As we approach the opening of another academic year in our South Jersey Catholic Schools, the excitement I feel is similar to the energy that comes with opening day in major league baseball: ahead lies a journey full of grit, determination and joy.

Our students, who have had a few months of rest, were hopefully blessed with some new experiences, and perhaps got in a little summer reading and similar academic activities to prepare for the coming school year. Most students and maybe a few parents will be nervous, but excited, about the coming year with fresh opportunities for success.

Since coming to the diocese in 2013, I have made a point to visit our Catholic schools around South Jersey each year. There is always great enthusiasm among students, teachers and administrators, which makes both newcomer and returning student feel welcomed and loved.

One of the greatest joys for me is participating in opening liturgies at the Catholic high schools, when we celebrate Jesus’ loving presence in every Catholic school community.

Of course, Catholic schools are more than just the anticipation of what is to come. They are places where young people receive the opportunity to achieve more than their public school counterparts through the benefit of Christian spirituality and ethics.

Grounded in gospel values, our schools prepare students to be faithful citizens of the world. Every year, 96% or more of our graduates move on to higher education. Our students consistently outperform New Jersey and national averages on standardized tests and SATs. They acquire the technical and critical thinking skills they need to become leaders and problem solvers in an ever-changing world. They learn the importance of serving others. And every day, they enter a community where they are loved.

As we near the start of the 2019-20 school year, I ask for your prayers on behalf of our students, families, teachers, administrators, and all individuals who work in or for our schools. If you are already in our school community, welcome back. If you would like to learn more and find a school near you, visit www.southjerseycatholic-schools.org, and discover why a Catholic school education is the Gift of a Lifetime.

A MESSAGE FROM THE BISHOP
Bishop Dennis J. Sullivan

NEW PRINCIPALS — Bishop Dennis Sullivan and Dr. Bill Watson (far right), superintendent of schools for the Diocese of Camden, pose for a photo with new principals on Aug. 13 during a meeting at the Pastoral Center Building, Camden. Pictured from left are Elizabeth Martino, Our Lady of Hope Regional Catholic School, Blackwood; Diana Rodriguez, Saint Anthony of Padua School, Camden; Philip J. Gianfortune, Saint Michael the Archangel Regional School, Clayton; Bishop Sullivan; Dr. Tom Farren, Holy Spirit High School, Absecon; Sister Olga Cano, Bishop Schad Regional School, Vineland; Dr. Watson; and Carol Spina, Our Lady Star of the Sea Regional School, Atlantic City.

Some upcoming open houses and special events

South Jersey Catholic Schools welcome visitors and are happy to set up private tours. The schools also host events and open houses throughout the year. Following are some of the special dates scheduled in the coming months:

**South Jersey Catholic Schools wel**come visitors and are happy to set up private tours. The schools also host events and open houses throughout the year. Following are some of the special dates scheduled in the coming months:

**Bishop McHugh Regional Catholic School**, Cape May Courthouse: Aug. 20, 22; Sept. 12, 20, 23, 27, 9-11 a.m.
**John Paul II Regional School**, Stratford: Wednesdays, 10-12 a.m.
**Resurrection Catholic School**, Cherry Hill: Nov. 7, 6-8 p.m.
**Saint Margaret Regional School**, Woodbury Heights: Nov. 9, 3-6 p.m., includes spaghetti dinner.
**Saint Mary’s**, Vineland: Nov. 11, 9 a.m.
**Saint Mary School**, Williamstown: Nov. 19, Jan. 8 and 23, 7-8:30 p.m.; Jan. 29 registration day, 8:45-10:45 a.m., 1-2 p.m., 6:30-8 p.m.
**Paul VI High School**, Haddonfield: Tours & Touchdowns, Oct. 4 and 11, 6-8 p.m.; Open House, Nov. 7, 6:30-9 p.m.
**Camden Catholic High School**, Cherry Hill: Oct. 24, 6:30 p.m.
**Our Lady of Mercy Academy**, Newfield: Open house, Oct. 27, 2-5 pm; Shadow Day, Nov. 7.
Teachers talk about how, and why, they teach

By Mary Beth Peabody

Just about everyone can recall that one (or more) teacher who had a way of bringing out the best in students, whose presence in the classroom yielded respect and kindness, whose passion for the subject made a learner out of every classmate. Conversations with some of South Jersey Catholic Schools teachers offer some insight about how they do it — from engaging with learners, to dealing with discipline, to helping students grow their faith and maintain strong values.

I chose to teach in Catholic school because of my faith

A conversation with Janice Schumann
Wildwood Catholic High School, Wildwood
Literature, Religion

“I chose to teach in Catholic school because of my faith,” said Wildwood Catholic’s Janice Schumann. If you live with faith it should be like talking, breathing … I integrate it in all my lessons,” she said. With freshman literature, junior religion (morality) and senior world religion classes, that’s a lot of lessons.

An educator since 1980, Schumann taught special education in a public school and spent time in professional development at Stockton University. She has been at Wildwood Catholic since 1996.

Schumann said she recognizes the importance of being able to share her faith with students and families who might not be as engaged in their faith as others. She welcomes questions and open discussion in her classes. “Students want to explore. They ask a lot of questions. I’m looking at life through a different lens. I want to make faith a dynamic part of their daily life. … In a Catholic school you can discuss everything through the perspective and lens of the church.”

In addition to talking openly about faith, Schumann integrates music, meditation, Scripture and yoga into her classroom environment. She believes in laughter and humor, and she feels supported by the school community.

It’s an “incredibly supportive teaching environment. Teachers are there because they want to be.

Striving for classes that can become dinner conversations

A conversation with John Yeager
Paul VI High School, Haddonfield
World Literature, Film

John Yeager is entering his 41st year as a teacher at Paul VI High School, Haddonfield. But his history with the school is even longer, since it’s also his alma mater. Yeager’s wife, Mary Anne, and son Sean are alums as well.

Yeager said it’s the students who make him want to come to work every day.

