

Saint Andrew School

PROVIDING A QUALITY
ROMAN CATHOLIC EDUCATION

ALUMNI NEWSLETTER

Summer 2020 Inside this Issue

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Saint Andrew School
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Look Inside Yourself ...

Remember who you are!

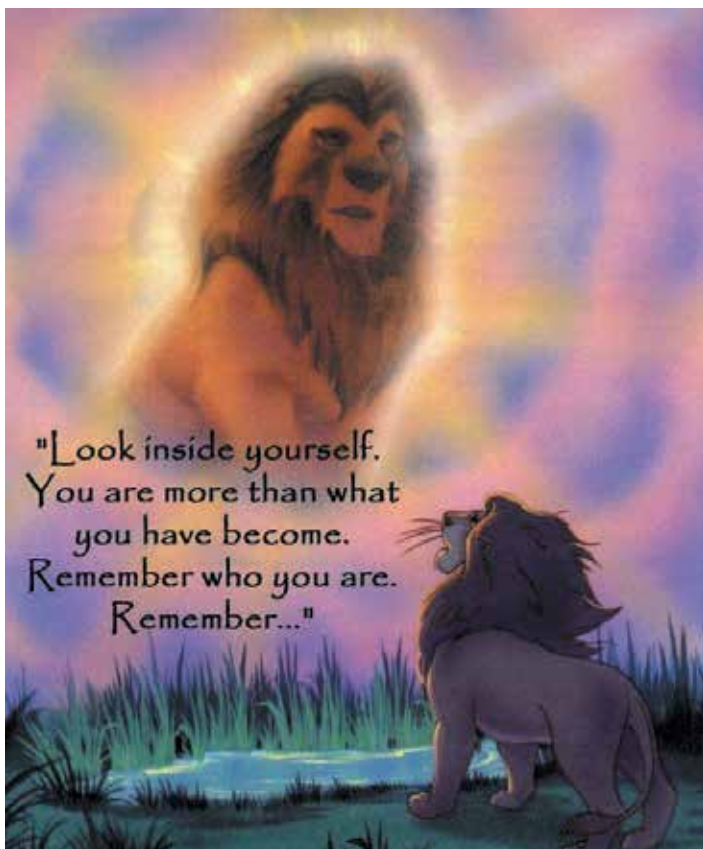
The story begins with the birth and anointing of Simba, the lion cub, as prince of the pride and immediate heir to his father, Mufasa. At the same time, Simba's birth displaces his father's brother, Scar, from second in line to the throne to third after newborn cub, which unfortunately, creates incredible jealousy and resentment in Scar. With intent on being king by any means, Scar plots with the hyenas to kill Mufasa and Simba by manipulating a stampede into which he sends Simba. Mufasa saves Simba but is himself killed by Scar. Through deception, fear and violence, Scar intimidates Simba to believe that he (Simba) is responsible for his father's death and sends him away in shame. Consequently, because of his blind self-absorption, Scar ascends unworthily to the throne and transforms the pride lands into a shadowland engulfed in flames, destruction, hardship and anguish. Meanwhile, the young, confused and misguided Simba is befriended by a meerkat (Timon) and a warthog (Pumba) who convince him of a fantasy – that life can be lived in a carefree manner according to the code of "Hakuna matata!" That works for a while, but eventually reality confronts the true king and compels him to stop thinking about himself and to assume his proper role as Mufasa's son and the responsibility he has to his pride. For me, the most significant moment in the film is when Rafiki (the mandrill oracle) challenges Simba to grow up and take on the responsibility of **his** life by moving from narcissistic self-centeredness toward eucharistic self-giving. Rafiki states unequivocally: "I know your father." Simba's eyes grow and his heart is filled with hope, that perhaps Mufasa is still alive. Following Rafiki across the prairie, through the night and into an overgrown and scary mangrove swamp, they

(continued on page 2)



Saint Andrew School

abruptly stop at a pond. Rafiki tells him to look into the pond. With great disappointment, Simba says "That's not my father, just my reflection." "No," says Rafiki, "Look harder. You see, He lives in you," and Simba sees and realizes what is true, good and beautiful by seeing his father in his own reflection. At that point, there is a theophany of sorts in which the winds and sand of the earth combine with the stardust of the heavens and Mufasa appears and speaks: **"Simba, you have forgotten me. You have forgotten who you are and have thus forgotten me! Look inside yourself, Simba; you are more than what you have become! You must take your place in the circle of life! Remember who you are!"** After this dramatic epiphany, Simba is changed. He confronts the challenge of his own identity ... of who and whose he is. Rather than dwelling on his myopic perspective of the past, he courageously accepts that he must endure the pain of it; musters the courage to accept reality as it is; and freely chooses to go back to the pride lands to engage the battle for Truth and for what is right. At this point in the drama, the musical score is quite interesting. After crossing the desert and arriving home for the first time in many years, he sees the utter disaster the place has become and is readying himself for the battle of his life. The background music playing is taken from the third movement of Tchaikovsky's *Orchestral Suite No. 4*, which was his tribute to Wolfgang Amadeus Mozart. The composition highlights Mozart's magnificent musical setting of the 14th century Eucharistic Hymn, *Ave verum corpus* (Hail, True Body), which he composed to celebrate the feast of Corpus Christi in 1791, a meditation on the Catholic belief in Jesus's real presence in the sacrament of the Eucharist, and ties it to the Catholic conception of the redemptive meaning of suffering in the life of all believers. The poetic prayer which became the lyrics of the hymn are a meditation on a meditation on the Holy Eucharist as the Real Presence of Jesus in the Blessed Sacrament and our Holy Communion with Jesus in the Paschal Mystery which gives the redemptive meaning of suffering in the life of all believers. Intentional or not, I find it quite exquisite that this score was chosen ... the words of the hymn are translated: **"Hail, hail true body - born of the Virgin Mary - Who truly suffered, sacrificed on the cross for man - Whose pierced side overflowed with water and blood. Be for us a foretaste in the trial of death, in the trial of death."** The trial of death ... the battle between Scar and Simba begins. The Great Lie is exposed and the Father of Lies is deposed. In the midst of fire and water, which begin as a destructive curse are transformed into a rejuvenating and cleansing grace by his act of courageous selflessness. Simba defeats his cowardly and deceitful uncle, and sends Scar into the exile that he chose for himself long ago. Simba assumes his rightful place to begin the arduous work of restoration.

