

# Saint Raphael the Archangel

## The Guide

A weekly newsletter for the school community

Volume 5, Issue 14

December 1, 2016



From the Principal's Desk

Mrs. Kim Vangel

Dear St. Raphael School Families,

It's hard to believe that we are already in the season of Advent, preparing our hearts for Christmas. This season of waiting becomes more important for us every year as our world grows busier and busier. We are losing the ability to be patient and wait for things in this age of instant gratification; I am totally guilty of this! How many of us check our phones for messages every few minutes instead of WAITING for a private moment to do so? How many of us answer messages while we are in the middle of a conversation, or a meeting, or even a meal with others instead of WAITING for a more appropriate time? How many of us insist on immediate answers to our questions by "Googling" the question no matter where we are at that moment instead of WAITING until we can fully explore the questions and issues? I personally love all of these conveniences, but I notice that I am losing the ability to be patient. The season of Advent calls us to put more importance of the act of peaceful waiting, allowing ourselves time for reflection and quiet. I hope you will join me in trying to take more quiet time this Advent, and disconnecting a bit from all of those immediate conveniences; when I take this quiet time for myself, I am always amazed at what I notice and how much better I feel!

Over the past few weeks there has been much conversation about the closing of St. James the Greater, Our Lady of Sorrows, and St. Joan of Arc Schools, as well as speculation about the new consolidated school the Archdiocese will be opening in August, 2017 at the St. Joan of Arc site. There are many questions around this process, including what all of this means for St. Raphael the Archangel School. The Archdiocese has asked us to be respectful of their process and to not directly try to recruit families away from the new consolidated school, and we will definitely not be actively recruiting. We believe that it is in the best interest of St. Raphael School to be supportive of successful Catholic education in South City, and will remain positive about the consolidated school.

We are receiving inquiries from school families currently at the three schools that are closing; most of the families are interested in considering SRA for next school year, 2017-2018, but we have a few families that are interested in transferring to SRA in January at the beginning of 3rd Quarter. We are handling these inquiries sensitively and keeping a list of these prospective families and students. And while we are not trying to "lure" these families away from their current schools, and we are encouraging them to seriously consider the consolidated school, we are also meeting with these families and talking to them about St. Raphael. If you are asked about whether or not SRA is accepting students from the three schools that are closing, the answer is that we are supportive of the consolidated school, AND we believe that parents have the right to choose the best school for their children. We are happy to talk with prospective families to help them determine whether or not St. Raphael the Archangel School would be a good fit for their children and their family. Please ask interested parents to call me at our school office, 314-352-9474, or send me an email at [vangel@straphaelarchangel.org](mailto:vangel@straphaelarchangel.org).

I will be away from school for the next week or so, visiting my daughter Grace in Vienna, Austria. She is studying abroad there in a music program and will be performing twice while I am there (in a castle, no less!). I am so grateful for the opportunity to visit her there and I know Mrs. Runiewicz, our Upper School Director, and the rest of the faculty and staff will do an amazing job while I am away. I will return to school on Wednesday, December 14th. Auf Wiedersehen!

Peace,  
Kim Vangel  
Principal



**All School Advent  
Mass**

**8:00am**

Thursday, December 8  
Advent & Immaculate  
Conception  
5th Grade Planning

Daily Mass Time:  
8:00am Grades K - 8  
Monday - Thursday

Benediction 2:00pm  
First Friday of the  
month



**December Birthdays**

Lydia Eddingfield-2  
Justin Wingron-5  
Mia Thompson-10  
Jiovanni Raymo-12  
Anna Dubbert-15  
Sklyer Lashley-17  
Jonah Abbott-18  
Brandon Young-19  
Aidan Flavin-20  
Gabby Smith-24  
Lauren Stawizynski-26  
Katherine Delf-27  
Cathleen Guenther-28  
Henry Cyr-28  
Spencer Willmann-31

**June ½ Birthdays**

**Mrs. Westrich-2**

Kiersten Kelting-4  
Nolan Moellering-5  
Jovie Mersinger-6  
Brock Grant-8  
Roxanne Grant-8  
Jasmin Rizos-10  
Jane Dubbert-11  
Emma Shine-16  
Avery Bradshaw-19  
Sofia Rizos-20  
Kristin Nienhaus-23  
Jude Potts-23  
Frances Steidley-23  
Dalila Ramirez-25  
Connor Ebert-28  
Quinn Ebert-28  
Sophia Molina-30