“I really don’t believe that any teacher could dedicate years and years of service, if he/she didn’t first love the students the way Christ taught us to love children,” he said.

Noting that most of his students come from Catholic grade schools, Yeager said they are “generally mature, and respectful, beyond their years.” He also said that since he teaches seniors and a handful of juniors, “they have — for the most part — come to identify with the ‘We are Paul VI’ philosophy … a focus on moral and spiritual development through sports, clubs and extracurricular activities that has spilled over to the classroom.”

With discipline a non-issue in his classroom, Yeager is able to focus his energy on keeping students engaged. “My film appreciation class is a no-brainer, since the medium is so familiar to them. World Literature is just a little more challenging,” he said.

One tactic he uses is reading aloud, which he said helps students “appreciate the words” — to see how vital, vibrant and vivid the language is [and] has been from Homer to Chimua Achebe.” He said hearing the works helps students discover tone, diction and discourse and leads to discussions about ways secular literature has helped carry non-secular themes throughout the ages. “Teaching in a Catholic school allows me to focus on cultivating Catholic values while reading Sophocles, Virgil, Dante, Ibsen and Miller,” he said.

Yeager takes student feedback to heart. “Just about every student evaluation I have ever read has entered the idea that by changing gears the classroom experience is made that much more rewarding.”

Group exercises, projects and presentations, and student-led jury trials are examples of how he keeps his classroom dynamic.

“While reading Sophocles, Virgil, Dante, Ibsen and Miller,” he said.

“Some that we want students to be the best workers, to try to make the world a better place.”

It’s an “incredibly supportive teaching environment.”

Janice Schumann

Trinity Catholic. The schools share a building, which Schumann sees as a treasured benefit for both. “Even the ‘scallywags,’ those who grumble in the classroom, melt and rise to the occasion with the younger students,” she said.

Schumann said she especially sees the fruits of her labor when she runs into former students who thank her for the foundation she gave them. “Even some you thought wouldn’t remember you in a positive way,” she said.

To Schumann, Wildwood Catholic students and families stand out. She said she reminds her students of the sacrifices their parents make so they can go to Catholic school

“Our students are small in number, but big in heart. They care for each other and push each other to succeed. Families like that aspect. … they are there for the caring, the discipline, the academics. Parents like that we want students to be the best workers, to try to make the world a better place.”
‘Love, laughter and a relationship with the school family’

A conversation with Stacie Colone
Holy Angels Catholic School, Woodbury, Third grade

“I always wanted to be a teacher,” said Stacie Colone.
The former court stenographer returned to school and graduated in 2006 with a degree in education. Over seven years, she worked as an aide, substitute and full-time teacher in public school, but she said she did not feel fulfilled. Then she heard about a position at Holy Trinity, now Holy Angels Catholic School in Woodbury, where she teaches third grade.

“In Catholic school you can form a relationship with kids and parents,” she said. “You have the freedom to show love and talk about God … and help to mold disciples.”

Colone said she loves the family and community environment at Holy Angels. “At back to school night I tell parents I will treat their children the way I wanted my own [children] to be treated. Parents get comfort and peace of mind knowing their kids are in a safe and loving environment.”

Colone said she appreciates the support she gets from parents. “They are always invited in. And they come.”

She said they read stories and continually ask how they can help.

Colone said discipline is not really an issue with younger students. “Third graders want to make their teacher happy,” she said. To minimize extra chatter, she provides structure and clear expectations. She said she also uses a lot of group work and team activities to keep students engaged and interacting, not just in the classroom, but on the playground and when they have specials. She doesn’t believe in calling students out in front of others if they are struggling or not paying attention.

Colone said people ask her why she teaches in a Catholic school for less money than she could make in a public school. She acknowledged the financial sacrifice but said the rewards are worth it. “Love, laughter and a relationship with the school family. I’m not sure people can understand that if they’re not in it … It’s a ministry. It’s what I was meant to do.”

Working to see a student’s ‘imaginary lightbulb’ go on

A conversation with Bob Dougherty
Guardian Angels Regional School, Gibbstown and Paulsboro, Middle School

Bob Dougherty began his career as a Catholic school teacher. A township administrator for 29 years, he retired and returned to teaching, briefly as a substitute in public school and then as a full time teacher at Guardian Angels’ Regional Catholic School in Gibbstown and Paulsboro.

Dougherty found a home in Guardian Angels middle school, where he is entering his 12th year.

With primary responsibility for sixth grade, Dougherty also teaches social studies to fifth through eighth graders. He said it was the faith aspect that led him to Catholic school, where he loves helping students grow in faith and increase their knowledge. “We’re helping them become citizens of the world,” he said.

Dougherty said his favorite part about teaching is when he sees a student’s “imaginary light bulb” go on. He spoke of the joy he feels when a former student comes back and says, “[Your class] was so hard, but now I’m in AP History.”

Dougherty said his favorite part about teaching is when he sees a student’s “imaginary light bulb” go on. He spoke of the joy he feels when a former student comes back and says, “[Your class] was so hard, but now I’m in AP History.”

He doesn’t downplay the challenging aspects of the middle school years. “The biggest challenge is trying to balance what children see with the teaching of our church. We are captives of the media generation,” said Dougherty, who has followed up with fatigued or distracted students and learned they are up late texting or playing video games.

Dougherty said if he sees a student struggling he will try to uncover underlying issues and think of ways to “find a path,” without drawing attention to the student’s particular challenge. As an example, he said if a student in his class needs test questions to be read aloud, he will review the test with the whole class instead of singling that student out.

If bullying is suspected, he will try to work with the student whose behavior might be hurting others. “Sometimes students don’t realize what they’re doing,” he said, adding that these are opportunities to tie a situation to faith and to remind students their behavior “affects all of us. We’re a family.”

Dougherty said he feels supported by the school community, where Catholic identity is found in the Franciscan tradition. “Everything is based in love,” he said, noting that sometimes love includes correction. “We work together to come up with a solution. Our job is to get [students] through this. … Parents appreciate the honesty. We’re straightforward with them,” he said.