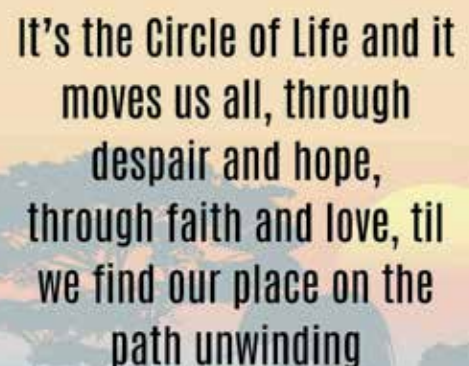


It is certainly a child's story of fantasy; a world of talking animals where lions form alliances with meerkats, warthogs and hyenas depending on what they want to accomplish ... a bit too much to take seriously, right? Maybe or maybe not. Quoting the great philosopher from Neverland, "All you need is Faith, Trust and a little bit of pixie dust ..." to which I would add our knowledge, our experiences, and our imagination and we would be able to hear the resonance of the great story of Life and Love narrated by the Creator when in the beginning He breathed His Word over the darkness and chaos and brought light and order. And, while I hope that you don't think I believe in pixie dust, could what Peter Pan referred to not be an analogy to divine grace ... that



mysterious power that transforms the merely empirical and pragmatic into the transcendent and real? So often we are told that these are strange and uncharted times ... so why not seek some counsel from the wisdom of the ages that simplified the great mysteries of life into myth and poetry? **"Education is integral to the mission of the Church to proclaim the Good News. First and foremost, every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals His transforming love and truth (cf. *Spe Salvi*, 4). This relationship elicits a desire to grow in the knowledge and understanding of Christ and His teaching. In this way those who meet Him are drawn by the very power of the Gospel to lead a new life characterized by all that is beautiful, good, and true; a life of Christian witness nurtured and strengthened within the community of our Lord's disciples, the Church."** (Benedict XVI, *Meeting with Catholic Educators*, Catholic University of America in Washington, D.C.: 17 April 2008) In the midst of these uncertain times (are they any less certain than others in the history of the world?) and the attempts to create a "new normal" deplete of the Presence or even a reference to God, don't we all need a rap on the head from Rafiki's stick calling us to wake up, leave the life of "Hakuna Matata" and grow up in our faith?

Saint Andrew School is and continues to be profoundly committed to build a Culture of Life and a Civilization of Love through Faith and Knowledge even in the midst of a pandemic and especially during periods when individuals and communities experience an existential angst with overwhelming feelings of powerlessness, political cynicism, alienation and moral depravity. **"Clearly, then, Catholic identity is not dependent upon statistics. Neither can it be equated simply with orthodoxy of course content. It demands and inspires much more: namely that each and every aspect of your learning communities reverberates within the ecclesial life of faith. Only in faith can truth become incarnate and reason truly human, capable of directing the will along the path of freedom. (cf. *Spe Salvi*, 23) In this way our institutions make a vital contribution to the mission of the Church and truly serve society. They become places in which God's active presence in human affairs is recognized and in which every young person discovers the joy of entering into Christ's "being for others." (cf. *Spe Salvi*, 28) The Church's primary mission of evangelization, in which educational institutions play a crucial role, is consonant with a nation's fundamental aspiration to develop a society truly worthy of the human person's dignity."** (Ibid.) Thus, not Saint Andrew School, the buildings; not Saint Andrew School an ancillary operation of St. Andrew the Apostle Parish; but Saint Andrew School ... all of us ... the community of faith and charity ... we, the students, parents, teachers, administrators, priests, parishioners, alumni/ae are all called ... gently invited to "look harder." Let us, therefore, open our hearts so that we may begin to see and believe again that "He lives in you. ... me ... us" and give witness to this reality by the witness of our lives. Determined to provide a safe environment; commissioned to inspire each student to make full use of their God-given intellect and talents to be the best version of themselves; and devoted to proclaim the Good News of Jesus Christ, Catholic Education does not promise safety from all harm, success in all endeavors and the absence of struggles of faith. Rather, through the paschal Mystery of our Lord's life, death and resurrection, there is a clarity of understanding that while life is not fair, nor easy nor perfect ... life is good, very good, especially when we gratefully receive it and generously share it as God's unique gift to each of us. Moreover, Catholic Education challenges the individual student to probe deep within themselves to discover the reflection of the Living God who created them in His image and grasp the dignity that He bestows on them, a dignity that no one can take away. In losing sight of God's Presence in our lives, we lose ourselves and become enslaved to the things of this world. This is the tremendous gift that Saint Andrew School offers and strives to share. The on-going interest, generosity and encouragement of our Alumni/ae, friends and benefactors provide us the opportunity to continue this necessary mission. Thank you for being a part of this dream and I ask that you invite anyone else who is interested in making a difference in the life of a child to join us in this incredible flight of imagination, this adventurous leap of faith, this arduous task of love. May God bless and keep you. And treat yourself to enjoy a review of the 1994 version of "The Lion King."



It's the Circle of Life and it
moves us all, through
despair and hope,
through faith and love, til
we find our place on the
path unwinding

Msgr. Francis Sauer



From the Principal

We are all well aware what the year 2020 brought us; a virus so unique its mystery instilled fear of the unknown which caused churches, schools and businesses to operate from a distance. On the surface, 2020 appeared to have brought isolation, mistrust, unrest and turbulence. Yet, from my perspective, I was able to witness firsthand an outpouring of perfect charity, pure hope, and steadfast faith in our good God! As a result, the question I ponder of late is, "What has 2020 wrought?" The Merriam-Webster dictionary notes five definitions of the word wrought. The first definition offered is, "worked into shape by artistry and effort", and the fifth meaning is stated as "deeply stirred". I will leave the first definition for your personal musings while I tell of those who have been deeply stirred to action these past six months.



The first group of people, our teachers, literally pivoted to online learning over a weekend. For the first time ever, a plan was in place to cover five snow days. Little did any of us imagine the entire final trimester would be taught virtually. Our teachers were valiant in their efforts to engage students in learning and uphold their school spirit. Additionally, our school parents persevered in their efforts to support the sudden changes. One cannot deny the sadness felt as so many rites of passages were missed. Yet, for the sake of our children, we put on happy faces as new means of gathering at a distance took place. Our students and their teachers missed out on much, but have gained a greater appreciation of going to school! Overall, I believe everyone in the school community has a greater appreciation of one another and the meaning of being together in communion and community.

Not surprisingly, yet amazingly, our families were supported through the pandemic crisis by many outside organizations who recognize the value and need for Catholic education. Business Leadership Organized for Catholic Schools (BLOCS) offered emergency scholarship funds to families who experienced a loss of income due to COVID-19. The Connelly Foundation provided Chromebooks to families who were in need of devices. The Foundation for Catholic Education matched donations designated to Saint Andrew School for COVID-19 relief. Donations from alumni continued to come in despite the unstable economy. Indeed, our God has blessed us through the generosity of others! Words cannot express my deep gratitude for this outpouring of generosity.

Now, more than ever, Saint Andrew School students, teachers and administrators need your support; both prayerful and financial. COVID-19 has had a profound effect on Saint Andrew School. So much so, we plan to open in the fall with unprecedented options. Students may attend in person, or they may attend virtually. These options, along with the necessary attention to sanitizing and distancing, present new challenges to the teachers and students. However, we plan to move forward and do what is best for our students.