## December

- Dec. 2 - Black & Gold Accessory Day
- Dec. 2 - 2:00pm Benediction
- Dec. 3 - 9:00-11:30am St. Louis Hills Christmas Party
- Dec. 4 - 11:00am-1:00pm Cookies with Santa
- Dec. 4 - 5:00-10:00pm Advent by Candlelight
- Dec. 5 - STUCO Canned Food Drive All Week
- Dec. 5 - 3:15-5:00pm STEAM After-School Club K-3
- Dec. 6 - 3:15 - 5:00pm STEAM After-School Club 4-8
- Dec. 7 - SRA Spirit Orders Due
- Dec. 7 - STUCO Pretzel Orders Due
- Dec. 8 - 8:00am Mass Advent & Immaculate Conception
- Dec. 9 - STUCO Pretzels Delivered
- Dec. 9 - 6:00-9:00pm St. Nick Trivia & Canned Food Drive for Grades 5 - 8
- Dec. 12-16 - Canned Food Drive
- Dec. 12 - 3:15-5:00pm STEAM After-School Club K-3
- Dec. 13 - 8:45-10:15am Advent Reconciliation Grades 2-8
- Dec. 13 - 3:15 - 5:00pm STEAM After-School Club 4-8
- Dec. 14 - 3:15-4:30pm SRA Schola Rehearsal in Church
- Dec. 16 - Formal Friday for two canned goods
- Dec. 16 - Exams for 6-7-8
- Dec. 18 - 12:00-4:00pm Babysitting for Pk-4<sup>th</sup> grade  
8<sup>th</sup> Grade Fundraiser
- Dec. 19 - Exams for 6-7-8
- Dec. 20 - Exams for 6-7-8
- Dec. 21 - 3:15-4:30pm SRA Schola Rehearsal in Church
- Dec. 22 - 6:30-8:00pm Christmas Concert K - 8
- Dec. 23 - End of Second Quarter
- Dec. 23 - 11:00-12:00 Christmas Parties K-8
- Dec. 23 - NOON DISMISSAL FOR K-8**
- Preschool is open**
- Dec. 26 - Preschool is closed
- Dec. 26 - Jan 3 - Christmas Break K - 8
- Dec. 27 - 30 Preschool is open

Seventh Graders are in charge of safety patrol at the corner of Bishops Place and Highfield. Students should arrive by 7:30 in the morning and again in the afternoon at 3:10.

Thank you! **2nd quarter patrol schedule:**

**December 5th:**

Gillian and Ellie  
Hannah and Anna



**RECESS/LUNCH DUTY**

Want to spend an hour during the day helping out at recess or lunch duty at St. Raphael? We would love your assistance! The times of lunch and recess are as follows: 11:10am Preschool goes to lunch—11:15-11:40am (K-3) - 11:45-12:05pm Lunch (4-8). All volunteers must have completed their Protecting God's Children requirements. If you can help, please email Lori Stawizynski at [loristaw76@yahoo.com](mailto:loristaw76@yahoo.com)

Monday, December 5 Bobbie S. & Donna V.

Tuesday, December 6 Stephanie K. & Keith W.

Wednesday, December 7 Missy W. & Patrick J.

Thursday, December 8 Kristina C. & Linda K.

Friday, December 9 Ashley L. & James W.



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**Recess Update – Angela Cierpiot**

Happy Thanksgiving! I hope everyone had a blessed holiday with family and friends. Not too much to report since the holiday break. Just a friendly reminder, dress your kids appropriately for the cold weather. Please remind them if they wear it to school, they have to wear it for recess. See you at recess.

**STUCO**

Thank you for participating in our celebration of our police officers on Blue Wednesday. Thanks too for your generous donations to Sgt. Tom Lake and his family.

Wednesday, December 7th: Gus' Pretzel order due

Friday, December 9th: Gus' Pretzels delivered

Friday, December 9th - 5th - 8th Grade St. Nick's Trivia (please see attached registration)

Monday, December 12-16: Canned Food Drive

Friday, December 16th: Formal Friday for two or more canned goods

Wednesday, December 23rd - 2nd Annual Christmas Kick-off - We will need parent volunteers to help with face painting and games. Let Mrs. Runiewicz know if you will be available that morning before parties to help with this event. Please join in the fun.

# **PARENTS DAY OUT**

The Eighth Grade Parents and students are giving you a chance to finish up your last minute shopping, baking, wrapping, cleaning etc. Bring your kiddos (potty trained Pre-K thru 4<sup>th</sup> Grade) to us. We will have snacks (not lunch), drinks, movies, crafts, play time. Dress in play clothes and tennis shoes. We will keep them busy so you don't have to!

