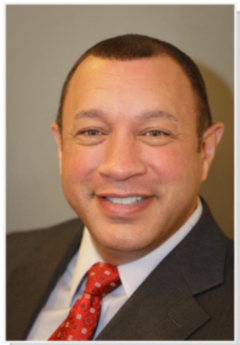


# Lumen Christi



February / March 2016



## From the Superintendent's Desk

**Mr. Henry Fortier**

*Secretary for Education / Superintendent of Catholic Schools*

May the Peace of Christ be with You!

In February, I attended a conference with a small group Catholic and Public School Superintendents where we discussed the changes to the Elementary and Secondary Education Act (ESEA 1965) also the Improving Americas Schools Act (1994), or more recently known under its 2001 reauthorization name as the No Child Left Behind Act. The most recent reauthorization (January 2016) of the original 1965 ESEA law is called the Every Student Succeeds Act (ESSA). The titles given to this original 1965 law in the last 3 reauthorizations have made it clear what the intent of the law is trying to accomplish; the unfortunate thing is that there needs to be a creative new name with each reauthorization because the intent is never accomplished.

At this same conference there were breakout sessions dedicated to the work of Carol Dweck, Ph.D., on growth mindsets. The presenter was very engaging and throughout the presentation I was sending pictures of slides to Dr. Flanigan because it reflected the hard work she has been doing in the regional professional development days this year. In one of the presenter's slides, the heading read "Learning Zone vs. Performance Zone" and it had pictures of people doing very similar tasks under each heading. As the discussion evolved, it was clear that although the tasks may look similar, the reality of the environment was not.

In 2012, I began making changes to our instructional standards and with that some shifts in grading and assessment. As Dr. Flanigan and I began working with the principals in the first year of these changes, it struck me how focused the principals and their faculties were on implementations dates. The focus on "exactly when does this have to be implemented by" became more important than the possible impact this could have on the quality of instruction for our students. What I sensed was a fear of missing the deadline or failure to comply with negative consequences. What I desired was for this shift in our system was an excitement for the possibility, an engagement of the incredible creativity possessed by our teachers, and new life breathed into what may have become repetitious. So, in the middle of our principals' meeting I decided to remove all timelines related to the initiative. My desire was that as new components were introduced they would be used in the classrooms even if mistakes were made and it wasn't perfect initially. I hoped that teachers would have an open mind and have the opportunity to experiment with what they were learning without being evaluated. I wanted teachers to have the freedom to explore and learn these new strategies without fear of deadlines, evaluations, negative implications or things that would stifle the willingness to try.

As I sat in the conference and listened to the discussion on the difference between the Learning Zone and the Performance Zone, I had awareness that without knowing the terminology I was trying to create a Learning Zone for you. I didn't want a Performance Zone that had assessments attached with positive/negative consequences as the motivator. In the public schools as they rolled the common core, teachers' raises were linked to student test score outcomes the first year the initiative was introduced; and even today, throughout the state, teacher pay increases will be linked to the outcomes of their formal observations.

Dr. Flanigan and I share a unified vision that you, as professional educators, need the opportunity to grow without the pressure of assessment when learning new strategies. It should be an environment of respect, encouragement, healthy dialogue, constructive feedback for growth, openness to creativity, while holding the highest of expectations so we may provide the best for our students. I pray that you have felt that encouragement and respect. I also hope that you are providing that same environment in your classrooms. Reflect and ask yourself if your classroom is a Learning Zone or a Performance Zone? Are you giving your students the opportunity to practice without points? I pray that throughout our schools, and regardless of our position or title, we create "Learning Zones" where participants feel encouraged to grow and fully explore who God created them to be.



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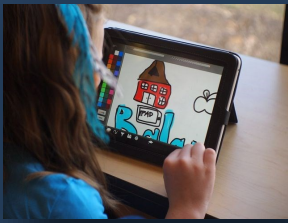
[SEFL • eBulletin](#)

[Play Like a  
Champion, Weekly  
Coach Note](#)

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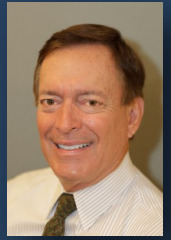
[CAPE Outlook](#)





# Early Education **NEWS**

Mr. James Cooney  
Associate  
Superintendent



During the 2014-2015 school year, Dr. Jackie Flanigan and a team of educators in the Diocese developed an observation instrument to be used as a tool for conducting classroom walk-through observations. This instrument is most appropriate for use in second grade through high school classrooms. During the fall of the current school year, we received requests from elementary principals, teachers, and early education program directors regarding the possibility of developing a classroom observation instrument that focused specifically on early childhood education.

This past January there was a meeting of the early education program directors at which time they collaborated in initiating the development of an observation instrument specifically designed for classrooms of early learning. Since that meeting, the initial work of the early education directors has expanded from the development of the Diocesan Early Education Observation Form, to the development of an observation form for Toddler/Two Year Old Programs, as well as one for Infant Programs.

All three of these new observation forms are based on indicators that reflect developmentally appropriate practices. These forms may be used in observing instruction, student behavior, teacher behavior, classroom environment, and other indicators that contribute to quality teaching and learning. The indicators listed on the forms may be used to guide administrator observations, such as quick classroom walk-throughs, or extended time classroom observations.

The Office of Catholic Schools wishes to take this opportunity to thank all those who contributed to the development of these documents. Please feel free to use these forms in elementary school programs as well as early education center programs. Note that you may download these forms (below) for use in your school or center.

[Diocesan Early Education Observation Form](#)

[Toddler-Two Year Old Observation Form](#)

[Infant Program Observation Form](#)

## *Mission Statement*

*Catholic schools in the Diocese of Orlando proclaim the Gospel message within an academic environment of excellence that challenges students to be creative and critical thinkers who integrate faith, moral leadership and compassionate service in order to create a more just and humane world.*

## EXTRAORDINARY JUBILEE OF MERCY

DEC. 8, 2015 - NOV. 20, 2016



"IT WILL BE A HOLY YEAR OF MERCY."  
-POPE FRANCIS



**Dr. Jacquelyn Flanigan**  
Associate Superintendent  
for the Office of Catholic Schools



**Professional Development Update:** We have just completed the process of delivering the second part of this year's professional development on the topic of Achieving Rigor and Relevance. The Spring focus was on Assessing for Rigor and Relevance. The feedback has been excellent and participants are reporting that the sessions were helpful in fine-tuning the creation and use of performance assessment rubrics. Following each Regional Day, I emailed principals the PowerPoint presentation and a follow-up presentation on feedback.

The high school day at Bishop Moore High School, January 19th, received good reviews overall. Participants reported that this session was much more engaging and relevant than the Fall session and that teachers appreciated being able to really hone in on specific content areas.