Catholic education recognizes that the human person does not exist and grow in isolation; rather, one grows as a member of a community larger than the individual self (NCCB, 1972). Bishop Gerald Kicanas, Chair of National Catholic Educational Association's Board of Directors, recently

stated: Clearly the mission of our Catholic schools cannot be realized simply through virtual learning and remote teaching. Formation happens through an experience of community, through being together in prayer and through personal interaction." The evil one would like nothing more than to have our school closed to personal interaction and prayer. We, who have been tasked with bringing children to know, love and serve the Lord, cannot let doubt, isolation and chaos keep us from doing the work of God. His culture of Life and civilization of Love must and will triumph!

Helen McLean

Spirit Run 2020



Week of October 25th - 2020

Like many other events this year, the eleventh annual Saint Andrew Spirit Run will be a virtual event. It is our hope to keep the spirit and support of Saint Andrew School alive while maintaining safety precautions for our participants.

The virtual event will take place during the week of October 25th. Participants will document their times with the use of a running app such as Strava: Run, Ride, Swim or Runkeeper GPS Running Tracker. Simply take a photo of the finishing time and send it to the Spirit Run Committee by 5:00 PM on Saturday, October 31st. Winners in each category will receive a paid registration for the 2021 Saint Andrew Spirit Run. Every participant will receive a commemorative finishing medal.

While the virtual race will not bring the multitude of family, friends and runners together in one place, it still provides much needed support for Saint Andrew School. On the upside, many of our alumni who live far from their Drexel Hill roots will be able to participate.

Registration and Sponsorship information can be found online at: www.saintandrewschool.com or by contacting Owen Quigley at: ojquigley@msn.com



Perspective

Perspective is the way you see something. Perspective has a Latin root meaning "look through" or "perceive," and all the meanings of perspective have something to do with looking. Influences on perception include past experiences, education, values, culture, preconceived notions, and present circumstances. In the end, the perception you construct becomes your reality.

For the past five months, we have been bombarded with information regarding the COVID-19 pandemic and have witnessed through various media sources over the past three months protests, riots, homicides, injuries, looting, arson, vandalism, graffiti, destruction of statues of our country's founding fathers and Catholic Saints and the Blessed Mother, burning of American flags and general anarchy in many cities across our nation. And fanning the flames of fear is the evil practice of silencing critics of this mayhem ensuring either their docility or their "cancelation."

Despite this trendy revisionism, the American dream has and still inspires generations of immigrants throughout the globe to admire this nation of religious freedom and opportunity – seeking to provide their families with a better life – in the broadest meaning of that word. Freedom is an anathema to these anarchists, who seek only to destroy literally everything. They are indeed evil. Fortunately for this great country, the American spirit will endure for *"The only thing necessary for the triumph of evil is for good men to do nothing."*— Edmund Burke

"Why do you notice the splinter in your brother's eye, but do not perceive the wooden beam in your own eye? How can you say to your brother, 'Let me remove that splinter from your eye,' while the wooden beam is in your eye? You hypocrite, remove the wooden beam from your eye first; then you will see clearly to remove the splinter from your brother's eye."

Matthew 7:3-5

Regarding COVID-19, we have this somber message from the United States Catholic Conference of Bishops – *"COVID-19 has contributed to the permanent closure of 138 Catholic schools across 23 states. Additionally, internal surveys show ten percent of Catholic schools are now uncertain if they can open their doors this fall. That means as many as 500 or more Catholic schools could be in jeopardy."*

Fortunately, Saint Andrew School has been blessed in so many ways, enabling the continuation of a long history of forming children in the Catholic faith, the sciences, the liberal and fine arts, as well as in service to their fellow man. For ninety-eight years, SAS has provided a quality Catholic education rooted in the Gospel to thousands of students who have gone on to have successful and productive lives while fondly remembering where their educational journey began. Since 2008, the formal beginning of the SAS Alumni Newsletter and Annual Fund campaign, we have raised over **\$500,000** in contributions – providing much needed financial support beyond what we receive in tuition and fee income.

While COVID-19 has also impacted SAS financially (see P&L on page 7) as well as through the diminished social / community component of school life, we remain strong financially and our enrollment will continue to be above 400 students. Returning to classes this fall will undoubtedly renew our appreciation for our school, our faculty and staff, administration and all the volunteers and friends of SAS. For that, we are truly grateful. May God continue to bless you and the entire SAS community.

Steve Litz, Business Manager



SAINT ANDREW SCHOOL

Profit & Loss Statement		Balance Sheet	
Fiscal Year Ending June 30, 2020		Fiscal Year Ending June 30, 2020	
INCOME		ASSETS	
Socials & Donations		Current Assets	
Annual Fund	\$ 61,555	Checking Accounts	
Scrip	\$ 3,353	Operating Account	\$ 454,566
Matching Gifts	\$ 5,676	Other Accounts	\$ 50,158
Spirit Run Fundraiser	\$ 11,000	Total Cash - Checking	\$ 504,724
Home & School Donation	\$ 5,000		
Other	\$ 2,773	Restricted Funds	
Total - Socials & Donations	\$ 89,357	Endowment Funds	\$ 265,096
Tuition Income (net of aid)	\$ 1,248,985	Total Cash & Investments	\$ 769,820
Financial Aid	\$ 191,185		
Total Tuition Income	\$ 1,440,170	Total Accounts Receivable	\$ 14,234
School Fees	\$ 106,917	Scrip Inventory	\$ 7,225
CARES Income (Net of Expenses)	\$ 41,682		
Interest & Dividend Income	\$ 867	Total Assets	\$ 791,279
Total Operating Income	\$ 1,678,993	LIABILITIES & EQUITIES	
EXPENSES		Payroll (July - August 2020)	\$ 219,471
Salaries	\$ 1,155,333	Unearned Income	
Payroll Taxes & Employee Benefits	\$ 320,096	Tuition	\$ 65,329
Total Salaries & Benefits	\$ 1,475,429	Registration Fees	\$ 37,641
		Other	\$ 2,060
Property & Liability Insurance	\$ 24,293	Total Unearned Income	\$ 105,030
School Administration	\$ 23,229		
Prof. Fees / Contracted Services	\$ 61,543	Total Current Liabilities	\$ 324,501
Outside Printing	\$ 3,831		
Office Supplies & Equipment	\$ 9,887	Long Term Liabilities	
Instructional Materials	\$ 28,165	PPP Loan	\$ 298,821
Building Maintenance	\$ 35,210		
Utilities	\$ 26,089	Total Liabilities	\$ 623,322
Sub-total	\$ 212,247		
		Equity	
Total Operating Expenses	\$ 1,687,676	Opening Balance Equity	\$ 482,348
		Unrestricted Net Assets	\$ (236,785)
Net Operating Income (Loss)	\$ (8,683)	Net Income	\$ (77,606)
		Total Equity	\$ 167,957
Unrealized Capital Gains (Losses)	\$ 17,643		
Capital Expenditures - Facilities	\$ (86,566)	TOTAL LIABILITIES & EQUITY	\$ 791,279
Net Income (Loss)	\$ (77,606)		



American Academy of Pediatrics

COVID-19 Planning Considerations: Guidance for School Re-entry

As schools and states develop plans for students to return to school during the COVID-19 pandemic, the American Academy of Pediatrics (AAP) has updated interim guidance to reflect the growing understanding of the virus' impact on children and adolescents.

