SETON CATHOLIC

CARDINAL POINTS

SetonSchools.org

Volume 6, Issue 1 Winter 2017



FEATURE

- SAVING FOR COLLEGE

PLUS

- SEE WHAT OUR STUDENTS ARE UP TO : FROM PRESCHOOL THRU HIGH SCHOOL

ALSO IN THIS ISSUE

- TEACHER FEATURE
- ALUMNI NEWS
- SPORTS ROUND-UP

AND MORE...

CARDINAL POINTS

The Cardinal Points is a publication of Seton Catholic Schools.

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WE ARE VERY INTERESTED IN WHAT YOU HAVE ACCOMPLISHED

SETON CATHOLIC ALUMNI: UPDATE INFORMATION SHEET

Name: _____ Class of _____

Address: _____ City: _____ State: _____ Zip: _____

Home Phone: ( ) _____ Work Phone: ( ) _____

E-mail: _____

College: _____

Degree/Major: _____

College: _____

Degree/Major: _____

Employment: Business/Position: _____

If married, spouse's name: _____

Names/ages of children: _____

Do you have something special to share? Write your news here: _____

_____

SEND TO: ***Seton Catholic Alumni Association, 233 South 5th Street, Richmond, IN 47374***

or fax us at ***765-935-9930*** *at any time, seven days a week.*



Dear Seton Catholic Family,

At the end of January each year, Catholic school students and staff come together to celebrate Catholic Schools Week. It's a time to review our work, thank God that we can come together in this setting, and simply have fun together. So, what's the big deal? Why choose Catholic education anyway? I have first hand experience now as I've worked in a Catholic school and my own children have attended Catholic school.

First, the academic standards and achievements are higher in a Catholic school. I noticed that immediately when I came to Seton. I notice it often when new students come to Seton from other schools and they are working hard to catch up to their peers. Our standardized test scores attest to that as Seton ranked the highest in our county at the elementary level. Plus, the academic program blends our culture, technology, the arts, and gospel values so well. Along with the rigor, a heightened sense of responsibility grows and is necessary to succeed. Our students CAN accomplish that.

Secondly, our Catholic schools provide a family atmosphere complete with a welcoming environment and a feeling of security. Staff members and parents get to know one another well and attend to children's needs beyond the academics. As family stands together, I notice that the Seton family stands together, helping one another and also reaching out to help the community in need. Serving those who need resources is second nature to our students and staff. How refreshing!

But most important – Catholic schools have the great opportunity to spread the word of Christ and assist families in the faith formation of their children! Faith is spread throughout the day. Students learn the importance of moral development and self discipline, respect of self and others, strength through humility. They learn that they are built for holiness and are to strive to be saints as they become productive citizens and future leaders for us all. Catholic faith intertwined with classroom curriculum is a common sense, beautiful blend.

My own children have flourished in Seton Catholic Schools. They have been pushed academically, sometimes to the point of frustration, but always with adult assistance if needed. They have developed great friendships and great respect for those who lead them. They have learned to lend a hand and to serve, sometimes when it's not convenient, but when it's necessary. And they have a strong faith that has been taught to them not only by their father and me, but by all who surround them during their school days. They will be able to stand strong and tackle studies and difficulties well. Their father and I chose that for them and I'm so thankful that we did. Who wouldn't want that for their children? Who wouldn't want that daily success? What an opportunity we have to help grow our children through Catholic school! We're ready to celebrate!

God bless,

Kimberly J. Becker

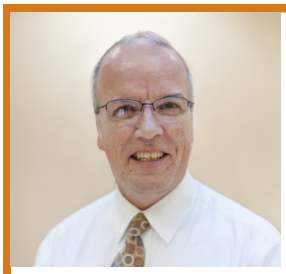
Kim Becker
SES Principal



AFFLICTIONS ARE THE STEPS TO HEAVEN.

~ ST. ELIZABETH ANN SETON

WORDS FROM OUR SCHS PRINCIPAL



Dear SCHS Family,

At the end of January, we will observe a national celebration of Catholic schools. We take advantage of this special time of year to recognize and acknowledge all those people who are involved in Catholic education. It is a tribute to the many people who selflessly "choose" to work in Catholic schools or who send their children to Catholic schools. Recently, I began to think about what makes us different—what makes us special. I have a couple of reflections on Seton Catholic High School and Catholic education in general that I would like to share with you.

At SCHS, we provide a personal, faith-centered, family environment which nourishes students spiritually and intellectually. We accomplish this by providing a strong core curriculum, in conjunction with extracurricular activities, integrated with Christian principles that promote responsibility to society and to the Church. Providing educational excellence for our students, with teachings centered in the mission of Jesus Christ is our continual goal. We strive to help students acquire the knowledge and skills they need to go on and be the leaders of tomorrow.

I firmly believe that parents have more power than anyone else to shape their children's lives. But I am sure that parents can use all the help they can get, including help with their children's religious formation. In addition to teaching kids how to read, write, add and subtract, a Catholic school openly supports our Catholic faith perspective, values and ideals. Society's dominant norms and values offer Christian parents challenges in abundance. Catholic schools give parents more support, not more competition. A Catholic school that lives up to its name supplements and supports Christian family influences. It also helps children learn that religion is not just a private or family matter. A Catholic school says to students, "Our faith is meant to be carried into the everyday world and lived there."

