

Faithful Shepherd Catholic School and Tri-Parish Center
 Board of Directors Meeting
 March Approved Minutes
 Date: March 6, 2018

Board Members Present:

St. John Neumann	St. Thomas Becket	Church of St. Peter	Other Attendees
Father Doug Ebert	Cara Geheren	Father Steven Hoffmann	Mike Randall, Executive Director
Jen Neuman	Jason Skagen	Yvonne Houle-Gillard	Mary McCoy, Recording Secretary
Molly Ryan		Tom Kraus	

Description	Discussion	Action By
Invocation	The meeting began at 6:31PM.	Father Steven Hoffmann
Adoption of Agenda	<p>Motion: Father Doug Ebert made a motion to approve the March 2018 agenda with approved adjustments.</p> <ul style="list-style-type: none"> • Add to Old Business: Set date for Board & Committee Spring Summit <p>The motion was seconded by Molly Ryan and was unanimously approved.</p>	Geheren
Approval of Minutes	<p>Motion: Molly Ryan made a motion to approve the February 2018 Minutes.</p> <p>The motion was seconded by Jen Neuman and was unanimously approved.</p>	Geheren

	New Business	
2018 Gala Update	<p>It was a fun, successful night, which included a strong Electric Moment!</p> <p>RSVPs down by 15 bodies this year due to parish Cana dinners, staff member's wedding, etc.</p> <p>Cara Geheren asked if the Gala Committee was happy with the removal of the online auction. Yes, it worked better because the gift cards were used in other ways. (<i>Such as the Lollipop Tree, which was a hit.</i>)</p> <p>Molly Ryan asked how we could improve things for next year's Gala. Angie and Elizabeth mentioned we need a tech savvy person to assist with the event. More key volunteers, in general, are needed to help. Angie also mentioned mixing up the live auction items, such as adding a warm destination vacation, would be beneficial in 2019.</p> <p>The board thanked Angie and Elizabeth for their excellent work, dedication and time organizing our 2018 Gala.</p>	Angie Palen & Elizabeth Pershing
Middle School - English Language Arts Presentation	<p>Hannah Smith is our Middle School – English Language Arts (ELA) teacher. She has been teaching at Faithful Shepherd for the past six years.</p> <p>History of our Middle School ELA program:</p> <ul style="list-style-type: none"> • Pre-2015 – Teacher 1 taught 40 minutes of Reading (regular and advanced) comprehension and novels; Teacher 2 taught 40 minutes of English (grammar, writing, spelling and vocabulary) • 2015-2018 – Spanish was introduced as a core subject. This brought together standards from both Reading and English (grammar, writing, spelling, vocabulary and literature) and placed them into one 40-minute period. This content was previously taught over 80 minutes. ELA taught by five different teachers over the past three years including Writer's Workshop and Vocab Lab. <p>Current ELA program:</p> <ul style="list-style-type: none"> • 6th, 7th, 8th Grade Regular ELA: Lessons taught at grade level, adjust to fit needs of class, reteach as necessary, Goal – align curriculum from 4th to 5th to middle school. • 6th, 7th, 8th Grade Advanced ELA: Enriched curriculum and instruction, faster paced rigor, advanced novel studies, additional writing assignments, Goal – align curriculum from 4th & 5th Level 3 instruction to middle school. <p>Benefits to 1 class:</p> <ul style="list-style-type: none"> • Meet students where they are and provide the challenges they 	Hannah Smith