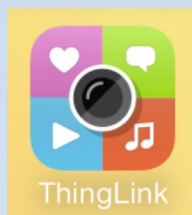
**Next Year's PD Focus:** For the 2016-17 school year, our Diocese will be focusing on the analysis and utilization of data to inform and direct instruction. Over the past two years, Dr. Belinski and I have been working with our schools to learn basic strategies for data analysis. While we still have some schools to train, our plan is to have two days - one early in the year and one later in the year – to review data at the school level. These school-based "Data Days" are being implemented all over the country as a means to have important discussions regarding what the data tell us about our students. The dates and additional information are indicated on the 2016-17 Office of Catholic Schools calendar. Dr. Joe and I will be providing schools with a specific format and template for these critical data discussions.

**Federal Programs Consultation Update:** It is the time of the year when the Districts (LEAs) reach out to the non-public schools for the initial participation and consultation meeting of the 2016-17 school year. These meetings are critical for two reasons: 1) During the course of this initial meeting, information is shared as to how consultation and services are tentatively planned for the coming year, and, 2) it provides the non-public school with information about how the allocation of services was determined. Mr. Fortier expects all of our schools to be represented at these meetings. This does not have to be the principal; it can be the assistant principal, lead teacher or the principal's designee – it is important that our schools are represented and that our voices are heard. For example, it is during this meeting that Title I support services and IDEA services are explained. It is very common for the District to simply tell the non-public schools what is going to occur. According to the federal guidance, the services are determined *in consultation* with the non-public schools according to *their* needs. If we are not a voice at the table, we lose an opportunity to discuss what our students actually need and how those needs might be best served.

There are several changes in process under the new re-authorization, the Every Students Succeeds Act (ESSA). These changes will not be required until the 2017-18 school year; however, pending information and planning is in place in anticipation of the changes. Again, this is another critical reason to attend and learn how ESSA will impact our students.



## **Creative Website for the Classroom**



ThingLink is a free and user friendly digital tool that provides users with the ability to turn any image into an interactive graphic. ThingLink offers a web platform and mobile app for creating and sharing interactive images. This allows teachers or students to add content inside any image - including photos, video and audio players, web links, polls, text and more - that appear in the image when shared and viewed. Easily embed an interactive ThingLink graphic into any blog or website. Teachers and students can create collections of work within the safety of their own ThingLink Teacher classroom with an exciting new feature known as Channels. ThingLink Channels provide users with the ability to organize images into embeddable interactive albums with the click of a button.

Teachers and students have the flexibility to build channels that are connected to learning goals and compliment classroom routines. The ideas for using ThingLink in education are limitless. For example, students can create an interactive report, interactive portfolio, interactive maps, interactive bulletin boards, interactive photo collage, multimedia vocabulary definitions, make interactive wordle reading lists, document field trips, and many more. Teachers create free accounts and can add or invite up to 100 students with this account. If the teacher needs to add more students or create more than one group, the account can be upgraded to premium for \$35 a year. To sign up for a FREE account and begin creating ThingLinks visit <https://www.thinglink.com/edu>.

## **App of the Month**



This year at FETC (Future of Education Technology Conference), one of the most popular topics was augmented reality. Augmented reality (AR) is a live, direct or indirect, view of a physical, real-world environment whose elements are augmented by computer-generated sensory input such as sound, video, graphics or GPS data. The difference between augmented reality and virtual reality is that the view of reality is modified by a computer enhancing one's current perception of reality and virtual reality replaces the real world with a simulated one. Teachers can use AR to create active learning experiences and allow students to interact and explore with the content they are learning about. The Quiver App combines physical coloring from "back in the day" with state of

the art augmented reality technology to bring teachers and students an extraordinary learning experience. There are many other AR apps but this one is FREE and you can download and print FREE pages from the website, <http://quivervision.com/>, to use with your students. There are other free AR apps available for education such as Aurasma, Elements 4D, and Anatomy 4D. All you need to do is print out the Quiver coloring pages, then have your students color them using their favorite colors. When they are done open the Quiver App and tap the play button (the button with the Quiver Butterfly logo on it) to open the viewer. Look at the colored Quiver coloring page with your smart device camera. Make sure you can see the entire page; it will turn blue to confirm. The Quiver coloring page will come to life just the way they colored it. To download the free app, go to the iTunes App store at <https://itunes.apple.com/us/app/quiver-3d-coloring-app/id650645305?mt=8>. It is also available for Android.

UNIVERSITY *of* NOTRE DAME

# Play Like a Champion Today

Character Education Through Sports

Champion Coach Note

[January 19, 2016](#)

[January 26, 2016](#)

[February 1, 2016](#)

[February 9, 2015](#)

[January 22, 2016](#)

[January 27, 2016](#)

[February 2, 2016](#)

[February 16, 2016](#)

[Notre Dame 11th Annual Sports Leadership Conference](#)

[February 22, 2016](#)

[February 25, 2016](#)



**Dr. Joseph Belinski**  
Director of School  
Planning

## Dr. Belinski's

# Accreditation Corner

Professional Learning Communities (PLC's) are discussed throughout the rubrics for the *National Standards and Benchmarks for Effective Catholic Schools*. PLC's are specifically mentioned in Benchmarks 2.3, 7.2, 7.3, 7.7, and 8.5 and are referred to elsewhere throughout the document. Research has continued to demonstrate that "expansion of Professional Learning Communities is indicative of the increased emphasis on teacher collaborations as a powerful means of professional development...professional development that is increasingly collaborative, data-driven, and peer facilitated, all with a focus on classroom practice." (Ed Week Oct 2, 2015). However, when the Bill & Melinda Gates Foundation recently surveyed teachers and their views on Professional Development (Dec 2014), the number one highest level of dissatisfaction was the professional development offered in regards to Professional Learning Communities.

To avoid this disconnect, Ed Week offers some process elements for PLC's:

- 1) Educators work in collaborative teams rather than in isolation and take collective responsibility for student learning.
- 2) Collaborative teams implement a guaranteed and viable curriculum, unit by unit.
- 3) Collaborative teams establish the criteria they will use in assessing student work, apply the criteria consistently, and monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.
- 4) Educators use the results of common assessments to help one another improve their individual practice; build the team's capacity to achieve its goals; and identify individual students, by name and by need, for intervention and enrichment.
- 5) The school provides a systematic process for intervention and enrichment based on the needs of individual students.

And another source of guidance for beneficial PLC's comes directly from the *National Standards*:

Once teachers working in PLCs agree on the important learning for the year or course, they design valid common assessments which they administer to all students in the subject/grade or course periodically throughout the instructional period (year, semester, quarter, or grading period). Teachers meet regularly in their PLCs to analyze the data from the common assessments and use it to adjust teaching so more students can successfully demonstrate proficiency. PLCs create and use rubrics and proficiency targets to ensure consistent measurement of learning results. As teacher teams progress, they are able to use learning data from the previous year to set achievement goals for their current students. As they monitor student learning as demonstrated on the common assessments, they use the data to set objectives and adjust instructional strategies in order to better reach the learning goals.