Parents should always remember that family environment and the dominant social climate have a powerful impact on kids, so Catholic schools cannot be expected to work miracles. Catholic schools, however, strive to provide a clearly countercultural social and learning environment rooted in the Gospel of Jesus Christ.

Catholic schools encourage kids to respect other religious and philosophical perspectives while they teach the Catholic faith and celebrate the liturgical seasons. Parents who send their children to a Catholic school can feel confident that such a school supports and nourishes the faith tradition that is precious to them. It is true that youth sometimes reject the religious vision a Catholic school offers them. Still, the seeds are sown, and years later when life is no longer so simple those seeds may well sprout and bear fruit.

A Catholic school exists to lead its students beyond a purely secular, relativistic outlook on learning and life. A Catholic school is not staffed by saints, halos aglow, but is dedicated to calling forth the loving God day by day. Efforts to do this make a difference in the life of a child that he or she can feel.

At SCHS, we are able to openly encourage the adolescent search for self to happen in tandem with the search for God, as it should. Our focus is always on Christ and building a community which gives true testimony to His Presence in the world. In allowing Christian values to serve as the guiding force in our school, we provide students with an opportunity to meet academic goals and develop a stronger connection with a loving God. Our loving God is a powerful presence in our school. God is there, thick in the air, quiet and warm in the classrooms and vibrant when the halls ring with the laughter and chatter of our precious young people.

This month, we celebrate our continual emphasis on excellence...we celebrate being different...we celebrate our uniqueness ...we celebrate our special mission to serve ...and we thank God for the many blessings that he continues to bestow upon us. May Catholic education always have a strong presence in the greater Richmond area. ***Peace!***

Sincerely,

Rick J. Ruhl

Rick J. Ruhl
Principal

College Savings Options

Shared with us by Seton Catholic parent, Brett Guiley –Branch Manager of Raymond James & Associates, Inc.

College costs

For the 2015/2016 college year, the average annual cost of attendance (known as the COA) at a four-year public college for in-state students is $24,061, the average cost at a four-year public college for out-of-state students is $38,544, and the average cost at a four-year private college is $47,831. The COA figure includes tuition and fees, room and board, books and supplies, transportation, and personal expenses. Many private colleges cost substantially more. (Source: The College Board's 2015 Trends in College Pricing Report.)

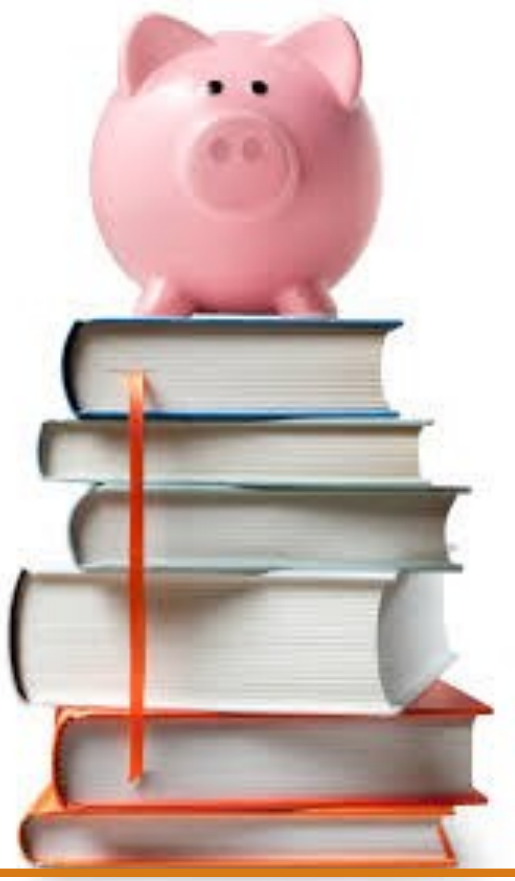
College savings options

It is important for parents to start putting money aside for college as early as possible. But where should you put your money? There are many possibilities, each with varied features. For example, some options offer tax advantages, some are more costly to establish, some charge management fees, some require parental income to be below a certain level, and some impose penalties if the money is not used for college.

Following is a list of options:

- 529 college savings plans
- 529 prepaid tuition plans
- Coverdell education savings accounts
- Custodial accounts (UTMA/UGMA)
- Gifting
- U.S. savings bonds
- Traditional IRAs and Roth IRAs
- Employer-sponsored retirement plans
- Employee stock purchase plans
- Cash value life insurance
- 2503 trusts
- Crummey trusts
- Tax-deferred annuities
- Other tax-advantaged strategies
- Options unique to business owners

***Note**: Investors should consider the investment objectives, risks, charges, and expenses associated with 529 plans before investing. More information about specific 529 plans is available in each issuer's official statement, which should be read carefully before investing. Also, before investing, consider whether your state offers a 529 plan that provides residents with favorable state tax benefits. As with other investments, there are generally fees and expenses associated with participation in a 529 savings plan. There is also the risk that the investments may lose money or not perform well enough to cover college costs as anticipated.*



Factors that may affect college savings decisions

When investing for college, there are several factors to consider.