Dougherty said parents value their child’s faith education, no matter where they are in their own faith journey. “We want students to have the faith background so they will have the faith background so they will make good decisions in life. We give them the support to be good citizens, good children. We base everything on faith and go from there,” he said.
An atmosphere for faith and academic development

By Bill Watson

Nearly 10,000 students will fill the halls of South Jersey Catholic Schools in the coming school year. Their parents and other family members will make countless sacrifices to support their Catholic school education.

When asked for the top three reasons why they chose a South Jersey Catholic School, 94% of parents listed the Catholic faith, religion or values as a top reason for their choice. Another 73% identified the community or family environment of their children’s school, while 70% selected academic programs.

As the director of curriculum and assessment for the last six years and now Superintendent of Catholic Schools, I have witnessed how these attributes of our schools combine to create a unique and outstanding atmosphere for the faith and academic development of children and teens. Every day in a South Jersey Catholic School begins and ends with prayer. I have witnessed pre-kindergarten students lead morning prayers that are beautiful in their simplicity, and I have finished the school day with high school students by reciting the Act of Contrition as a reminder of our dependence on God’s mercy that is just as beautiful.

The hours between the prayers are filled with personal witness to the Catholic faith by school leaders, teachers and students alike. I have watched principals give students immediate feedback when they observe the Beatitudes in action. I have seen the joy and peace that comes from personal relationship with Jesus lead teachers to gentle, loving interactions with their students, day in and day out. I have watched as students genuinely help each other with their schoolwork with kindness that can’t be put into words.

If Catholic schools are like families, then they have conflicts like all families do. I have seen firsthand how the foundation of faith and relationship with Jesus that are the foundation of our school families allow students, parents, faculty, staff and school leaders to interact with love and with mercy. The freedom to have those kinds of interactions is a gift, and we take the responsibility to nurture it seriously in a world that cries out for people who are compassionate and understanding.

The Catholic Identity and family atmosphere of our schools are possible because our principals, faculty and students intentionally invite the grace of God into the school as a community. This is what sets us apart. It even sets our academics apart. We succeed because our focus is on helping each student to understand who God made them to be and helping them to achieve that. Concentrating our efforts on students in this way is a natural outgrowth of our invitation of God into every aspect of our school communities.

Our focus on students’ growth and development, and not explicitly on one score or outcome, enables us to succeed on “secular” measures of education, as well. I have witnessed deep engagement in science in state-of-the-art labs and marveled at art created in high school studios that rival those at four-year colleges. I have read essays written by sixth graders that would earn an “A” in many high school courses and analyzed standardized test data that show second grade students gaining almost two academic years of growth in half a school year. Each is an outcome of the whole package of inviting God into all we do as a faith community.

In the coming school year, South Jersey Catholic School principals, faculty and staff will collectively spend over one million hours in the intentionally Catholic communities that our schools nurture, dedicated to their students’ growth in all aspects of their lives. The students themselves, as well as their parents, will collectively spend many tens of millions of hours in that pursuit at school and at home. Please join me at the start of this school year in a prayer to thank God for the good work he is doing in our Catholic schools, and to continue to invite God’s grace into our schools to bless all that we do.

Bill Watson, Ed.D. is superintendent of schools, Diocese of Camden.

A thoughtful approach to classroom management

A conversation with Julie Breyer

Saint Teresa Regional Catholic School, Runnemede, Middle School

Julie Breyer starts her eighth graders’ day with the Loyola Press 3-Minute Retreat, which combines a brief Scripture passage and reflection with meditative music. Students use a journal to reflect on their daily retreat. “I like for them to reflect on things in their young lives so they have that core in them,” she said, adding that her students speak openly with her and each other about moral decisions. “They share a lot,” she said.

Breyer has been teaching for 16 years, all in Catholic school. At Saint Teresa in Runnemede, Breyer teaches sixth, seventh and eighth grade math, as well as eighth grade reading, religion and social studies.

“I don’t know if I would be able to turn that off,” she said of the faith she brings to every class. Breyer said she can’t imagine celebrating seasons and holidays, for example, without the religious component.

“We’re not just teaching subjects.”

“Isn’t it part of who we are? Breyer said discipline is rarely a problem, but she asks herself, “How would their mom deal with this?” when it comes to managing classroom challenges.

“I will take a student in the hallway and ask, ‘How can we make this better?’ Sometimes [students] are acting up because they aren’t confident, so I reiterate or reteach.”

Breyer said older students spend time with younger students, and the entire school community attends Mass on Fridays. “I love seeing the whole school there. … I think families still appreciate that we are going to Mass,” she said.

Over her 16 years of teaching, Breyer said the biggest change has come in the area of technology. And she has grown to love the access and flexibility it offers. Every eighth grader has a school-issued Chromebook for the year. Most textbooks and reading selections are accessed online, but available in hard copy in the classroom as well. “It’s great because so much is online … and with Google docs students can research and write all at once,” Breyer said.

Breyer said she believes parents value that “We’re not just teaching subjects. We’re giving them the ability to know they are loved — not just by teachers and staff, but by Jesus.”
One day in the school’s front office

By Mary Beth Peabody

J

ane Lambert, the administrative assistant at Bishop Schad Regional School in Vineland, arrives at work by 7 a.m. daily and fixes herself a cup of coffee she will never finish. She arranges her tasks for the day on her desk and greets the stream of teachers who come in and out to make copies, pick up mail and take care of last minute preparations. It’s early May, with just a few short weeks until the end of the school year. The PTA president stops in on her way to work to drop off gift baskets for the upcoming golf tournament. A flower arrangement sits on the counter — yesterday’s gift from a grateful family in honor of Teacher Appreciation Day.

“Am I late?” A first grader enters the office, breath racing, with a hopeful expression.

“You can wait one more minute and you’ll be late,” says Jane. The boy turns and marches off to class, on time. Jane explains that he actually wants to be late so he can get a late pass and that the two share this exchange almost daily.