"COVID-19 Planning Considerations: Guidance for School Re-entry" stresses the fundamental role of schools in providing academic instruction, social and emotional skills, safety, nutrition, physical activity, and mental health therapy. Schools are critical to addressing racial and social inequity. School closure and virtual educational modalities have had a differential impact at both the individual and population level for diverse racial, ethnic, and vulnerable groups, according to the guidance. Evidence from spring 2020 school closures points to negative impacts on learning. Children and adolescents also have been placed at higher risk of morbidity and mortality from physical or sexual abuse, substance use, anxiety, depression, and suicidal ideation.

"The AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school."

"The AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school," according to the guidance. These coordinated interventions intend "to mitigate, not eliminate, risk" of SARS-CoV-2.

Pediatricians can reference the guidance when answering parents' questions about cloth face coverings and masks; temperature checks; social distancing in classes, hallways, and on buses; and how to navigate the needs of students with disabilities and those who receive behavioral health and emotional support from schools.

Ideally, pediatricians will have completed students' well-child visits and had the opportunity to ensure that school immunization requirements have been maintained. The guidance encourages pediatricians to work with schools and local public health leaders to promote childhood vaccination messaging. Annual influenza vaccination is encouraged for all students and staff members.

Social distancing, mask use

How to effectively observe social distancing and wear cloth face coverings is addressed in the guidance, which examines factors such as students' ages, developmental stages and special considerations.

"Evidence suggests that spacing as close as 3 feet may approach the benefits of 6 feet of space, particularly if students are wearing face coverings and are asymptomatic," according to the guidance.

Schools should weigh the pros and cons of enforcing 6 feet of distancing. If it is not feasible without limiting the number of students, other risk-mitigation strategies may be more favorable.

High- and low-priority strategies are provided for distancing and cloth face coverings by age. High-priority strategies include the following:

- For pre-kindergarten students, cohort classes, spend time outdoors, and limit visitors to the building. The impact of physical distancing is small and difficult to implement in this age group.
- Elementary students should wear face coverings if the risk of touching their mouth or nose is not greater than the benefit of reducing the spread of COVID-19. When possible, spacing desks 3 to 6 feet apart and using cohort classes and outdoor space, is recommended
- Physical distancing may have a bigger impact on reducing the risk of COVID-19 among secondary school students. When feasible, use face coverings when closer than 6 feet apart, avoid close proximity (and go outdoors if possible and spread out) during activities like singing and exercising, and consider cohorting classes.
- Pediatricians can work with families and schools to identify and develop accommodations for children with unique needs.

During the school day, students also must navigate physical distancing in enclosed spaces, such as buses, hallways, playgrounds, and cafeterias. Other distancing measures include:

- Assign seats to bus riders by cohort, use face coverings if distancing is not possible, and minimize the number of riders within reason. Encourage students who have other options to use alternative transportation.
- Reduce congestion inside the building with one-way hallways (tape arrows on floors), rotate teachers instead of students, stagger class periods, and assign lockers by cohort or eliminate lockers.
- Group students by cohort for meals. Students could eat in their classroom or use outdoor spaces when possible. The guidance stresses that care should be taken to protect students with food allergies from potential exposure. Decisions about how to serve meals also should take into consideration food security and the possible increase in students eligible for free or reduced meals. Emphasize the importance of physical distancing to adults with staggered drop-offs and pickups, limiting parents from entering the building, installing plexiglass in reception areas, and discouraging shared lounges.

Testing and temperature checks

It is important to have policies to ensure a rapid response to a student or staff member with fever who is in the school and to ensure that students and staff are appropriately screened if they develop COVID-19 symptoms. However, testing is not feasible prior to the start of school in most locations and is not known to reduce the likelihood of spread in schools.

Temperature screening and checks should be balanced with the practicality of doing such procedures at a large scale. In lieu of screening after school arrival, families should keep children home if their child has a fever of 100.4 degrees Fahrenheit or higher and symptoms of or exposure to someone with COVID-19 virus. Allowing parents to record and report temperature at home can be considered, but the epidemiology of disease in children and possible complications for the family should be considered.

Trisha Koriath, AAP Staff Writer

<https://www.aappublications.org/news/2020/06/26/schoolreopening062620>



Science & Engineering Fair

DELAWARE COUNTY

Each year, students in Delaware County are involved in sophisticated research projects that focus on science topics in a variety of categories. The Delaware County Science Fair embraces a philosophy that students learn science by doing science. In the process, students meet various science standards and learn how to think and develop critical problem-solving skills that they will need for careers, college and citizenship.

We wish to congratulate our SAS students for their achievements in the various categories. Out of the total awards granted to middle school students (38), SAS was awarded 7 or 18% of the total awards. And the competition at the Middle School level throughout Delaware County was quite intense:

	Awards
Private Catholic Academies	9
All other Private Academies	2
Home School Students	3
Public Schools	6
Parochial Schools	18 (SAS – 7 awards)
Total Awards	38

Delaware County Science & Engineering Fair Awards

Student Name	Grade	Category	Category Prize	School	Special Awards 1
Peter Bozzone	07	Honorable Mention	Physics	Saint Andrew School	
Tasia Brice	08	Third Place	Microbiology	Saint Andrew School	
Ava Ezzie	08	Second Place	Consumer Sciences	Saint Andrew School	
Lucy Hatfield	08	Second Place	Biochemistry	Saint Andrew School	
Aaron Martin	07	Third Place	Botany	Saint Andrew School	
Brayden Van Dellen	08	First Place	Earth and Space Sciences	Saint Andrew School	Best of Category
Joshua Wagner	07	Honorable Mention	Physics	Saint Andrew School	



As they say, "timing is everything." The annual SAS play held its final performance just five days before Governor Wolf announced the closure of all Pennsylvania schools which eventually was extended through the end of the school year. Special thanks to Steven Lacey, SAS Faculty member, and Lauren McGinnis, SAS alumna volunteer, for their effort and commitment in inspiring and challenging our students to develop their theatrical skills and talents – a truly outstanding performance by all!