In all cases, the work of the PLC is must be focused on student outcomes and improving student performance. And this work, although not easy or accomplished quickly, is focused on the continual improvement of the student, the teacher, and the school.



**Mrs. Linda Caldwell**  
**Marketing Director—Central Region**



OFFICE OF CATHOLIC SCHOOLS  
**Marketing**

### **Another Catholic Schools Week is over...now what?**

I love Catholic Schools Week. During CSW 2016, I had the pleasure to visit or participate in activities at all of the schools I serve in Orange and Seminole counties. From the chalking of doors at All Souls to the media coverage of Holy Family's Walk-a-Thon, from Crazy Hair and Mismatched Clothes Day at Good Shepherd to Mass celebrated with Bishop Noonan and the students of Morning Star School, St. Charles and Bishop Moore -- and everything in between, it was phenomenal! Catholic schools have so much to offer.

Dawn Melcher and Maria Del Amo said that the schools they serve in the Eastern and Western regions also enjoyed equally successful events, especially the Open House.

Most of the schools across the diocese noted a sizeable increase in the number of families visiting their schools during Open House. Whether your school had one or 100 extra families visit, the message is clear – word of the many benefits of a Catholic education is spreading and families are interested in what our schools can offer their children.

So, they have seen your facilities, walked your campuses, and met your teachers and students. Now what? The answer is quite simple – **proper** follow up.

Without follow up, a perfectly run event or interaction can become a total waste of time. Today's parents have multiple options when it comes to educating their children. Following up on their visit can make your school stand out. Don't delay, either. A timely reminder of why your school is special is of the essence. Here is how everyone in your community can help in this endeavor (*taken in part from the Archdiocese of Seattle Catholic Schools Enrollment Management Handbook*):

**Principal:** Use the information provided from sign-in sheets to write handwritten notes to each of the families. Write your message on note cards printed with your school logo if you have them.

Email is also an option, but only if an email includes a personal recollection of a family's visit or follow up to a family's question. An email that reads like a "blast email" is impersonal and leaves a bad impression. Demonstrate individual attention to the family and perhaps include an invitation to another upcoming school event.

**Staff:** After collecting the data from the sign-in sheets at an admissions event, store the data in a centralized location and track future interactions with individual families to ensure follow up that is purposeful and not redundant. If a family indicated that they were likely to send their child to your school, follow up to see if they would like to schedule a private tour.

As always, answer the phones in a friendly manner. You never know when a prospective family is calling for more information.

**Parent Volunteers:** Follow up calls to prospective parents who have children at their grade level or near their grade level. Parent volunteers can ask for honest feedback about the event and also move a family forward to enrollment.

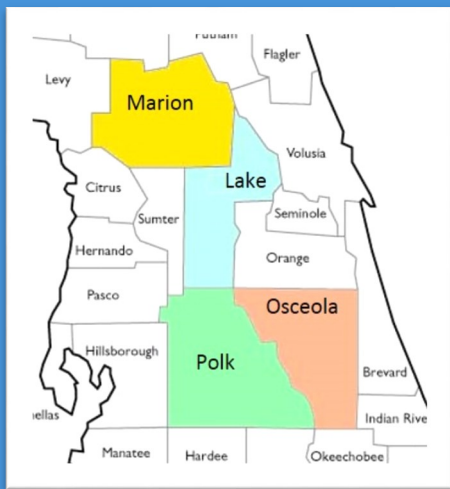
This tip reminds me of when I was preparing to send my son to kindergarten at a Catholic school. I bombarded my friends who already had children at the school with questions –namely about dress code -- that seemed too silly to ask the school administration. Their patience with me as well as their obvious love of the school reassured me that my husband and I made the right decision in our school selection.

**Students:** Students can also play a part in follow up to prospective families. Some schools have found it very effective for current students to write letters to families explaining why they are happy at the school.

And finally, every kind of admissions event offers an opportunity for reflection:

- What was positive and what can improve?
- How many families enrolled?
- Solicit feedback from volunteers and staff.
- Ask touring families for feedback, including a decision to not enroll.
- Keep track of the efforts to drive attendance to Open Houses:
  - Determine if expected attendance matched actual attendance
  - What factors might have contributed to strong or weak attendance?

Peace always.



**Mrs. Maria Del Amo**  
**Marketing Director—Western Region**



### Creating Memories with Catholic School Week 2016

It tends to be bittersweet when Catholic Schools Week is over. The weeks of preparation, planning and anticipation can be overwhelming, as we strive to showcase what we do and share with our communities what we stand for. But in the midst of the madness, it is important to step back and see how proud we all should be of what we accomplished—creating memories.

After visiting a few of the Western Region schools, I couldn't stop thinking about the memories that were created. For our Catholic communities, these memories reinforce what we can accomplish together.

80,000 meals to feed the hungry sounds like a far-fetched goal. However, together our five Polk County Catholic Schools did just that in a short period of time. With an incredible turnout, students, parents, staff and friends, met at Santa Fe High School to package and box 80,000 meals. Working together confirmed that anything can be accomplished. More importantly, this event brought five Polk county communities together and in the process created wonderful memories.

Cleaning the Lakefront Park in St. Cloud, was a humbling experience for St. Thomas Aquinas students. Beaten by the sun, students grabbed rakes, bags and sunglasses, of course, and went to work. After sweating the last drop, students created a tight bond that can only be accomplished by working together—memories were created.

What is Catholic School Week without some sort of Students vs. Teachers game! At Holy Redeemer, the 8<sup>th</sup> graders had their volleyball game on. It was so much fun to see the younger students with their colorful banners cheering for their teachers, while older students were cheering for their peers.

At St. Paul, I had the opportunity to see our students in action. Serving meals at the Wildwood Soup Kitchen, our students showed their caring spirit. They helped the other volunteers scrub serving tables, sweep, and mop the whole place clean making any parent proud. Yet the best of all, they did it with a big smile. When asked if they would volunteer again, all responded with a big yes!

Catholic Schools Week gives us the opportunity to open our doors and show to the world why our schools are the best choice for prospective parents. It is an opportunity to show our communities the life learnings that we are providing our children and the great memories that we are creating together.





**Phyllis Mann**  
**Administrative Assistant to the Superintendent**



## Certification Corner

Good News!! We have a new vendor, Fieldprint, providing our fingerprint clearances for the Diocese and for Teacher Certification. Fieldprint has provided a pathway for **new** teacher certification fingerprinting. So if you haven't been able to submit your fingerprints for certification, you now have a way to do it! Please see the instructions below:

The website to register is [www.FieldprintFlorida.com](http://www.FieldprintFlorida.com). Click on the purple box: **Schedule an Appointment**

Next, you will enter your email under the **New User/Sign Up** box on the left. Everyone will need to sign up as a new user in order to schedule a fingerprinting appointment. If needed, the applicant would be able to log back in to reschedule an appointment to avoid a missed appointment fee.