***SUNDAY DECEMBER 18<sup>TH</sup>***

***12PM - 4PM***

***\$20 First Child***

***\$15 Second Child***

***\$10 Additional Child***

**This is a fundraiser for the 8<sup>th</sup> grade Mystery Trip & Graduation**

Questions: Lisa Brinkmann [lisa.brinkmann@wustl.edu](mailto:lisa.brinkmann@wustl.edu)

Family Name \_\_\_\_\_ Phone # \_\_\_\_\_

Child # 1 \_\_\_\_\_ Age \_\_\_\_\_

Child #2 \_\_\_\_\_ Age \_\_\_\_\_

Child #3 \_\_\_\_\_ Age \_\_\_\_\_

Child #4 \_\_\_\_\_ Age \_\_\_\_\_

**RESERVATIONS DUE NO LATER THAN 12-15-16**

**Mrs. Diane Gewinner: Learning Consultant**

CAN THE INTERNET CHANGE YOUR BRAIN?

This is a question that comes up often in conversations with our students. I have read several articles discussing this subject. Here is a summary of those articles and where you can find them for more details on this subject. Our brains and behavior have changed with constant internet use. Once our brains have changed, they do not easily bounce back to the previous state. The brain is *plastic* which means that it changes based on our behavior and experiences. This is not the same as elastic.

The debate is ongoing whether or not the changes are beneficial or detrimental for the long term. The internet can be addictive and a person can show some negative effects with lack of sleep and/or shortened attention spans.

Our brains use information stored in the long-term memory to facilitate critical thinking. We need those unique memories to understand and interact with the world around us. If we rely on the internet to store our knowledge, we may be losing an important part of our identity.

Not all of the internet usage is bad for our brains. In moderation, the internet can actually boost brain function. The online space allows for millions of unique and imaginative minds to share their interests and skills in various communities and niches. These creative clusters hold the potential to harness creativity and mobilize an army of creative minds into action.

What can a person do to reverse some of the changes the internet is making on the brain?

Read more deeply, get into a novel. Do not check for email or text messages as frequently as you have in the past. Use only one screen at a time. Go outside, take a walk, meditate, listen to sounds around you. Live in the moment. With good choices we can intentionally retrain our brains how to think, focus, and experience our world.

THIS IS YOUR BRAIN ON THE INTERNET THE CREATIVITY POST By Tiffany Shlain

THIS IS HOW THE INTERNET IS REWIRING YOUR BRAIN HUFFINGTON POST By Jacqueline Howard, Associate Science Editor

HOW IS THE INTERNET IS CHANGING YOUR BRAIN ACADEMIC EARTH By author unknown

THE EFFECTS OF THE NET: MULTI-TASKING, BRAIN CHANGE, AND ATTENTION SPAN IN THE TECHNOLOGICAL AGE. WEST COUNTY PSYCHOLOGICAL ASSOCIATES By Amy Maus, MSW, LCSW

**Mrs. Kim Westrich: Art**

The viral internet trend of remaining frozen and holding action poses called The Mannequin Challenge, merged with art for Fourth Grade. The Fourth Graders took turns holding action poses while the rest of the class completed gesture drawings (a quick drawing to capture the essence of the subject) of the pose.

**Mrs. Peggy Martin: Physical Education & Art Grades Pk-3**

December already! How did that happen? The end of the quarter is shortly after Christmas. We are beginning basketball and as always continuing to keep our heart healthy. In February we will participate in Jump Rope for Heart. More details to follow.



**Mr. John Bruno: Physical Education—Grades 4-8**

The Eighth Graders really enjoyed the Turkey Bowl touch football game last Wednesday. Thanks to all who participated and also those who came to watch. I hope we can make this an annual traditional event. I believe it was a great way to start off the Thanksgiving holiday. For the next few weeks the students will be working on soccer, football and team building activities. These activities will have the students working in small groups, participating in some fun games. I hope everyone had a safe and wonderful Thanksgiving.



### Miss Molly Preschool Room A

I would like to thank you for this opportunity to be with your children to help them learn and grow. We had a wonderful first week. We started our week together with a Fall theme and took a nature walk to look and pick our favorite colors of the season. We learned about numbers, colors, matching, the season and following directions. I have also added new centers to the room and would love for you to come by and see them.

I would like to extend a big thank you to all the SRA community for all your support and trust in me.