Steven Lacey





Saint Andrew School



Gymnasium Project Update

Despite understandable obstacles presented by the COVID-19 pandemic, the project continues to advance with an updated detailed site plan and the initial conceptual exterior rendering of the gymnasium displayed on the following pages. While our focus recently has been on safely reopening the church and school, we will be resuming cost and design discussions with the architect in September. Funds earmarked for this gymnasium project now stand at **\$1,093,412.**

Gift Opportunities

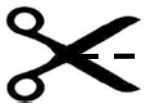
Building Gift Opportunity

Naming \$500,000

Gymnasium Opportunities

Gym Flooring	\$100,000	
Bleachers	\$ 50,000	SOLD
Scoreboards	\$ 25,000	each
Gymnasium Office	\$ 25,000	
Gymnasium Windows	\$ 10,000	each
Main Basketball Hoops	\$ 5,000	each
Misc. Gym Equipment	\$ 5,000	

Gift	Initial Gift	Monthly	Per Day
\$ 500,000	\$ 30,000	\$12,500	\$410.96
\$ 250,000	\$ 25,000	\$ 6,250	\$205.48
\$ 100,000	\$ 10,000	\$ 2,500	\$ 82.19
\$ 50,000	\$ 5,000	\$ 1,250	\$ 41.10
\$ 25,000	\$ 2,500	\$ 625	\$ 20.55
\$ 15,000	\$ 1,500	\$ 375	\$ 12.33
\$ 10,000	\$ 1,000	\$ 250	\$ 8.22
\$ 5,000	\$ 500	\$ 125	\$ 4.11
\$ 3,000	\$ 300	\$ 75	\$ 2.47



I / We wish to support the Gymnasium Capital Campaign with a 3 year pledge as follows:

Total Gift \$ _____ Today's Payment \$ _____ Balance Due \$ _____

Special Purpose / Instructions _____

Payable ☐ Monthly ☐ Quarterly ☐ Annual ☐ Other

Pledge Start Date _____

Method Of Payment ☐ Cash / Check ☐ On-line - Faith Direct

<https://membership.faithdirect.net/enroll/PA685/9>

Does your company match gifts? ☐ No ☐ Yes _____

Company Name _____

All gifts are payable over three years unless otherwise indicated. Pledges are voluntary and not legally binding.

Thank you for your support!

Signature _____ Date _____



D2

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Houston, TX 77058
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5	Device 5	Device 5	Device 5
6	Device 6	Device 6	Device 6
7	Device 7	Device 7	Device 7
8	Device 8	Device 8	Device 8
9	Device 9	Device 9	Device 9
10	Device 10	Device 10	Device 10

REFERENCES

ST. ANDREW
SCHOOL
GYMNASIUM

Project (Milestone)	19-2021
Project (Milestone)	2022-2023
Project (Milestone)	2024-2025
Project (Milestone)	2026-2027
Project (Milestone)	2028-2029
Project (Milestone)	2030-2031
Project (Milestone)	2032-2033
Project (Milestone)	2034-2035
Project (Milestone)	2036-2037
Project (Milestone)	2038-2039
Project (Milestone)	2040-2041
Project (Milestone)	2042-2043
Project (Milestone)	2044-2045
Project (Milestone)	2046-2047
Project (Milestone)	2048-2049
Project (Milestone)	2050-2051
Project (Milestone)	2052-2053
Project (Milestone)	2054-2055
Project (Milestone)	2056-2057
Project (Milestone)	2058-2059
Project (Milestone)	2060-2061
Project (Milestone)	2062-2063
Project (Milestone)	2064-2065
Project (Milestone)	2066-2067
Project (Milestone)	2068-2069
Project (Milestone)	2070-2071
Project (Milestone)	2072-2073
Project (Milestone)	2074-2075
Project (Milestone)	2076-2077
Project (Milestone)	2078-2079
Project (Milestone)	2080-2081
Project (Milestone)	2082-2083
Project (Milestone)	2084-2085
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Project (Milestone)	2088-2089
Project (Milestone)	2090-2091
Project (Milestone)	2092-2093
Project (Milestone)	2094-2095
Project (Milestone)	2096-2097
Project (Milestone)	2098-2099
Project (Milestone)	2100-2101
Project (Milestone)	2102-2103
Project (Milestone)	2104-2105
Project (Milestone)	2106-2107
Project (Milestone)	2108-2109
Project (Milestone)	2110-2111
Project (Milestone)	2112-2113
Project (Milestone)	2114-2115
Project (Milestone)	2116-2117
Project (Milestone)	2118-2119
Project (Milestone)	2120-2121
Project (Milestone)	2122-2123
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Project (Milestone)	2160-2161
Project (Milestone)	2162-2163
Project (Milestone)	2164-2165
Project (Milestone)	2166-2167
Project (Milestone)	2168-2169
Project (Milestone)	2170-2171
Project (Milestone)	2172-2173
Project (Milestone)	2174-2175
Project (Milestone)	2176-2177
Project (Milestone)	2178-2179
Project (Milestone)	2180-2181
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Project (Milestone)	2190-2191
Project (Milestone)	2192-2193
Project (Milestone)	2194-2195
Project (Milestone)	2196-2197
Project (Milestone)	2198-2199
Project (Milestone)	2200-2201
Project (Milestone)	2202-2203
Project (Milestone)	2204-2205
Project (Milestone)	2206-2207
Project (Milestone)	2208-2209
Project (Milestone)	2210-2211
Project (Milestone)	2212-2213
Project (Milestone)	2214-2215
Project (Milestone)	2216-2217
Project (Milestone)	2218-2219
Project (Milestone)	2220-2221
Project (Milestone)	2222-2223
Project (Milestone)	2224-2225
Project (Milestone)	2226-2227
Project (Milestone)	2228-2229
Project (Milestone)	2230-2231
Project (Milestone)	2232-2233
Project (Milestone)	2234-2235
Project (Milestone)	2236-2237
Project (Milestone)	2238-2239
Project (Milestone)	2240-2241
Project (Milestone)	2242-2243
Project (Milestone)	2244-2245
Project (Milestone)	2246-2247
Project (Milestone)	2248-2249
Project (Milestone)	2250-2251
Project (Milestone)	2252-2253
Project (Milestone)	2254-2255
Project (Milestone)	2256-2257
Project (Milestone)	2258-2259
Project (Milestone)	2260-2261
Project (Milestone)	2262-2263
Project (Milestone)	2264-2265
Project (Milestone)	2266-2267
Project (Milestone)	2268-2269
Project (Milestone)	2270-2271
Project (Milestone)	2272-2273
Project (Milestone)	2274-2275

PRELIMINARY
SITE PLAN
(REV01)

SK-02

St Andrew School
605 Mason Avenue, Drexel Hill, PA 19026
02 Pricing Markups to Becker & Frondorf
2020-02-28

PROPOSED PLAN
MARKUPS

New curb concrete curbs and curb cut to accommodate new dumpster access.

New retaining walls on [3] sides; gated enclosure on street side

New exterior
in-place stairs and
up to accommodate
change in grade

LOBBY NOTES

Allocate budget for the following:

- (2) 15'x15' offices
- (1) male restroom to include (2) toilet stalls, (1) urinal, (3) sinks.
- (1) female restroom to include (3) toilet stalls, (3) sinks.
- (1) janitors closet)

asphalt resurfacing of playground. Provide allowance to re-stripe for basketball nets and other outdoor activities.