Tax advantages

Money saved for college goes a lot further when it's allowed to accumulate tax free or tax deferred. To come out ahead in the college savings game, it's wise to consider tax-advantaged strategies.

Example: Assume that every year you put money away in a non tax-advantaged investment that earns 9 percent. If your earnings are subject to a 33 percent tax rate (federal and state), your after-tax return is 6 percent.

Example: Now assume you put the same amount of money every year into a tax-advantaged vehicle, such as a 529 plan that earns 9 percent per year. If you later withdraw the money to pay qualified education expenses, you have no tax liability. So, your after-tax return is 9 percent.

The result is that in some cases your return can be greater with a tax-advantaged strategy like a 529 plan than with an investment that offers no special tax advantages (although there is no guarantee that an investment will generate any earnings).

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College Savings Options
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Kiddie tax

Many parents believe they can shift assets to their child in order to avoid high income taxes. This strategy works best if the child is generally age 24 or older. If the child is under age 24, the kiddie tax rules apply.

The basic tax rules are as follows:

- For children age 18 or under age 24 if a full-time student, the first $1,050 of annual unearned income (e.g., interest, dividends, capital gains) is tax free, the second $1,050 is taxed at the child's rate, and any unearned income over $2,100 is taxed at the parents' rate. This latter tax is referred to as the kiddie tax. So, after the first $2,100 of investment income, a child under age 24 will end up paying the same tax as if the parents had retained the asset.
- For children age 24 or older, the first $1,050 of annual unearned income is tax free, and all earnings over $1,050 are taxed at the child's rate. if the child is in a lower percent tax bracket, the child will pay less tax than his or her parents would pay on the same income.

***Tip**: One way parents may avoid the kiddie tax is to put their child's savings in tax-free or tax-deferred investments so that any taxable income is postponed until after the child reaches age 24 (when the child is taxed at his or her own rate). Such investments can include U.S. savings bonds or tax-free municipal bonds. Alternatively, parents can try to hold just enough assets in their child's name so that the investment income remains under $2,100.*

Financial aid



Whether or not a child will qualify for financial aid (e.g., loan, grant, scholarship, or work-study) may affect parental savings decisions. The majority of financial aid is need-based, meaning that it's based on a family's ability to pay.

Predicting whether a child will qualify for financial aid many years down the road is an inexact science. Some families with incomes of $120,000 or more may qualify for aid, while those with lesser incomes may not. Income is only one of the factors used to determine financial aid eligibility. Other factors include amount of assets, family size, number of household members in college at the same time, and the existence of any special personal or financial circumstances.

If a child is expected to qualify for financial aid (and most do), parents should be aware of the formula the federal government uses to calculate aid--called the federal methodology--because there can be a financial aid impact on long-term savings decisions. The more money a family is expected to contribute to college costs, the less financial aid a child will be eligible for.

Briefly, under the federal methodology, parents are expected to contribute 5.6 percent of their assets to college costs each year, and students are expected to contribute 20 percent of their assets each year.

Example: A sum of $20,000 in your child's savings account would translate into a $4,000 expected contribution ($20,000 x 0.20), but the same money in your account would result in a $1,120 expected contribution ($20,000 x 0.056).

Also, the federal methodology excludes some parental assets from consideration in determining a family's total assets:

- Retirement accounts (e.g., IRA, 401(k) plan, 403(b) plan)
- Home equity in a primary residence or family farm
- Cash value life insurance
- Annuities

Thus, all options being equal, parents may choose to put their money into one or more of these nonassessable assets.

***Caution**: Although the federal government excludes these assets, individual colleges have discretion whether to consider them in determining a family's ability to pay college costs.*



Time frame

Time frame is a very important consideration. Is the child in preschool or a freshman in high

school? Obviously, most college savings strategies work best when the child is many years away from college. With a longer time horizon, parents can be more aggressive in their investments and have more years to take advantage of compounding.

When the child is a baby up until about middle school, most professional financial planners recommend putting more money into equity investments because historically, over the long term, equities have provided higher returns than other types of investments (though past performance is no guarantee of future results). Then, as the child moves from middle school to high school, it's usually wise for parents to start shifting a portion of their equities toward shorter-term, fixed income investments.

If the time frame is only a few years, parents will be limited in their choice of appropriate strategies. For example, if the child were in high school, equities normally would not be a preferred strategy due to the short-term volatility of these investments. Similarly, parents would not have enough time to build up cash value in a life insurance policy.



Amount of money available to invest

The amount of money parents have to invest at a particular time might affect their savings strategies. For example, if parents have only a small amount of money to invest, trusts probably aren't the best option because they are typically more costly to establish and maintain than other college saving options. In this case, a 529 plan may be more appropriate.



Control issues

Generally, when parents give money or property to their child, they lose control of those assets. Such a loss of parental ownership can take place immediately, as in the case of an outright gift of stock certificates, or it may be delayed, as in the case of a custodial account or trust. In any event, parents must assess their personal feelings about relinquishing control of assets to their child. Some children may not be mature enough to handle such assets, whereas others can be counted on to use them for college costs.