Choose "**Florida DOE—School Certified Teacher**" from the dropdown. Click on **Continue**

The next page reads:

**If you do not have a Fieldprint Code, please continue here.**

Florida DOE – School Certified Teacher - Fingerprints will be submitted to the Florida Department of Law Enforcement for the purpose of a Level 2 background screening for individuals seeking certification as a private school teacher or **individuals who wish to renew their teaching certificate\*\***, regulated by the Department of Education. (ORI # FL921620Z)

Click on: **Continue without Fieldprint Code**

**\*\* This wording does not apply to Diocese of Orlando teachers renewing their certificates.** It must stay in the instructions because the company serves many other entities that require re-fingerprinting for renewal of certification. Re-fingerprinting is guided by the expiration date of the Diocesan fingerprint clearance only.

You will then enter your demographics on the next couple of pages.

When prompted, "**What is your FL DOE #?**"-- You will enter the FL DOE number that you were given when you applied.

Next, you will select your appointment date and time.

Finally, you will be directed to a payment page. The charge for fingerprinting is \$50.75. You will receive an email confirmation with a "Registration Number" that you will need to take with you, along with two ID's to your appointment. If you do not receive an email confirming your appointment, Fieldprint's customer support number is 877-614-4364. Please call them.

Happy St. Patrick's Day to everyone !

## Secretariat for Laity, Family and Life Bulletin

Please click on the dates below to view bulletins  
and Catechist Formation Dates

[January 13, 2016](#)

[February 17, 2016](#)

[January 20, 2016](#)

[February 3, 2016](#)

[February 25, 2016](#)

[January 29, 2016](#)

[February 10, 2016](#)

[March 1, 2016](#)



## Birthdays!

### February Birthdays

Mrs. Linda Caldwell, Marketing Director, Central Region  
 Dr. Sean O'Dell, Principal, Lourdes Academy  
 Mr. Peter Randlov, Principal, St. Peter Catholic School  
 Sr. Dorothy Sayers, Principal, Holy Family Catholic School  
 Ms. Donna Witherspoon, Principal, Our Lady of Lourdes Catholic School

### March Birthdays

Mrs. Sandy Cooney, Principal, Morning Star Catholic School  
 Mr. Tom Doyle, President, Bishop Moore Catholic High School  
 Mrs. Deborah Schwope, Principal, Resurrection Catholic School

### **Birthday Candle Prayer**

Jesus said, "I am the light of the world." May the birthday candles that represent the years of your life be a reflection to others of your love for Christ.





# ART SHOW



Alyssa Brasko  
5th Grader at St. Mary Magdalen  
Catholic School in Altamonte  
Springs

Congratulations to  
**Alyssa Brasko**  
The winner for  
**Best of Show!**  
at the 2016  
**Diocesan Art Show**



**"Hamburger"**  
5th Grade Mixed Media Category





Lent IS A TIME TO  
 GROW  
 CLOSER TO JESUS



## Celebration of Feast Days

**February 11**

Lourdes Academy, Daytona Beach  
 Our Lady of Lourdes Catholic School, Melbourne

**March 19**

St. Joseph Academy, Lakeland  
 St. Joseph Catholic School, Lakeland  
 St. Joseph Catholic School, Palm Bay

**March 25**

Annunciation Catholic Academy, Altamonte Springs

**Easter Sunday**

Resurrection Catholic School, Lakeland



Lent begins on February 10th!

# Lenten Shoe Drive



**Drop off week: March 14th to 18th, 2016.**

## Needed:

420 kids need 2 pairs of NEW SNEAKERS each

840 pairs of children sizes 13, 1, 2, 3 & 4

250 pairs of adult sizes 5, 6, 7 & 8

If you cannot make the drop off dates, when possible, contact the Mission Office to set up a delivery time.

Call 407 246 4890 or email us at [missiontemp2@orlandodiocese.org](mailto:missiontemp2@orlandodiocese.org) or [esapp@orlandodiocese.org](mailto:esapp@orlandodiocese.org)

## Instructions for dropping off donated NEW sneakers:

1. Separate and box shoes by shoe size in Xerox sized boxes.
2. Make sure pairs of shoes are tied together (or held together with a rubber-band).
3. Tape box and seal all holes and gaps with packing tape (this protects it from little critters)
4. Please label the boxes with the shoe sizes on the top of the box.

**Thank you! We are enjoying our shoes. Please help us get new shoes for next year.**



Monetary donations are accepted and will be used specifically to buy NEW shoes for the Children.

The Missions Office thanks you for your generosity!

# TEACHERS NEEDED



**FOR MISSION OFFICE  
INTENSIVE ENGLISH MISSION  
La Cucarita, Dominican Republic**

**JUNE 11-25, 2016**

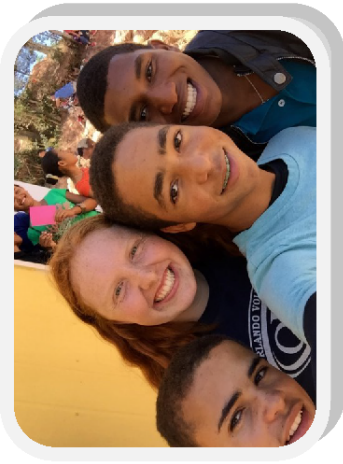


Work with the International Students presently in our diocesan high schools and the 35 students who are in the Mission Office Residence Program in Azua.

Assist in developing greater comprehension, reading, writing and speaking skills in English in a beautiful and setting high up in the mountains.



- \*Must stay both weeks
- \*\* Speaking Spanish NOT required



**TEACHERS OF ALL DISCIPLINES WELCOME!**  
**Interested??**  
For more information, call the Mission Office  
at 407 246 4893.





# San Pedro Center Spring 2016 Calendar

## Senior Days

Cost: \$15.00

Coffee & Danish 9:00am

Program Begins at 9:30am

### March 10<sup>th</sup>, 2016

"Praying the Psalms"

With Fr. Giles Schinelli, TOR  
The Psalms are a most helpful source for conversation with God about things that matter most. Explore this veritable cornucopia of human emotion and discover why these prayers are at the heart of the Judeo-Christian tradition.

### April 14<sup>th</sup>, 2016

"Jesus: Face of the Father's Mercy"

With Fr. Vianney Cunningham, TOR  
Jesus reveals the mercy of God by his words, actions and person. How can we open ourselves to the Father's mercy? How can we help those who have been denied dignity?

### May 12<sup>th</sup>, 2016

"The Supreme and Fiery Force": The Holy Spirit of St. Hildegarde

With Fr. Ben Berinti, C.P.P.S.  
Meet this fascinating woman and newest Doctor of the Church—hear her words, listen to her music, and experience her vision of the Spirit of God.