ADD ALTERNATE

Disconnect and relocate existing outdoor transformer to basement of existing school building. Provide an allowance.

ADD ALTERNATE

RELOCATE
Relocate double swing access doors to new side of building. Demolish and relocate concrete steps

New concrete paver system at building's entry plaza. Approx. 600 sqft

New reinforced
concrete vehicle entry
Approx. 800sqft



2020 / 03 / 18

CONCEPTUAL EXTERIOR RENDERING



Saint Andrew School Gymnasium

Drexel Hill, Pennsylvania



CONCEPT © D2 GROUPS, LLC
D2 GROUPS, LLC
2400 Rockledge Blvd., Suite 100
King of Prussia, Pa. 19151
Tel: 484.298.8338 Fax: 484.298.8344
d2groups.com



Saint Andrew School



Congratulations to the Class of 2020



Amelia Crafton
Kayley DiTrolio
Eric Dougherty
Jennifer Duru
Douglas Engler
Francini Espinal
Ava Ezzie
Anthony Hoban
Marcos Karasavas
Kyle Kirk
Kenneth Lester

Dante LoSasso
William McIntyre
Justin Morris

Michaela Muldoon
Tola Oladapo
Andrew Ryan
Saniya Southerland
Lakai Terry
Zayea Thomas
Leah Walker



Miles Johnson
Khadija Kamara
Abigail Lyon
Margaret Lyon



Tasia Brice
Lucy Hatfield
Sameeha Ershad



Jilian Elefante



Christan Chervil
Nilani Curtis
Stephen Davison
Myles DeShields
Isis Holt
Anthony Hopson
Lowell Kamanousa
Che McMullen

Mason Moore
Kelly O'Doherty
Tyhir Phillips
Marissa Rivera
Samir Smith
Brayden VanDelle
Isaiah Wolffe



Skylar Dittbrenner





The Class of 2020 – Annual “Clap Out”

No “high fives” & hugs this year. But a police escort and parade around Drexel Hill was pretty sweet!







Yet another record year for Financial Aid

Thanks to the generosity of our alumni, parishioners, business community, Foundations, friends of SAS, we have received **\$178,500** in EITC / OSTC funds to our school families for the 2020-2021 school year. We wish to recognize all the various individuals and groups that made this extraordinary financial aid program result possible:



Business Leadership Organized for Catholic Schools (BLOCS)

EITC = Educational Improvement Tax Credit Program

OSTC = Opportunity Scholarship Tax Credit Program (restricted - only for qualified families living within the geographic boundaries of a failing public school)

BLOCS Special Purpose Entity (SPE)

\$ 53,500 - EITC Funds

Donors:

Anonymous
Jim & Lori Fleming
Mike '93 & Carie Litz
Bill & Lisa McGinnis
Pat & Alicia O'Grady

Lincoln Investment Group Holdings, Inc.

\$ 10,000 - OSTC Funds

BLOCS Matching Funds

\$ 4,000

BLOCS Pre-K Awards

TBD

The Verna Family Scholarship **\$ 12,000**

The Verna Scholarship is privately funded by the Verna family and has special criteria for eligibility:

- ❖ Fifth Grade Student* at Saint Andrew School with a minimum of a B average
- ❖ Parishioner of St. Andrew the Apostle Parish
- ❖ Attends Sunday Mass
- ❖ Actively involved in the Parish and School Community
- ❖ Presentation (essay, power-point, artistic expression) of what Saint Andrew School means to them.

(*Students initially apply for the scholarship in the fifth grade. Scholarship is applied to the tuition during the sixth, seventh and eighth grade years.)

**Verna Family Scholarship Award (in honor of their parents - Bob & Marie Verna)
Marie, Gloria, Dorothy, Paul & Thomas - all SAS Graduates**

Congratulations to the 2020 Verna Family Scholarship Recipients
Hayden Bierling & Ella V. Augustine



The Foundation for Catholic Education – Special Purpose Entity (SPE) \$111,000 EITC Funds

Donors:

Anonymous
 Frank & Desiree Altieri
 Frank & Sue Angelo
 James Burke '56
 Alfred & Nancy Cappelli, Jr.
 Florence & Michael J. Cunningham, Jr.
 Deacon Daniel N. DeLucca
 Jacinta Eke
 William Hill '49
 Brian & Rosie Lester Jr.
 Steve & Mary Anne Litz
 Rev. Philip Lowe
 Joe & Jacqueline R. Magee
 Howard Mathues
 Michael McErlean
 Kate & Bill Paffett
 Tom Paquette
 Katie & Rick Stoll
 Tam Tran
 Nicky & Deacon Tom Verna