Discussing a college funding plan with your child

As college expenses continue to rise relative to the means of the average family to pay such costs in full, parents may find it helpful to sit down with their older children and discuss ways to pay for college. For example, parents may want to discuss:

- Whether they intend to fund 100 percent of college costs or whether they expect their child to contribute and, if so, in what amount. For example, parents might convey their expectation that their child contribute a certain percentage of all earnings from a part-time job or a portion of all gifts.
- Whether the child will play a role in the savings strategy. For example, parents who want to gift appreciated stock to their child should convey their expectation that the child will apply all of the gains to college costs.
- Whether any money will need to be borrowed, and if so, how much and in whose name the loan(s) will be obtained. The amount that needs to be borrowed may affect the type of college the child applies to (e.g., public or private, top tier or middle tier).
- Whether there will need to be shared financial responsibility during the college years. For example, the child may need to participate in a work-study program or obtain outside work during the college years.

Communicating these expectations ahead of time can prevent unpleasant surprises and help parents and their children better plan for the expenses that lie ahead. Also, an open discussion can give children an increased awareness of the financial burden their parents may be undertaking on their behalf.

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College Saving Options
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Dilemma of saving for college and retirement

For many parents, especially those who started families in their 30s and 40s, the problem of saving for college and retirement at the same time is a nagging reality. Most financial planning professionals recommend saving for both at the same time. The reason is that parents typically can't afford to delay saving for their retirement until the college years are over, because doing so would mean missing out on years of tax-deferred growth and, possibly, employer-matching 401(k) plan contributions.

The key to saving for both is for parents to tailor their monthly investment to the particular investment goal--college or retirement. Parents will then need to determine their time frames and liquidity needs for each goal, which may require the assistance of a financial planning professional.



March For Life

-by Kyle King, Youth Minister

March for Life 2017 is upon us! As the new Youth Minister of St. Elizabeth Ann Seton, I am excited to not only attend this trip for the first time but to lead a group of 42 students and 10 adults to our nation's capital in order to walk with thousands of others in support of life. This trip is more than a walk or political statement however. Ultimately, it is a pilgrimage to encounter the living Christ.

> "THE THIEF COMES ONLY TO STEAL AND KILL AND DESTROY. I CAME THAT THEY MAY HAVE LIFE, AND HAVE IT ABUNDANTLY."
> - JESUS
>
> JOHN 10:10

When we first arrive on Thursday, January 26th, we will join St. Charles Borromeo's youth group from Bloomington, IN as their pastor, Father Tom Kovach, celebrates Mass with all of us. On Friday, we will attend morning Mass at George Mason University and also enjoy a time of worship with a few contemporary musicians. After worship, we will join the March at the Washington Monument and spend time prayerfully walking to our nation's Capitol building. We will then return home the next day and be ready to serve where God is calling us. Each one of us will also participate in a small group that requires us to slow down, pray, and listen to God's voice throughout our time together.



SCHS Students attended the Life Prayer Chain in October in order to pray for an end to abortion along South 'A.'

During Jesus' day, the practices of abortion and infanticide (infants being left to die outside) were prevalent throughout the Roman Empire. Within a few hundred years, the early church largely eliminated these practices not through policy but by love. They rescued abandoned babies, cared for the sick, befriended strangers, and pooled resources together so that even the poor in the church had what they needed to care for their children. The first Christians challenge us today to live with that same kind of radical love. Please pray that we will return from our pilgrimage with it.

Laudato Si

Laudato Si came to Seton the school year of 2015-16. Students from each grade were chosen and asked to go to Indianapolis for a day and meet with other catholic schools to learn about the Pope's encyclical and lead the community in becoming more environmentally safe. Thus, the club Laudato Si* formed.



St. Joseph's Park clean-up crew.

This year the club is formed of twelve students and two staff members. We have joined with another club, environmental, making us the Laudato Si Environmental Club. This year we plan on conquering new projects and inviting guest speakers to direct us on how to take care of the environment and way to involve the community. Last year, we came up with many projects to start but the one that stood out and inspired the community of Seton Catholic was sprucing up St. Joseph's Park. This park has become the main project this year.

We have already started to plant perennials that will add attractiveness and color to the lifelessness of the park. We have also added a trash can to prevent litter and hope that will keep the park clean. We would like to fix the St. Joseph sign as well including state regulations, such as no smoking and loitering. The park has been vandalized over the years; benches have been written on and broken and our statue has been stolen many times. We received the statue back and have secured it so that it will not be taken again. We plan to fix the benches by using environmentally safe products. We have trimmed branches on trees so there is more light in the park and so the plants can grow more efficiently. Environmental tips were sent out last year in a way that we called "Monthly Missions." We have been considering bringing that back to life every month.



In the Laudato Si Environmental Club, we are looking to make a difference in our community and environment. We would love to involve anyone willing to give advice or their time in helping or donating.

*Laudato Si Club members and advisors include: Anali Melendez, Kimberlee Lichtenberger, Cassidy Frame, Joseph Fox, Maria Jackson, Maggie Westjohn, Maggie Mulinaro, Hannah Burge, Ashton Wetherell, Wayne Prinkey, Jacob Royer, Shauna Stamm, and Kyle King

Laudato Si' (Medieval Central Italian for "Praise be to you") is the second encyclical of Pope Francis. The encyclical has the subtitle "On Care For Our Common Home".... To read some highlights of Laudato Si', on subjects ranging from abortion to consumerism visit http://www.catholicherald.co.uk/news/2015/06/18/key-quotes-from-the-popes-encyclical/.



