



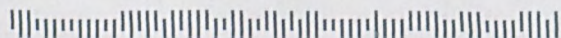
Catholic Review

FEBRUARY 2018

The Archdiocese of Baltimore

SPECIAL
SECTION
*Catholic
Schools Week*
Pages 20-33

BLUE BANNER *year*



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PAGES 8-9

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PAGE 12



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TWO BLUE RIBBON SCHOOLS IN FREDERICK

St. John Regional Catholic School, 8414 Opossumtown Pike, and Centerville Elementary School, 3601 Carriage Hill Drive, were recently named a 2017 National Blue Ribbon School of Excellence by U.S. Education Secretary Betsy DeVoss. The schools join four others in Maryland to earn the designation.

This marks the second time SJRCS has received this honor, previously being cited in 2009. SJRCS was one of only 50 private schools across the country this year selected as a high-performing school.

"This validates that all the countless hours of hard work by the school administration, teachers and staff are paying off for our students," says Principal Karen Smith. "It is gratifying to know that we were able to meet the required test scores in math and reading at all grade levels to qualify for this nationally recognized award. Our students are testing within the top 15



percent of the nation in both math and language arts."

Speaking of Centerville, Frederick County Public Schools Superintendent Terry Alban says,

"The school's administrators, teachers, staff, students and families have truly created an outstanding environment for learning. Centerville

couples awesome academic achievement with superior community engagement. This is an

award-winning formula for success." The school's principal is Tracy Hillard.

All winning schools will be honored at an awards ceremony this month in Washington, D.C. For more than 30 years the department has bestowed this award on some 8,000 American schools. National Blue Ribbon schools represent the full diversity of American schools, including public schools, charter schools, magnet/choice schools, Title I schools and private schools. Winners are urban, suburban and rural, large and small, traditional and innovative, and serve students of every social, economic and ethnic background, Department of Education officials say.



Still Time to Vote



The Frederick city election aside, there are other things to vote for this month—think Frederick's best happy hour, best kid-friendly restaurant or favorite farmers market. For the past 26 years Frederick Magazine readers have been weighing in on who deserves kudos. This is the area's original "best" contest and the results carry legitimate bragging rights for those on top. Plus,

when February rolls around, a fabulous party celebrates the winners. Best of Frederick Bash tickets, with funds going to charity, go on sale Jan. 1 and tend to sell out quickly.

Voting for your favorites has already started and will last until Nov. 15. Visit www.fredmag.com or www.bofawards.com and make your voice heard.

I've Been Meaning to Ask...

Q: How do Echo Taps make Veterans Day special?



FRED SCHUMACHER,
ECHO TAPS ORGANIZER

Thirteen years ago, Schumacher organized a group of musicians on Veterans Day to stand on street corners from Mount Olivet Cemetery on South Market Street,

stretching to Memorial Park on Bentz Street, each playing Taps, followed by the next person in line, creating an echo effect. The group of horn players ranges from elementary school students to senior citizens. "For some, this will be the only time they play," Schumacher says.

"There's the uniqueness of what we do," he says, reporting that "we're the only city to do this. Secondly, it causes individuals to pause and reflect on the sacrifices that others have

made for them." Taps consists of just 24 notes, combining into a tune most famously played at military funerals, evoking the deep emotion that comes from such a loss.

It's not unusual for motorists to roll down their windows to take in the experience of Echo Taps, as well as for people to come out on their porches or stop in their tracks as they are running errands Downtown. Those gathered for observances at Memorial Park will hear the last

notes from Scott Pierce who each year climbs to the dizzying top of Calvary United Methodist Church to do his part.

Veterans Day—Nov. 11—falls on a Saturday this year and Schumacher is hopeful to have a full contingent of musicians. "Show up at Mount Olivet at 10 o'clock and we'll find a spot for you," he says. Contact him at famschumacher@earthlink.net or 301-694-0829.

insider



What are some wine selections you'd recommend for turkey day?

MARC MONAHAN, SPIN THE BOTTLE, 220 E. PATRICK ST.

- Chateau Beauchene (rosé)
- 90 Plus (pinot noir)
- Domaine Barcelo (rosé)
- JCB No. 21 Brut (sparkling)
- Soul Sister (pinot noir)



What do you suggest bringing to the Thanksgiving host or hostess?

SHARIE STREB, OIL & VINEGAR, 5231 BUCKEYSTOWN PIKE

- A beautiful bottle of extra-virgin olive oil instead of wine. People are likely to re-gift the wine, but they will use the EVOO for sure.
- A salad in a jar for the next day, which is all about eating lighter.
- A bottle of EVOO, herbs and a loaf of bread. Who can resist oil and bread?
- An aged bottle of Balsamic vinegar; it's like giving a great bottle of wine.

