

OUR LADY OF VICTORY BOARD OF EDUCATION MEETING
7:00 P.M. Tuesday, November 7, 2017 @ Gathering Space Meeting Room

AGENDA OF REGULAR MEETING

1. OPENING PRAYER
2. ROLL CALL: Fr. Dan, Chad Steimle, Evan Brankin, Jennifer Wemhoff, Julaine Edwards, Korby Jackson, Sara Langrehr, Tom Poston, Lucas Roth, Peter Schuster, Lisa Snider, John Stachula
Teachers/Staff: Kim Burken, Emily Thomas
Parish Council Rep: Kerri Nykoluk
Visitors: None
3. ACCEPTANCE OF AGENDA: Accepted
4. READING AND APPROVAL OF MINUTES OF October 3, 2017: Accepted
5. COMMENTS FROM AUDIENCE and OPEN FORUM: None
6. UNFINISHED BUSINESS: None
7. NEW BUSINESS
 - a. JFK Moms & Dads closed Facebook site
 - i. There was discussion for staff to review the language that is agreed to when someone requests to be a member of the site and to include similar language on the site so people are reminded of the purpose of the site.
8. ADMINISTRATIVE REPORTS (Written reports pre-submitted)
 - a. **Principal of JFK (Chad)**

Ethical Leadership:

1. We are working with someone from the AEA on our next generation of electronic tools for accident, incident, detention, and bullying reports. We hope to begin with this new system in January.
2. We had one family decline services for an IEP as it would have been too much time away from JFK as the child qualified for both math and reading services. Another student should begin IEP services through the dual-enrollment arrangement with the DCSD this week. There are, thus, three active instructional IEPs. One more student is currently being assessed.
3. Kitty Temming, Deneen Woerdehoff, and I met with the principal of Lourdes to discuss how they service their own students' IEPs.
 - a. Licensure requirements: At least Instructional Strategist I
 - b. Only do instructional IEPs (Level I)
 - c. Coordination with AEA and Childfind process is the same as our current process
 - d. Ideally, there would be great coordination in writing the IEP with the services/time we have available. For maximum flexibility, services should be written as minutes per week rather than per day. If a student needed IEP services/time more than we had staff available, we would have to indicate that we could not accommodate the student, and dual enrollment could still be an option.
 - e. IEP services could be provided in a combination of pull-out and push-in services.
 - f. Regular collaboration time between SPED teacher and classroom teachers is essential.
 - g. Additional lessons from Lourdes:
 - i. Lourdes interventionist does not work with IEP students. (Another option is that students could receive different services from both a SPED teacher and an interventionist.)
 - ii. Pulls students from specials (but they would still have each special at least once during the week), Spanish, and possibly social studies.
 - iii. Scheduling is significantly more difficult due to having to schedule IEP servicing during the above courses
 - iv. SPED teacher is 80% and works with nine students, mostly one on one. Their one interventionist works with 20-25 students K-6 in groups of up to eight.
 - h. Pros to JFK servicing our own IEPs:
 - i. Students serviced here, and no need for dual enrollment.
 - ii. No lost instructional and other time due to bus transportation.