San Pedro Center  
2400 Dike Rd  
Winter Park, FL 32792  
(407) 671-6322  
[www.sanpedrocenter.org](http://www.sanpedrocenter.org)

## SAN PEDRO CENTER MAY THE **FAITH** BE WITH YOU CATHOLIC CAMP 2016

### **CALLING ALL JEDI!!!**

**Come join us for an amazing summer of fun, friends  
and faith as we discover the true force of  
discipleship!**

Call 407-671-6322 for more info!

[www.sanpedrocenter.org](http://www.sanpedrocenter.org)

### **CAMP DATES 2016**

June 12-17: High School Overnight Camp (Grades 9-11)

June 20-24: Day Camp 1 (Grades 1-8)

June 26-July 1: Middle School Overnight Camp (Grades 6-8)

July 9-10: Family Camp Out

July 10-15: Elementary Overnight (Grades 3-5)

July 18-22: Day Camp 2 (Grades 1-8)

July 25-29: Day Camp 3 (Grades 1-8)

**\*\*Please Note Date Changes!\*\***

(Refers to Grade for 2016-2017 School Year)



# San Pedro Center Lent 2016 Calendar

## Opportunities for Prayer

### Adoration

Come spend some quiet time with Christ.

Fridays during Lent after Morning Mass

### Taize Prayer Service

Contemplative, candle lit prayer service

March 1<sup>st</sup>, 2016  
7:00pm Chapel

### Stations of the Cross

Join us Campside on Good Friday as we make our annual Journey to the Cross.

March 25<sup>th</sup>, 2016  
3:00pm Under the Crucifix

### Divine Mercy Novena

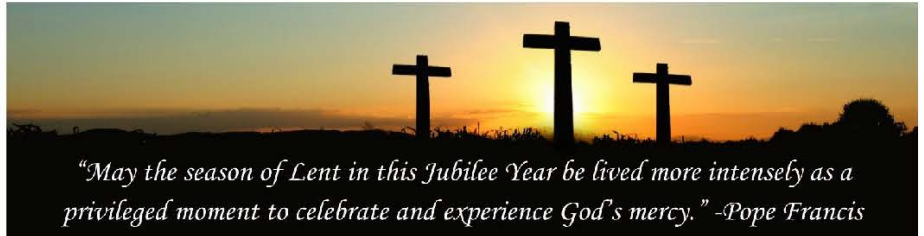
Begin the Novena with us after Stations of the Cross.

Then join us on Divine Mercy Sunday, April 3<sup>rd</sup> at 3pm to finish the chaplet.

Location: Chapel



San Pedro Center  
2400 Dike Rd  
Winter Park, FL 32792  
(407) 671-6322  
[www.sanpedrocenter.org](http://www.sanpedrocenter.org)



*"May the season of Lent in this Jubilee Year be lived more intensely as a privileged moment to celebrate and experience God's mercy." -Pope Francis*

## Walking to the Font—A Lenten Weekend Retreat

February 26<sup>th</sup>-28<sup>th</sup>, 2016

With Fr. Giles Schinelli, TOR

Come experience spiritual renewal this Lent as we explore the healing waters of baptism and focus on the font.

## A Lenten Day of Reflection

March 22<sup>nd</sup>, 2016

With Fr. Vianney Cunningham, TOR

"Mercy is the beating heart of the Gospel."

Join us as we reflect on Pope Francis' words and discover what it means to live the corporal and spiritual works of mercy.

## Holy Land Pilgrimage (Virtual, that is)

March 19<sup>th</sup>, 2016

With Fr. Vianney Cunningham, TOR & Faith Libbe, OFS

You are invited to walk in the steps of Jesus as we take a virtual pilgrimage through the sacred places of the Holy Land.

## Senior Days During Lent

February 11<sup>th</sup>, 2016

"Working Mercifully on the  
Works of Mercy"

With Sr. Rosemary Finnegan, O.P.  
Come explore Pope Francis' message during this Year of Mercy

March 10<sup>th</sup>, 2016

"Praying the Psalms"

With Fr. Giles Schinelli, TOR  
Discover why the Psalms are at the heart of the Judeo-Christian tradition.

To register for these events go to:

[www.sanpedrocenter.org](http://www.sanpedrocenter.org) or call (407) 671-6322

# 40 Ways to Mercy

Sharing God's love through  
Prayer, Service and Almsgiving



SCRIPTURE  
SUNDAY

MERCY  
MONDAY

TITHING  
TUESDAY

WISDOM  
WEDNESDAY

THANKFUL  
THURSDAY

FAITHFUL  
FRIDAY

SERVICE  
SATURDAY

**"We are called to show mercy because mercy has first been shown to us."**

-Pope Francis



February 10 11 12 13

**Ash Wednesday**  
"God's mercy is beyond all expectation."  
-St. Leopold Mandic

Offer words of mercy, an encouraging word or a sincere message of gratitude that will lift the spirit of another.

Pray for families who are struggling to make ends meet.

Send encouraging cards to people at a homeless shelter.

14 15 16 17 18 19 20

**Valentine's Day**  
Read Ephesians 3:18-20 and reflect on God's abundant love for us.

"For all eternity man will always be under the merciful gaze of the Father."  
-Pope Francis

Your gifts bring mercy to families in need. BOGO and give your extra items to a local food pantry.

"Nothing, how little so ever it be, if it is suffered for God's sake, can pass without merit in the sight of God."  
-Thomas á Kempis

Start a gratitude journal and write down 3 things you are grateful for each day.

Pray the sorrowful mysteries of the rosary.

Challenge yourself to give your undivided attention to every one who talks to you today.

21 22 23 24 25 26 27

Read Matthew 22:34-38 and reflect on 'The Greatest Commandment.'

"We need constantly to contemplate the mystery of mercy. It is a wellspring of joy, serenity and peace. Our salvation depends on it."  
-Pope Francis

Eat simply today and donate the money you save.

"Ignorance of Scripture is ignorance of Christ."  
-St. Jerome

Today, be on the lookout for people you can thank for their kindness, helpfulness, or generosity.

Participate in daily Mass or spend time in Adoration.

Help sort food donations at a local food pantry or food bank.

28 29 March 1 2 3 4 5

Go to a park or another area where you can be with God's creation and read Genesis 1.

"Mercy: the bridge that connects God and man, opening our hearts to the hope of being loved forever despite our sinfulness."  
-Pope Francis

Help support a Catholic Charities program by donating online.

"How happy I am to see myself imperfect and to be in need of God's mercy."  
-St. Therese of Lisieux

Acknowledge one ungrateful thought today, and try to transform it into a grateful one.

As you pray at meals today, pray for those who go hungry.

Invite someone over for dinner who may be lonely or struggling with food insecurity.