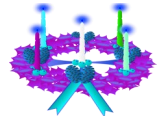
### Miss Chris Preschool Room B

We are visiting the Llama Llama book series this week during our 'L Week.' We are reading many of the books, completing projects relating to the stories and having a lot of good class discussions about them. We are also learning about the miracle of the Loaves and the Fishes during Jesus Club.



### Kindergarten News: Miss Abby Morris & Mrs. Doyle

We hope you all had a wonderful Thanksgiving. Kindergarten has been discussing what we are thankful for in life. We created turkeys out of pine cones and leaves. This week Kindergarten learned about Advent and made individual Advent wreaths hanging up in the hallway for our school to see.



### First Grade News: Mrs. Louise Balicki-Smith

We are so excited to begin the season of Advent. First Graders begin to learn how this can be a reflective and prayerful time in our faith. We dive into the real reason for the season-JESUS! This week we created classroom Advent wreaths and will "light" a new candle each week. We also learned the meaning behind each of the symbols:

Circle: God is eternal. Just as a circle continues on and on, so does God

Evergreen Wreath: Life forever, with Jesus

Candle Flame: Jesus is the Light of the World

4 candles: 4 weeks of Advent

Purple Candles: Purple is the color of royalty and Jesus was called the King of the Jews

Pink or Rose Candle: Roses mean rejoicing; we rejoice the coming of Jesus.

On Thursday we began our classroom Advent Calendar. Students build the fabric Nativity set with a new piece each day. As we add the new figure to the Nativity Scene, we read a prayerful Advent reflection. This was a generous gift from Mrs. Irons last year and it continues to be a reflective tool for students to understand the true meaning of Advent. Look for your child to share these stories at home throughout the Advent weeks.



### Second Grade News: Miss Stephanie Amsler

This week Second Grade is learning about adverbs. We are learning how to pick them out of sentences and how to identify them within a group of other words like adjectives or verbs.

In Math we are learning how to tell time to the nearest five minutes. Before we can do that, we have to review how to tell time to the nearest hour and half hour. We are also learning how to describe quarter to the hour and quarter after the hour.



In Religion we are learning about the different symbols of Advent. We know the wreath is a symbol of God's never-ending love for us. Do you know what each of the four Advent candles represent? Ask a Second Grader to find out!

### **Third Grade News: Ms. Susan Polson**

Third Grade enjoyed their Thanksgiving holidays with family and friends. We wrote all about it in our Journals. Having completed our lessons on nouns, we are ready to move on to studying verbs. Some of us can say our being verbs (all 23) quickly and locate them in sentences. Ms Polson read us a biography about Chief Joseph, leader of the Nez Perce Indian tribe. We also spent some time in Science with the Solar System, recalling the Supermoon. We did some demonstrations of “revolve” and “rotate” that left us a little dizzy. In Math we are focusing on multiplication as repeated addition.



### **Mrs. Caroline Zarinelli: Music**

Music and Drama      Types of Theatrical Staging

SRA students have been learning about three types of staging: proscenium, thrust, and arena (in-the-round). A proscenium stage is what we have at SRA at the end of the gym. It's what we typically think of when we think about a show in a theatre. The main feature is the proscenium, the frame placed around the front of the performing area. Thrust staging is a stage surrounded by the audience on three sides. A thrust stage can be as wide as the main stage it is connected to, or narrow like a fashion runway. Arena or In-The-Round staging is a central stage with the audience on all sides. It typically makes the audience feel very much a part of the action. The challenge is blocking the actors so they are consistently shifting so their backs are not static to one side of the audience. You will see some of these types of staging in the SRA Christmas production of *Miracle On Jamieson* on Thursday, December 22nd.

### **Miss Patti Woods: Social Studies, Science, English (4-5)**

This week, both Fourth and Fifth Graders are working very hard at proofreading and editing their writing using the Chromebooks. They are doing this through a variety of ways: peer conferencing, editing as a class, editing each other's work and editing work from each other's class. They are better at finding mistakes in the work of others than they are at finding their own mistakes. The Fifth Graders understand this is because they know what they want to say and assume that is what they are writing, but are now finding just how careful they really must be. The finer mechanics of writing are improving.

### **Miss Amanda Imo: Reading, Math (4-5)**

**Fifth Grade:** The Fifth Graders are studying the parts of the Mass in religion. We currently are discussing the Introductory Rites and why the priest says what he does in the beginning of Mass. During Math the Fifth Graders are adding and subtracting decimals along with rounding them. This week in Reading we talked about comparing and contrasting characters, along with finding evidence in the text that supports our reasoning for author's purpose.