- iii. Less core instruction lost in other subject areas. When a student leaves us for math, for example, but we actually teach math and some ELA during the time the student is gone, the student also misses the ELA.
- iv. Fewer complicated schedules for students as we try to make sure they don't miss other core subjects.
- v. Students remain in our Catholic school with our values throughout the whole day.
- vi. Students remain with their classmates and other students/families that they know.
- vii. Close relationships and communications can continue between students' families and the school
- viii. Better monitoring of students' progress toward meeting the IEP goal(s).
- i. Cons to JFK servicing our own IEPs:
 - i. Possible additional costs for materials and progress monitoring tools
 - ii. Our own scheduling for the whole school becomes more difficult. We already have challenges due to our commitment to hour long math courses K-8 and WIN time.
 - iii. Space – where would this person work? Several WIN groups are already in the cafeteria or hallway, our Title I math person works out of a storage area, our ELL teacher and one of our interventionists work in the library when other activities are taking place there, AEA personnel displace our school counselor and work in the parish center and staff room, and our school based therapist also displaces our school counselor.
 - iv. Cost is the biggest unknown because we don't know students' needs. They may need one-to-one attention, or they might be able to be grouped together. Below are some things to consider:
 - 1. A "typical" IEP often has 30-60 minutes per day five days per week
 - 2. How many students are we talking about at JFK?
 - a. 5-20
 - b. JFK currently has three students with active IEPs, one whose parents declined because of the dual enrollment, and one being evaluated now.
 - c. Lourdes has 9, which is about 4% of its population. Four percent of JFK's population is about 16 students.
 - d. The typical average in a public school is about 5% for instructional IEPs. Five percent for us would be 20 students.
 - 3. What is the FTE required?
 - a. 0.37 FTE -- If serviced one-to-one, 5 students at 30 minutes per day five days per week (Based upon approximately 34 hours available to work with students)
 - b. 2.94 FTE -- If serviced one-to-one, 20 students at 60 minutes per day five days per week
 - c. 1.41 FTE – Using LCS ratio of 0.8 FTE for approximately 224 students
 - 4. How much would it cost?
 - a. \$41,294 = Average salary on the diocesan survey
 - b. \$7,433 = Estimate for taxes, retirement, benefits, if health insurance included = 18%
 - c. \$48,727 = Total
 - d. $0.37 \text{ FTE} \times \$48,727 = \$18,030$
 - e. $1.4 \text{ FTE} \times \$48,727 = \$68,220$
 - 5. Without additional funding, how could we pay for it?
 - a. Larger intervention groups
 - i. This fall, with the best results from fall screening ever (see below), our caseloads are the smallest they've been. In the past, they have been 20-25.
 - 1. Interventionist A = 20 K-6 students
 - 2. Interventionist B = 13 K-6 students
 - 3. Interventionist C = 12 K-6 Title I students
 - ii. In addition to intervention groups, these teachers spend 1.75 hrs per day MTThF with WIN groups
 - b. Reduce instructional aides/aide time

- i. Might also impact WIN groups, however, as each aide leads a WIN group
 - 6. For consideration:
 - a. JFK currently has a teacher with the required endorsement. This teacher is doing about 0.37 FTE interventionist work in grades 6-8.
 - b. Switch her to 0.37 SPED, if needed
 - i. Create larger intervention groups K-6 so interventionists can also work with 7th-8th grade students. Each of our other three interventionists would have to give up about one intervention time slot per day.
 - ii. Cap our ability to service IEPs at approximately the time needed for 0.37 FTE
 - 7. Discussion
 - a. The potential for a pilot, in-house IEP program was discussed.
 - b. Further review of implementing a pilot in terms of policy, space, and costs.
- 4. At the present time, we are anticipating four long-term absences by staff for the year. Typically, we have two per year.
- 5. We are assessing some behavior and toileting issues with a couple of current and potential three year old preschoolers.
- 6. Training for the 4th and 7th grade social-emotional-behavioral (SEB) is this month. Screening will begin shortly after the training.

Leadership of School Culture and Instruction:

- 1. Professional Development:
 - a. October's other PD sessions were used for the following:
 - i. Writing a new school climate survey for parents, staff, and students
 - ii. Analyzing the new social studies standards and our new materials
 - iii. WIN staff (K-2 classroom teachers, interventionists, and instructional aides) with Claudia Reyes-Fry
 - 1. Phonemic Awareness, Instructional Routines, Vocabulary, and Formative Assessments
 - 2. Observations of WIN time
 - iv. Interventionist training with Claudia Reyes-Fry
 - v. GOLD assessment completion time for preschool teachers
 - vi. Student engagement and "Total Participation Techniques" follow up
 - vii. Beginning of the weekly *The Master Teacher* handouts
 - viii. Fall screening results (see separate PPT as well)
 - 1. Literacy:
 - a. We had the best start we've ever had since beginning with screenings in 2013-14 with 92% of K-6 students at or above benchmark on the fall primary reading screener.
 - b. In 9 of 11 cohort measurements, there were improvements in the percentage of students at or above benchmark this fall compared to last fall.
 - c. Interpretation issues:
 - i. Cautions:
 - 1. Literacy screenings were three weeks later this school year than past years' due to the state's transition to a new system. Because students had more time in school, they may have done better.
 - 2. A higher percentage of students who left JFK or exited a tested grade level than entered JFK qualified for reading services. This issue could suggest that more poor readers just left JFK.
 - ii. Counters to the cautions:

