-perfect, gentle voice singing, ‘When I feel afraid, think I’ve lost my way, still You’re there, right beside me.’ The class exploded into applause as Helen smiled shyly and took her seat. In subsequent years, Helen volunteered to sing psalm verses at Mass, sang a duet in her eighth grade Christmas program, and performed a major solo in the Spring Musical. ‘Rewards are there every day.’”

12 reasons to choose Catholic schools

The National Catholic Educational Association offers “A Dozen Reasons to Choose Catholic Schools”:

1. We offer an education that combines Catholic faith and teachings with academic excellence.
2. We partner with parents in the faith formation of their children.
3. We set high standards for student achievement and help them succeed.
4. We provide an enhanced academic curriculum that integrates faith, culture and life.
5. We use technology effectively to enhance education.
6. We instill in students the value of service to others.
7. We teach children respect of self and others.
8. We emphasize moral development and self-discipline.
9. We prepare students to be productive citizens and future leaders.
10. We have a 99 percent high school graduation rate; 85 percent of our graduates go to college.
11. We cultivate a faculty and staff of people who are dedicated, caring and effective.
12. We provide a safe and welcoming environment for all.

Spring 2014 ISTEP+

Indiana Proficiency & Archdiocese Average Passing Both English/Language Arts & Math

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>83%</td>
<td>84%</td>
<td>85%</td>
<td>85%</td>
<td>86%</td>
<td>85%</td>
</tr>
<tr>
<td>76%</td>
<td>76%</td>
<td>76%</td>
<td>72%</td>
<td>67%</td>
<td>68%</td>
</tr>
</tbody>
</table>

The Criterion   Friday, January 23, 2015
CYO SPORTS
Catholic education of the body, heart and spirit
Digital tablets bring change, opportunity to Catholic schools

By Sean Gallagher

BATESVILLE—Digital technology keeps advancing at a quick pace in society, and administrators and teachers in Catholic schools across central and southern Indiana are working hard to find the best way to use these devices in teaching their students.

St. Louis School in Batesville was the first elementary school in the archdiocese to have all its students use Apple iPads—a device which was initially launched only in 2010—in all their classes and for homework.

In the year and a half since the digital tablets have been used in the Batesville Deanery school, they have transformed the way that teachers gauge students’ learning.

In the past, St. Louis eighth-grade teacher Jenny Lents graded tests or quizzes the students wrote in a notebook, gathered all the scores on her own to see how the entire class was doing and then a day or so later could adjust her lesson plans to meet the needs of individual learners.

Lents says, however, that iPads give her “immediate feedback” when she sees how the students answer on their iPads questions projected onto a screen in the classroom.

She records their answers as soon as they enter them.

“She can go immediately in and help the kids who need more help,” she said. “Or if it’s the whole group not understanding something, then I can go back and reinforce that. It has saved me a ton of time.”

Mary McCoy, assistant superintendent of schools in the archdiocese’s Office of Catholic Education, said that the data on student learning in the past was more “summative,” collected at the end of chapters, in quizzes or tests.

Now, she says, it is more “formative,” being gathered on a daily basis in ordinary classroom interaction.

“They’re constantly seeing what those students need or don’t need,” McCoy said. “They’re able to adjust their lessons, right there on the spot.”

In the past, St. Louis fourth-grade teacher Jill Hollins said that the digital devices have brought about a greater interaction between her and her students.

For example, they may have in the past been given a worksheet on which the teacher wrote down all the vocabulary words.

Now, on the iPads, students write a sentence with the words and also draw a picture, then email or post a photo online to go with it.

Each student’s page for each vocabulary word is then projected onto a screen in the classroom.

“When they use paper and pencil, a lot of times they’re just thinking, ‘I just want to get this done,’” Hollins said. “I think they take more interest and care more about their work with the iPad.”

Jessica Emil, director of technology at St. Louis, said that putting tablets in the hands of children starting in kindergarten isn’t groundbreaking as it might seem since they have grown up around touch-screen devices.