	<p>need to grow</p> <ul style="list-style-type: none"> • Students are familiar with expectations of ELA as they prepare for high school • Cross curriculum writing opportunities • Program continues to evolve and develop <p>Challenges to 1 class:</p> <ul style="list-style-type: none"> • Time and information overload, once 400 minutes now 200 minutes weekly • Pulling pieces into specialist: lapses in process <ul style="list-style-type: none"> ○ Writer’s Workshop ○ Vocab Lab • Incomplete merge of standards • Aligning curriculum from 4th & 5th to Middle School • Teacher demands of grading papers plus planning <ul style="list-style-type: none"> ○ Example, Math Program has 3 teachers <p>Continuing to Evolve our Approach: By staffing the middle school ELA program with an additional teacher, we can address the current challenges.</p> <ul style="list-style-type: none"> • Increase ELA class period to 55 minutes, more time working with students <ul style="list-style-type: none"> ○ Opens ELA teacher availability for specialist class: Writer’s Workshop • Focus on developing the program – complete curriculum standards for each grade level <ul style="list-style-type: none"> ○ Teacher 1 – Advanced working with 4th & 5th Level 3 teacher to align content ○ Teacher 2 – Regular working with 4th & 5th grade level teachers to align content • Teacher would prep for 3 courses vs. 6. <p>Recap:</p> <ul style="list-style-type: none"> • Program structure is at a good starting point • Need to evolve the staffing model to meet needs of students and curriculum • Evolved model will provide: time, development, focus, preparation for high school and marketing <p>Jason Skagen wondered what benefit our students have received by having Spanish as a core subject. Discussion followed regarding the current 9th grade class being the first group to have Spanish as a core subject for all three middle school years.</p>	
<p>Review of Board Governing Documents</p>	<p>The Board Reference Manual was distributed to board members.</p> <p>Cara, Molly and Yvonne scheduled a meeting for March 18th to review the Board Governing Documents. Their goal is to identify any big issues</p>	<p>Geheren, Ryan, Houle-Gillard</p>

	<p>with the documents, bring their findings to the board in April and have the board approve the Governing Documents at the May meeting.</p> <p>Board members were asked to review the Board Reference Manual to have a baseline knowledge of items prior to discussion at the April board meeting.</p> <p>This process will bring consistency to our internal policy documentation.</p>	
	Old Business	
Review/Approve Grievance Policy	<p>The board is working to review/approve the Grievance Policy by March 30th. Molly met with both Mike and Sheila and the Executive Committee also met with Mike on various improvements/revisions for the policy.</p> <p>Molly incorporated changes from the above meetings into the document she distributed to the board on March 5th.</p> <p>Improvements/revisions include: shorter time frames for responses, incorporating our new mission statement into the policy, more friendly language, define expectations for policy, etc.</p> <p>Motion: Father Doug Ebert made a motion to approve Molly's updated Grievance Policy document.</p> <p>The motion was seconded by Jason Skagen and was unanimously approved.</p>	Ryan
Strategic Planning Update	<p>Cara mentioned we are nearing completion of the Strategic Planning process. Thirteen pages have been drafted and is the basis for the Plan. The goal is to have the board approve the Strategic Plan in April. Then, the board will share the Plan with the Faithful Shepherd community.</p>	Geheren
Set Date for the Board & Committee Spring Summit	<p>The goal is to roll out the Strategic Plan mid to late April. Yvonne Houle-Gillard will create a doodle for the board to narrow down a date.</p>	Geheren
	Committee Reports	
Executive Director's Report	<p>Written report attached.</p> <p>Additional comments:</p> <ul style="list-style-type: none"> • Alumni parent gathering will be held on March 8th. 	Randall
Principal's Report	<p>Written report attached.</p>	Hendricks

Marketing	No written report, strategic plan underway	Neuman
Development	No written report this month. Additional comments: <ul style="list-style-type: none"> No February meeting, next meeting will be held on March 14th. 	Houle-Gillard
Finance	No written report this month. Additional comments: <ul style="list-style-type: none"> Committee met March 1st Discussed financial results (favorable, no real changes at this time) Dashboard still in the process of being rolled out 	Kraus
Executive Committee	The committee met to review and discuss the Grievance Policy. The website will be updated with board information (photos) shortly. Mike mentioned we need photos of the priests for the website.	Geheren
Facilities	The committee is working to update the 10-year capitol plan, with an emphasis on the next 3 years. They also reviewed the preventative maintenance contract. The committee will compare and complete an email vote within 30 days.	Skagen
Monthly Board Update	Yvonne Houle-Gillard volunteered to write up the Feb & March board update for the weekly newsletter.	Geheren
	Additional Notes	
Closing Prayer	The meeting ended at 8:00 PM.	Skagen
Executive Session	The Board adjourned, followed by the Executive Session.	

Next Board Meeting: - April 10th, 2018 at 6:30PM - Regularly Scheduled Meeting @ FSCS. Executive Session following the meeting (approx. 8:30PM)

Executive Director Report – March 2018

Fundraising Update

- September Fest – current net \$60,038.
- STAR Fund –119 gifts totaling \$85,425 (includes \$3,250 in pledges).
- Alumni parent gathering hosted by Jim and Deb Burns and Brian and Marcia Howard on March 8 at Union 32.
- Gala did very well! Our co-chairs, Angie Palen and Elizabeth Pershing will be attending the meeting to give a financial update and overview of the event. It was another successful year!
- We will begin planning for Read-A-Thon soon and will kick-off just after Spring break.