Every South Jersey Catholic School has its Jane — the person who knows every student and parent by name, the first face visitors see when they walk in the door, the fixer of office machines, purchaser of supplies, keeper of school history and tier of small shoes. The job requires a good memory and organizational skills, keen ability to multi-task, even disposition, welcoming personality, and love for children.

In the 10 minutes between the morning bell and prayers, many students are in and out of the office, and they all need to see Jane. Eighth graders come to pick up cereal, which they sell during morning snack time, and two pre-K boys arrive with paperwork from home. Students set up for morning prayers, the Pledge of Allegiance and announcements. A boy comes in to look for his book bag in the Lost and Found. Another boy, who really is late every day, arrives on cue to place his lunch order and get his late pass.

“Why are those baskets in the hall?” asking (as if he needs to know).

Announcements are over and it’s 7:55 a.m.

In the next 30 minutes, Jane is the recipient of all deliveries. Fifth graders bring attendance reports from every class, along with envelopes that come from home. Lunch orders arrive from a student in each grade, including the tiny girl from pre-K with the polka dot jacket.

A teary girl who did not want to be late arrives with her grandmother. Jane offers the girl a drink of water, then helps her grandmother who asks for information about an upcoming class trip. A prospective parent and child arrive for a kindergarten assessment, and the eighth grade teacher stops in to talk about a BJ’s Wholesale Club run for class snacks.

In between the ringing phone and beeping door, Jane turns to the paperwork on her desk. She keeps a close eye on the clock to make sure she is ready for the student who is supposed to arrive at 8:30 a.m. for medication. When he is not there at 8:30 sharp, she goes to get him.

The next latecomer arrives at 8:40, fresh from the eye doctor with new contact lenses. “How do you feel with them?” Jane wants to know.

A group of eighth grade girls arrive to try on dresses for the upcoming May procession and crowning. School principal Sister Rosa Maria Ojeda found the dress in several sizes at a local department store. Everyone is thrilled the dress is a hit.

The rest of the day is spent moving back and forth between planned tasks and spontaneous interaction with students, parents, teachers and others.

“You should know everybody,” said Jane. “You make connections with the parents with different things over the years... what they do, who’s sick, whose father’s not in good health.”

Jane said she felt a bit nervous when Sister Rosa arrived as the new principal in 2016, but any fear was quickly allayed by a smooth transition. “We have a common goal,” said Sister Rosa. “We try to do everything for the kids, the school.”

“We want to see them succeed,” said Jane.

This summer, Sister Rosa was assigned by her community, the Missionary Daughters of the Most Pure Virgin Mary, to lead nine women in formation in Nigeria. Jane is sad to see her go because they have become close friends. Sister Olga Cano, a fellow sister with many years of experience as a teacher and principal, will be stepping in. “I feel very positive with Sister Olga,” said Jane. “She’ll just fall right into place.” And of course, she will have Jane right by her side.
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Speaker: Catholic liberal education instills wisdom, virtue in students

By Elizabeth Bachmann
Catholic News Service
WASHINGTON — A sea of both experienced Catholic liberal educators and neophytes eager to learn about the educational philosophy gathered at the Catholic University of America in Washington July 22-25.
The boost of modern movement to restore traditional Catholic liberal education, these culture fighters hope to change society through education.
Elisabeth Sullivan, executive director of the Institute for Catholic Liberal Education, began the institute’s four-day conference by introducing the fundamental ideas behind a Catholic liberal education, and the modern obstacles seen as derailing 2,500 years of educational tradition.
"This renewal of authentic Catholic education is it fully oriented toward eternal happiness, toward the child’s future," Sullivan said July 22. "It restores the meaning and purpose that has been stripped from modern education. It is the formation of the whole person."
Sullivan explained a liberal education person is free to do whatever he wants, but free from ignorance. With an education that develops critical thinking and encourages wonder, a person can govern himself with wisdom and freedom.
"It is fundamentally to be fully human," Sullivan said.
According to Sullivan, Catholicism is the most natural course for a liberal education because a liberal education broadens vision and personal observations, to the overarching picture of truth. The personification of this picture, she said, is Jesus Christ, the logos through which all things are intelligible, and from which all truths proceed.
Through Catholicism, then, liberal education can reach its culmination in the Incarnation.
Sullivan said that because students see and live this connection, their intellectual being develops alongside and intertwined with their spiritual being.
John Turrentine, a history and English teacher at St. Augustine’s Academy in California, returned this year for his third conference organized by the Institute for Catholic Liberal Education. He affirmed Sullivan’s message.
"As you progress in this style of education, you are growing closer to our Lord, and by necessity, the closer you get to our Lord, the more kids see that," Turrentine said. "You are living education, you get to our Lord, the more kids see our Lord, and by necessity, the closer education, you are growing closer to the Eucharist.
"Through Catholicism, then, liberal education is neither too broad nor too narrow. It rests on the bones of a modern movement to restore traditional Catholic liberal education, these culture fighters hope to change society through education.
Sullivan was adamant that a Catholic liberal education is neither too demanding for young children, nor elitist. Rather, its pedagogy proceeds according to a child’s natural development.
"We begin to know through our senses, we observe through the natural world, and that eventually leads us up this ladder to more complex truths, ethics, and political sciences."
For that reason, the liberal Catholic tradition calls for kindergartners and first- and second-graders to begin their studies observationally.
For example, science ought to start with going outside and cataloging bugs and rocks and leaves, things 6-year-olds can see and remember. Instead, Next Generation Science Standards requires first-graders to study molecules, waves, energy and motion.
Sullivan defended the didactic system with evidence, first citing a 2,500 years of tradition that carried it to the beginning of the 20th century, and then citing current case studies that prove its effectiveness.
One school, Our Lady of Lourdes in Denver, stood on the brink of closure eight years ago, down to a dwindling 70 students. Upon introducing a Catholic liberal pedagogy when no one was certain if the school eventually opened up a second campus to accommodate the inundation of students who wanted to study under this “new” system.
The pastor at Holy Innocents in California tentatively adopted a Catholic liberal pedagogy when no amount of skills and test based teaching had made any impact on his students. Within the first quarter after adopting the methodology, the school witnessed a 35% jump in student growth.
Sullivan said that Catholic liberal teaching catalyzed both of these rebirths because it engaged students, forcing them to question and discover why the things they learn are meaningful.
"Perhaps most importantly, we are perhaps most importantly, we are seeing unparalleled faith formation in these schools," Sullivan said. "Why? Because the faith is integrated in all learning... and that’s what has been missing.”