\$ 16,550

Directed Gifts from SAS Annual Fund &
 Good Samaritan Donations

\$ 13,860

Office of Catholic Education –
 Heritage of Faith Endowment disbursement

\$ 9,500

Grand Total

\$ 230,410

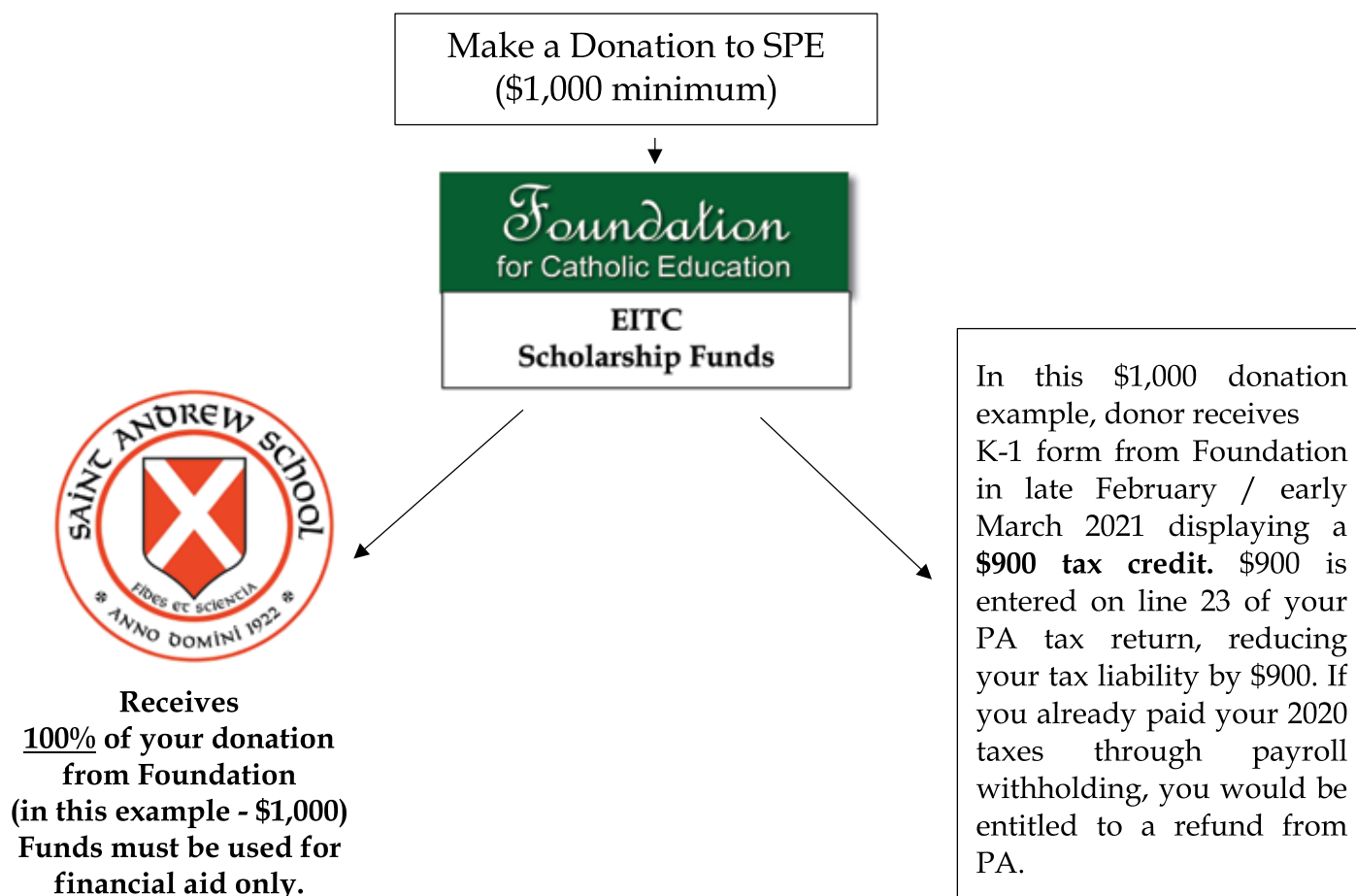
Learn how to make a donation to BLOCS or the Foundation for Catholic Education's SPE and get at least 90% of your donation back while providing financial aid to families through the EITC / OSTC Programs on the following pages.



You are making a difference!

Alumni, SAS school families, parishioners and friends of SAS residing in Pennsylvania. Individuals are now able to make a donation to the Foundation for Catholic Education's Special Purpose Entity (SPE) and **get 90% of it back** in the form of a PA tax credit which reduces your 2020 PA Income Tax bill.

It's worth repeating - **you make a donation and get 90% of it back!** For the upcoming 2020-2021 school year, Saint Andrew School has been awarded over **\$176,000** in financial aid through these SPE programs thanks to our loyal donors and supporters of SAS



- Donations are due to the Foundation's SPE before December 2020.
- This SPE requires a two-year commitment to earn the 90% tax credit (for both the 2020 & 2021 tax years).
- Participation eligibility requires taxable income from a for-profit company. If a married couple has one spouse working for a non-profit and the other spouse working for a for-profit, they are eligible to participate at their total combined income level.
- With the minimum donation level at \$1,000, annual taxable PA income should be at least \$35,000.
- Any questions or for more information, please contact Steve Litz, parish business manager, at 610-259-1169 (bus.mgr@standrewdh.org) or Judi Neeld, Director of Development, Foundation for Catholic Education at 610-793-8503 or jneeld@foundationforcatholiceducation.org
- Interested in helping SAS School families and receiving a 90% tax credit on your donation? Please complete the form (on page 18) and return to the rectory at 3500 School Lane, Drexel Hill, PA 19026



COMMITMENT TO CONTRIBUTE TO SPE

I agree to contribute the sum of \$_____ per year to the above SPE in years 2020 and 2021. I understand that the SPE will provide me with a final Operating Agreement. I also understand that my commitment to the SPE will not be final until I agree and sign the SPE's Operating Agreement. My information for contact and tax purposes is as follows:

Member Name: _____

Spouse Name: _____

School Name: _____

Parish Name: _____

Home Address: _____

E-Mail Address: _____

Cell Phone: _____

Social Security Number _____

Date: _____

Signature: _____



Saint Andrew School 2019-2020 Annual Fund Campaign

(Gifts Received – January 1 – June 30, 2020)

We are deeply appreciative of all the donors listed below and on the following page for their generosity in supporting and funding the on-going needs of our parish school.

SSJ Circle

(\$5,000 +)

Ms. Stephanie Ennis

Principal's Circle

(\$1,000 +)

Mr. and Mrs. Mark T. Bullock, Esq.
Michael Golden
Joann G. Robinson
Shell Oil Company Foundation
Mr. and Mrs. Thomas Skrovanek

in memory of Cecilia M. Bullock (1928 - 2014)

Robinson Family



Red & White Club

(\$500 +)

Anonymous
Marilouise Burns
Mr. Rob Liberatore

in memory of A.W. Tegler & Jerome Bennett



Friends of SAS

(\$250 +)

Edna Wynne Hneleski
Trish Kearney
Maryann Andruszko Mellor '83
Eugenia E. Wechsler '79

in memory of the Andruszko Family
In honor of the Class of 1979 & our deceased classmates



SAS Steward

(\$100 +)

Anonymous
Linda Banes
Len Brogan
Bruce Conforto '66
Robert DeSimone '55
Richard L Fieo, MD '60
Mary Pat (Nespoli) Fralick '77
James P. Gallagher '54
Maryanne Knapp '54
Mary (Betty) Kerl Kropp '57
Mr. Daniel V. Lamay '59
Richard Light
Thomas & Anne Light
Jeremiah J. Lynch
Arthur & Eileen McNulty
Kevin R. McNulty
Jim and Carol McWilliams
Robert H. Morro
Nancy O'Neill
Thomas M. Pitetti '61
Marie D. Rodgers

in honor of the teachers & students
in memory of Edward Banes
in memory of Len and Marie Brogan
in memory of Clara & Joseph Conforto

in honor of Sr. Marianna R. Fieo, SSJ - Class of 1962

in memory of Jim Knapp
in memory of James & Mary Kerl
in honor of the Class of '59

in memory of Patricia A. Lynch

in memory of Eileen & Art McNulty (parents)

in memory of Robert C. Ninni
in memory of James Rodgers

SAS Donor

(to \$99)

Craig and Leslie Collier
Joan T. Drumm
Mr. and Mrs. Martin P. Eagan
Brian Geraghty '59
Mr. and Mrs. Joseph Mongeluzi

Mrs. Maryanne Snow '51
Mrs. Mary Tremper
Mr. and Mrs. John A. Vantine
Michele Novelli Zowney '60

in memory of Ruth Degnan
in memory of Pete Drumm

in honor of Class of 1951 & in memory of Barbara McCloskey
in memory of Peter Tremper - Class of 1991
in memory of Nicholas and Mary Palucci
in memory of Al & Verna Novelli



BUILDING A CULTURE OF LIFE, AND A CIVILIZATION OF LOVE
THROUGH FAITH AND KNOWLEDGE.