6 7 8 9 10 11 12

Read Matthew 25:31-46 and reflect on the corporal works of mercy.

"Without a witness to mercy, life becomes fruitless and sterile, as if sequestered in a barren desert."  
-Pope Francis

Prepare a meal for someone in your neighborhood who is ill or in need.

"Pray with great confidence, with confidence based upon the goodness and infinite generosity of God and upon the promises of Jesus Christ."  
-St. Louis de Montfort

Write a thank-you letter to your parents or grandparents.

Say a special prayer for your parents and grandparents.

Write letters of encouragement to the seniors in a nursing home.

13 14 15 16 17 18 19

Read Psalm 103 and reflect on the many facets of God's mercy.

"The confessional is not a torture chamber, but the place in which the Lord's mercy motivates us to do better."  
-Pope Francis

Donate baby formula, diapers, or baby clothes to a local pregnancy clinic.

"Let our judgement of souls cease, for God's mercy upon them is extraordinary."  
-St. Faustina

Pray the Gratitude Prayer found on the back of this calendar.

Pray for those who have no one else to pray for them.

Prepare Easter Baskets for children in need.

20 21 22 23 24 25 26

Reflect on the meaning of mercy in James 2:13.

"Mercy is the force that reawakens us to new life and instills in us the courage to look to the future with hope."  
-Pope Francis

Donate gently used items from your spring cleaning to a nearby thrift store.

"Pray, hope, and don't worry. Worry is useless. God is merciful and will hear your prayer."  
-Padre Pio of Pietrelcina

Participate in the Mass of the Lord's Supper.

Participate in a Good Friday Service.

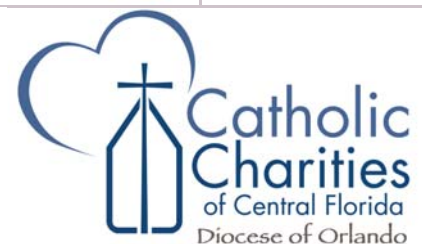
Go out of your way to hold the door for someone.

27

**Easter Sunday**

Celebrate the Resurrection of the Lord!

Resources on other side.





# 40 Ways to Mercy

A Lenten Journey for the  
Extraordinary Jubilee Year of Mercy

## RESOURCES

### Prayers and Church Teachings

#### Gratitude Prayer

Thank you, Lord Jesus Christ, for all the benefits and blessings which you have given me,  
for all the pains and insults which you have borne for me.

Merciful Friend, Brother and Redeemer, may I know you more clearly, love you more  
dearly, and follow you more nearly, day by day.

#### Weekly Catechism Readings

Week of February 7 - 13	Paragraphs 1382-1419, 2759-2771
Week of February 14 - 20	Paragraphs 2772-2793
Week of February 21 - 27	Paragraphs 2794-2815
Week of February 29 - March 5	Paragraphs 2816-2837
Week of March 6 - 12	Paragraphs 2838-2859
Week of March 13 - 19	Paragraphs 2860-2865
Week of March 20 - 26	Participate in Holy Week

#### Catholic Social Teaching

Visit [www.cflcc.org/who-we-are](http://www.cflcc.org/who-we-are)

Scroll down to “Why We Serve” to learn about the principles of Catholic social teaching.

### Daily Themes

#### Sharing God’s love through Prayer, Service and Almsgiving



- #ScriptureSunday** Reflect on God’s word.
- #MercyMonday** Witness to mercy. Reflect on quotes from Pope Francis and reflect on ways you see mercy, give mercy, and experience mercy in your own life.
- #TithingTuesday** Donate. Use the daily suggestions to share your treasure with those in need.
- #WisdomWednesday** Reflect on the wisdom of the saints.
- #ThankfulThursday** Practice gratitude using the daily suggestions on the calendar.
- #FaithfulFriday** Pray. Incorporate daily calendar suggestions into your normal prayer routine, or add a new prayer into your day.
- #ServiceSaturday** Serve. Use the daily suggestions to share your time and talents with those in need.

Share your witness to mercy on social media with #MercyCFL

For more information, contact: [Carly.Matthews@cflcc.org](mailto:Carly.Matthews@cflcc.org)



Council for American Private Education

# CAPE outlook

Voice of America's private schools

## Supreme Court to Consider Blaine Amendment Case

Does a state violate the U.S. Constitution when it excludes religious institutions from an aid program with an entirely public purpose solely because they are religious? That's the fundamental question the U.S. Supreme Court agreed to answer this year when on January 15 it decided to hear the case of *Trinity Lutheran Church v. Pauley*.

The precise issue before the court is, "Whether the exclusion of churches from an otherwise neutral and secular aid program violates the Free Exercise and Equal Protection Clauses when the state has no valid Establishment Clause concern." Justices will likely hear arguments this spring and render a decision in June.

### Scrap Tires

Missouri's Department of Natural Resources (DNR), of which Sara Parker Pauley, the named respondent in the case, is director, administers a grant program that allows eligible entities to purchase playground surfacing materials made of recycled scrap tires. Trinity Lutheran, which has a playground used by children in the neighborhood as well as children in its pre-school learning center, applied for a grant in 2012. Its application was ranked fifth in a field of 44 applicants, 14 of which received the grant.

But instead of a grant, the church received a letter from DNR stating the following: [A]fter further review of applicable constitutional limitations, the department is unable to provide this financial assistance directly to the church as contemplated by the grant application. Please note that Article I, Section 7 of the Missouri Constitution specifically provides that "no money shall ever be taken from the public treasury, directly or indirectly, in aid of any church, sect, or denomination of religion...."

The language at issue is known as the state's Blaine Amendment, which, accord-

ing to the petition filed by the Alliance Defending Freedom (ADF) asking the Supreme Court to take the case, is "born of religious bigotry." The amendment was enacted in 1875, "the same time as the federal Blaine Amendment was proposed and debated," and thus, according to the petition, "shares the same grounding in 'hostility to the Catholic Church and to Catholics in general' that this Court recognized in *Mitchell v. Helms*."

### Lawsuit

Trinity Lutheran brought suit to a U.S. district court claiming that DNR's decision to deny grants to churches violated the Free Exercise, Equal Protection, Free Speech, and Establishment Clauses of the First and Fourteenth Amendments to the U.S. Constitution. When the district court rejected the church's claim, Trinity appealed to the Eighth Circuit, which affirmed the lower court's decision.

Both courts cited as justification for their decisions the 2004 ruling by the U.S. Supreme Court in *Locke v. Davey*, which upheld the exclusion of a theology student from a publicly funded scholarship program in the state of Washington. In its petition to the Supreme Court, the ADF said that the Eighth Circuit's decision regarded *Locke* as providing a state "with unfettered discretion to exclude churches from generally available public benefits."