“People have been much more digital learners, more so for kindergartners through the fourth grade than the sixth through eighth grades,” Emil said. “It’s almost as if they never had a touch screen in their lives.”

“It’s more fun to learn with the iPads,” said fourth-grader Evelyn Sturms. “And I kind of learn faster with the iPads.”

Recognizing the advantages of using digital devices that children have grown up with in their instruction is one thing. Making it financially possible is another.

St. Louis School was able in large part to put iPads in the hands of its nearly 350 students through a $125,000 grant it received from the Batesville-based John A. Hillenbrand Foundation.

Initially purchasing the iPads may be a big cost. But maintaining the use of them over the course of several years need not be a challenge, according to St. Louis principal Chad Mueller.

He noted a study that estimated that, over the course of an academic year, 20 percent of tablets used in a school would be broken and need to be replaced.

Given St. Louis’ enrollment, that would have been about 70 iPads. Parents and local business leaders on a study committee thought that this made the initiative unfeasible.

“I kept saying to this group, ‘I cannot see our kids breaking 70 of the machines,’” Mueller said. “It became a joke. But at the end of last year, we had seven that were broken.”

He thinks that this fact is indicative of the Catholic identity of the school, and the way it and the parents who enroll their children there form them to be good stewards.

“It shows the type of kids that attend Catholic schools,” Mueller said.

Instilling Gospel values through the use of iPads at St. Louis also means that filters are installed in their Internet browsers, social media websites are not available and that the only apps the students may download to the devices are those directly related to instruction.

The school also has a “digital citizenship” committee that helps parents and students to be safe and use good values online.

Lents and her students also used the iPads on the first feast of St. John Paul II last October to learn more about the recently canonized pontiff.

“I had the kids within five minutes find 20 interesting facts about him [St. John Paul II],” she said. “Then we shared it as a class on their iPads.”

Using tablets to deliver instruction has also made it possible for some schools in central and southern Indiana to continue the educational process even on days when winter weather forces schools to close.

Our Lady of Providence in Jasper and St. Michael in the Batesville Deanery are one school in the archdiocese that has received approval from the Indiana Department of Education to use the “virtual option” during such closures.

On such days, teachers have to post lessons and assignments online by 9 a.m. and have to be available either through text messaging, e-mail or by phone during regular school hours to answer students’ questions.

Providence has developed its own iPad application—PPS TechCloud—in which students can access assignments.

Teachers at the New Albany Deanery school also have the capability to post virtual instruction online, and to hold online video meetings with students on closure days.

“Teachers have the virtual option to bring more consistency to a student’s educational experience,” in the 2013-14 academic year, which included many severe winter storms, Providence was closed on nine days and had to make up seven of those days during other planned vacation periods.

“The whole point is that it allows instruction to continue instead of having stops and starts,” said Providence principal Mindy Ernstberger.

Providence put the virtual option to the test for the first time last November when the school was closed after a snowstorm passed through southern Indiana.

Ashlyn Edwards, a senior at Providence, told her school’s online newsletter she liked how the virtual option worked.

“It was a useful experience because I still got all my lessons, but I could do them at my own leisure and get my work done at my pace,” she said. “I believe it is a better alternative to snow days because … it makes the schedule more definite because it eliminates the question of whether we will really have days off or whether we will have to come in as a snow make-up day.”

Other schools in the archdiocese that have been approved for the virtual option include Cardinal Ritter Jr./St. High School and Brebeuf Jesuit Preparatory School, both in Indianapolis.

Leaders at St. Louis School in Batesville did not seek approval for the virtual option because they felt that elementary school students need more face-to-face time with teachers than those in high schools.

Ernstberger also recognizes the importance of the classroom experience. She said that Providence won’t always use the virtual option when they have to be closed because of inclement weather.

“We want to keep our options open,” she said. “If we have a really bad winter and we feel like we’ve had too many days off in a row, we want to be able to make decisions that would still be in the best interest of our students’ instruction.”