Do you have a question that you've been meaning to ask?

If so, let us know what you're wondering about by emailing us at editor@fredmag.com.



Staying fresh, thanks to STEM

BY EMILY ROSENTHAL

erosenthal@CatholicReview.org

FREDERICK – St. John Regional Catholic School (SJ RCS) didn't rest on its laurels after being named a National Blue Ribbon School of Excellence in 2009.

The pre-K-8 school in Frederick County kept up-to-date with the latest advancements in STEM (science, technology, engineering and math).

Karen Smith, principal, described her students as "technology natives." With I-270, a technology corridor, connecting Frederick to the nation's capital, many have parents who work in STEM fields.

"We need to make sure that we're keeping up with what they (students) need to know," Smith said.

The newer technologies at SJ RCS, which receives support from seven parishes in the county, include 3D printers, iPads, touch-screen computers and electronic programs.

Assisting with the incorporation of the advancements is Kim Hanner, technology coordinator and math teacher. Her goal is to not overwhelm students, but to enhance their educa-

tion with technology.

"They've got the world at their fingertips," said Hanner, who compares the integration of technology to taking a field trip without leaving school.

Seventh- and eighth-graders have a 1-to-1 Google ChromeBook program. Younger students have access to computer and iPad carts, and each classroom has a "Tech Tub" containing iPads. A Knott Grant of \$89,500 assisted in funding many of the updates.

Through the Quest Program, students can participate in enrichment before, during and after school, and on weekends. Rosanna Rensberger, a middle school foreign language teacher and enrichment coordinator, encourages students' learning in unique ways, focusing on individual talents and interests.

SJ RCS offers learning lunches, where students engage in a subject of interest; special sessions, for both those who are excelling and those who need a boost; and extracurricular activities, including LEGO Robotics, academic quiz bowl, and stock market, geography and history clubs.

Teachers can reserve time in the school's Maker Space, where students

design and create projects using a variety of media.

Seventh- and eighth-graders make use of a science lab, where middle school science teacher Susan Lakomy involves her students in integrated experiments.

Her eighth-graders participate in "inventioning"

ST. JOHN REGIONAL CATHOLIC SCHOOL



LOCATION: Frederick

ENROLLMENT: 550

FACULTY/STAFF: 72

PRINCIPAL: Karen Smith

POINT OF EMPHASIS: Expanding STEM

– monthly STEM projects. For the sound unit, students make instruments; for the force unit, confetti launchers.

Lakomy's seventh-graders are involved with Trout in the Classroom, which saw them receive 150-200 trout eggs last fall to raise until their release during a field trip in the spring. Students are trained to work in groups to care for the fish and the environment.

"(Lakomy) inspired me to go into STEM," said Renata Farrell, a parishioner of St. Peter the Apostle in Libertytown who had her in seventh and eighth grades. "Not only has she taught me about science, but she has taught me about leadership and that girls can have strong STEM leadership roles."

Lakomy attributes the school's cutting-edge technology to a very supportive principal and well-trained faculty. She said the environment and technology at SJ RCS is: "definitely not stagnant."

About half of all SJ RCS graduates continue on to Catholic high schools; many are accepted into competitive STEM programs.

Farrell was an active STEM participant at SJ RCS, taking home first place every year in which she participated in the annual STEM fair. Now a freshman at Linganore High School, she is studying in Project Lead the Way, which integrates engineering into her curriculum.

"I was very prepared for high school and beyond," Farrell said of SJ RCS. •



KEVIN J. PARKS | CR STAFF

Robotics Club members Daniel Matlock, from left, Reagan Frazier, Nicole Chowdhury, Joshua Daniels, Dean Rensberger, Chantal Newman test their Lego Mindstorms. All but Newman, a third-grader, are in seventh grade.



FOR A FEATURE ON COVER
SUBJECT SARA HINESLEY, VISIT
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Service learning aids refugees

BY EMILY ROSENTHAL

erosenthal@CatholicReview.org

PHOTOS BY KEVIN J. PARKS

kparks@CatholicReview.org

Every Thursday afternoon, a bus leaves the campus of Notre Dame Preparatory School (NDP) in Towson for Moravia Park Elementary School in north-east Baltimore.

The latter's offerings include the Refugee Youth Project (RYP), an after-school program which helps children whose families have fled other countries assimilate to the U.S.

The RYP's volunteer tutors include students from NDP, as part of its social service program, which immerses stu-

dents in after-school, weekend and summer outreach.

"The social service program exists to connect students to the broader community surrounding NDP, specifically through the lens of transformation and justice," said Steven Pomplon, director of the school's social service program.

It involves service learning, which fuses volunteering and academics. While a growing trend at the university level, according to NDP, it is the first Catholic high school in the area to integrate a graduation service requirement into its academic curriculum.