WE MUST PROTECT CREATION FOR IT IS A GIFT WHICH THE LORD HAS GIVEN US, IT IS GOD'S PRESENT TO US; WE ARE THE GUARDIANS OF CREATION."

~ POPE FRANCIS

SETON CATHOLIC

USE YOUR GOD-GIVEN GIFTS TO SERVE OTHERS.

~ 1 PETER 4:10



Learning the ins & outs of Indiana while at the State Capital.

Learn to Serve

*By Trent Reichley and Tyson Bray**

What is 4-CLS? We asked this same question when we were chosen to participate in this six month program. However choosing to be a part of it was the best decision we made all year. 4-CLS stands for "Four County Learn to Serve" and involves Fayette, Franklin, Rush and Wayne County. The counties have met twice this Fall. On October 7-8 we started our day at the State Capital where we learned interesting facts about the history of Indiana and how things work. We spent the night at Cornerstone Campgrounds in New Castle, IN where we strengthened team building skills with activities and really got to know each other. The next day we visited Camp Yale in Winchester which I thought was the coolest place ever. It is basically an obstacle course made to challenge your abilities to work together. It was a fantastic experience! On November 14 we spent the school day at Old Richmond Inn working on our etiquette and dining skills. The best part of that day was when we had a mock interview with professional interviewers! A big part of the 4-CLS program is that each county must complete a community project. The community project can be anything as long as it affects the community in a positive way. For example the Wayne County group have come up with "Dodging Drugs and Alcohol Abuse," involving a dodgeball tournament with all schools within the county to increase awareness over our area's drug problems. These community projects require dedication, perseverance, and gives us a chance to help our communities. "I alone cannot change the world, but I can cast a stone across the waters to create many ripples." St. Teresa of Calcutta dedicated her life to the service of others. We are all called to lend a hand to all those around us. The Four County Learn to Serve program uncovers and develops that leadership potential, responsibility, and passion to make a difference.

**Other Seton Catholic High School students that participate in 4CLS this year include Elizabeth Hannah and Jaden Swiderick.*



Working TOGETHER to overcome obstacle course.

What's the Word?

Alumni News & Information

- **Rob Funkhouser** ('07) Rob studied music composition at Princeton over the summer. He is completing his final year of graduate school at Butler University with intentions of applying for his PhD. You might catch him performing in Indianapolis, St. Louis, Cincinnati, or Bloomington!



- **Greg Deitz** ('09) Greg graduated from Purdue University in 2013 and is living in Lynn, Indiana. He is employed by Dot foods. Greg still keeps in touch with some of his friends from Seton, was recently best man at his friend and Seton grad ('09) Mark Dirksen's wedding last summer.

- **Mark Dirksen** ('09) Mark and his wife are expecting their first child in March 2017.

- **Logan Harter** ('09) Logan resides in Scottsdale, Arizona where he is an assistant manager at Sherwin Williams.

- **Kristie Brown** ('10) Kristie is a travel nurse working on a cardiac Progressive Care Unit. She is pursuing her dream of being a nurse while traveling from state to state building new friendships. Kristie enjoys time with her nephew as a first time aunt, and is currently living in South Carolina.



- **Brandon Funkhouser** ('10) Brandon relocated to Chicago during the summer of 2016.

- **Mary Beth Deitz** ('12) Mary Beth graduated from Purdue University in 2016 and accepted a position at Trends International in Indianapolis as a product line coordinator for the calendar division. She is living in Broadripple, Indianapolis with two friends from Purdue.

- **Samantha (Elstro) Floyd** ('12) Samantha married Mr. Andrew Floyd on Saturday, October 22, at St. Mary's Church. Samantha is teaching secondary English at Connersville Senior High School.



- **Audrey (Shake) Burchfield** ('12) Audrey married Mr. Joseph Burchfield on July 16, 2016. The couple resides in Guam.

- **Tyler Dolesh** ('14) Tyler was named to the Dean's List for the fall semester at Xavier University.



ALUMNI:

You're invited to submit your news to setoninfo@setonschools.org.

Seton Cardinal Spectacular

The annual celebration of Catholic schools across the United States, better known as "Catholic Schools Week", is just around the corner! Why celebrate Catholic education in America? Catholic schools are known to provide students (catholic and non-Catholic alike) with a high-quality, faith based education while in a safe learning environment. That leaves us a lot to celebrate!



This spectacular crew puts on a spectacular evening for all who value Catholic education!

Each January, Seton Catholic highlights the weeklong celebration with its adult only dinner event, the Cardinal Spectacular. The Spectacular is an evening for parents, faculty, parishioners and supporters to come together and recognize our students, faculty, and volunteers. The evening culminates by honoring a distinguished Catholic school graduate.

Mrs. Stephanie Kitchin, event chairperson, shares, "What a great night to come together to celebrate and raise money for the wonderful gift of Seton Catholic Schools!"