Motto of ‘live for Jesus’ helps teacher to shape her faith with children

By John Shaughnessy

As part of their morning ritual, the students and staff members at St. Louis School in Batesville say these words: “Live for Jesus, love others, and learn.”

As a teacher there, Jenny Lents had the opportunity to live that motto in a special way when the school hosted several junior high school exchange students from China.

The students had very limited exposure to Christianity. Lents recalls, “As part of my language arts class, I have a writing workshop day each week where students may choose a topic of their own to write about.

As I was conferencing with my young authors, one of the Chinese students, Ann, told me that she wanted to know more about ‘him’ as she pointed to the crucifix hanging on my wall.

“I knew this was possibly a once-in-a-lifetime opportunity for Ann, so I quickly said a silent prayer to the Holy Spirit for guidance and began to share the Good News with her. She smiled and began to write about Jesus.”

“This was so rewarding for me because it was an open opportunity to witness for Jesus and plant some seeds of faith. As a Catholic educator, you hope you are planting seeds of faith in your students every day, and that your students are receptive to it, but you don’t always get to openly see the difference you are making.”

“This was a chance that reaffirmed that what I do every day matters. It energized me to work even harder for Jesus, the Master Teacher, in word and action.”
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.i4qed.org/sgo.

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 K-8 can receive a maximum of $4,800 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 K-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 K-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.

See the chart on page 10B to see if you qualify for Tax Credit Scholarships and Vouchers.
<table>
<thead>
<tr>
<th>Archdiocese of Indianapolis</th>
<th>Catholic Schools</th>
</tr>
</thead>
</table>

### Indianapolis East Deanery
- **Greensburg Deanery**
  - St. Joseph School (P–5)
    - 127 E. Broadway
    - Shelbyville, IN 46176
    - 317-823-1518
  - Conception School (K–8)
    - 1408 Huntingdon Place
    - Greensburg, IN 47240
    - 812-934-3310

### Indianapolis West Deanery
- **Indianapolis West Deanery**
  - Christ the King School (K–8)
    - 4100 E. 56th St.
    - Indianapolis, IN 46220
    - 317-251-3997
  - Holy Spirit School (P–8)
    - 4600 N. Illinois St.
    - Indianapolis, IN 46208
    - 317-286-1300

### Bloomington Deanery
- **Bloomington Deanery**
  - Bede School (P–8)
    - P. O. Box J, 275 High St.
    - Bloomington, IN 47401
    - 812-923-1630
  - Holy Cross Central School (P–8)
    - 2224 E. Third St.
    - Indianapolis, IN 46226
    - 317-255-5468

### Terre Haute Deanery
- **Terre Haute Deanery**
  - Holy Spirit Academy of Conception (0–6)
    - 707 Providence Way
    - New Albany, IN 47150
    - 812-944-6090
  - Sacred Heart School (P–8)
    - 3033 Martin Road
    - Floyds Knobs, IN 47119
    - 812-923-1630

###† Private Schools
- **† Private Schools**
  - Cardinal Ritter High School (Diocesan)
    - 1907 N. Kentucky Ave.
    - Indianapolis, IN 46203
    - 317-255-7153
  - Cathedral High School (9–12)
    - 75 N. Belleview Place
    - Indianapolis, IN 46268
    - 317-860-1000
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

<table>
<thead>
<tr>
<th>INCOME ELIGIBILITY LEVELS FOR INDIANA VOUCHERS AND TAX CREDIT SCHOLARSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Persons in Household</td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>Annual household income limit for a 90% Indiana Voucher</td>
</tr>
<tr>
<td>Annual household income limit for a 50% Indiana Voucher</td>
</tr>
<tr>
<td>$44,123</td>
</tr>
<tr>
<td>$46,684</td>
</tr>
<tr>
<td>$52,054</td>
</tr>
<tr>
<td>$56,856</td>
</tr>
</tbody>
</table>

NOTE: a 90% voucher scholarship is the lesser of the tuition and fees charged by the Catholic school or up to $4,800 in grades K-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 www.doe.in.gov/choice.