1. Our upward fall trend took place last year as well when a higher percentage of students who entered JFK received services than those who exited JFK.
 - a. The coming and going of students may have been a wash over the last two years AND YET the positive trend continued
 2. SAME student comparisons of those who received services last fall indicated that fewer were in need this fall. Caseloads for interventionists fell (see above).
 3. The upward trend this fall continued despite the rise in the percentage of students who are English Language Learners and/or have 504 plans.
2. Math
 - a. We also had the best start in math in the three years we have been using I-Ready.
 - b. The results of the end of the year math textbook assessments were also the best we've seen in three years.
- ix. Walkthrough observation training
 1. Goal: To develop the systems and protocols to implement administrator and peer walkthroughs as the standard practice
 2. Take-aways that speak volumes about our culture
 - a. No one hesitated at all to video their own classroom to be used for scrutiny by the entire staff for the training
 - b. No one questioned the benefit of peer observation and discussion
 - c. Everyone was already in agreement in what we were looking for in the walkthroughs
 - b. November's PD sessions include the following topics:
 - i. Review of our ALICE training materials for use with students
 - ii. Catechetical training and completion of the diocesan Catholic identity rubric
 - iii. A group on out PDT is working on the spiritual gifts inventory for 8th graders, which is part of our strategic plan. While likely to be ready by November 10th, we may not have time during that in-service to work with it.
 - iv. Gospel Values/School Climate follow up with GROW PBIS
 - c. Kathy Neuberger, Kayelyn Geurink, Laura Burke, Kitty Temming, and I went to Cedar Rapids for training on the reporting features and progress monitoring system with the FAST system's new interface for literacy screening and progress monitoring.
2. Work on the 8th – 12th grade Career and Academic Planning implementation has been slow. Student accounts for the software were set up in October. Catholic school counselors had training on November 2nd and met November 3rd to develop a consistent implementation method that would work through our Catholic schools. (On a side note, although there may be some parents at our schools who believe otherwise, the legal requirement for CAP seems to only apply to public school districts.)
3. Comparisons of Spanish with additional comments regarding ELA, math, and specials

	JFK	SPS	ASCS	LCS
Time/Grade level	6 th = one period per week 7/8 = two periods per week	K-6 = 20 minutes per week 7 th = one period every other day 8 th = one period per day	K-5 = one period per week 6-8 = two periods per week	K-6 = one period per week 7/8 = one period per day
Endorsed/licensed teacher?	Licensed but no Spanish endorsement	Not endorsed and unclear if person has a teaching license	Yes Licensed and endorsed	K-6 = Not endorsed and unclear if person has a teaching license

				7/8 = Yes, licensed and endorsed
Exploratory	Yes	Yes	No	K-6 = Yes 7/8 = No
Graded	No	No	Yes	K-6 = No 7/8 = Yes
FTE	10/35	22/35	24/35	K-6 = 7/35 7/8 = 10/35
ELA	JFK's ELA, especially in grades 6-8, is as high as twice as much as the other schools' ELA time.			
Math	60 minutes of math in grades K-8 (especially in grades 6-8) is unique to JFK			
Specials	Each school handles "specials" differently. At JFK, for example, students have each special twice per week, and all students can be in band twice per week. At other schools, students may not have all specials twice per week, some students may have band or music but not both, some students may have choir or general music, etc.			

Discussion: Additional alternatives will be reviewed including textbooks or other online software.