### Disfavor of Religion

Arguing that the Eighth Circuit "did not faithfully apply *Locke*," the ADF identified several factors that distinguish the Trinity case. For one, Trinity was seeking

funding for "a purely secular endeavor." What's more, Missouri exhibited a "categorical disfavor of religion" as well as "a categorical exclusion of religion from a neutral benefits program." And finally, as noted above, the language at issue in the

Missouri Constitution was "born of religious bigotry."

"No state can define religious neutrality as treating religious organizations worse than everyone else," said ADF Senior Counsel David Cortman in a statement on

the court's decision to take the case. "That isn't neutrality; it's a hostility to religion that violates the First Amendment. That's the primary issue that the Supreme Court will address."

### Huge Implications

"Children's safety is just as important on church daycare playgrounds as it is on other daycare playgrounds," added ADF Senior Counsel Erik Stanley. "Missouri and every state should understand that the U.S. Constitution prohibits religious hostility, which is what Missouri exhibited when it denied Trinity Lutheran's scrap tire grant application. This case has huge implications for state constitutional provisions across the nation that treat religious Americans and organizations as inferiors solely because of their religious identity."

### ACSI and LC-MS Brief

In a brief supporting the request that the Supreme Court review the case, the Association of Christian Schools International (ACSI) and the Lutheran Church—



continued on page 2

**CAPE member organizations:**

- Agudath Israel of America
- American Montessori Society
- Association Montessori International—USA
- Association of Christian Schools International
- Association of Christian Teachers and Schools
- Association of Waldorf Schools of N.A.
- Christian Schools International
- Council on Educational Standards and Accountability
- Evangelical Lutheran Church in America
- Friends Council on Education
- Lutheran Church—Missouri Synod
- National Association of Episcopal Schools
- National Association of Independent Schools
- National Catholic Educational Association
- National Christian School Association
- Oral Roberts University Educational Fellowship
- Seventh-day Adventist Board of Education
- United States Conference of Catholic Bishops
- Wisconsin Evangelical Lutheran Synod Schools
- 35 Affiliated State Organizations

a coalition of national associations serving private schools K-12  
Executive Director: Joe McTighe

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## Court's Second Chance to Overturn Blaine

*Trinity Lutheran Church v. Pauley* (see p. 1) is not the only vehicle available to the U.S. Supreme Court this term to rule on Blaine amendments. Several parties have petitioned the court to review a decision by the Colorado Supreme Court that last year struck down a school voucher program in Douglas County on the basis of that state's Blaine amendment. The Colorado Constitution prohibits the use of public funds "to help support or sustain any school...controlled by any church or sectarian denomination whatsoever."

Petitions urging the high court to hear the case have been filed by the Douglas County School District, the Colorado State Board of Education, and several interested parents. The court has not yet agreed to grant a hearing.

The potentially high-profile case has attracted amicus briefs in support of the petition from a host of school choice advocacy groups, such as the Friedman Foundation for Educational Choice. Four organizations—the Goldwater Institute, the Foundation for Excellence in Education, the Hispanic Council for Reform and Educational Options, and the American Federation for Children—have combined forces behind a joint brief written by Clint Bolick, then vice president of litigation at the Goldwater Institute. Bolick has since been appointed to the Arizona Supreme Court (see p. 4).

Bolick's brief urges the court to grant review to what he called "an urgent issue of nationwide significance." The brief explains that "roughly

two-thirds of the states have Blaine amendments in their constitutions, which present an obstacle to the provision of high-quality educational opportunities to millions of American school-children." The removal of Blaine amendments, wrote Bolick, "is necessary to vindicate our nation's sacred promise of equal educational opportunities."

If the court were to strike down Blaine amendments, it would open a path for school choice programs in states that rely on the language to block them. The U.S. Con-

stitution does not include the prohibitive language, and the Supreme Court has found no federal constitutional barrier to properly designed voucher programs.

"The Blaine amendment is an archaic and ill-designed provision designed to sanction state-sponsored discrimination," said Patricia Levesque, CEO of ExcelinEd, one of the four organizations sponsoring the joint brief.

"This case could represent an important breakthrough in securing educational opportunities for children who today are trapped in failing schools," said Julio Fuentes, the president of Hispanic Council for Reform and Educational Options.

And Kevin P. Chavous, executive counsel for the American Federation for Children, said, "Every child deserves the opportunity to access a quality education that suits their needs." He continued, "This lawsuit challenges an outdated law rooted in bigotry."

[photo © James H. Pickerell/Dollar Photo Club]



**continued from page 1**

Missouri Synod LC-MS), two members of CAPE, also argued that the Eighth Circuit "adopted an erroneous, expansive interpretation" of *Locke v. Davey* that "threatens to marginalize religious schools, churches, and other faith-based entities from public life in the United States by licensing religious discrimination against them in the administration of public benefits."

Their brief went on to say that, if allowed to stand, the reading of *Locke* advanced by the Eighth Circuit and other lower courts could "jeopardize many religious entities' ability to participate on equal terms in hundreds of generally accessible state and local programs across the country."

Indeed, the "sweeping misinterpretation of

*Locke* implicates an alarming number of public aid programs, including: vouchers and scholarships for schools; subsidies for textbooks and school transportation; tax credits for scholarships; grants for construction projects; funding for rehabilitation centers; and subsidies for resurfacing playgrounds with rubber made from recycled tire scrap, like the Missouri program at issue here."

The Supreme Court, the brief argued, should "correct the Eighth Circuit's erroneous reading of *Locke* by reaffirming that neither *Locke* nor any other decision of this Court broadly licenses the government to discriminate against otherwise eligible religious groups in the provision of generally available public benefits."

[photo p. 1 © geargodz/Dollar Photo Club]

## Over 16,000 Events Scheduled to Mark School Choice Week

The nation celebrated its biggest National School Choice Week (NSCW) yet with over 16,000 events scheduled for January 24-30.

According NSCW organizers, 33 governors and over 240 mayors and county leaders issued official proclamations to recognize the week. Even the U.S. Senate voted unanimously to

mark the event with a bipartisan resolution sponsored by Senator Tim Scott (R-SC), along with a long and im-

pressive list of cosponsors, including Senators Cory Booker (D-NJ), Dianne Feinstein (D-CA), and Lamar Alexander (R-TN).

“We are very grateful for Senator Tim Scott’s leadership and persistence in authoring this resolution and in helping raise awareness—in a bipartisan way—about the many important education options that parents have, or want to be able to have, for their children’s education, including traditional public schools, public charter schools, public magnet schools, private schools, online academies, and homeschooling,” said Andrew Campanella, president of National School Choice Week.

### The ABCs of School Choice

Various national organizations used the week as a springboard to spotlight reports and events.

The Friedman Foundation for Educational Choice released its flagship publication, *The ABCs of School Choice*. The idea behind the annual report, which was initially launched 12 years ago, was simple, according to Robert C. Enlow, president and CEO of the foundation: “Put all the latest details from every school choice program in America, such as student eligibility requirements, funding amounts, and regulations, into a compact, easy-to-use publication.”