*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 2013-2014 OR if the student has a disability requiring special education.

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/
Lilly Boring and her fellow eighth-grade students couldn’t hide their excitement as they waited for their special guests to arrive.

For months, the students at St. Rose of Lima School in Franklin had been exchanging pen-pal letters and photographs with residents of Morning Pointe, a senior-living home in the same community. The connection turned to anticipation when the students’ religion teacher, Sister O’Brien, told them that some of the residents would be coming to the school for lunch in November.

“On the day before all of the other pen pals, Johna Mae, sat down and was joined by my good friend, Valerie. Johna Mae started crying, and Valerie was concerned. ‘I’m just so happy I finally get to meet you,’ Johna Mae said. She gave Valerie a hug. Valerie

‘My eighth-grade class lined up at the door and cheered as they filed out the school. That night when she went to bed. That was enough for me. It makes me and my classmates feel good to know that we are spreading God’s love to these special friends.’

“They smiled and gave different high-fives. One of the pen pals said, ‘This is the best send-off I’ve ever had.’”

But with such diversity comes the challenge to “teachers, counselors, coaches and administrators to become more responsible and connect with a student body that has life interests, academic interests and different backgrounds that are always expanding,” he admits. The increase in student enrollment has also led to the hiring of more teachers, new class offerings, and expanding student and counseling services. As Therber looks to the future, he sees continued growth for Scecina’s student enrollment. That growth, he says, “is not just for numbers’ sake. ‘We are very committed to growth that is intentional, that can be managed for the good of the school environment and the quality of school programs.’”

While Therber looks towards the future, he also recently received the Indiana Choice Scholarship Program, as well as alumni support, ongoing facility improvements and strong relationships with deeney- and Catholic schools. Therber specifically credited the voucher program for the increasing diversity within the student population.

“From that moment on, there will never be any doubt that good is the ultimate victor. I then concluded my brief reflection by reading one of the Gospel accounts of the resurrection of Jesus.

‘From that heartbreakingly day came one of the most rewarding teaching experiences for Hollowell—the can go in our hallways and see the kind of diversity you expect in our city, in New York, in other parts of the country.’

He estimates that about 60 percent of Scecina’s students are Caucasian, followed by Latinos, African-Americans, Asians and other ethnicities. “From a racial and ethnic point of view, we think that’s a really healthy situation in which to go to school,” Therber says. ‘That [diversity] gives our students the opportunity to be exposed to the real world, to prepare them for college and life.’

With diversity come challenges—good challenges involving personal growth, says Therber.

“I think when you have an increase [in enrollment] that is also an increase in diversity, it gives us a great opportunity to live the mission of our Church and improve the life of our students.”

The students have a rich array of backgrounds and academic interests. That whole cultural expansion is a good thing.”

“From that moment on, there will never be any doubt that good is the ultimate victor. I then concluded my brief reflection by reading one of the Gospel accounts of the resurrection of Jesus.”

From that heartbreakingly day came one of the most rewarding teaching experiences for Hollowell—the
Jose Garcia jumped from his seat. Garrett Johnson leaped into the air. And that was just the beginning of the fun for the two high school freshmen as they joined in the celebration of a championship that didn’t seem possible just three days earlier.

On the Thursday evening before the Third Annual Indy VEX Robotics Championship in November, Jose and Garrett were part of the frustrated robotics team at Providence Cristo Rey High School in Indianapolis—a team that watched in disappointment as three sets of gears on their robot snapped.

And yet here they were on Sunday evening—after three days of testing, improvising and fine-tuning under pressure—jumping with joy.

Just seconds earlier, it had been announced that the alliance formed between their team, the team from Bishop Chatard High School in Indianapolis and the team from Irvington Preparatory Academy in Indianapolis had just won the VEX Tournament Champion award.