"WHAT A GREAT NIGHT TO COME TOGETHER TO CELEBRATE AND RAISE MONEY FOR THE WONDERFUL GIFT OF SETON CATHOLIC SCHOOLS!"



THIS YEAR'S "SPECTACULAR" IS SATURDAY, JAN. 28TH.

CALL 765-962-5010 FOR MORE DETAILS...

Growing In The Faith

As a parent or guardian, you have many options in selecting an educational opportunity for your student. It is indeed one of the most important choices you can make for your student. In choosing a Catholic school education, you are providing your student with the spiritual and developmental skills they will need to build a bright future.

In addition to attending weekly Mass, taking religion courses, and being involved in a number of community outreach opportunities, Seton Catholic High students are also participating in a four year Bible Study program led by parishioner and pre-school teacher, Mrs. Cheryl Kitchin.

Year one of the study explored the Book of Mark. This year (year two), students are studying the Acts of the Apostles and all of the Letters of Paul. Next year the focus will turn to the Synoptic



Gospels of Matthew, Mark and Luke. The final year of the four year cycle looks in depth at the Book of John.

The Acts of the Apostles talks about the disciples' needs for more assistance, and how deacons were appointed. Mrs. Kitchin invited both Deacon Frank Roberts and Deacon Jim Miller to talk with the classes. In addition to the students learning about their faith responsibilities, Deacon Frank "took a field trip" to St. Andrew's church where he shared the history of the church and the magnificent stained glass windows with the classes.

"Our Seton High School students are an outstanding group of faith filled young adults! I am continually amazed at their depth of faith and Christian maturity. We have the promise of a bright future with our Seton High School students. The greatest gift that we can give our children is the gift of faith," said Cheryl Kitchin.

Dissection Experience

Seton sixth grade students recently dissected frogs. Below are two student accounts on the dissection.

Account by: Drew VanVleet

Today we dissected frogs in the science lab. I was pretty nervous and wondering what it would be like. When it was time we walked to the science lab. I could tell that everyone was tense.

On each table was a red tray with scissors, tweezers, a magnifying glass, and surgical gloves. It felt as though we were doctors about to participate in a surgery (which we kind of were). On each tray lay a frog bell up, and we were allowed to poke at it for a few seconds.

The first real step of dissection was cutting an "I" shape on its skin, then repeating the process on the underneath fat. Then we cut off the flaps and we got to see all of the organs. The first thing we saw was the huge liver and we were asked to cut it out with our scissors. After the liver was extracted we began to take out the individual organs. Once they were all out we began to skin the frog to see its large muscles especially in its legs. When time was up and we had to say our goodbyes to the frogs, we just threw them in the trash.

Dissection was an overall great experience and I loved it. I learned tons. I also would like to thank all the helpers that helped out and Mrs. Schroeder. It was great!



Extracting bullfrog organs.

DID YOU DISSECT FROGS IN SCHOOL? WHAT DO YOU REMEMBER ABOUT YOUR EXPERIENCE?

Account by: Ryan Murray

Today we dissected frogs. It was pretty gross, but overall really cool! It was cool to see all the organs and intestines.

I can't believe how the frog intestines are so much like ours. It was also super cool to see all those muscles that all worked together to perform all those jobs. At the dissection we dissected bullfrogs. We made the initial cut on the stomach. Then we made another cut on the tissue to see the organs.



There were a lot of organs all over the place. I was kind of confused, but when I looked at my booklet I could kind of pick all of the organs out. We started extracting organs one at a time and looked at them and talked about them.

Overall the dissection was so fascinating. It was a great experience to find out how the body works. It may have also sparked an interest in being a doctor one day!

Left: Concentrating on dissection.

IT'S NOT HOW MUCH WE GIVE
BUT HOW MUCH LOVE
WE PUT INTO GIVING.

~ Mother Theresa

Art Project = LOVE for Others!

Under the guidance of Art teacher Miss Allison Green, students at Seton Catholic Schools took some time in October to show God's love and comfort to those people receiving cancer treatment at the Reid Cancer Center in Richmond, Indiana.

Each class discussed the ways in which they could bring joy to those who were very sick. One kindergarten student suggested that the very sick might just like to hold hands with someone, so that class created clasping paper hands and said a prayer for those that would receive them.



Second graders mailing comfort pillows.



Comfort pillows in the making….

The first grade students traced their arms and painted sparkling pink hugs for their portion of the project. Second graders had big ideas on how to send comfort. They created stuffed heart pillows filled with tissues. Each student sending a message of caring, and wishing the recipient a heartfelt 'feel better soon'. All gifts were then delivered to the Reid Cancer Center.

Miss Green shared, "Our students overflow with a generosity of spirit. It was a warm and fuzzy project and kindly received by the staff at Reid Cancer Center."

Recalling History

Mrs. Leverton's fifth grade class visited the "moving wall" when it made its way through Richmond in the fall. This is a class account of their experience.

"Before we left, we expected the wall to look different and be a lot smaller than it was. We also only expected there to be a few names on the wall. We were very surprised how long the wall was and how many names were on there. We were told that the wall here was only half the size of the actual wall in Washington, D.C.