Finance Update

- Our financial outlook is still trending positive through January (*report attached*). Thanks in large part to lower than budgeted expenses. Some of this is a result of timing and will catch up later this spring.

Enrollment Update

- Kindergarten Enrollment:
 - 25 applicants for Kindergarten
 - 16 are new families, 9 are siblings
 - We are currently about 10 students behind where we were last year at this time, 4 fewer new students and 6 fewer sibling students.
 - Are doing some additional marketing efforts for new students (see below) and will start reaching out to sibling families next week
- Grade 1-8 enrollment
 - 6 new registrations (Grades 1,5,6,7)

Re-enrollment Update

- Re-enrollment packets were due March 1. Reminders have been sent.
- To date we have received 189 - \$400 deposits for next year (of a possible 346). That's 20 ahead of where we were last year at this time. We have also received 7 requests to send transcripts vs. 16 at this time last year.
- Will continue to put reminders in newsletter and via email to parents and phone calls.

Upcoming Marketing Efforts:

- Working with our preschool to promote kindergarten enrollment during conferences and are offering an Enrollment Grant to new families. We are going to offer the same grant to new families from SJN preschool as we don't have any current applicants from their preschool.
- Putting together an email/mail campaign to our prospective student lists to promote our STEM lab for next year.

- Reaching out to both Mother Mary of Burnsville and St. Patrick's in Inver Grove Heights to promote our school and our kindergarten.
- Will have a booth at the Eagan Community Connections Vendor Fair- March 3.
- SJN Preschoolers & Parents invited to visit March 6 for a Meet Greet w/our kindergarten.
- Kindergarten Breakfast March 9 for Incoming and Prospective K. All LADC Kinderstarts invited.
- Hospitality Table at SJN- Sunday March 11 after 8 and 10 AM Mass.
- St. Patrick's Day Fun Event to be held at FSCS on March 17 for current and prospective families.

Marketing Efforts:

- STB Preschool Visit February 5. 18 Kinderstart attended. 1 Registration.
- Open House held Tuesday Feb 6. We had 3 Pre-K leads, 2 Kindergarten leads, 1-1st grade lead. We had one register for 1st grade, one for kindergarten and two for preschool.
- Met with Faith Formation Director at Mary Mother - follow-up meeting set for mid-March. Distributed K Flyers to all 3-5 year olds in Faith Formation Program (75 families). Will partner with Catechist Program and work to host Hospitality Tables on the weekends and during CSW.
- Met with Wendy at SJN 2/12 to learn how we can gain more preschoolers into our K-8 program.
- Held Hospitality Table at SJN on Sunday 2/18 after all Sunday Masses. Resulted in 3 leads- 1 K lead for this Fall (St. Peter's member that attends SJN preschool), 2 K leads for the following year (one at Intergenerational Learning preschool & one at SJN preschool).
- Bulletin Announcements running in all parish bulletins and at Mary Mother and St. Patrick's with our *Enroll Now* info.
- Met with St. Peter's on 2/26- Follow-up meeting with Faith Formation Director set for 4/3.

Principal Report – March 2018
Communicate, Collaborate, Celebrate

STEM ad hoc committee – Timeline 2018-19

February 2018	March 2018	April 2018	May 2018	June 2018	September 2018	October 2018
Establish STEM ad hoc committee	Choose STEM curriculum/ outcomes	Determine STEM lab space	STEM training	STEM lab space set-up	MS STEM classes begin	Assess STEM
Establish biweekly meeting dates	Establish teacher training	STEM teacher training		STEM Technology set up		
Visit 3-4 STEM schools	Order technology for STEM lab					
Assess current STEM opportunities	Create 2018-19 MS STEM schedule					
Create STEM goals/ outcomes						
Communicate findings to teachers/ parents	Communicate findings to teachers/ parents	Communicate findings to teachers/ parents		Communicate progress to teachers/ parents	Communicate progress to teachers/ parents	Communicate progress to teachers/ parents
November 2018						
Assess STEM						

STEM ad-hoc committee –

- K-2 – Kathy Malmquist
- 3-5 – Peggy Hirsch and Jenny Swartout
- MS – Debbie May-Olson
- Specialists – Sarah Meier and Kelly Brunner
- Administration – Mike Randall and Sheila Hendricks

The committee has scheduled four meeting dates in February and March. Each member did some research on schools with STEM programs. Mike and I will be arranging school visits.

