in my current role, and as a former chief financial officer, financial issues are my primary and have been an important component of my job responsibilities. Currently, and for the next three years, there is even more volatility and uncertainty in the state that I have experienced in any other time frame of my career in public education. In addition, unfortunately, it seems that every major financial decision is driven and based on financial data, not what we need to do for our students.

School districts which are financially dependent upon state revenues have seen declining payments through the school funding formula and reduced state sales. The concern is that residents lack the resources to pay for an education. This is exacerbated by the fact that education funding is a critical resource and it is challenging to offer quality educational programs that serve all students.

All of this volatility and uncertainty makes day-to-day planning a challenge. We need to spend more time planning for the near future in a way that may be almost impossible in the uncertain and volatile environment, it becomes even more important to maintain our sanity, consistency, and quality for our students. Fortunately, all of the educators that I know work to create a positive environment – that our students can enter our classrooms and schools and do not feel that they will be provided a quality education by caring staff members. Our participating schools are clean, neat, and well maintained and staffed by teachers and administrators committed to making everything it takes to provide all students to be successful in a challenging and ever changing world environment. Students attend our district knowing that they will be admitted into a district that will give them the necessary resources to successfully graduate from high school and move forward into further educational opportunities.

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VICC Counselors

also offer Workshops for Schools

In addition to working individually with students on an as needed basis, the VICC counselors also offer a variety of workshops that schools can access.

Among the workshops are a teaching model for groups of girls, a workshop for the counselors that are the African-American male student, a middle and high school transitional program, a workshop for parents and students, and an alternative high school setting, a strength based curriculum that helps overcome challenges with alternative schools. A workshop is also available for both students and parents on the asylum act. They are designed to be useful and address African-American student’s needs.

Workshops include:
- Cultural Mediation
- Real Boys
- Girls White Trash
- Change Success
- Developing Relationships through Education
- Why It?
- Text More: What You Learn Will Help You Too
- For Parents: Tween Misperceptions
- Building Resilience in the American Traveler Student

All workshops are offered on a first-come, first-served basis by emailing Leicester Zhao at the VICC, 314.712.4622, ext. 314. Any group interested in discussing their African-American student's needs with the Victoria Counselors.

A Washington University science research program was given to the Lowndes magnet school student Adam Zhao by the University’s Young Scientists Summer Focus Program. Zhao recommended the student for his research project, he examined which specific pep-...
The south County Consortium. Typically among the four schools, 16 students are selected as the final class. The four schools have a total of 100 students each, so the consortium offers a diverse range of educational opportunities for students. The consortium provides a unique educational experience for students who may not have had access to such opportunities in their traditional school for reasons related to limited student diversity, funding, or other factors. Taking part in the consortium helps students to gain a broader perspective and prepares them for life in a diverse and multicultural society.

The consortium includes the following schools:
- Kirkwood High School
- Marquette High School
- Port Richmond High School
- De Smet Jesuit High School

The consortium offers
- Baccalaureate level coursework
- Advanced Placement courses
- Honors level coursework
- Opportunities for students to participate in dual enrollment programs
- Access to resources and facilities beyond what is available at a single school

Eligibility for participation in the consortium is based on a student's academic performance, extracurricular activities, and personal characteristics. Students who demonstrate a strong commitment to academic success and are committed to their education are encouraged to apply.

The application process includes
- Submission of a written application
- Interview with consortium representatives
- Recommendation letters from teachers and counselors
- Review of course transcripts and GPA

Acceptance into the consortium is competitive, and students who are selected are expected to maintain high academic standards and积极参与 the consortium's activities.

For more information on the south County Consortium, visit their website or contact the consortium office directly.
to city students. I hope you enjoy this issue of the Volunteer.

All of this volatility and uncertainty makes day-to-day planning a challenge and long-range planning for five years or more almost impossible. In the secretarial and variable environment, it becomes even more important for us to focus on student success and consistency for our students. Fortunately, all of the educators that I know and that I work with are committed to this goal – that students can enter our classrooms and do so confidently knowing that they will be provided a quality nurturing environment in this ever changing and sometimes turbulent world in which we are living. We are the constant force that they can depend upon even continue beyond to further educational opportunities.

Multiple College Scholarships

By Peggy Magee

Computer engineering major reflects on his academic record and notes, “I could have done more, I should have worked harder.” He explained that good grades in advanced classes can translate into more financial aid. “I entered Missouri with 11, thereby making the cost of college less expensive and saving the money I was counting on for my future,” he explained.

The young collegiate speaks highly of the atmosphere in Webster schools. “I especially appreciate the one-on-one atmosphere of academic excellence that is so vital in preparing students for their purchases and experience lower earnings due to the stubbornly high state and national unemployment rates. Finally, the significant turnover in their purchases and experience lower earnings due to the stubbornly high state and national unemployment rates. Finally, the significant turnover in the make-up of the state legislature resulting from term limits and various ongoing legal challenges in the court system add to the uncertainty regarding what we can expect and plan for.

From the time Tarrence entered his senior year, it only makes sense to make the most of high school. As a result of his success in and out of the classroom, Tarrence shined as a star athlete. That’s the same year the varsity Statesmen football team clinched the state championship with Tarrence playing at left guard and earning as captain. Also, at Webster, he played percussion in the marching band and did a good amount of volunteer work. We were the recipients of the coveted Eagle award, the top award given to a senior from the staff.

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He explains that good grades in advanced classes can translate into more financial aid. “I entered Missouri with 11, thereby making the cost of college less expensive and saving the money I was counting on for my future,” he explained. He advises other VICC students to take full advantage of all the great opportunities available in their schools. “You look at the big picture of where you want to be in 10 years, only to make the most of high school!”

In my current role, and as a former chief financial officer of financial issues and have been an important component of my job responsibilities. Currently and for the past two years, there has been no more volatility and uncertainty in the state that I have experienced at any time in my career or my lifetime.

Eagle award and he was selected in honor. He describes the atmosphere in Webster schools. He especially appreciates the one-on-one atmosphere of academic excellence that is so vital in preparing students...
Webster Student Earns Multiple College Scholarships

Still wishes he had pushed himself more

By Amy Wilz

At Webster Groves High School, VICC student Tarrence Clark was among the best and the brightest. He earned a 3.6 GPA with a schedule full of challenging classes. In his first year at Webster, when many students typically struggle a little, he had the honors and advanced placement classes.

That’s the same peer group that created the varsity football team. It stitched the school, which had been so small, into a team. He was the recipient of the coveted Eagle Award, the top award given to a senior from the team.

As a result of his success in out-running his classmates, Tarrence shelled out into a different world. The VICC counselors offered to students, educators and parents are also included in a separate chapter. The VICC counselors do their jobs, but they also help students get where they need to go.

So when they are needed, they step in. They believe in the fundamental importance of education, and that education is not a luxury, but a right. They believe that education is essential for personal and professional growth, and that everyone should have access to it. They believe that education is the key to a better future, and that everyone should have the opportunity to achieve their goals.

The VICC counselors “serve as a kind of case manager, “ says Pollie Richardson, the director of the alternative programs. They work with alternative school students. And not only do their services greatly benefit the recipients themselves, they are highly valued by the counselors and directors who work with alternative school students.

The VICC counselors have a broad range of responsibilities in their job of partnering with county schools. Chiefly, they work to ensure that students are provided with a safe and caring environment. And they help ensure that students are provided with the resources they need to succeed. They provide support and guidance to students, and they help ensure that students are provided with the resources they need to succeed. They provide support and guidance to students, and they help ensure that students are provided with the resources they need to succeed.