Suddenly, four months of designing and programming a robot led to some unforgettable human reactions.

“I was in the air,” Garrett recalled. “I was jumping around and yelling.”

Jose smiled and added, “When I saw we won, I just jumped out of my seat. The feeling I had was just amazing.”

Garrett chimed in again. “To be honest, it was surprising. We stuck together, we conquered our problems, and we went out and showed it. We were able to work together to get the most out of our robots.”

Seeing that persistence in the Providence Cristo Rey team members was just as satisfying as seeing them hold the championship trophy, said the team’s three coaches—Jon Osborn, Elaine Grant and Anna Sluka.

“What’s so special is that we spent 12 hours on Saturday and 13 hours on Sunday at the competition, and the kids didn’t crack,” Sluka said. “They kept their focus, and they kept their attitude together.”

That approach made the four months of planning and preparation worthwhile for Jose, Garrett and the other members of the Providence Cristo Rey robotics team: Armon Badgett, Kaylyn Hicks, Ajay Pandya and Andrew Watkins. That approach was also shared by the 27 members of the Bishop Chatard robotics team, including the four students who created the robot that competed during the city championship: Joe Bormann, Jackson Frederick, Thomas Horlander and Jacob Pletcher.

“Winning the alliance championship was a validation of all of the hard work and planning that our kids have put into their robots,” said Amanda Horan, who coaches the Bishop Chatard robotics team with Gary Pritts. “It gave our entire team confidence and motivation.”

Both teams know the joy of a championship—and the joy of the journey.

“It’s just amazing,” Jose said. “You get to spend time with your friends. And you not only get to direct a robot but build it, design it and program it. We all cooperated in what we had to do. If somebody needed help, we would all be there for each other.”

Members of the robotics team at Providence Cristo Rey High School in Indianapolis fine-tune their robot during the Robotics Championship in November.

Andrew Watkins, left, Garrett Johnson, Jose Garcia and Armon Badgett are in the forefront while Ajay Pandya is partially hidden in the back. (Submitted photo)
Unlikely journey leads teacher to find her destiny

By John Shaughnessy

Considering the way that she met her husband, it’s understandable that Amaranta Kemple believes in destiny and the power of the Holy Spirit.

Now a pre-school and Spanish teacher at St. Mary School in Rushville, Kemple was living in her native Mexico 16 years ago when her work had her traveling to the small town of Morelia on a crowded bus.

“I was really upset that I was going to this small town when all my friends were going to Mexico City,” she recalls.

Yet during the bus trip, she sat next to a man from the United States who was headed to that same small town for two weeks to learn Spanish. And their enjoyable conversation on the bus kept evolving into something more and more interesting as they kept running into each other during those two weeks.

“After that, we talked on the phone and visited each other. We talked on the phone for a whole year. We decided it was going to be cheaper to get married than to pay the phone bill,” she says with a laugh about her relationship with her husband Joseph.

Then she turns serious, “I think the Holy Spirit put me on that bus. That was my destiny.”

Kemple also believes it is her destiny to be a Catholic school teacher—another journey that has been marked with some interesting twists.

For the first five years of their marriage, the Kemple family lived in Michigan. Eleven years ago, Joseph knew he needed to return to his hometown of Rushville to care for his mother, a widow who has Parkinson’s disease. Searching for a job in communicating with our Hispanic families, our students, and how she wants to make it as best as possible for her children and all children.

Kemple just sees everything she does as a reflection of finding her destiny.

“I remember growing up thinking, ‘What’s my talent?’ I’d watch those talent shows and wonder if I had one. Now, I know my talent is teaching. You can share so much with children, teach them so much, and learn so much from them.”

“I have learned from them that I can have fun. I’ve learned that I can sit down and color with them for 15 minutes and have a conversation with them. We talk about their feelings and their life.”

“I’ve learned from them to enjoy my life.”

Amaranta Kemple strives to help her students at St. Mary School in Rushville understand that their lives and the world are full of possibilities.