This year’s report, said Enlow, “is the best yet, not just because of the new look and the fantastic growth in the number of school choice programs, but also because it is now paired with a searchable database on our Web site at [www.edchoice.org/dashboard](http://www.edchoice.org/dashboard).”

According to the foundation’s data, 59 private-school choice programs of one type or another across the country serve over one million students.

### AFC Poll and PSA

The American Federation for Children (AFC) used National School Choice Week to

release its second annual **National School Choice poll** conducted by Democratic polling firm Beck Research. The poll shows that 70 percent of Americans support school choice.

“The most important finding,” said Matt Frendewey, AFC’s national communications director, “is that the concept of school choice has

strong support among voters.” He noted that “in nearly every category we saw modest or incremental growth in sup-

port for school choice compared to 2015 results.” He also pointed out that “Latinos and millennials, two emerging voting blocs, support school choice in strong numbers, and voters are more likely to support a candidate who supports school choice.”

Kevin P. Chavous, founding board member of the AFC and a former councilman in the District of Columbia, called on Democrats to take heed of the survey’s findings: “Democratic voters support school choice, and the programs overwhelmingly benefit families represented by Democrats. Families will only tolerate being represented by politicians who oppose their child’s right to attend a quality school for so long, and it’s time candidates in my party take back the civil rights issue of our time, stand up to the teachers’ union and support our parents who want more access to school choice.”

The AFC also released a national PSA, “**Every Child Matters**,” featuring 15 athletes and celebrities, including WNBA legend Lisa Leslie, ABC/ESPN analyst Jalen Rose, NBA star Shaquille O’Neal, and NFL star and ESPN analyst Marcus Wiley.

AFC officials described the video as drawing attention to “the challenges facing the many children trapped in underperforming schools and the need to offer parents with access to educational choice.”

Kevin Chavous said the organization was “thrilled to once again work with our celebrity Champions for Choice to advocate for choice and educational options for our nation’s children.” He added, “Every child deserves access to a quality education, and through our Champions for Choice initiative and this PSA, we are highlighting this discussion at a national level.”

The PSA campaign targets parents in Memphis, Nashville, Cleveland, Indianapolis, Milwaukee, Raleigh, Charlotte, Tallahassee, Little Rock, Oklahoma City, Jackson, Reno, Washington D.C., New York City, and Chicago.

## New York Values

The right of parents to choose their child’s school continues to gain ground in New York.

Governor Andrew Cuomo, a progressive governor in a liberal state, last month proposed a budget that includes a tax credit for donations to improve public schools or to provide tuition scholarships to private schools. Cuomo’s plan also includes a refundable personal tax credit of up to \$500 for tuition expenses incurred by low-income taxpayers.

Meanwhile, the New York State Senate wasted no time passing its own version of school choice legislation. On January 11, it approved, with bipartisan support (47-15), a measure to provide tax credits for donations to public school improvement organizations or private school scholarship organizations. Although the senate’s tax credit scholarship bill differs from the governor’s proposal in certain respects, both measures are a clear sign that the Empire State is fully considering choice within its plans for school reform.

Agudath Israel of America, a member of CAPE, released a statement identifying education tax credits as the “top legislative priority for the Orthodox Jewish community” and calling the executive budget “a powerful affirmation of the governor’s firm commitment to the principle of parental choice in education.” Rabbi David Zwiebel, Agudath’s executive vice president, praised Cuomo “for his vision, his persistence, and his political courage.”

The New York State Catholic Conference also considers education tax credits its “top legislative priority,” according to Executive Director Richard E. Barnes. “For Catholic schools in particular, it can be a game changer in alleviating the funding crisis that has seen hundreds of quality school options for children across the state close in the past two decades simply because families cannot afford the rising costs.”

Return service requested

## CAPE notes

★ “When President Obama signed a new federal education law to replace the much-reviled No Child Left Behind last month, there was a whole lot of cheering in public education circles. But they weren’t the only ones celebrating. Advocates for private schools also were pleased.”

So began a story in *The Washington Post* January 26 about provisions “deep within” the *Every Student Succeeds Act* “that dictate what resources private schools will receive to serve their most vulnerable kids and train their teachers.”

The piece, by WaPo education writer Emma Brown, reports that private school advocates say ESSA restores “the intent of the original 1965 law: Poor kids should get the extra help they need, regardless of where they go to school.”

The article goes on to identify some of the new law’s benefits for private school students: the elimination of Title I set-asides, an expansion of professional development opportunities for teachers, and the requirement that state’s identify “an ombudsman for private schools, tasked with making sure that school districts are meeting the letter and spirit of the new law.”

★ Students at Hanalani Schools in Mililani, HI, sure know how to win Botball tournaments (a competition in which teams design and build robots). They’ve won Hawaii’s Botball championship six years in a row and the international trophy twice in succession.

But Botball is just one reason why the

National Association of Secondary School Principals (NASSP) last month selected Winston Sakurai, the upper school principal at Hanalani, as one of only three 2016 NASSP Digital Principals in the country.

Sakurai will travel to Orlando, FL, this month to receive the prestigious award, even though Hawaii to Florida in February is probably a climatic downgrade.

According to an NASSP sketch, Sakurai “launched a Schools of the Future initiative” at Hanalani “in which students harness technology to tackle real-world challenges.” The effort “spawned an online science fair ([myonlinefair.com](http://myonlinefair.com)) where students collaborate on projects that are judged virtually by science experts around the globe.” He has also overseen the establishment of Genius Hour, “to help personalize students’ learning experience.”

“Using digital tools, along with the teaching of six critical skills—collaborative leadership, communication, critical thinking, creativity, cultural competence, and digital citizenship—inspires our students to be leaders on a local, national, and global stage,” Sakurai says. “We want our students to be equipped for any challenge, including occupations that have not even been created yet.”

★ Arizona Governor Doug Ducey last month appointed Phoenix attorney Clint Bolick to the Supreme Court of Arizona. It was Ducey’s first opportunity to appoint anyone to the court.

Mr. Bolick has a distinguished history

within the school choice movement. In 1991 he cofounded the Institute for Justice, perhaps the nation’s most successful defender of school choice in the courtroom. While at IJ, he was active in the 2002 landmark case *Zelman v. Simmons-Harris*, which upheld the voucher program in Cincinnati, OH. Soon after the decision, Bolick chronicled his experience fighting school choice legal battles in the book *Voucher Wars*.

In a letter to Governor Ducey, National news columnist George F. Will said Bolick “is the most important reason why such dramatic advances have been made on the most important civil rights issue of our day—school choice.” The columnist continued, “As the prime mover in landmark litigation, he has repeatedly won from courts victories that have firmly established the constitutionality of programs that empower parents to make the choices directing the education of their children in public or private schools.”