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Friday, October 4, 2019, 6 PM
Friday, October 11, 2019, 6 PM
Take a student-guided tour of our beautiful facility, and stay for a Friday night football game.

Full Eagle Days – Reservations Required!
September and October dates available:
Experience a day in the life of a Paul VI Eagle!
For reservations, please visit the Paul VI website: www.pvihs.org/admissions

Scholarship/Placement Test
Saturday, October 26, 2019
To register, please visit www.pvihs.org/admissions

Open House
Thursday, November 7, 2019, 9:30 to 9:00 PM
Reservations encouraged, please visit www.pvihs.org/admissions

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Celebrating a Century of Academic Excellence in 2022
Pope: Catholic education key to fighting indifference

By Junno Arocho Esteves
Catholic News Service

VATICAN CITY — Individualism and consumerism undermine the most basic rules of coexistence and challenge the principles of cooperation and mutual understanding promoted by Catholic education, Pope Francis said.

“The culture of indifference, which envelops relations between individuals and peoples, as well as the care of the common home, also corrodes the sense of humanism,” the pope said in a June 8 video message to participants at a three-day conference sponsored by the International Office for Catholic Education.

A “synergy of the various educational realities” is needed to confront this challenge, the pope said, and particularly requires working with families where one “learns to come out of one’s self and place oneself in front of the other, to listen, to share, to support, to respect, to help, to coexist.”

The international congress focused heavily on Pope Francis’ encyclical “Laudato Si” and “on the contribution of the Catholic schools of the world to educate to solidarity, humanism and the safeguarding” of creation.
Summer days with ‘Night’ and other worthy books

By Peter G. Sánchez

Summer reading. For youngsters who want three months in the sun without schoolwork, the words can precipitate a cold shudder. However, Barbara Heyns’ oft-cited 1978 study “Summer Learning and the Effects of Schooling,” found that schoolchildren who did not read anything over the summer experienced reading skills losses equal to a full grade, and that those children who did read could maintain or improve their reading skills.

“There is no mandate for summer reading books, but we want schools to find some way for kids to stay active, keep their mental skills sharp during the summer,” said Bill Watson, Superintendent of Schools for the Diocese of Camden.

“Our teachers and principals are always looking for creative ways to select books that interest and challenge students,” he added.

Scott Higbee, who has been a teacher at Absecon’s Holy Spirit High School for the past 41 years (and English teacher for the last 20), said he and his fellow teachers “want to make sure books are enjoyable,” was well as a way to teach critical thinking.

In the Holy Spirit English Department, students redo have to complete an essay or take a test, or a combination of the two, on their summer reading when school resumes in the fall. While they are reading, students are asked to dig deep into the text, and reflect on themes, plot development, symbolism and character.

This year’s summer reading list at Holy Spirit ranges from well-known works such as Mitch Albom’s “ Tuesdays with Morrie” (freshmen) to Yann Martel’s “Life of Pi,” sophomores must have read J.D. Salinger’s “Catcher in the Rye” and freshmen Mitch Albom’s “Tuesdays with Morrie.”

Many schools assign summer reading for their students. At Holy Spirit High School, Absecon, incoming seniors have to read “Night” by Nobel Laureate and Holocaust survivor Elie Wiesel (above). Juniors have to read Yann Martel’s “Life of Pi,” sophomores have to read J.D. Salinger’s “Catcher in the Rye” and freshmen Mitch Albom’s “Tuesdays with Morrie.”

By Carol Zimmermann

Catholic education is ‘most important thing’ church needs, speaker says

WASHINGTON — The keynote address at an annual conference for Catholic educators embracing classical Catholic education reinforced that what they are doing is important.

“If we don’t get Catholic education right, we don’t have a future,” Mary Rice Hasson, author and fellow at the Ethics and Public Policy Center in Washington, told about 200 participants at the Institute for Catholic Liberal Education’s national conference July 22 at The Catholic University of America in Washington. “The July 22-25 conference, co-hosted by Catholic University, offered keynote addresses, workshops on teaching methods and topics for superintendents, school leaders, teachers and pastors.

The institute currently provides resources for more than 125 Catholic school members.

Although Hasson didn’t speak directly to the type of education these educators have taken up, which emphasizes classical Greek and Roman sources along with the works of ancient fathers of the church and theologians, she did address the overall goal of these schools, which is students’ spiritual formation. She also stressed the urgent need for spiritually-rooted Catholic education to combat what she described as the growing influence of secular culture in today’s public or government schools.

Essentially speaking to the choir, Hasson said: “Catholic education is the single most important thing our church needs right now.” Citing statistics about young people leaving the church, she said these numbers point to “a long failure to impart the faith to the next generation,” which she stressed makes the “task before us all the more important.”

She said the number of Catholics leaving the church, particularly millennials, is sobering.

“The future of the church looks bleak,” she said, but quickly added: “From a faith perspective, it is never bleak.”

As she sees it, the trend of young people leaving the church is directly related to the pull of secular culture prevalent in today’s public schools attended by nine out of 10 children in the United States and 88% of Catholic schoolchildren. She said that even though many Catholics send their children to parish religious education programs, she wondered about the influence one hour a week provides for the “onslaught” these students receive every day.