Managerial Leadership:

1. The Department of Education issued new guidance for the use of SWVPP preschool funds. The new guidance loosens up the latest round of restrictions. Playground equipment, fences, etc. may be allowed again. This guidance states that preschool cannot require parents to provide snacks, but allows SWVPP funds to be used for the purchase of snacks. We will transition to the school providing snacks as soon as is reasonable and fair for all families. We did not budget for snack purchasing this year, and our expense could be \$3,500-\$4,000.
 - a. Discussion: Next year the full year of snack costs would be \$7,000-\$8,000. Other supplies may also have to be provided.
2. The salary committee will meet next week. Progress reports and conclusions I've drawn as I've worked with the four options have been communicated with the committee and staff.
 - a. Fundamental challenges:
 - i. Increases in revenue, even with a 5% increase to tuition as we've been averaging for almost the last ten years, are not keeping up with increases in salaries. When including health insurance increases at nearly 20%, the disparity only grows wider. A 5% increase on our \$1,200,000 in tuition, for example, generates about \$60,000 in new revenue. A 1% increase to base salary yields about a 4% increase overall in salaries after people advance a step and change lanes for continuing education according to our current salary scale. That 4% increase on \$2,000,000 in salaries translates to an \$80,000 increase in expenses. Add in health insurance increases of \$10,000, and we have increased expenses of nearly \$90,000 compared to the \$60,000 increase in revenue. We have been able to handle this type of discrepancy for ten years because enrollment has been increasing. When enrollment doesn't increase, we can, realistically, probably only handle wages increasing at a maximum AVERAGE of 2% - 2.5%. If enrollment drops, that average also needs to drop.
 - ii. Step increases, even at 3%-5% of base, are becoming less and less affordable. This statement would be true even if there were no increase to base salary. Add in the increase to the base, and the challenge is compounded.
 - iii. We have to have a weaker scale/method than we currently have because we can't afford what we currently have. It takes a long time to transition to a weaker scale if we only apply it to new hires. In the meantime, we need an alternate method for determining salaries of current staff.
 - iv. If we part too far from the DCSD, then working for Catholic schools can seem like a slap in the face. Retention and morale will suffer.
 - v. We have to keep the base increasing so we can continue to hire people.

- vi. We have to keep the base increasing because everyone who is “frozen” has his/her salary increase tied into the base increase. (This statement assumes that some sort of scale is still used for all staff.)
- b. Progress on the four options:
 - i. 85% of DCSD at base and a flat dollar value at each step/lane (rather than a percentage)
 - a. This option is not promising as it could take 15 years to transition all teachers to this type of scale. If I could get our current scale to work for 15 more years, we wouldn’t need to look for a new one/method! During the transition process, an additional scale/method is needed anyway. We may as well spend our energy looking for the alternate scale/method from the beginning.
 - ii. 85% of DCSD at base and retain the same scale structure only with smaller multipliers at each step/lane
 - a. Has the same problem as option (a) above
 - iii. Freeze everyone at current salaries and use a percentage of current salary for raises. Create a separate scale for new hires that only needs steps 1-3 as step 3 is the maximum we use to start even experienced teachers.
 - a. This option has the most promise so far. It allows us to keep the base rising for new hires, and doesn’t freeze anyone’s SALARY. While step increases lose meaning for annual calculations, they can still have meaning when it comes to the longevity supplemental pay/bonuses that we’ve been doing and are retained within each option.
 - iv. 85% of DCSD at step one in each lane (BA, BA + 15, BA + 30, MA) and a flat dollar value at each step (Our strategic plan calls for moving JFK’s base teacher salary from at least 85% of the DCSD base salary to teachers’ total wages and benefits at certain levels being at least 85% of DCSD comparables.)
 - a. The size of the flat dollar value at each step is leading to a very long transition process. See option (a) above.
 - b. The scale is parting from the DCSD’s scale significantly. It doesn’t seem like it would be good for retention and morale to start at 85% of the DCSD and then be at 60-70% or less ten years later.
- c. Solution anticipated
 - i. Supplemental pay/bonus is retained and increased to match up with 85% of the DCSD supplemental pay. It may be tiered based upon experience, or everyone may be at the same level.
 - ii. Freeze everyone at current salaries and use a percentage of current salary for raises
 - iii. Create a separate scale for new hires and teachers who are newer to the profession that has steps 1-4. Both step one and step 4 will be at 85% of DCSD in each lane.
- 3. Dave Mattke is taking the lead to move all of our credit/debit card transactions to Vanco. We will have greater abilities to process these transactions through our website and in person. There are many issues in how the accounting is done on the back end for the parish and school, however.