"It's a growing necessity for any educational institution to meet students where they are," Pomplon said. "(Service learning) helps our students

the roster.

To explore the art class' topic of home and displacement, Tadeo and her classmates monitor current events and create their own pieces exploring various aspects of "home."

"The class is helping me prepare for my future," said Tadeo, who will pursue art in college. "Not just being an artist, but making a difference with my art."

Tadeo has been volunteering with RYP for three years, and assists in teaching an art therapy class there. With children from multiple countries and varying levels of English fluency, art serves as a universal language.

Art "is really a great way to get them to open up," Tadeo said. "I've watched them become more open with their creativity."

"They act just like any other kids," said Ellie Heffernan, a senior at NDP who has been volunteering with the elementary-aged students since her sophomore year. "They love being listened to."

Weekly, Heffernan and her NDP peers tutor at RYP, which offers English classes for children who hail from countries such as Eritrea, Syria, Nepal, the Democratic Republic of Congo, South Sudan and the Republic of Sudan. Most have been in the U.S. less than three years.

"Except for the fact that they're speaking a different language some-

make connections with what they're learning in the classroom, and the lives that they're leading when they leave campus."

Two classes at NDP utilize service learning: 10th-grade social studies and advanced placement studio art, where senior Mary Tadeo is on



NDP senior Haley Whitehead helps Moravia Park Elementary students Rejina Iramugisha and Issrah Makine make Christmas crafts. Rejina is from the Democratic Republic of the Congo, and Issrah is from Sudan.

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Hogan's nonpublic schools funding gets 'BOOST'

Hundreds of supporters rally in Annapolis to support program

By SEAN WHOOLEY
Capital News Service

ANNAPOLIS — Hundreds of private school students, faculty, parents and supporters piled onto Lawyers Mall in Annapolis on Tuesday for a rally to support Gov. Larry Hogan's funding for nonpublic schools.

Hogan, legislators and education administrators spoke at the event, put together by the Maryland Council for American Private Education to support the Broadening Options and Opportunities for Students Today program, known by its acronym, "BOOST."

Cheered on by the many speakers, including Hogan, the crowd chanted "give a boost to BOOST" and "support all kids" throughout the rally.

The BOOST program "provides scholarships for some students who are eligible for the free or reduced-price lunch program to attend eligible nonpublic schools."

Hogan told the crowd he himself attended private Catholic schools.

"It's really important that you're here," Hogan, a Republican, told the crowd. "We've got some legislators across the street in the State House that need to hear from you and I want to make sure you guys are ready to make some noise."

Among the schools with students and faculty present was St. Francis International School of Silver Spring and Hyattsville, Maryland.

The school's principal, Tobias Harkleroad, told Capital News Service his fifth graders came to Annapolis to make sure government officials knew they were thankful for support.

They also went to the rally to learn about the political process and make their voices heard.



ABOVE: Gov. Larry Hogan high-fives students on Tuesday at a nonpublic school advocacy rally in Annapolis. Opponents of Gov. Hogan's nonpublic school funding argue that public funds should be used for public schools.

LEFT: Students take a selfie with Hogan, who annually earmarks funding to provide vouchers and scholarships to private schools.

Aaron Rosa/Capital News Service

"We want to make sure that kids like them in nonpublic schools across the state are just as important to our elected officials as the wonderful children in our public schools," Harkleroad said.

Marianne Schwenz is the mother of an eighth grader at St. Joseph's Regional Catholic School in Beltsville, Maryland.

Schwenz said the potential funding provided by BOOST would particularly help grow special needs programs, especially in Catholic schools, where she feels

there isn't enough staffing to address the needs of some students.

However, she's happy with how legislators have responded to the nonpublic school needs over time.

Hogan's budget, approved by state lawmakers, has increased in each of the past three years funds directed toward the BOOST program. An appropriation of \$5 million in fiscal 2017 was followed by a \$5.5 million appropriation the following year. Hogan's proposal for fiscal 2019 climbs up to \$8.85 million. That budget remains un-

der review by the Legislature.

"I think [the funding] does definitely need to continue to grow, although I do think our voice is being heard a little more each year," Schwenz said.

Other supporters included delegates Shelly Hettleman, D-Baltimore County, and Dana Stein, D-Baltimore County. Representatives from the archdioceses of Washington and Baltimore Catholic schools also spoke, along with Maryland State Board of Education member, pastor Michael Phil-

“We want to make sure that kids like them in nonpublic schools across the state are just as important to our elected officials as the wonderful children in our public schools.

TOBIAS HARKLEROAD,
principal at St. Francis
International School

lips.

"Today, this is where all of you who attend wonderful nonpublic schools are going to go make sure that we protect our funding and our scholarships," Hogan said.