Hasson, who last year co-wrote, with her sister, Theresa Farnaan, a book with this same theme: “Get Out Now, Why You Should Pull Your Child From Public School Before It’s Too Late,” told the conference attendees that there has been a “decades-long failure to impart the faith to the next generation, which makes the task before us all the more important.”
By Mary Beth Peabody

For most rising high school seniors, the start of the new school year is synonymous with one word: College.

All South Jersey Catholic Schools have dedicated resources to help students navigate the college application process. To varying degrees, the conversation starts in ninth grade. And it works, because every year 96% or more graduates begin their journey in higher education — well above state and national averages.

South Jersey Catholic School graduates find financial resources as well. The most recent graduating class received more than $200 million in scholarship offers.

Camden Catholic High School (Cherry Hill) just wrapped up its college planning summer boot camp. With morning, afternoon and evening options, 70 students — more than a third of the incoming senior class — chose to participate. Over four days they took on the role of admissions representative, worked on the common application, created detailed resumes on Naviance (an online college planning tool and database), drafted essays and met one-on-one for feedback with admissions representatives from 10 colleges.

When asked mid-week why they attended, student responses included, “Help with the essay.” “To get a plan you can follow.” “[The process] is overwhelming.”

They agreed the course was helping on all fronts.

Counselors Nicole Barry and Maureen Sullivan, who created the annual boot camp, had students work in groups to evaluate, rank and recommend decision outcomes for four applicants to a fictitious university.

“By pretending to work for a college, they get to understand all that goes into acceptance decisions,” said Sullivan.

Barry said the boot camp places a lot of emphasis on the college essay. “An admissions representative once told me she’d never get out of her chair to tell a coworker, ‘Wow, you should see the SAT scores I just looked at,’ but she will jump up to say, ‘You won’t believe the essay I just read,’” said Barry.

Barry and Sullivan work with students throughout junior year to help them get organized. Students research schools and decide where they want to apply, line up teachers for recommendations and, ideally, have two rounds of testing behind them by the time they break for summer. Boot camp gives them a structured way to complete the application and essay.

“When they come back [for senior year] all that’s left to do is hit ‘send,’” said Barry.

Paul VI High School in Haddonfield also offered a summer workshop, where rising seniors worked on the common application and essay and learned more about the financial aid process. A three-week SAT preparation course was held as well.

Students at PVI attend guidance classes during the school day in their sophomore, junior and senior years, which gives them focused time to research schools and work on applications. PVI recently provided all students with a bulb Digital Portfolios account, so they can organize academic and extracurricular profiles in a unique and creative way to share with colleges.

Counselor Valerie Sheets begins to offer practical advice about college to ninth graders at Holy Spirit High School in Absecon.

“When they come back [for senior year] all that’s left to do is hit ‘send,’” said Barry.

Many as 50 colleges and universities make the trip to Wildwood to meet students from Wildwood Catholic High School.

As daunting as it is to apply, finding the resources to pay for college can be paralyzing for students and parents.

Every school has sessions for students and parents devoted to the financial aspects of college, particularly how to look for grants and scholarships, and how to complete the FAFSA financial aid application. Gloucester Catholic High School (Gloucester City) plans to host a speaker on the topic and invite parents in the surrounding community.

No matter which path students choose, the guidance process supports South Jersey Catholic Schools’ vision: for students to become faith-filled adults who, guided by the values, shape our world with knowledge, integrity and compassion.
Summer days are filled with activity

With camps, summer school, maintenance, deep cleaning, landscaping and planning for the next school year, there is always activity in South Jersey Catholic Schools. Administrators and staff members are also on hand during the summer to meet with prospective families and enroll new students.

Camping Out: From math to music, art to academics, robotics to religion, and sports to fun, schools throughout the diocese offered summer camp programs. It was a great camp season for Bishop McHugh Regional School, Cape May Court House; Holy Angels Catholic School, Woodbury; Our Lady of Mount Carmel Regional School, Berlin; Saint Joseph Elementary School, Hammonton; Saint Michael the Archangel School, Clayton; Resurrection Catholic School, Cherry Hill; Bishop McHugh Regional School, Cape May Court House: Students used science, technology, religion, art and math (STREAM) to design and plant a garden that will be a place of learning and prayer. Generous donors helped create more play space at school as well. Thanks to the generosity of the Tierney and Kane families, the school has a new outdoor playground and equipment. The Klein family and Margaret Mac Mace Elementary School in North Wildwood donated a new indoor playset loft with a loft for preschoolers. New academic materials are on the way as well, as the SuperKids reading and writing program will be implemented for grades K-2. This state of the art literacy program will now be in place in all Bishop McHugh grades. Technology will get a boost with 12 additional Chromebooks.

Holy Angels Catholic School, Woodbury: Two new academic programs are in the works for 2019-20. An inquiry-based, hands-on STEM (Science, Technology, Engineering and Math) program is coming to Pre-K through eighth grade. The curriculum focuses on thinking and reasoning skills, using the engineering design process to help students solve problems systematically and tap into their natural curiosity and creativity. The SuperKids reading program will be implemented for grades K-1 as well.

Our Lady of Mount Carmel Regional School, Berlin: In addition to a series of summer camps, OLMC celebrated National Night Out with a picnic and movie on the school grounds.

Resurrection Catholic School, Cherry Hill: Five students participated in the Pennsauken Police Department’s Junior Police Academy. The week-long program provides education, awareness and training for rising seventh and eighth graders interested in exploring careers in public service. Attending were Richard Orlandini, Noah Colon, Christopher Patti, Abigail Hertline, and Samuel Alibrando, who received the class Academic Award.

Saint Mary School, Vineland: Student Keith Sawyer attended the National Youth Leadership Foundation Explore STEM program at Villanova University in Villanova, Pennsylvania. The week-long program is sponsored by Envision to help students explore their interests and learn beyond the classroom. Nominated by his Algebra teacher, Keith explored robotics and enjoyed experiences in the fields of medicine and engineering. Other students from Saint Mary School spent a month at theatre camp at the acclaimed Levoy Theatre in Millville. Campers Jack Macaluso, Caroline Dlntino and Natalie Keen took to the stage in the camp’s production of The Aristocats.