Public Relations Leadership:

1. Script and video clips are being prepared for a new marketing video for JFK.
2. The conversations with a school social media marketing firm have concluded. I felt uncomfortable with the company representative and the size of their customer base.
3. The Annual Report to the Community for 2016-17 is being distributed. It is a centerpiece of many of our January/February marketing packets.
4. Work continues on a “parents of alumni” database, which would lead to an alumni database.

Leadership in Diocesan/Parish Context:

1. Safety:
 - a. The police requested us to go on “lockdown” on a day in early October when they were responding to a domestic 911 call and looking for the parties involved in the neighborhood.
 - b. Jennifer, Evan, Dave Mattke, and I met with Assistant Chief of Police Jeffrey Bladel, Captain Jamie Brown, Assistant City Administrator/Public Works Director Nicole Gleason, Neighborhood

Services Director Rich Oswald, and Alderman Mike Matson to discuss safety in our area and around JFK specifically. A summary of this meeting was emailed to parents.

- c. Staff and parents were surveyed regarding their safety concerns.
 - d. A safety committee is currently rating the 70ish items on the list of concerns and will be meeting later this month to review the concerns, prioritize them, and discuss actions.
 - i. Committee members include the following:
 1. Jeff Miller, parent and head of B & G for Muscatine School District
 2. Erin Pape, parent and Davenport police officer
 3. Ashley Neumiller, parent and former president of H & S
 4. Sheila Abbott, parent
 5. Jenifer Guyton, parent and educator in an IL school district
 6. Elisha Kubalsky, parent and JFK teacher
 7. Kitty Temming, “former” parent and JFK assistant principal
 8. Evan Brankin, youth ministry
 9. Jennifer Wemhoff, “former” parent and director of religious education
 - ii. With information currently returned from 60% of the committee, the following are the items of concern that are more than one standard deviation from the mean:
 1. On the staff list:
 - Neighbors cutting across property/being on campus during aftercare hours
 - Neighbors cutting across property/being on campus during the day
 - Door at bottom of northwest stairs does not always close by itself in warm weather
 - Music room doors are not able to be locked from the inside
 - Substitutes should have a readily available list of students. This includes study halls and other special schedules such as when band students are gone and remaining students are combined for classes or otherwise regrouped
 - Once people check in at the office, they have access to the building and can go wherever they want
 - Preschool pick up cars parking on north part of lot, and then we come out for recess
 2. On parent list:
 - Traffic in parking lot. People drive too fast and are not paying attention (including texting). They don't stop at what are quite logically intersections
 - Adult strangers walking on/across campus (including both during and after school hours)
 - Adding security/surveillance cameras
 - Getting kids in from recess quickly and efficiently if something were to happen then
 - ALICE training for students
2. The financial vitality steering committee related to the diocesan strategic plan for Catholic school education hosted a workshop for pastors of parishes affiliated with schools, principals, and business managers on October 20th. I compiled the feedback from those present at the meeting and shared it with the steering committee.
 3. Andy Craig, president of AHS, and I developed the agenda and conducted the Scott County Catholic School Strategic Planning Committee meeting of pastors, board presidents, principals, and AHS foundation members:
 - a. The last 25 years of Catholic school education in Scott County was reviewed with a focus on joint efforts and previous strategic planning initiatives and laid out a case for strategic planning now.
 - b. Fundamental question: how can Catholic school education in Scott County be made stronger and meet the needs for the future?
 - c. The committee agreed that areas that will likely be discussed include governance structures, Catholic identity, academics/programming, finances, buildings and grounds, marketing,

development, geographic location of schools and population, community demographics, human capital, and enrollment changes.