Mason-Dixon Polling and Strategy conducted a survey of 625 Maryland voters between Feb. 20 and Feb. 22 that found nearly two-thirds supported an increase in funding for the BOOST program. The poll also concluded 58 percent of voters surveyed would be more likely to vote for a candidate who supports increasing the BOOST program.

"The facts are that since taking office, Governor Hogan has committed record K-12 education funding in his four budgets, totaling \$25 billion," Eric Shirk, spokesman for the state's Department of Budget and Management wrote in an email. This includes \$6.5 billion in the proposed 2019 fiscal year budget.

But Maryland State Education Association President Betty Weller disagreed with Hogan's use of funds in a Jan. 17 statement.

"Another year, another Gov. Hogan budget that follows the policy priorities of Betsy DeVos rather than Marylanders," Weller said, citing the U.S. education secretary, an advocate of charter schools and private school vouchers.

Weller said Hogan should not be funding a voucher program that "overwhelmingly benefits" students in private schools.

Diversity in tech fields

Mar 10, 2018

The tech industry — which is becoming a mainstay of the Frederick economy — has a big problem.

In a world that increasingly and rightly values a diverse workforce, tech overwhelmingly employs workers who are male and white.

As a new report from the Kapor Center for Social Impact said: “Without a diverse workforce, the innovative potential of technology will be stymied.”

Some farsighted and hardworking entrepreneurs and educators are working to address the problem, *The News-Post’s* Ryan Marshall recently reported. That is good news.

The Kapor Center, which is working to increase the enrollment of girls and minority students in science, technology, engineering, and math (STEM) classes, had shocking numbers to back up their contentions.

“The technology sector nationwide is overwhelmingly male (74 percent), White (69 percent), and Asian (21 percent), while female, Black, [Latino], and Native American/Alaskan Native professionals are underrepresented,” the report states.

National statistics illustrate the depth of the problem: According to a Government Accountability Office report, the number of workers in jobs involving mathematics, computing, or engineering increased 24 percent between 2005 and 2015, compared with an increase of just 9 percent in the general workforce.

However, the percentage of women in technology jobs remained flat at 22 percent, compared with 48.7 percent of the general workforce.

The news was similarly grim for black workers. Although the number of black tech workers grew, the percentage of the overall technology workforce was flat.

Frederick is rightly proud of the growth of technology companies here. The number of tech companies in the county increased by 37.9 percent between 2001 and 2013.

But we have no reason to believe that local firms are not struggling with the same issues as other tech companies around the country.

That is where industry leaders like Masai Troutman come in. He founded his Frederick-based company, Masai Technology, in 1997.

Troutman told our reporter that he is passionate about improving diversity. To him, female, black and Latino employees present a great opportunity to add talent.

Increasing diversity in tech will require a commitment from major companies, he added. But he said he is not looking for token hires. Minority and women candidates need to be able to do the work to succeed.

That means the education system needs to develop girls and minority students and guide them into STEM classes while in middle and high school, so they can be ready for college where they can prepare for the careers of tomorrow.

Happily, Frederick educators seem to be up to the task.

Colleen Beall, a science curriculum specialist the county schools, told reporter Marshall that young girls need to see women who are succeeding in careers in science and technology.

The school system’s Women in Science and Engineering club brings in speakers to show girls what is possible for them.

Rosanna Rensberger, the enrichment coordinator at St. John Regional Catholic School, is also working to show girls this gateway to the future.

On April 22, St. John will host a STEM Career Fair for Girls. It will enable girls speak directly to women working in science and technology, to learn more about the opportunities available to them.

Kate Atchison, assistant director of the Maryland Center for Women in Computing at the University of Maryland, told Marshall it is important to attract the attention of girls at an early age, certainly by the time they are in middle school.

We cannot help but be encouraged that local leaders are so involved. Increasing diversity in tech fields is important for the future workers, and for the companies themselves.

“We’re all still looking for answers,” Atchison told our reporter. We wish them well in that search.

The Frederick News-Post

In the Classroom: Pre-K students at St. John Regional Catholic School learn to mix colors

By Allen Etzler aetzler@newspost.com Mar 23, 2018 · 1



Finley Weiner takes a close look at the Easter egg she was dyeing Friday in a pre-K class at St. John Regional Catholic School.

Staff photo by Dan Gross

Andrea Sommers spritzed some shaving cream into a resealable bag with a white egg inside and dripped three drops of red food coloring into the bag.

As the St. John Regional Catholic School prekindergarten teacher handed the bag to a pupil to mix the coloring around and dye the egg, Sommers noted how easily the egg could crack.

"You need to be delicate," pupil Emma Gilbreth chimed in.