Saint Mary School, Williamstown: The school’s counselor is now a full-time staff member and will provide support through classroom lessons as well as individual and group counseling sessions.

Saint Teresa Regional School, Runnemede: Summer was make-over time for the school library, and a new LED sign was installed outside. In the classrooms a new Social Studies series will be introduced.

Our Lady of Mercy Academy (OLMA), Newfield: OLMA continues to expand offerings designed to equip young women with leadership, life and technology (L2T) skills for a wide range of career paths. The school’s L2T program courses include lifetime fitness, computer science, public speaking, digital communication, financial literacy and STEM and business. Through a new Mini-Mester program, students attend week-long courses that offer experiential, hands-on learning.

Plans are underway for a four-semester business curriculum. Also new for the coming school year is the opportunity for incoming freshmen to take online language courses. And OLMA has added American Sign Language as an elective.

Several OLMA students were selected to attend leadership and business programs this summer. Rachel Donahue, Kimberly Kinkade, and Catherine Thomas were selected by the Rotary Club of Tri-County to attend the RYLA (Rotary Youth Leadership Award) conference at Stockton University. Stephanie Savela and Grace Hamburg were invited to the Hewlan Center for Innovation and Entrepreneurship “Think Like an Entrepreneur Summer Academy.” Rising junior Ani Schubert participated in the Hugh O’Brien Youth Leadership Award conference.

Paul VI High School, Haddonfield: Through Project Lead the Way Computer Science Pathway, PVI will add its fifth computer science elective, AP Computer Science Principles. A new social studies elective, Cultural Diversity in American History, will be offered as well. Through images, stories, biographies, essays, editorials and online sources, the course will study diverse people who have created American history.

In June, 14 Paul VI students traveled with school chaplains to Paris, where they took in the major sights and ran into a vacationing classmate and her family.

In alumnae news, Rev. Mr. Peter Gallagher ’12 was ordained to the transitional diaconate on May 11, 2018. He served in the Diocese of Camden this summer and will return to Rome to continue his studies at the Pontifical North American College. John (JP) Ciliberto ’17 joined nine other college students from the diocese to participate in the Share the Journey Pilgrimage to the Texas/Mexico border in McAllen, Texas, where they volunteered in a respite center and spent time listening to immigrants describe their journey to the United States.

Wildwood Catholic High School, Wildwood: Five new classes have been approved through Atlantic Cape Community College (ACCC) as dual credit classes, which means students take the class at Wildwood Catholic and receive college credit through ACCC.

For the second year, Caitlin Beaulieu, a rising senior, attended the National Academy of Future Physicians and Medical Scientists conference at the University of Massachusetts, Lowell.

Upcoming juniors (and sisters) Bella and Gwen Orłowicz traveled to Harvard University in Cambridge, Massachusetts, where they represented Wildwood Catholic in the Harvard Summer Academies program. Back home, the school offered math enrichment camp and an SAT prep course.
Fiscal Year 2020 Public Announcement

The Diocese of Camden announced today that low cost, nutritious school lunches and/or breakfasts and/or milk are available to all children enrolled in the school. In addition, meals, snacks and/or milk will be provided free or at a greatly reduced price to children from households whose gross income are at or below those shown for their household size on the income scale below. Applications for Free and Reduced Price School Meals are sent to the households of all children enrolled in the school districts.

**EFFECTIVE FROM JULY 1, 2019 TO JUNE 30, 2020**

(As announced by the United States Department of Agriculture)

<table>
<thead>
<tr>
<th>HOUSEHOLD SIZE</th>
<th>FREE MEALS OR MILK</th>
<th>REDUCED PRICE MEALS</th>
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<td>Each Additional Householder Member</td>
<td>5,748</td>
<td>479</td>
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</tbody>
</table>

Application forms are available at the school’s website and at your child’s school. Applications can be submitted at any time during the school year. If a household member becomes unemployed or the household size or income changes during the school year, parents are encouraged to contact the school so that all children receive the proper benefits. For the school officials to determine eligibility, the household must provide the following information listed on the application: names of all household members; household income received by each household member; type of income; frequency of income such as weekly, every two weeks, twice a month or monthly; and the signature and last four digits of the social security number of an adult household member certifying that the information provided is correct. The information provided by parents on the application will be kept confidential and will be used only for determining eligibility.

Foster children, Head Start enrollees, homeless, migrant and runaway children, as defined in 7 CFR 245.2, are categorically eligible for free meals or free milk. Households receiving assistance under NJ SNAP or Temporary Assistance for Needy Families (TANF) for their children will be notified of their eligibility for free benefits unless the household notifies the school that it chooses to decline benefits. Households receiving assistance under NJ SNAP or TANF should only submit an application if they are not notified of their eligibility by a specified date determined by the school. Households with children that are certified participants in SNAP or TANF may submit school meal applications for their children using the abbreviated information as indicated on the school meal application and instructions. WIC participants may also be eligible for Free and Reduced Price meals. Parents/guardians should contact their child’s school for more information.

The school will advise parents of their child’s eligibility within 10 working days of receipt of the application. Any parent dissatisfied with the eligibility determination may contact the school to request an informal conference or may appeal the decision by requesting a formal hearing.

For up to 30 operating days into the new school year (or until a new eligibility determination is made, whichever comes first) an individual child’s free or reduced price eligibility status from the previous year will continue within the same LEA. In addition, when children move to a new LEA, either at the beginning of the new school year or during the summer months, the new LEA is encouraged to use the former LEA’s eligibility determination from the previous school year and carryover the child’s eligibility status.