We learned many things. Some of the things we learned were that the average age of the soldiers killed was 22. We also learned that 8 women died in the war, but none of them were soldiers. They were nurses helping wounded soldiers. One really cool thing that we learned was that Father Capodanno was a Catholic priest that was a chaplain for the war. He died in Vietnam and is being considered to become a saint in the church.

We felt very honored to be there. We also felt sad that that many people lost their lives in the war. We also felt lucky that soldiers sacrifice their lives for our freedom."



Fall Sports Round-Up

Varsity Volleyball : 23-13 record

Won 3rd straight sectional championship

All-Conference: Sarah Dickman & Abbey Schmidt

All-Area: Sarah Dickman (1st), Abbey Schmidt (2nd), Kelsey Martin (3rd), Taylor Haager (Honorable Mention), & Maggie Westjohn (Honorable Mention)

Kelsey Martin named ICGSA Academic All-State and Erin Barrett named ICGSA Honorable Mention Academic All-State

School Records: Career Assists (Abbey Schmidt--1,921), Season Assists (Abbey Schmidt--826), Match Assists (Abbey Schmidt--43), Season Kills (Sarah Dickman--466)



Varsity Soccer Team

Varsity Soccer : 12-5-1 record

Won 1st sectional soccer championship in school history

All-Conference: Sam Brenneke & Tyson Bray

School Records: Team Wins (Coach Kyle Dunn--12), Career Goals (Sam Brenneke--56), Season Goals (Sam Brenneke--33), Season Assists (Adam Deitsch--13), Season Wins--Goalkeeper (Michael Haber--12)

JV Volleyball : 11-6 record

Finished undefeated against conference opponents

JH Volleyball

7th grade finished the season, 6-8

8th grade finished the season, 6-12



Varsity Volleyball Team

Varsity Cross Country

Girls team finished 3rd at sectionals and advanced to regionals for first time

Jenna Barker was PAAC champion

All-Conference: Jenna Barker, Hanna Stamm, & Maria Jackson

Jenna Barker was sectional champion, regional champion, and became first girls cross country runner to advance to state meet (finished 87th)

Hanna Stamm was a semi-state qualifier

Jaden Swiderek was the top boys finisher at sectionals in 52nd

Continued on page 16

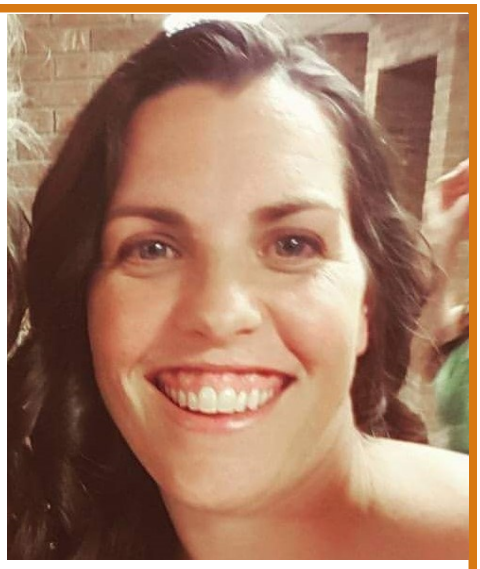
Preschool Update

Mrs. Kitchin's Pre-School and Pre-K kids have been busy working on our fine motor skills by cutting, coloring, pinching and painting. We are learning about our numbers, letters, sorting, sorting, and patterns. While we were learning about farms, we went to a new place for us called Wendel Farms. It was great!! We got to even pretend to be farmers. We love to play outside and dance to Go Noodle! During our Fall party, we made a snack that taught us about Saints. We have been learning that the Saints are our friends in heaven that we can talk to. Preschool is so important because we get to learn through play. We can learn all about educational things through games and songs. We also learn about life skills like listening, sharing, communicating, etc. through play and using our imaginations.





Welcome Aboard



Mrs. Jennifer Wetherell joined our Primary Building staff in August teaching second grade. Possessing a Bachelor's degree in Elementary Education from Indiana University, she has spent five years teaching prior to this. Her teaching experiences include preschool, kindergarten and third grade at Richmond Community Schools, and one previous year teaching fifth grade at Seton Intermediate.

Mrs. Wetherell is married to husband, Dave just over twenty years. They have five children of their own, and added one grandchild to the family in November. She enjoys sewing and historical reenactment in her free time.

"I teach because I love seeing a child enjoy learning! I have chosen Seton because it provides a positive, Christian environment for student and faculty," stated Mrs. Wetherell.

Varsity Cross Country Team



Fall Sports Round-Up
Continued from page 15

Junior High Cross Country

Boys team won every meet, including PAAC Championships, prior to the Indiana Middle School State Championships

Boys team finished 5th at State Championships

Paul Stamm was PAAC Champion and 4th at State Championships

At the State Championships, Jack Guiley was 21st, Wil Stamm was 41st, and Elijah Falcone was 46th.

Girls team was 2nd at PAAC Championships

Lauren Guiley was PAAC Champion and also finished 32nd at State Championships

Conservation Days

Conservation Days is an event for local 3rd and 4th grade students in Wayne County. Students and their teachers learn about and experience a variety of subjects in Agriculture, Natural Resources, Safety, and more. Several state standards are covered during the day focusing on animal instincts/ adaptions, life cycles, vertebrates/invertebrates, conservation/recycling, and other Life/ Physical Science standards.