God Bless You



Saint Andrew School 2019-2020 Annual Fund Campaign Final Results

Our sincere thanks and gratitude to all who generously supported the 2019-2020 SAS Annual Fund Campaign. It was another record year thanks in large part for directed gifts in support of multiple initiatives including tuition assistance and our Capital Campaign.

Our **2020-21 Annual Fund Campaign** begins this August (see page 27). Please watch your mail and take that extra step by contacting your employer (or former employer if retired) about their matching gift program. Your support is indeed making a difference. All gifts, regardless of size, are welcomed and truly appreciated.

2019-2020 Directed Gifts

(July 1, 2019 - June 30, 2020)

Financial Aid	\$ 13,860
Operations	\$ 9,325
STREAM	\$ 2,900
Capital Campaign	\$ 11,255
Undirected	\$ 24,215
Total	\$ 61,555

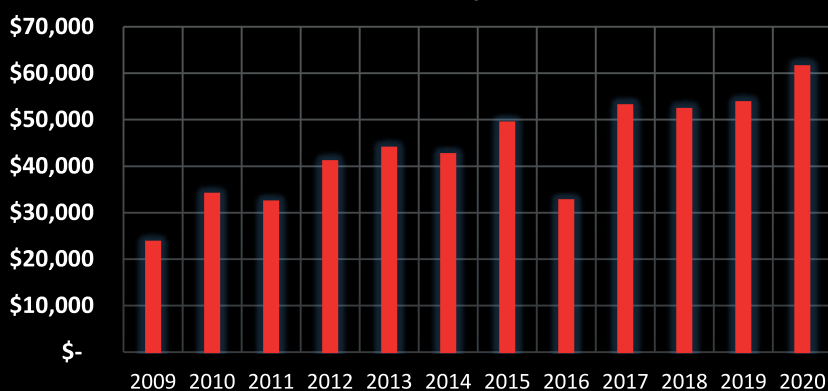
History

Total Gifts (19-20)	\$ 61,555
Total Gifts (18-19)	\$ 53,818
Total Gifts (17-18)	\$ 52,346
Total Gifts (16-17)	\$ 53,118
Total Gifts (2015)	\$ 32,706
Total Gifts (2014)	\$ 49,416
Total Gifts (2013)	\$ 42,634
Total Gifts (2012)	\$ 43,984
Total Gifts (2011)	\$ 41,100
Total Gifts (2010)	\$ 32,454
Total Gifts (2009)	\$ 34,121
Total Gifts (2008)	\$ 23,746

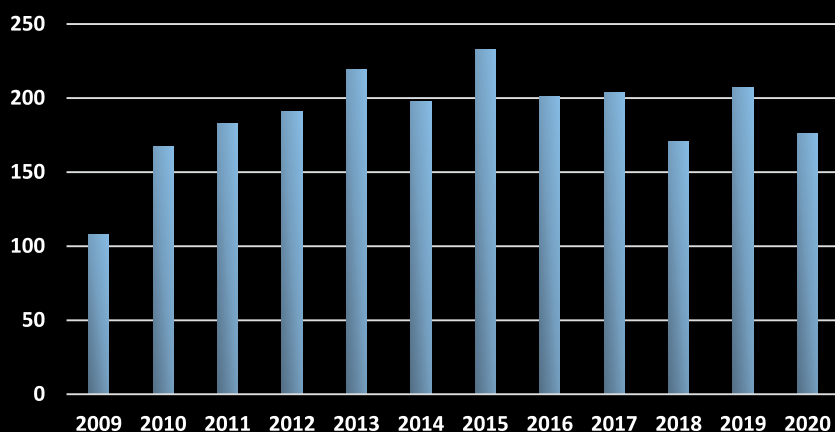
Grand Total \$ 520,998

Total # Donors (19-20)	176
Total # Donors (18-19)	207
Total # Donors (17-18)	171
Total # Donors (16-17)	204
Total # Donors (15-16)	201
Total # Donors (2014)	233
Total # Donors (2013)	198
Total # Donors (2012)	219
Total # Donors (2011)	191
Total # Donors (2010)	183
Total # Donors (2009)	167
Total # Donors (2008)	108

SAS Annual Fund History



Donors to Annual Fund



Saint Andrew School 2020-2021 Annual Fund Campaign

Our **2020-2021 Annual Fund Campaign** is underway as we prepare to reopen SAS. Your gifts truly do make a difference in the lives of our students, and your generosity, as evidenced by the all-time Annual Fund results for the past school year of **\$61,555**, enabled many families to continue their enrollment at SAS through the financial assistance provided through your directed gifts. Whether it is upgrading our facilities or simply assisting in the funding of critical academic endeavors, we are truly blessed and forever grateful for your prayers, generosity and support of our school.



Please complete this section and print your name as you would like it to appear in the Winter 2021 edition of the SAS Alumni Newsletter

☐ Check here if anonymity is desired

Name _____ Graduate of SAS? ☐ No ☐ Yes – Class of _____

Street Address _____

City _____ State _____ Zip _____

Saint Andrew School Annual Fund Campaign

Please accept the enclosed gift of \$_____ to Saint Andrew School

Giving Levels:

- ☐ Legacy Circle \$10,000+
- ☐ SSJ Circle \$5,000+
- ☐ Principal's Circle \$1,000+
- ☐ Red & White Club \$500+
- ☐ Friends of SAS \$250+
- ☐ SAS Steward \$100+
- ☐ SAS Donor to \$99

My Gift is: ☐ in honor of _____

☐ in memory of _____

(Please Print)

☐ **I have remembered
Saint Andrew
Parish / School in my
Will.**

Please direct my gift to:

- ☐ Capital Campaign (Gymnasium)
- ☐ Financial Assistance for a SAS Student
- ☐ STREAM Projects (Science, Technology, Religion, Engineering, Art & Math)
- ☐ General School Operations

Saint Andrew School

535 Mason Ave.
Drexel Hill, PA 19026
610-259-5145
saintandrewschool.com

Non-Profit
U.S. Postage
PAID
Upper Darby, PA
Permit # 32

Address Service Requested

Stay Connected



Just moved? New job? Earned a degree? Welcomed a new family member? Or just want to connect with friends and classmates. Please send your latest news to:

Alumni Newsletter, Saint Andrew School, 535 Mason Ave., Drexel Hill, PA 19026

Name _____ **Maiden** _____ **Class of** _____

Address _____

City _____ **State** _____ **Zip** _____

Phone (H) _____ **E-mail** _____

☐ **I have remembered Saint Andrew Parish / School in my Will.**

News about you or remembrances of SAS: _____

Note to Parents: If your son or daughter has moved from your home address, please help us update SAS's alumni records by completing the above form and returning in the envelope provided with this newsletter.
