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## Workshops: The Student—A Quest for Morality

This year CSAANYS is sponsoring three regional workshops for school administrators. Greater emphasis than ever before is being placed on the Catholic school's role in the moral and spiritual development of students. Catholic educators face unique opportunities and problems as they meet the challenge of providing not only an education, but a moral education as well. The major theme of the workshop will address the means and methods available to administrators of Catholic schools to facilitate the spiritual growth of pupils.

The workshop will open with a brief business meeting for the attending principals of the region, followed by one general session presentation. Father Richard Fragomeni, Coordinator of Liturgy for the Diocese of Albany, will speak on "Miracles in the Classroom: A Quest for Christian Morality". Father Fragomeni will discuss the process of Christian interaction and reconciliation that must occur between faculty and students if miracles are truly to happen in our classrooms. During the afternoon, Father Fragomeni will conduct a mini-session to examine this theme in more detail. He will also be the main celebrant of a Liturgy for workshop participants.

### Mini-Sessions

In the afternoon, six mini-sessions on various topics will be repeated three times. One session will examine the interaction and roles of school and parent in providing children with a moral education. In each of the three regions, a local Catholic parent was contacted to present a parental view to administrators: Downstate — Mr. John Gannon, President of the Brooklyn Diocesan Federation of Home-School Associations; Midstate — Mr. William T. Gaffney, Deacon of St. Vincent de Paul Parish in Albany and Treasurer of Bankers Trust of Albany; Western part of the state — Mr. William Gallagher, Executive Director of the NYS Federation of Catholic Parents.

Father Gary Gelfenbein chose a unique title for his session — **How to Stand on One's Head — To Develop A Spiritual Sense in Preadolescents and Adolescents.**

The title hints at the difficulties of the process and the need for humor and understanding in working towards spiritual growth. Father's experiences and studies while chaplain of The College of St. Rose and his present position as associate pastor of Corpus Christi Church

### 1979 WORKSHOPS MORAL DEVELOPMENT OF THE CHILD

Tuesday, March 27,  
Holy Cross HS, Flushing

Wednesday, April 4,  
Bishop Scully HS, Amsterdam

Thursday, April 26  
Notre Dame HS, Batavia

have provided him with insights and understandings of the spiritual needs of young people.

Sr. Patricia Houlihan, principal of Holy Cross School of Albany, will discuss the concept of negotiated tuition based on the parents' ability to pay. Sister Patricia has had great success with this system in her own school and has much information and expertise to share with other Catholic educators concerned about the effects of rising tuition costs on families and schools.

Br. Joseph Jozwiak, director of Staff Development and Training at La Salle School in Albany, will present a workshop entitled "**Teaching for Responsible Behaviors: A Valuing Process**". The workshop will discuss strategies for understanding and meeting the basic needs of students while at the same time effectively diminishing the occurrence of generally unacceptable behaviors.

Mr. Arthur Hartmuller, Bureau Chief of the SED Bureau of Nonpublic Schools, will be available to speak with principals as well as presenting information on BOCES and Dual Enrollment programs.

CSAANYS had put much effort into developing a workshop program that is both informative and helpful to Catholic educators. We urge principals to invite pastors, as well as key faculty and staff members, to attend with them. This is an important opportunity for administrators to meet and to exchange views and information.

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## Mandated Services Why the Delay?

On Dec. 11, 1978, the U.S. Federal District Court ruled that reimbursement of nonpublic schools for the costs of state-mandated programs of attendance recordkeeping and standardized testing was constitutional. The completed forms were rapidly processed by the State Education Department. Commissioner Edward Regan who had authority to release the funds delayed by seeking legal counsel on the court decision. Ultimately, the matter was submitted to the Attorney General's office in whose favor the decision and court order was given. Attorney General Robert Abrams requested a show cause order on why the money could not be released. This was on a case which the attorney general's office had already defended and won. All this involved much delaying tactics prejudicial to the denominational schools.

The federal court's decision has been appealed by the Committee for Public Education and Religious Liberty (PEARL).

## Tax Credits Reborn

Legislation to provide tuition tax credits for the parents of elementary and secondary private school students will be re-introduced into the new 96th Congress. This same issue looms as a major factor in the 1980 elections. President Carter and the Democrats broke their campaign pledges to support tuition tax credit measures. The Carter Administration's opposition to the legislation last year was the chief factor in its demise.

Now is the time for supporters of private schools, most importantly, the parents of students, to organize for maximum political impact. Last year's tuition tax credit campaign proved the effectiveness of grass roots support. It is time for Catholic Americans to exercise their political clout in pursuit of equal justice and religious liberty.

## CSAANYS Pinpoints Areas of Conflict

In September 1978, CSAANYS sent Conflict Report forms to all the Catholic schools in New York State to obtain information on the problems our schools encountered when dealing with public school districts. The returned forms, together with many phone calls to CSAANYS for assistance, indicated that principals continue to face the same hassles and refusals of services as in previous years. Although the rights of nonpublic school students and parents are clearly stated in the law, due to misunderstandings and occasional outright prejudice, services are still delayed and denied.