EIE – Engineering in Elementary
 NGSS – Next Generation Science Standards

	FSCS STEM Offerings 2017-18	Standards Covered	Hours/Yearly
Kindergarten	The Best of Bugs: designing hand pollinators	Kindergarten Science STEM standards	8 lessons 30-45 minutes per lesson
First Grade	Improving a Playdough Process (Solids and Liquids)	1st grade standards	
Second Grade	Building a Bridge STEM KIT	2nd grade Science STEM standards	2 weeks for 1 hour a day
Third Grade	A Slick Solution: Cleaning an Oil Spill (that is our STEM kit)	3rd grade standards	2 weeks - lessons vary from 30 min-1 hour
Fourth Grade	Evaluating a Landscape STEM kit (studying erosion, doing earthquake testing, building and testing a Tar Pull, or pulley bridge) We also have an <u>inventions</u> unit, which uses the scientific method (and relates to the engineering design process) to plan, build, and evaluate how the solution addresses a problem.	4th grade standards	2 ½ weeks for 50 minutes a day (invention work continues and off for an equivalent of about two weeks, 50 mins/day of instruction time, not counting construction time at home)
Fifth Grade	2 Stem Kits	EIE Standards	1hr.X4 for 3 months
MS Math			
MS Social Studies	Future Cities	6-8 A and B	30hrs

MS ELA	NA	NA	
MS Religion	NA	NA	
MS Science	<p>6) Oceanography Engineering: Designing a Submersible (EIE)</p> <p>Build a Microscope Engineering</p> <p>7) Environmental Engineering: Bioplastics (EIE)</p> <p>8) Environmental Engineering: Home Insulation (EIE)</p> <p>Earthquake Proof Building Engineering (EIE)</p> <p>Model Building</p>	NGSS Engineering Standards	<p>3 weeks -10+ hours</p> <p>3 days - 2 hours</p> <p>3 weeks -10+ hours</p> <p>3 weeks - 10+ hours</p> <p>4 days - 3 hours</p> <p>Outside of school</p>
Sixth Grade, Seventh Grade, Eighth Grade TREC classes	<p>Engineering Exploration - STEM activities and guest speakers</p> <p>Lego Engineering</p>	NGSS Engineering Standards below	1 class per week for 12 weeks - 8 hours
Enrichment	<p>First grade: Did SCAMPER in-class activity</p> <p>First grade level II math -</p> <ul style="list-style-type: none"> • Floating EDP challenge • Glider EDP challenge (integrating SCAMPER) • Use EDP to make own bubble brew • Others - not yet decided <p>Grade 4 & 5 - Level III Enrichment</p> <ul style="list-style-type: none"> • Connect STEM to Unit 2 		

	reading unit with Big Ideas		
Learning Specialist			
Specialist			

Kindergarten, First, and Second Grade NGSS Standards

___ I can ask questions, make observations, and gather information. I can solve a simple problem by creating an object or tool. NGSS

___ I can draw or make a model to show how the shape of an object helps it to solve a given problem. NGSS

___ I can use information from 2 designs to compare strengths and weaknesses of how the designs performed. NGSS

Third, Fourth, and Fifth Grade NGSS Standards

___ I can define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost. NGSS

___ I can generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. NGSS

___ I can plan and carry out fair tests in which variable are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. NGSS

Sixth, Seventh, and Eighth Grade NGSS Standards

___ I can define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution. NGSS

___ I can take into account scientific principles and possible impacts on people and the nature environment that

may limit possible solutions. NGSS

___ I can evaluate competing design solutions to determine how well they meet the criteria and constraints of the problem. NGSS

___ I can analyze data from tests identify the best characteristics that can be combined into a new solution to better meet the criteria for success. NGSS