Minutes later, Emma sat on a small, blue plastic chair mixing her egg with red and yellow food coloring.

"I'm making my egg turn orange," Emma said. "Yellow and red make orange."

While many 3-year-olds are learning to simply identify colors, Sommers' pupils are mixing primary colors together to make secondary colors.

St. John Regional Catholic School offers two pre-K programs for 3-year-olds — one half-day program that meets three days a week, and a full-day program that meets five days a week.

A committee tasked with overhauling the state's public education funding formula, and pre-K-to-12 programs, dubbed the Kirwan Commission, has brought pre-K to the forefront of the discussion. The commission recommended providing all-day preschool for all 4-year-old children and all low-income 3-year-olds.

The commission added that the importance of universal pre-K can't be overstated, noting that countries benchmarked as top performers offer free or inexpensive, high-quality early childhood education for all 3- to 5-year-olds.

Although St. John Regional Catholic School is a private school, Sommers advocates for it to be available in public schools as well.

"The program really allows students to meet the goals of kindergarten, sometimes before they even get to kindergarten," Sommers said.

On Friday, pupils dyed Easter eggs and Sommers told them about the significance of the Easter egg. But first, she read them a story called "I Love You the Purplest," about two brothers vying for a mother's love. The mother compares her love for each son to a color — one red, one blue — adding that an equal amount of love makes purple.

As the children dyed their eggs, they also received a sheet of paper with an egg on it for them to color in. Henry Karell colored his egg with scribbles in blue crayon first, calling it his "blue spaghetti egg."

Along with learning colors, the pre-K pupils have also participated in STEM-based (science, technology, engineering and math) activities such as building "junk boats" and floating them in a pool outside of the school. The young students not only learned how to build and be creative, but also learned the different parts of a ship, Sommers said.

Many of Sommers' 16 pupils have learned to spell their name, and they all have learned early socialization skills and phonics to help develop reading skills. For those who can't write their name, Sarah Hickman, a classroom aide from the Frederick County Public Schools SUCCESS program, will walk by and help the students write their name.

The class also has a pumpkin plant growing in the back corner of the classroom, which has small pumpkins starting to grow on the vines. Sommers credited her students with noticing the leaves on the plant were starting to brown after time passed without watering the plant.

"We've been learning what it means to investigate," Sommers said. "So when they noticed the brown leaves were different, we investigated why that might be. Then they found out that if we don't water it, the plant will start to die."

In class, Sommers often takes out an iPad and takes photos of her students completing activities using an app called "Seesaw." When she takes the photo, she can identify which pupil or pupils are in the photo and send the photo directly to their parents. The parents will get a notification on their phones if they have the app and can view the photo. Sommers said parents are checking in on their children several times throughout the day.

While some opponents of pre-K for 3-year-olds argue that it starts children in school too early, Sommers said that she works to keep the learning active and fun.

"It's important for there to be movement and make it enrichment-based," Sommers said. "I think we do a good job making it a low-stress, fun environment for them."



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TEACHING FOR THE Future



BY ROSANNA RENSBERGER

Technological advances and a changing global economy require students to have multiple literacy skills in order to be career and college ready. We are currently preparing our students to be successful members of the global economy, an economy that is changing by the minute. Elementary teachers in the 1990s were educating students, preparing them for a future that would include careers such as app development, sustainability experts, and online

data mining. The remarkable thing is that these careers did not exist at that time. How do we educate students to participate in careers we cannot even imagine yet? In addition to this, we need to prepare students for careers that are not confined to the standard 9:00 a.m.-5:00 p.m. business hours in brick and mortar buildings, as the global marketplace demands employees to communicate and collaborate in real time across time zones and languages. This may translate to

a 4:00 am EST Skype session with a colleague located across the globe. How do these career realities translate into instructional foci for students and teachers in the 2018 classroom, and especially for our English Language Learners? We need to teach not just content, but 21st century skills and strategies that transcend disciplines and do so in a way that is culturally responsive, timely, and rigorous yet respectful of the talents of the students in our classrooms.

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Instructional focus on foundational skills as well as building 21st century literacy skills including the use of technology, creativity, critical evaluation, productivity, and communication is imperative to prepare students to actively participate in a more complex global economy. As students' literacy skills develop, the focus transitions from learning to read to reading to learn. A new set of skills, strategies and competencies must be taught and mastered. Schools equipped with accessible and reliable technology that is used in high capacity by students to help apply these skills are also critical to meet these demands.

Traditionally, literacy in the content areas was isolated to experiences within the confines of the discipline specific classroom. Researchers have demonstrated the need for more authentic and collaborative learning to model the expectations of the marketplace as well as align with the neurological research on how the brain learns. Students must now master competencies that cross over curricular divides; they require transdisciplinary literacy skills. These skills include making connections with the media content on a personal and more global level, recognizing and understanding multicultural perspectives, identifying issues or concerns, using and evaluating multiple sources.