The major areas of conflict reported were textbooks and transportation. Many Catholic schools stated that textbooks were late in being delivered or denied by public school districts. Another problem was the interpretation of the money allotted for textbooks for nonpublic school students. Each textbook conflict was reported by CSAANYS to Arthur Hartmuller, Bureau Chief, of the SED Bureau of Nonpublic Schools. Mr. Hartmuller was able to facilitate action in resolving many of the complaints.

Problems with transportation ranged from overcrowded school buses to the lack of transportation to the site designated by the public school district for the administration of remedial services. In New York City, a major problem was the lack of transportation to nonpublic schools when the public schools were closed for the Jewish holidays. In these conflicts, the CSAANYS staff was able to contact transportation authorities in the SED for legal interpretations and further information which was handed on to the principal who filed the complaint.

The information provided by these reports is vital to CSAANYS's endeavors to obtain better services and beneficial legislation for the Catholic schools. It is the raw material needed to backup our statement that our schools are victims of recurring irritations and aggravations in obtaining services. CSAANYS is proud of its ability to be of service to school administrators.

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## Workshops

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We urge principals to pre-register with the form sent to them. This will ease the process on the day of the workshop. CSAANYS staff and Executive Board look forward to the workshops as an opportunity to meet many of the principals they work to serve.

## Federal Regulations Favor NBS

Last November, Congress approved the Education Amendments for 1978, extending the Elementary and Secondary Education Act for five years. Each of the federal title programs under ESEA contains stronger requirements for equal participation of nonpublic school students in these federally funded education programs. Below are brief highlights of the new legislation.

**TITLE I - Programs for Educationally Deprived Children.** Equal expenditures for nonpublic school children are required and a streamlined bypass procedure is provided. The SEA is to monitor enforcement of the requirements for nonpublic school participation and provide a complaint resolution process.

**TITLE II - Basic Skills Improvement.** Funding for programs to improve skills in reading, math and written and oral communication. Requires comparable services to nonpublic school children and the bypass provisions of Title I.

**TITLE III - Special Projects** for economically disadvantaged students. Nonpublic secondary students are to be served in all programs. Projects include Youth Employment, Biomedical Sciences, Metric, Consumer, Health and Environmental Education.

**TITLE IV - Educational Improvement, Resources and Support.** IVB - Library Supplies; IVC - Improvement of Local Educational Practices; IVD - Guidance, Counseling and Testing. SEA is required to provide IVB services to nonpublic school when LEA does not participate. The by-pass procedure applies to all parts of Title IV.

**TITLE V (new) - State Leadership.** SEA is to monitor Title I and IV programs to assure that requirements regarding nonpublic school participation are fulfilled. SEA is to make technical assistance and information available to nonpublic schools.

**TITLE VII - Bilingual Education.** Programs must serve the needs of students in nonpublic schools. Commissioner is allowed to provide services to nonpublic schools when LEA is unable or unwilling to do so.

**TITLE XII** - creates an Office of Nonpublic Education to be headed by a Deputy Commissioner. Office is responsible for insuring maximum participation of nonpublic school students in federal programs for which they are eligible.

## NEWSBRIEFS

### SED REORGANIZED

The SED Office of Elementary, Secondary and Continuing Education (ESC) has been reorganized to increase the effectiveness and efficiency of the Department. Communications and reporting will be improved by placing certain assistant commissioners in a direct reporting line to the Deputy Commissioner of ESC. Three offices which have direct contact with local administrators have also been placed in a direct staff relationship to the Deputy Commissioner to improve communications between the ESC and the local level.

Of direct concern to our schools is the placement of the Office for Nonpublic Schools into a direct staff relationship with the Deputy Commissioner for ESC, Robert Spillane.

There is yet no clear indication of how this current realignment of departments will affect the nonpublic schools. It is hoped that the personnel within the SED responsible for services to the nonpublic schools will be given adequate authority and voice to fulfill their role as advocates for these schools and their students.

### EDUCATION OF THE HANDICAPPED

Any administrator or parent concerned about the rights of handicapped children to an education should be aware of a publication of the SED Office for Education of Children with Handicapping

### Conditions. Your Child's Right To An Education.

The booklet stresses the rights of the parent to participate in the evaluation and program selection processes. The booklet also contains the procedure for appeals to the Commissioner of Education.

### SAVE OUR SCHOOLS

A nationwide Save Our Schools fund raising campaign began last December. Beginning in June 1979, the fund hopes to award the first SOS grants of \$1,000 to \$5,000 to aid the survival of Catholic elementary schools across the nation. To be considered for a grant, a Catholic school should write a letter explaining why financial help is needed and what the funds would be used for. If you are interested, write to Father J. Robert Rioux, 30 Richmond Road, Macomb, Ill., 61455.

### TRADITIONAL SCHOOL CALENDAR

The Regents have approved maintenance of the traditional school year calendar based on a two-year study conducted by the State Education Department. The traditional calendar was the favorite in opinion polls, while the year-round calendars were rejected most often.

Other suggestions in the study were for the Regents to introduce legislation to allow districts to try experimental calendars, and that the Regents encourage districts to implement an energy conservation plan.