**Fourth Grade:** The Fourth Graders did a great job on multiplying large numbers using the distributive property in Math class. In Reading the class is currently reading *There's A Boy in the Girl's Bathroom*. The students have been working on finding the main ideas.

### **Miss Elise Bussmann: Writer's Workshop (6-7-8) Spanish (4-8)**

#### **Spanish:**

Eighth Grade is working on the simple future verb tense. Seventh Grade is working on ser vs estar. Sixth Grade is working on the verb ser. Fifth and Fourth Grade are beginning to work on culture. We are working on map skills and beginning our first country projects about our first four countries.

#### **Writer's Workshop:**

Sixth and Seventh grade are working on making outlines and will begin working on citations. Eighth Grade is beginning a persuasive essay.

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**Mrs. Christy Connor: Social Studies & Religion (6-7-8)**

**Religion:**

Students in Grade Six are learning about the Exodus and the Jewish Passover.

In Grade Seven the students are continuing with their Confirmation preparation. They have completed their Confirmation Saint posters and a chart about the Apostles of Jesus.

Eighth Grade students are learning about the third mark of the Church - Catholic. They are looking at ways how the Church welcomes everyone, regardless of race, gender and ethnicity.

**Social Studies:**

Grade Six students are about to complete their unit on Native American people in Canada and the United States. They are comparing and contrasting information about various tribes throughout North America and are working on designing their own medicine shields.

Students in Seventh Grade are learning about the various taxes that the colonists were forced to pay to Great Britain. They are also finding information about the Boston Massacre and the Boston Tea Party.

Eighth Grade students will be completing the chapter about the Roaring Twenties and how the events of that decade eventually lead to the Stock Market Crash and the Great Depression.

**Mrs. Laura Berns: Science (6-7-8) Standard Math (6-7-8)**

**6th-8th grade Standard Math:**

Sixth Grade: Students are working on plotting, ordering, and comparing rational numbers.

Seventh Grade Students are solving two step equations. We will be moving on to graphing and solving one and two step inequalities.

Eighth Grade: Students are working with linear equations written in slope-intercept form. We just completed a really neat activity where the students were able to check their answers using a QR code!

**6th-8th grade Science:**

Sixth Grade: Students just completed a test over the structure of plants. We are now looking at specific types of plants.

Seventh Grade: Students were recently tested over the water cycle. We are now comparing streams, ponds, lakes, and wetlands.

Eighth Grade: Students are finishing up Chapter 4 on carbon chemistry. We are analyzing carbon compounds and nutrition. We will have a test over Chapter 4 sometime next week - the exact day is to be determined.

**Mrs. Jennifer Runiewicz: Literature (6-7-8)**

**Literature:** Sixth Grade is working on perfecting the art of writing a summary. They are learning to find the main idea and to leave out unnecessary details, which is difficult for this class who always has so much to say.

Seventh Grade is learning about plot and exposition and how to recognize foreshadowing in a piece of literature.

Eighth Grade, believe it or not, is learning how to follow multi-step directions. They are also working on finding evidence in a text to support their viewpoints.

**Vocabulary Workshop** schedule should be taped/stapled to their vocabulary book cover or in their assignments books. I've also shared the schedule with each of them on Google Drive. Unit 7 test is Friday, December 9th.

**Miss Ashley Schaaf: Science (6-7-8) Challenge Math (6&7) Algebra 8**

**In Math this week...**

Sixth Grade is working with estimating fraction, adding and subtracting fractions and mixed numbers and multiplying and dividing mixed numbers.

Seventh Grade is finishing up Chapter 4 over exponents and roots. We are covering real numbers and the Pythagorean Theorem, reviewing on Thursday and testing Monday.

Eighth Grade is working with slope, slope-intercept form and applying linear functions.





**St. Raphael the Archangel STUCO**  
presents 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade  
**St. Nicks Trivia Night and Canned Food Drive**

**December 9, 2016**

**6:00-9:00**

**St. Raphael Cafeteria**

**6000 Jamieson Avenue, St. Louis**

**\$10 per person**

**8-10 people per table**

*Games*

*Prizes*

*Friends*

*Music*

*We will provide light snacks and one soda per person.*

*Additional soda and pizza will be available for purchase.*

*Feel free to bring other snacks for your table.*

*The table that brings the most canned goods wins a prize.*



**Please complete and return to:**  
**Any questions: (314) 352-9474**

**St. Raphael the Archangel**  
**% STUCO St. Nicks Trivia**  
**6000 Jamieson Ave.**  
**St. Louis, MO 63109**

**Names of participants and contact phone number:**

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**Total amount enclosed: \_\_\_\_\_**

**Please make checks payable to St. Raphael Archangel**

## **How would my student be affected by the Beyond Sunday Academic Capacity Grant?**

Marti Finan

Our children show us the strength of their curiosity, imagination, and drive in so many ways. As parents, we strive to offer them varied opportunities to engage, observe, lead, and develop, and we expect our children's school, as well, to offer these opportunities.