Teaching...continued on page 20

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es of information to innovate, create, solve problems, and clearly communicate the results to multiple audiences to argue or enlist the citizenry to call for action or improvement.

As educators of English Language Learners, the best practices for literacy and language acquisition are paramount to ensure student success in the global economy. Having a clear understanding of the characteristics and needs of the different levels of student English proficiency in the classroom is the initial step in planning developmentally appropriate literacy instruction. Teaching and modelling metacognitive comprehension strategies while interacting with texts are data-driven, evidence-based instructional practices that facilitate successful literacy skills development. This reality is especially challenging for English Language Learners who are acquiring an additional language as they are learning these skills in their native language. Fortunately,

there are several teaching methods and strategies available to develop lessons that facilitate these 21st century skills and strategies development while attending to the language goals of the students. The Sheltered Instruction Observation Protocol (SIOP) Model is an example of one. "The SIOP Model was developed in a national research project sponsored by the Center for Research on Education, Diversity & Excellence (CREDE), a national research center funded by the U.S. Department of Education from 1996 through 2003 to assist the nation's population of diverse students, including those at risk of educational failure, to achieve academic excellence" (<http://www.cal.org/siop/about/history.html>). The SIOP Model consists of eight instructional components that include elements of research by educational leaders like Robert Marzano and experts in the field of Linguistics such as Stephen Krashen. These components include: Lesson Preparation, Building Background, Comprehensible Input,

Strategies, Interaction, Practice/Application, Lesson Delivery, and Review & Assessment. Schools across Frederick County use this model to improve their English Language Learner instruction.

As an educator who began teaching during the infancy of the internet in the educational setting and has witnessed the social media revolution and all its implications during my tenure, I look forward to seeing the career choices and future realities of my current elementary school students. More importantly, I look forward to seeing how these citizens will put their 21st century trans-disciplinary skills and strategies to work to make our global community a better place for all stakeholders. **✪**

Rosanna Rensberger is a 20-year veteran in the field of education. She holds a Master of Education in Educational Leadership and currently serves as the enrichment coordinator and foreign language teacher at Saint John Regional Catholic School.



Pre 3-Grade 8

St. John Regional Catholic School
combines Christian, Catholic faith in
a challenging academic environment.



How your child benefits from attending a Blue Ribbon School of Excellence:

Academics: Our students test within the Top 15% of the nation in both math and language arts.

Safe Environment: Awarded for safety measures, including: visitor screening, bullying prevention, character, values, and responsibility. We provide a safe, age appropriate school experience.

STEM and State of the Art Technology: SJRCS has and continues to be a leader in STEM education in the state of Maryland. A model school for the 21st century: 1:1 Chromebook and iPad programs, hands-on Makerspace classroom, 3D printer curriculum, Robotics, Engineering, and Science Lab.

Social Responsibility: SJRCS educates the whole person: mind, body, and spirit. Our students grow up to be socially responsible adults by doing service projects, and hands on environmental learning projects.

PRIDE Program: Our PRIDE program address the diverse learning needs of our students. Staffed by a teacher specialist and teacher assistant, this program assists and provides accommodations for students of all ability levels and with a variety of learning needs.

Athletics and Extracurricular Activities: Go Wildcats! We offer a robust sports program, Wildcat Morning News Show, Stock Market Club, Chess Club, National Junior Honor Society, Light of Hope, Band, Chorus, to name a few.

Solid Foundation: Our students are well prepared for high school and beyond. Students receive scholarships to private high schools, colleges, and excel academically throughout their lives. SJRCS was founded in 1829 and we have a long history of accomplished alumni.

SJRCS is the best investment you can make for your child. Grants, scholarships, and financial aid packages are available for all families to attend.

Open House | Wednesday, January 31st, from 9-11a.m.

Looking for more information? Visit or contact us at:
www.sjrsc.org • 301.662.6722 • 8414 Opossumtown Pike, Frederick



Staff photos by Bill Green

Students filled the gym at St. John Regional Catholic School on Thursday as the roughly 530 students in the school learned the school was named one of 342 National Blue Ribbon Schools of 2017.

Achieving success

St. John Regional Catholic School celebrates blue ribbon award

By ALLEN ETZLER
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Students flooded the gym at St. John Regional Catholic School 45 minutes after the staff had officially heard the news.

Blue balloons lined the gym, and faculty handed out blue plastic clappers to each of the approximately 530 students in the school. The plastic applause sounded like a torrential downpour on an old tin roof.

The applause was well-earned: The school was selected as one of 342 National Blue Ribbon Schools of 2017.