"The students learned about several different parts of science," shared fourth grade teacher Mrs. Jennifer Beach. "They visited ten to twelve different stations for fifteen to thirty minutes each. The stations that we visited taught the students about recycling, pollution, electricity, insects, forestry, farm life (cows milk/beef, pigs, chickens, and rabbits), how to care for pets (dogs), and wild life (owls and eagles). The students also learned about how a combine tractor works, and how it's used!"









Upcoming Events

1/16	**NO SCHOOL** Reverend Martin Luther King, Jr. Day
1/26	**Seton Elementary Winter Program**
1/27	**March for Life in Washington, DC**
1/28	**Seton Cardinal Spectacular**
2/1	**Fifth Grade Science Fair**
2/15	**SCHS Blood Drive**
2/20	**NO SCHOOL** Presidents' Day
2/23	**Open House**
2/24	**Homecoming Weekend**
3/1	**Ash Wednesday**
3/1	**All School Mass @ St. Mary 8:15AM**

Each year our schools are able to invest in our students experiences and religious needs with the help of the Hubbard Fund. We are blessed beyond measure for the grants that we receive and the help of our parishes. Two opportunities funded through the Hubbard Fund are the fifth grade trip to St. Meinrad and the sixth grade trip to Camp Rancho Framasa. We hope you will enjoy reading student perspectives on both trips!

St. Meinrad Reflection

by: Mason Harvey

Last week my class went on a trip to St. Meinrad. I was curious and excited about going on my first overnight field trip. The trip there was long because we left school at 7:30 am and got to St. Meinrad at 12:30 pm so it took 4 hours to get there. I felt excited because we were going to explore a new part of Indiana. Southern Indiana's scenery was a little bit different from the scenery where we live because there were a lot more hills, and the towns were a little bit smaller than Richmond. I expected a lot of churches there at St. Meinrad. When I first saw St. Meinrad my impression was that it was beautiful!



Some things I learned were that monks go to church five times a day. The monks go to Vespers and Mass, and by the end of the week the monks go to church 35 times. One of their main jobs is to pray. I was amazed at how well the monks sounded at Vespers.

The trip to St. Meinrad deepened my faith by helping me pray more everyday by watching how much the monks pray. In order to grow in faith I would need to continue to study religion. At St. Meinrad I felt the Holy Spirit when we prayed in the chapel area. The trip to St. Meinrad made me feel holy because everybody around me was celebrating God.

One of the things that surprised me at St. Meinrad was the finger bone in St. Meinrad's triptych. I was also surprised by how long the monks lived. One monk lived to be 113 years old. My favorite part about the trip was the chapter room because of all of the colorful paintings. My most favorite painting of all was the tiger that had two faces.

After looking back on our trip, the tours of St. Meinrad and Ferdinand taught me many things will help me in my faith. I enjoyed this trip and all the beautiful things I saw. This trip was one of my favorite school trips. I have already told my younger brother about how much fun he will have and how much he will learn when he goes. Some advice I would give to next year's class would be make sure you have something to occupy you on the bus, but don't forget your charger.

CATHOLIC SCHOOLS IN OUR NATION HAVE BEEN PARAMOUNT IN TEACHING THE VALUES THAT WE AS PARENTS SEEK TO INSTILL IN OUR CHILDREN.

~ Joe Baca
~ U.S. Congressman

CYO Camp Reflection

by: Ella Berger

This year our 6th grade class went to CYO camp. Before we went we had meetings on what to bring. I packed the night before we left. Our class had been talking about the trip since the begin-



ning of the year. We were all super excited for CYO.

When we got to CYO we got in groups. My group was Lauren, Ava, Sierra, Piper, Jack, Logan, Robert and me. Our counselor was Becca. The first activity was high ropes. There were two high ropes, a bridge and a tight rope, we did both. Becca gave us challenges while we did the high ropes –like no hands! I was nervous for the high ropes at first but when I was finished I was excited to do more activities like high ropes. I suggest for anyone who is frightened to do the high ropes to do them. If you do it you get to put a rock in the completion jar.

Once we finished high ropes it was rec time. I chose to play Gaga, I thought it was a good choice the next day because we were supposed to play it that day but the Gaga Pit had a big puddle in the middle. During rec time we played a lot of Gaga. I won one of the rounds. There were a lot of kids who play Gaga, most of the boys were smothered in dirt. Gag is a really fun game.

The next day we played Canadian Games! Outside it was sprinkling which made the game even better. Canadian Games is basically a big game of capture the flag with a bunch of equipment and each side has to steal from each other's side. I was on the orange team. At first the green team was ahead and then the orange team caught up. The game is on hills so I slipped like I was on a Slip 'n Slide. I wanted to keep playing but it was time for lunch. The Canadian Game is not at all tranquil. The counselors said we tied but I think the orange team won.

With all the fun and games we learned about God and being a leader. Between each activity we would pray for safety and courage for the next activity. I think our class had a great experience at CYO. I hope next year's class has a great time at CYO because I know I did.



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