On November 9th, 2016, Kim Vangel received notification that St. Raphael's Beyond Sunday grant proposal, called STREAM on the Move, was selected to move forward to the finalist round.

Funds from this grant, along with our students' remarkable ascent in standardized test scores which recently placed us among the highest in the archdiocese, would move St. Raphael school squarely to the front of the pack.

The STREAM ON THE MOVE grant proposal consists of three components:

First, St. Raphael teachers will become the STREAM Team after receiving intensive professional development in STREAM education.

Next, our newly trained teachers will create our Mobile STREAM Lab by researching and selecting suitable, innovative materials. This fleet of mobile carts will be equipped with comprehensive materials designed to introduce and expand upon STREAM within the curriculum.

Third, our teachers will utilize this training and equipment to STREAM the Universe using video conferencing. SRA teachers will teach, collaborate, and transform Catholic elementary education using video conferencing to connect classrooms, conduct interviews, interact with guest lecturers and representatives from communities in need, and host faculty forums.

Investment in STREAM training would fundamentally change Roman Catholic education within our school and within the Archdiocese of St. Louis. STREAM is not just about producing more scientists, but about producing professionals with complex, strongly integrated STREAM backgrounds with balanced mastery among disciplines. STREAM ON THE MOVE will prepare educators to provide foundations of logic, active collaboration, and intellectual resilience along with classical academic training. Moreover, STREAM promotes the "soft skills" - self-direction, collaboration, personal responsibility, overcoming frustration - which are so critical to employers. Our students will be uniquely prepared for the unknowable job, technology, and world outlook and these future Catholic professionals will serve their communities and world with superior abilities.





## Scholarship Programs for the 2017-18 School Year

Families have the opportunity to apply for all the scholarships listed below using the unified online application at no cost. To make the process easier for families and schools, one application is now being used for all scholarships funded by the Catholic Education Office, the Roman Catholic Foundation of Eastern Missouri, and the Today & Tomorrow Educational Foundation. The Scholarship Office at TTEF will review your application and determine if your family is eligible for any awards based on each program's guidelines and funding availability.

Scholarship	Description	Open to All Faiths
Alive! In Christ	For students of income-eligible families to attend any archdiocesan parish elementary school. Students of new families are eligible in grades K-4. Students of existing families are eligible in all grades. Scholarship is renewable through grade 8 and maximum award is \$2,000. <b>FIRST COME – FIRST SERVED!</b>	✓
Help for Today, Hope for Tomorrow	For students of income-eligible residents of the City of St. Louis to attend grades K-8 at any private or parochial elementary school in the City of St. Louis. Scholarship is renewable through grade 8 and award amount is based on tuition. Maximum award is \$2,000.	✓
Futures	Full scholarships for students of income-eligible families to attend grades K-8 at the following schools: Most Holy Trinity School & Academy, St. Cecilia School & Academy, St. Louis Catholic Academy, and St. Louis the King School. Scholarship is renewable through grade 8.	✓
<i>Beyond Sunday</i> Elementary	For students of middle-income families to attend grades K-8 at any Catholic elementary school (archdiocesan, parish, or private). Preference given to Catholic families registered in a parish of the Archdiocese of St. Louis. Scholarship is renewable through grade 8. Application period is open January 30 – February 28, 2017.	✓
<i>Beyond Sunday</i> Fellows	For students of middle-income families to attend grades 9-12 at any Catholic high school (archdiocesan, parish, or private). Preference given to Catholic families registered in a parish of the Archdiocese of St. Louis. Scholarship is renewable through grade 12 and all recipients participate in one faith experience and one service activity together. Application period is open January 30 – February 28, 2017.	✓
SOAR!	For students of income-eligible families who wish to attend grades K-12 at select Catholic elementary and high schools in the City of St. Louis and North Saint Louis County. Elementary scholarships are in the amount of \$3,800 and are renewable through grade 8. High school scholarships are renewable through grade 12 and the maximum award is \$4,000.	✓
Catholic Family Tuition Assistance	For students of income-eligible, registered Catholic families to attend grades K-12 at any archdiocesan or parish school.	
Parish Employees Endowment Fund	For students of income-eligible parish employees working 1,000 hours or more per year to attend grades K-12 at any archdiocesan or parish school.	✓