...
Teacher strives to launch interest of students in science

By Christa Hoyland
Special to The Criterion

CLARKSVILLE — Laura Swessel has worked with top engineers around the world and as a mission controller for satellite launches. She also has a patent on a fuel gauge for a satellite.

With those accomplishments, a bachelor’s degree in aerospace engineering from the Massachusetts Institute of Technology (MIT) and a master’s degree in mechanical engineering from the New Jersey Institute of Technology, she could work at a top engineering firm.

But Swessel chooses to teach junior high science and high school Earth space science and physics at Our Lady of Providence Jr./Sr. High School in Clarksville.

She came to the school in the fall of 2012 as a part-time honors physics teacher while also teaching as an adjunct professor at Indiana University Southeast in New Albany. When the opportunity to teach full-time at Providence arose in 2013, Swessel gladly accepted.

Swessel began her career as an aeronautics engineer with Lockheed Martin in Princeton, N.J. When the plant closed eight years into her career, she and her fiancé, John, chose to marry and move to the Louisville, Ky., area, where he grew up. They moved a few miles north of the city to Georgetown, Ind., and she started her own consulting business and began teaching at IU Southeast, allowing her to pursue “the best of both worlds,” she said.

She quickly embraced life as a high school teacher and said the Catholic Schools Week is a national and annual celebration of Catholic education in the United States. The West Deanery is proud to celebrate this week and take time to acknowledge the value-based, quality education our students receive.

Follow Catholic Schools Week on social media by searching the hashtag #CSW15.
The Archdiocesan Schools of the North Deanery

CELEBRATE CATHOLIC SCHOOLS WEEK

2015

DISTINGUISHED BY EXCELLENCE
COMMITTED TO EDUCATE THE WHOLE CHILD
CENTERED IN THE PERSON OF JESUS CHRIST

Over 50 years of Excellence in Catholic Education Preschool through 12th grade

Summer Camps at Bishop Chatard
Athletic-Enrichment-Service
Bishop Chatard Summer Camp Registration begins Monday, January 26th!
Visit www.BishopChatard.org/Camps for dates and details!

Visit www.BishopChatard.org to view our electronic newsletter The North Deanery News!
THANK YOU FOR YOUR SUPPORT

Record $6.1 million raised to send children to Catholic schools

By John Shaughnessy

Shortly after it was announced that a record $6.1 million had been raised this year to help children in the archdiocese receive a Catholic education, Archbishop Joseph W. Tobin wondered if other people had the same reaction he did.

“I hope you gasped as I did when I heard that figure,” the archbishop told the 600 people who attended the 19th annual Celebrating Catholic School Values Awards event at Union Station in Indianapolis on Nov. 5.

“It’s an incredible sign of life in our archdiocese. A lot of you heard me thank God that last April at the Easter Vigil across the archdiocese, 1,000 people were received into the Church through baptism or through the profession of faith. This figure of $6.1 million is another sign of our faith. It’s a sign of the generous gifts of people within the Church and without, because they believe in what we are trying to do with Catholic education.”

The record $6.1 million—more than twice last year’s previous record $3 million—was among an impressive set of numbers shared during the event.

In recent ratings by the Indiana Department of Education, 59 of the 67 Catholic schools in the archdiocese received either an “A” or “B” grade—and 21 schools improved their ratings since last year.

“Over the past five years, our enrollment has grown from just over 22,000 students in 2010 to almost 24,000 this year.”

THANK YOU!

A special thank you is extended to the corporations, foundations, schools, parishes and individuals who made the 2014 Celebrating Catholic School Values event a success.

The Celebrating Catholic School Values event celebrated nearly $6.1 million in Indiana tax credit scholarships and event support this year and allowed families to choose a Catholic school for their children.

To learn more about supporting Catholic education, please visit us online oce.archindy.org or contact us at (800) 382-9836 ext. 1568

ARCHDIOCESE OF INDIANAPOLIS
The Church in Central and Southern Indiana