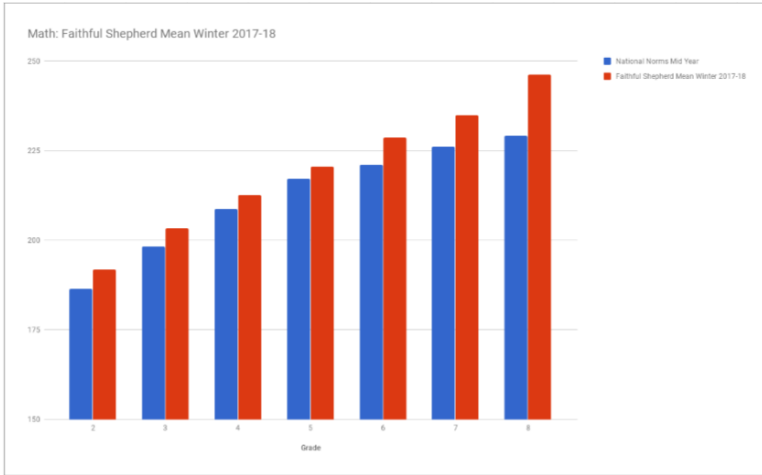
___ I can develop a model to generate data for repetitive testing and modification of a technology such that an optimal design can be achieved. NGSS

Responsive Classroom – Friday, February 9, twenty- six staff from Faithful Shepherd and Discovery Center Preschool received training in Responsive Classroom. Teachers followed up with a reflection. Below please see some of their reflections:

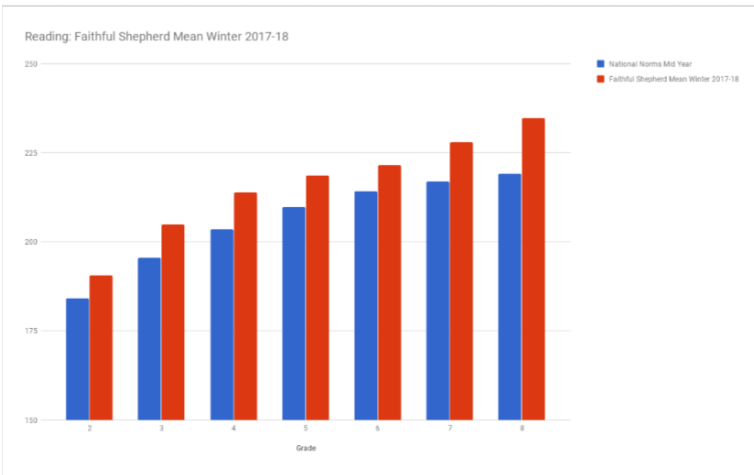
- “... reaffirmation that good teaching and learning is grounded in positive and respectful relationship/community-building.”
- “Body language is just as important as the words/tone we use.”
- “I would like to try some of the greetings, but more so the strategies for getting students to pair/group to share, communicate, and interact in a variety of ways.”
- “...70/30 ratio of student driven and active instruction versus teacher direct instruction.” Seventy percent should be students interacting; thirty percent teacher talking.
- “Energizers and Brain Breaks, whole group activities that get the children moving, thinking, laughing, and working together.”
- “I want to get closer to the 70% students talking, and 30% teacher talking model.”
- “Overall I feel this training is the most beneficial training I have ever been to as it gave me real life examples of how I can have a well-run classroom.”
- “Going forward, I am going to be more thoughtful in the teacher language that I use with my students and how I deal with students...”
- “...I want to try many of the activities that allow the students to get up and move around to talk about the questions with each other...”

The reflections speak for themselves about the training experience for our staff. This was a one-day training. There is a four-day training available. If there is enough interest, we will offer the four-day training this summer.