The National Blue Rib-



Students fill the gym at St. John Regional Catholic School on Thursday.

bon Schools Program has been around since 1982. It recognizes public and private schools that exhibit overall academic excellence or their progress in closing achievement gaps among student subgroups.

Secretary of Education Betsy DeVos informed the students through a video sent to each school.

"It truly does take a village to make this happen," said William Knotek, assistant principal at St.

John Regional. "And now we get to be a village of blue."

St. John Regional Catholic School earned the award after finishing in the top 15 percent in the nation in its standardized testing.

It is one of two Frederick County schools to receive the national award — joining Centerville Elementary School.

"We are so excited to receive this news," Frederick County Public Schools Superintendent Terry Alban said in a news release. "Centerville is an exemplary school. The school's administrators, teachers, staff, students, and families have truly created an outstanding environment for learning. Centerville couples awesome academic achievement with superior community engagement. That is an award-winning formula for success."

Centerville was named one of just six Maryland Blue Ribbon Schools in December. Centerville has met the state's criteria as a

(See BLUE RIBBON B2)

Blue Ribbon

(Continued from B1)

school that has demonstrated high achievement over a five-year period and ranks in the state's top 10 percent on Maryland assessments in reading and math. About 960 students attend the school, which has 102 staff members.

It's the second time St. John Regional Catholic School has won the national award — with the first coming in 2009. The school's seventh- and eighth-graders were in prekindergarten and kin-

dergarten when the school won the first award.

"We hope they remember the feeling of what it was like to win the first time," Principal Karen Smith said. "We are so proud of our students and our teachers and all the work they put in to make this happen."

Blue ribbon winners will be honored at an awards ceremony Nov. 6-7 in Washington. In the past 35 years, more than 8,500 schools nationwide have received this award — with 10 being Frederick County Public Schools.



Students filled the gym at St. John Regional Catholic School on Thursday as the roughly 530 students in the school learned the school has been named one of 342 National Blue Ribbon Schools of 2017.

Staff photo
by Bill Green

Neighbors

THE FREDERICK NEWS-POST

TUESDAY, DECEMBER 26, 2017

St. John Regional Catholic School presents donation



Courtesy photo

St. John Regional Catholic School, in Frederick, recently presented a check of donations made by students and a Thanksgiving meal to Frederick Community Action Agency to support their needs. SJRCS has partnered with the FCAA to donate unused food through its lunch program. Pictured, from left, are Steven Cirko, of the FCAA; Addison Scanlon, Jackson Platner and Karan Millberry, of SJRCS.

Readers Say Thanks: Sponsor support made teacher appreciation dinner possible

Mar 8, 2018

Catholic education in Frederick County was celebrated at the 20th annual teacher appreciation dinner hosted by Friends of Catholic Education. The event honors the dedication and accomplishments of teachers, staff and administration at Mother Seton School, St. John Regional Catholic School, St. Thomas More Academy and Saint John's Catholic Prep.

Nearly 200 guests from the county's Catholic schools, as well as clergy, board of trustee members, benefactors and Archdiocesan guests attended the event including Margaret Dammeyer, associate superintendent for curriculum and professional development at the Archdiocese of Baltimore. Also in attendance were Mount St. Mary's University President Tim Trainor and his wife, Dr. Donna Brazil, and Professor Liz Monahan, the director of the Center for Catholic School Excellence. Dr. Barbara McGraw Edmondson, the chief leadership and program officer at the National Catholic Educational Association gave an inspirational keynote address.

To highlight the evening, board of trustees President Bill Milani and Michele Corr, executive director, presented the Friends of Catholic Education Teaching Award of Excellence to Verona Leahy, St. Thomas More Academy; Wayne Rousculp, Saint John's Catholic Prep; Michele Kavanagh, St. John Regional Catholic School; and Danielle Kuykendall, Mother Seton School.

Events like this would not be possible without sponsors and through their generosity, the donations paid for the entire evening. The Friends of Catholic Education board of trustees expresses their gratitude to: The Plamondon Companies, Roy Rogers, Frederick County Bank, The Atkinson-McGowan-Harris Team of Merrill Lynch, Mount St. Mary's University, David M. Grove Attorney-at-Law, Peter and Lorrie Plamondon, Dr. Bernadette Emerson, Dr. Carol Hinds, Fr. Larry Frazier, The Delaplaine Foundation, IP Data Systems, Dr. Thomas and Irene Powell, Mike and Rita McGowan, Mike and Liz Kinley, Al Edwards, Bill and Cindy Milani, Bill Mohan, Frank and Laureen Lipscomb, John and Karen O'Boyle, Pat and Molly Crowley, Dave and Barb Miller, Pam Zusi, St. John Regional Catholic School, St. Thomas More Academy and Mother Seton School, as well as the many door prize sponsors.