**APPLICATION AVAILABLE JANUARY 30, 2017!**

*See Reverse for Important Additional Information*

T: 314-792-7777 | F: 314-792-7629 | E: [ttef@archstl.org](mailto:ttef@archstl.org)

**Important Additional Information**

- Individual students may not receive more than one scholarship if awarded, not including Catholic Families Tuition Assistance and Parish Employees Endowment Fund. These funds may be awarded in addition to the other scholarships listed. Families may have multiple children receiving scholarships.
- Documents needed to complete applications include:
  - o High School Students are required to submit an essay and contact information for two references at the time of application to be considered for the *Beyond Sunday* Fellows Program.
  - ESSAY PROMPT: In 250 words, please describe why you want to be a *Beyond Sunday* Fellow.
  - REFERENCES: One from your pastor or leader of a Catholic program or organization of which the applicant is a member of, and the other from a teacher or principal.
  - For more information about the *Beyond Sunday* Fellows Program, please visit [www.ttef-stl.org](http://www.ttef-stl.org).
- o Proof of residency (St. Louis City residents only): ONE of the following documents
  - Missouri Driver's License
  - Utility Bill
  - House/Apartment Lease or Deed
  - Bank Statement
  - W2
  - Federal Tax Return Form 1040
  - Government Assistance Award Letter
- o Proof of Income (see table below)

Type of Income	ONE of the Following Proofs are Required for EVERY Type of Income You Receive
Adjusted Gross Income (Wages from employment and all other income reported on Federal Taxes)	<input type="checkbox"/> Pages 1 & 2 of your 2016 or 2017 Federal Income Tax Return (Form 1040) <b><i>If you do not file taxes you may submit...</i></b> <input type="checkbox"/> 2016 W2 for all places of employment for you and your spouse <b>OR</b> <input type="checkbox"/> Three paystubs from 2016 or 2017 for all places of employment of you and your spouse
<b>If applicable, please provide proof of any supplemental income your family is receiving.</b>	
Business Income	<b>NOTE: If this income is already claimed on your taxes, do not list the amount as additional Business Income on your application and do not submit additional documentation or your income will be calculated higher than it should be.</b> <input type="checkbox"/> Copy of your business tax return, financial statements or a notarized letter stating your total earnings
Child Support	<input type="checkbox"/> If court ordered, provide documentation stating amount of support and your name <b><i>If not court ordered, you may submit...</i></b> <input type="checkbox"/> Transaction record displaying your name and monthly or annual amount
Public Assistance Cash	<input type="checkbox"/> Award letter displaying name and award amount <b>OR</b> <input type="checkbox"/> Transaction record displaying your name and monthly or annual amount
Food Stamps	
Social Security/SSI	
Unemployment/Worker's Comp	
Other (includes but is not limited to adoption or foster subsidies, tuition support from family, friends, or employer)	<input type="checkbox"/> If you have other sources of income not reported elsewhere, please provide notarized letters from your employer, family/friends providing financial assistance stating the annual amounts.



**A Parent's Call to Action:  
10 Reasons Not to Avoid Intervention for Your Child's  
Academic, Behavioral or Emotional Difficulty**

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When starting a family, few parents anticipate that their children may one day experience significant problems in school or with their behavior or mental health. When those challenges do arise, it can seem easier to delay or avoid altogether seeking diagnosis and treatment. However, many problems that affect students' learning, behavior, and social interactions do not go away on their own, without intervention. If you, or a parent that you care about, are considering allowing a child to receive professional evaluation or intervention, here are ten points to keep in mind.

**1. Evaluation might show something you didn't expect.** It's easy for all of us to procrastinate when we want to avoid "bad news." Evaluation, however, can sometimes show that the source of your child's difficulties is something you never expected. A sleep disorder or anxiety problem instead of ADHD, for example. A language disorder instead of Autism. A visual processing disorder rather than a reading disability. Until your child is evaluated, the true source of the difficulty remains unknown.

**2. The longer you wait, the worse it may get.** It's a clear rule of thumb: mental health, learning, and substance abuse problems tend to worsen over time, unless treated. The "wait and see" approach, while tempting, can result in a problem that is more serious, longer-lasting, and difficult to treat. With problems that are impacting classroom learning, for example, waiting another year for evaluation and intervention often results in a child who is further behind his or her peers at the end of the year than at the beginning. Another year's instruction has been missed, and peers are quickly moving ahead.