- d. The reasons for a consultant to lead the strategic planning process were discussed.
- e. A smaller group was formed to investigate consultants: Rosie Barton, Matt Henning, Fr. Rich Adam, Fr. Paul Appel, Joe Creen, Andy Craig, and me. Proposals from four consultants have already been obtained.

b. Faith Formation-Religious Education Director (Jennifer)

- 1) **Providing faith formation, religious education and sacramental preparation for K-8 students (including RCIA for children) and their parents. Preparing Generations of Faith events and communications for Family Faith Formation suitable for K-8.**
 - a) We held our family meal night for 7th & 8th grades on October 25. Families had the opportunity to share conversation about prayer and watch a few short video segments about prayer while enjoying a meal of pasta, salad, and breadsticks.
 - b) Trunk or Treat was held on Saturday October 28 after 4:30 mass. There was a great turn out even though the weather was cold and windy. Many families stayed for hot dogs, chips, and drinks in the parish center, and we served 150 hot dogs this year. Prizes were awarded to the top 3 decorated vehicles.
 - c) I ordered Advent devotional booklets for all JFK and Faith Formation students. Students in grades K-5 will receive “**Countdown to Christmas**” and students in grades 6-8 will receive “**The ACT of Advent.**”
- 2) **Directing and supervising K-8 sacramental preparation: Reconciliation, Eucharist, and Confirmation in collaboration with Coordinator.**
 - a) The NET Retreats for 7th & 8th graders were held:
 - i) Wednesday October 4 was the retreat for 7th graders from 3-7PM
 - ii) Thursday October 5 was the retreat for 8th graders from 3:30-7:30PM
 - b) First Reconciliation is scheduled for Tuesday December 5.
- 3) **Maintaining or improving the existing educational programs**
 - a) Our next family event will be Wednesday December 13. Our students will put on a play for their family members that evening entitled “*The Last-Minute Christmas Pageant.*”

Lisa Willows

Confirmation Coordinator -

- Coordinated and Hosted the 7th and 8th Grade Net Retreat
- Sent out information on our Chase the Chill scarf project, Bazaar service opportunity, Pack the Backpacks at the Riverbend Food Bank service projects

c. Youth Ministry (Evan)

The three goals for youth ministry as described by Renewing the Vision are:

Goal 1: To empower young people to live as disciples of Jesus Christ in our world today.

Goal 2: To draw young people to responsible participation in the life, mission, and work of the Catholic faith community.

Goal 3: To foster the total personal and spiritual growth of each young person.

Generations of Faith and members of parish staff met this week on Monday to analyze the results of the Fuller Youth Institute assessments and make recommendations to the pastor as to next steps. We are now working on a report of the findings from the assessment and suggested next steps.

We continue to offer our usual Wednesday and Friday night programs. However, we are also developing small groups for high schoolers to offer them more flexibility and greater depth of relationship and development as discipleship. For middle school we continue to draw 40-80 teens each event, which is a difficult sized group to manage. I'm considering offering more middle school events, but focused on

individual grades, to better allow for faith formation, not just fun and community building. A test for a Wednesday night with high schoolers and middle schoolers was successful for the middle schoolers, but the high schoolers were less engaged.

At parent meetings this fall we offered parents for middle school students the opportunity to sign up to help with food and chaperoning at Friday Adventure Nights this fall, in order to grow our parental involvement, and handle the increasing size of this ministry. This was an idea that came from our parents who helped last year. 6th grade parents helped on October 13th, and we had lots of food, though not as many parents interested in helping chaperone. Their next night is January 5th. 7th grade parents helped for November 3rd, and it went very well. They are scheduled to help again March 2nd. Eighth grade parents are invited for December 1st and April 6th.