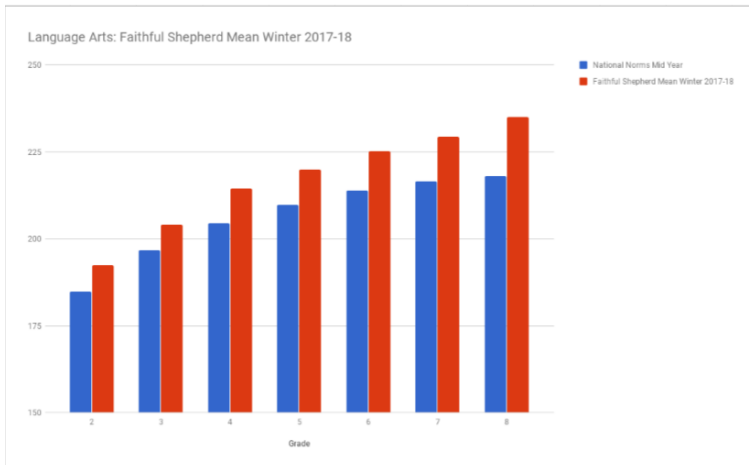
NWEA Winter Test Results



NWEA Winter
Math.pdf



NWEA Winter
Reading .pdf



NWEA Winter
Language Arts.pdf

Tierney NWEA – Tuesday, February 13 second grade – Middle School teachers received training on NWEA data. It was the second of three trainings. This session focused on what NWEA test results really mean and how to better communicate this information to parents. Literacy test data was the focus. A big take-away for me was that the literacy test results show students understanding of word and sentence length. Our facilitator pointed out that NWEA data does not include plot complexity. Also, our facilitator pointed out that Lexile is indicative of one and two on Bloom’s Taxonomy (Remember and Understand) and Lexile relates only to pros (not poetry). Lastly, Lexile does not factor interest, engagement, or stamina. The facilitator stated that NWEA data should be used as a screener. It is one assessment that complements other formative and summative assessments.

Mrs. Smith’s Long-Term Substitute Teacher – Mr. Gannon will be the long-term substitute teacher for Mrs. Smith. The plan is that Mr. Gannon will start teaching Mrs. Smith’s classes on Tuesday, April 3 through the end of the school year. Please see below a greeting from Mr. Gannon:

“I would like to thank Dr. Hendricks and the middle school staff for giving me the opportunity to work with your children once again. I look forward to working with your students for the last two months of the year while Mrs. Smith is out on family leave.

Just a little bit about myself... Although I grew up in Michigan, I have lived and worked in Minnesota for all my professional life. I currently live in Eagan where I raised my four children and am a parishioner at St. John Neumann Catholic Church. I received my BS from Northern Michigan University. After teaching for many years, I returned to school at St. Mary’s University where I received both my master’s and Administration degrees.

I taught at St. Joseph’s school in West St. Paul for 20 years as a middle school Social Studies teacher. During that time, I was very involved in the parish and coaching for the school. In 2007 I was hired as a school Principal at St. John Vianney in South St. Paul and upon their closing I moved to the Community of Saints in West St. Paul where I served as principal.

I left the Catholic Schools to pursue a business venture in 2013 but the call to work with students was too great. As a result, I have taken many long-term substitute positions over the past four years including at Faithful Shepard, St. Joseph's, Shakopee Catholic School and District 197."

Mr. Gannon

NET Retreat – On Thursday, February 15 Middle School students attended a NET Retreat at St John Neumann's Church. I visited with two students about their experience. Riley said his favorite part of the retreat was "...connecting with God." Megan said the best part of the retreat was, "Instead of craziness in your head; it was peacefulness. The only thing we had going on is to talk with God." They both enjoyed the games and skits. Some of the NET team shared their personal testimonies about how they found God in their lives. They said it was easy to relate to the messages from their skits – God loves us just the way we are. He wants us to be close to him and take him with us wherever we go.

Washington DC trip - This week many of our 7th graders are visiting our Nation's Capital. Over the course of six days, students will experience the history of our country as they travel around Washington for on-site visits to places such as the US Supreme Court, the Smithsonian Institution museums, Arlington National Cemetery, and other memorials and government buildings. Highlights of their week include witnessing the changing of the guard at Arlington National Cemetery where several of our students laid a wreath, visiting Mount Vernon (George Washington's ancestral home), and touring both the White House and the Pentagon, where they had a special meeting with Secretary of Defense, Jim Mattis.

Junior Achievement - Who wants to learn about budgeting? Taxes? Saving and investing? Careers? FSCS 8th grade is learning about those skills through JA Finance Park. JA Finance Park helps students build a foundation for making intelligent, life-long personal finance decisions, including income, spending, saving, credit vs. debit, identity safety. The students are taking a 10-class series and then culminate the class by attending a simulation at JA Finance Park. The students are randomly given a career with an income. The student then needs to acquire housing, transportation, food, insurance, both vehicle and medical, philanthropy, child care, utilities, tuition, and a host of other daily life expenses. The students leave JA Finance Park with an understanding of budgets and how career choices affect income levels.

God bless,
Sheila Hendricks, Ed. D.