**3. Your child's friendships could be at risk.** Many behavioral and emotional conditions are known to impact a child's social interaction skills and ability to make and keep friends. For example, young people who use alcohol and drugs normally begin to associate only with others who also use substances. Children and youth with anxiety problems often suffer very significant social consequences, as their peers prefer to interact with students who are relaxed and self-confident. Friendship difficulties create further disappointments for an already struggling child.

**4. Many medication myths have been disproven.** A reluctance for medication use can seriously hamper a student's recovery, when medical treatment is warranted. Some of this reluctance is based on inaccurate understandings of medication's risks. Medication myths include that students are more likely to abuse drugs or alcohol if they have taken a medication for behavioral or emotional problems (the opposite, in fact, may be true) or that drinking caffeinated drinks can effectively mimic a prescription stimulant (research shows they can't.) It is important for parents to obtain accurate, up-to-date information before arbitrarily ruling out the use of medications, when medications are warranted.

**5. Suicide and physical injury are real concerns.** Mental health and substance abuse problems often carry an increased risk for physical harm to the child or adolescent involved. Suicide is currently a leading cause of death among young people ages 10-14 and 15-21, and is most often preceded by unrecognized and/or untreated levels of depression. Individuals suffering from eating disorders are at particular risk for early, sudden death due to the bodily stress from such disorders. Individuals with untreated ADHD have significantly impaired driving abilities and are involved in considerably more accidents, including fatal accidents, than non-disabled peers and peers with ADHD who are taking stimulant medication. Diagnosis and treatment are important steps toward physical safety for the child or adolescent.

**6. No one avoids being labeled.** "I don't want my child to be labeled," is commonly heard by teachers and school counselors. This makes a lot of sense, as no one wishes for their child to carry negative stigma due to a diagnosis. The problem, however, is that no one is able to avoid being labeled by others. Children - all children - will be labeled by their peers, teachers, coaches and others. When they are not provided remediation or treatment for their difficulties, sometimes childhood peers may label them as bad, dumb, or weird. Teachers and coaches apply their own judgments, often wondering why a family is refusing to get their child help. An official "label," in the form of a diagnosis that comes with treatment, is usually less stigmatizing in the long run.

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**7. Early intervention can make all the difference.** Early intervention is often key to inhibiting a problem's progression, building skills that provide resilience and confidence, and preventing co-occurring difficulties like social problems, underperformance in school, and low self-esteem. Children with learning challenges, for example, report more significant gains in academic skills when their problems are recognized early and targeted interventions are provided. Many speech difficulties and fine motor difficulties, such as pencil grasp, become almost intractable past the primary grades age.

**8. Substance abuse and ADHD are inextricably linked.** A significant body of recent research is showing what many clinicians have believed for some time - substance abuse and ADHD go hand in hand. A clinical report from the American Academy of Pediatrics, published online recently in *Pediatrics*, stated that Attention-Deficit/Hyperactivity Disorder (ADHD) and substance use disorders are "inextricably intertwined," and parents and patients should be informed of this. The report concluded that stimulant medication may reduce the risk for trying drugs and developing substance use disorders.

**9. Special education services "ain't what they used to be."** No doubt, some parents have memories of unhelpful, embarrassing, or even abusive school experiences in their own youth. It's easy for any loving parent to assume that their child may have a similar, negative experience if allowed to receive special services at school. Services today are normally provided within a general education curriculum, and separate classrooms for students with disabilities are far less common. Most students have many classroom friends who receive help ranging from reading support or speech therapy to counseling or testing accommodations.

**10. Your child deserves help.** Ask any teacher, and he or she will be able to share stories of students about whom they were seriously concerned, but who were not allowed to receive evaluation or interventions. It is always troubling when a student is having academic, emotional, behavioral or social difficulties, but it is particularly disheartening to see a child going through unnecessary problems that could be successfully treated with the right support. Every child and adolescent deserves to have his or her needs and challenges taken seriously and deserves help where help is needed.



**Amy Maus, MSW, LCSW** is a Licensed Clinical Social Worker in both Missouri and Illinois. She specializes in services to schools, including work within public and private schools in urban, suburban and rural settings. Amy provides training to educators, parents and students, Care Team consultation, and direct intervention with at-risk students. In the office, she provides psychoeducational evaluations for issues including ADHD, anxiety, and other mental health and learning concerns that impact the classroom. She enjoys working with students of all ages and their families.