Youth Ministry's Core Leadership Team meets on first Wednesday nights. We have started meeting on Wednesdays to increase participation. One goal for this year is to really dig into developing our teens in leadership and discipleship roles, with youth nights being largely teen led events, and their ideas and work being committed to them. The diocese is also adjusting its plans for a "Forum" event for high school youth in the late winter/early spring to become more of a leadership seminar for teens and adults in youth ministry. Every parish in the diocese will be invited to send a delegation to attend and work with Mike Patin on developing more leadership abilities in the parish.

NCYC is fast approaching! We hosted a diocesan meeting for chaperones on November 2nd. Our forty chaperones met two weeks ago to discuss preparations, what to expect, and spiritual preparations. We also invited parents to meetings last night and earlier tonight to continue preparing everyone for this pilgrimage!

NCYC fundraising is almost complete (for this NCYC, at least). Veteran's Day flag event is this Friday. Going forward I would like to broaden the horizons of our fundraising, allowing teens to use fundraising for other faith related trips, like the March for Life, Steubenville summer conferences, or mission trips. I believe this will boost teen involvement in our fundraisers, and give them more access to these important encounters with Christ.

We have several teens interested in attending the March for Life in Washington D.C., either through the diocese, or through Iowans for Life. AHS will not be offering the trip this year, and Mrs. Bush met with Luke and myself to look at whether St. Paul's and OLV would like to take that over. Funds may be available from the Black and White Gala, and from our trips budget, to assist teens on a trip which may cost anywhere from \$200-\$400.

We are also looking at offering a trip to one of Franciscan University's regional summer conferences in Kenosha, WI, at Carthage on Lake Michigan, from July 20-22. Cost per person for on-site housing would be approximately \$250. This would be for teens who didn't have the opportunity to attend NCYC for whatever reason, and would be invite based, and only for a small group. It would also serve as an experiment to see what the teens think of Steubenville conferences as a more budgetable, manageable experience, which we can consistently offer each year to teens.

Attended a Workshop on Generation Z (1995/2000-2010/2020) and Confirmation

9. COMMITTEE REPORTS AND COMMUNICATIONS

- a. Generations of Faith Committee (Pat, Julaine, John): covered in Evan's report
- b. Finance Committee (Chad, Joe, Pat, Lisa, Luke, Peter)
- c. Nominating Committee (All board members)
- d. Policy Committee (Chad, Luke, Tom)
- e. Strategic Planning Committee (Chad, Korby, Sara)
- f. School Improvement Advisory Committee (Chad, Lisa, John)
- g. Market/Public Relations Committee (Chad, Sara, Julaine, Tom)
- h. Grant Writing Committee (Chad, Peter)
- i. Parish Council (rotating per schedule) 4th Tuesday of each month 7:00 pm

August – Tom
September – Julaine
October – Pat
November – Lisa
January – Luke

February – Pat
March – Julaine
April – Korby
May – John
June – Sara

Strategic plan was discussed inlc

- j. Finance Council Rep. (Peter)
 - i. Update on church roof provided. A new roof including new skylights will be installed by a new contractor at no additional cost to the church.
 - ii. ADA is going well.
 - iii. Envelope giving is behind YTD, but people may be given at end of year. If giving is still behind after Christmas, budgeted expenses will need to be reviewed.
 - iv. Campus tree trimming was completed by Tom's Tree Service. All were pleased with the work.
 - k. Athletic Club – JFK Band Boosters – Home & School Rep.
 - i. Pumpkin Run is complete. Some of the numbers: 109 runners, 138 t-shirts, and 250 cookies
 - ii. Skate Night - November 13, 6-8pm, Disco Night is the theme
 - iii. Home & School Meeting – November 16, 7pm
 - l. Assumption High School Rep. (Matt Henning)
 - m. Scott County Catholic School Advisory Board Rep. 2nd Monday every other month (September, November, January, March, May) @ St. Vincent (Chad. Pat)
 - n. Ad Hoc Committees:
 - i. HVAC Funding Committee-Suspended for now
10. PASTOR'S NOTES (Fr. Jake G.)
11. CLOSING PRAYER

Next Regular Meeting: December 5, 2017

BOE's Rep to Parish Council in November 2017 (Lisa)