Once determinations are completed, school officials are required to verify three percent of the approved free and reduced price applications on file.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

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• Sacred Heart School, Camden
• Saint Anthony of Padua School, Camden
• Saint Joseph Pro-Cathedral School, Camden
• Saint Cecilia School, Pennsauken
• Saint Mary School, Williamstown
• Saint John Paul II Regional School, Stratford
• Saint Mary Regional, East Vineland
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Bishop McHugh Regional Catholic School
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609-624-1900, www.bishopmchugh.com

Bishop Schad Regional School
Vineland
856-691-4490, www.bsrschool.us

Cape Trinity Catholic School
North Wildwood
609-522-2704, www.capetrinitycatholic.org

The Catholic Partnership Schools (CPS)
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www.catholicpartnershipschools.org

Holy Name School — 856-365-7930
Sacred Heart School — 856-963-1341
Saint Anthony of Padua School —
856-966-6791
Saint Joseph Pro-Cathedral School —
856-964-4336
Pennsauken
Saint Cecilia School — 856-662-0149

Christ the King Regional School
Haddonfield
856-429-2084, www.ckrs.org

Good Shepherd Regional Catholic School
Collingswood
856-858-1562,
www.goodshepherdcollingswood.org

Guardian Angels Regional School
Pre-K-3rd grade: Gibbstown
4th-8th grade: Paulsboro
856-423-9440, www.gars-online.com

Holy Angels Catholic School
Woodbury
856-848-6826, www.holyangelswoodbury.org

Our Lady of Hope Regional School
Blackwood
856-227-4442,
www.ourladyofhopecatholicschool.org

Our Lady of Mount Carmel Regional School
Berlin
856-767-1751, www.olmc-school.org

Our Lady Star of the Sea Regional School
Atlantic City
609-345-0648, www.olssac.org

Resurrection Catholic School
Cherry Hill
856-667-3034, www.rescherryhill.com

Saint John Paul II Regional School
Stratford
856-783-3088, www.sjp2rs.org

Saint Joseph Regional Elementary School
Hammonton
609-704-2400, www.sjosephprek8.org

Saint Joseph Regional School
Somers Point
609-927-2228, www.sjrs.org

Saint Margaret Regional School
Woodbury Heights
856-845-5200, www.stmargaretars-ns.org

Saint Mary School
Vinelnd
856-692-8537, www.smrschool.org

Saint Michael the Archangel Regional School
Clayton
856-881-0067, www.smrschoolonline.com

Saint Peter School
Merchantville
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Saint Rose of Lima School
Haddon Heights
856-548-6166, www.strosewebsite.com

Saint Teresa Regional School
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Saint Vincent de Paul Regional School
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www.gchsrams.org

Holy Spirit High School
Absecon
609-646-3000
www.holyspirithighschool.com

Paul VI High School
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856-858-4900
www.pvihs.org

Saint Joseph High School
Hammonton
609-561-8700
www.stjoek12.org

Wildwood Catholic High School
North Wildwood
609-522-7257
www.wildwoodcatholic.org

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www.eustace.org

Our Lady of Mercy Academy
Newfield
856-697-2008
www.olmanj.org

Saint Augustine Preparatory School
Richland
856-697-2600
www.hermits.com
Inscripciones Latinas aumentan, por buenas razones

Por Marianela Nuñez

C reci en la República Dominicana, donde mi abuela desde una edad temprana me envió a una escuela católica. Ella no solo creía en la educación, sino en una buena educación católica, y buscó ayuda para enviarme al Colegio Nuestra Señora del Carmen. Allí aprendí autodisciplina y desarrollé una pasión por el aprendizaje. También aprendí que Jesús está y siempre debe estar en el centro de nuestras vidas. Por lo tanto, debemos hacer que se sienta orgulloso de nuestro trabajo y nuestras acciones buscando siempre ser la mejor versión de nosotros mismos.

Vine a los Estados Unidos hace más de 10 años cuando tenía 20. Llegué con el sueño de obtener una educación universitaria. Ahora tengo una familia con el sueño de obtener una educación universitaria. Ahora tengo una familia con el sueño de obtener una educación universitaria. Aquí la foto con su esposo e hijos.

Originaria de la República Dominicana, Marianela Nuñez es la directora de inscripciones latinas de la Diócesis de Camden. Aquí la foto con su esposo e hijos.

Inscripciones Latinas de la Diócesis de Camden.

Latino enrollment is increasing, for good reasons

By Marianela Nuñez

I grew up in the Dominican Republic, where my grandmother sent me, at a very young age, to Catholic school. She believed not only in education but a good Catholic education, and she looked for help to send me to El Colegio Nuestra Señora del Carmen, where I learned self-discipline and developed a passion for learning. I also learned that Jesus is and should always be at the center of our lives. Therefore, we should make him proud of our work and our actions by pursuing the best version of ourselves.

I came to the United States more than 10 years ago, in my 20s, with the dream of gaining an education. I now have a family here, a master’s degree and a job. I feel welcomed and respected because of what I have accomplished. In my country, people believe that if you come to the United States, and if you work hard and go to school, you will succeed. That has been true for me. I have been blessed to experience what Martin Luther King envisioned: living in an environment where people are judged not by the color of their skin — or where they came from — but by their character.

My job is helping and serving my children to make Jesus the center of our lives, and they learn to experience what Martin Luther King envisioned: living in an environment where people are judged not by the color of their skin — or where they came from — but by their character.

At South Jersey Catholic schools, children are welcomed, they learn to make Jesus the center of their lives, and they receive a rigorous academic education.

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I came to the United States more than 10 years ago, in my 20s, with the dream of gaining an education. I now have a family here, a master’s degree and a job. I feel welcomed and respected because of what I have accomplished. In my country, people believe that if you come to the United States, and if you work hard and go to school, you will succeed. That has been true for me. I have been blessed to experience what Martin Luther King envisioned: living in an environment where people are judged not by the color of their skin — or where they came from — but by their character.

My job is helping and serving my children to make Jesus the center of their lives, and they receive a rigorous academic education.

God is a God of all and he loves us. In these challenging times, when we may be feeling the hatred around us, it is right and just to show our brothers and sisters what we are about as Catholics, people of love and peace.

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