Friends of Catholic Education Inc. is a local nonprofit organization that supports Catholic school education in Frederick County. Since its inception in 1989, they have committed nearly \$5 million in financial assistance to local Catholic schools and their families through scholarships, tuition assistance, capital improvement grants and tuition credits through their Grocery Card Program. They work to fulfill their mission to provide a Catholic education in Frederick County for all who seek it. Catholic education in Frederick County is alive and well and thriving!

Michele Corr, executive director

Friends of Catholic Education

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Staff photos by Bill Green

Adrian Naylin, a fifth-grader at Saint John Regional Catholic School, reacts with excitement after correctly answering the final question in the 21st FNP History Bee on Friday afternoon at Frederick Community College. The event is sponsored by *The Frederick News-Post*. See more photos on page A7.

STUDENTS BRING THE STING



Finalists Ella Newcomer, left, and Lorelei McWilliams congratulate each other during the final round of competition Friday at the 21st FNP History Bee.

Fifth-grader wins History Bee trophy

By ALLEN ETZLER
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Sitting at a table with three other elementary school students, Sean Steinmetz scrunches his face as he's asked about Gathland State Park.

A proctor asks what the arch at Gathland State Park is named after, which Sean answers correctly — war correspondents. When the proctor asks another student to define war correspondent, the student can't come up with an answer.

"Just as a hint for next time, look at the word correspondent," said Sean, who is in fourth grade at New Market Elementary School. "It means 'to communicate.'"

Sean, and more than 100 local

(See HISTORY BEE A4)

History Bee questions

1. Who was in charge of the Union troops at the Battle of Monocacy?
2. Name the two Frederick doctors that founded the Union hospital for African-Americans in 1919.
3. The Weinberg Center for the Arts opened in 1926 as what theater?
4. Why did the Frederick Fair close in 1918?
5. Who was the first person to buy land plots in Frederick?



- History Bee answers
1. Lew Wallace
 2. Dr. Ulysses Grant Bourne and Dr. Charles Brooks
 3. Tivoli
 4. Influenza epidemic
 5. Daniel Dulaney

Scenes from the 21st FNP History Bee



Staff photos by Bill Green

Nine of the 12 finalists in Friday's 21st FNP History Bee are, from left, Alex Crowell, Eli Miller, Nels Sunnarborg, Adrian Naylin, Lorelei McWilliams, Ella Newcomer, Ryan Smart, Benjamin Celeste and Sean Steinmetz.



Proctor John Schidlovsky asks questions of students around the table.



More than 100 local third-, fourth- and fifth-graders competed in the 21st FNP History Bee on Friday afternoon at Frederick Community College. The event is sponsored by *The Frederick News-Post*. Awards were presented to the top three finalists.

History Bee

(Continued from A1)

third-, fourth- and fifth-graders, competed in the 21st FNP History Bee on Friday afternoon at Frederick Community College. The event is sponsored by *The Frederick News-Post*.

"This is a really fun event," said winner Adrian Naylin, a fifth-grader at Saint John Regional Catholic School. "I'm really happy to win this year. I was pretty nervous before the final round."

After making it through the first two rounds, which featured roundtable-style questions in which the top two students at each table advanced to the next two rounds, Adrian joined 11 other competitors on the final stage to Frederick County and Maryland history questions from the 18th through 20th centuries.

The event host read off one question to each competitor, and if the competitor got it right, he or she advanced. A wrong answer eliminated the competitor.

"I'm nervous and excited," Sean said before the final round began. "I came in third last year, so I feel like I have pretty good chances."

It wouldn't work out as Sean hoped. He was eliminated midway through the final round when he missed a question asking what year the historical society in Frederick County was founded.

Sean answered 1889, but the society was founded three years later, in 1892. Still, Sean finished fifth and received a medal, as did the other finalists.

Sean said he has always liked history and enjoyed competing in the event.

"I like learning about the people and what they did," Sean said. "You can learn a lot from how people did things throughout history."

For Adrian, this was his second time competing in the event. After missing out on the finals last year as a fourth-grader, he studied all summer so that he could advance further in the competition.

He used the study guide provided before the competition and worked with his mother in order to learn and retain as much as he could.

"I tried to have every answer memorized," Adrian said. "I felt really confident because of how hard I studied."

The finals came down to Adrian and Eli Miller — a fifth-grader at Carroll Manor Elementary. The two went back and forth for 11 rounds after the third-place competitor was eliminated.

"It's like we were neck and neck that whole time," Adrian said. "He was a really smart competitor and I'm a really smart competitor, so it was a lot of fun going back and forth and to keep getting questions right."

Follow Allen Etzler on Twitter: @AllenWetzler.