

**SACRED HEART COMMISSION
ON GOALS
Manual
2016 - 2017**

*United States Canada Province
Society of the Sacred Heart
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STRUCTURE OF THE SACRED HEART COMMISSION ON GOALS

The Provincial Team appoints the members of the Sacred Heart Commission on Goals.

The composition of the Sacred Heart Commission on Goals (SHCOG) reflects the constituencies of the school communities:

- two Heads of School,
- two trustees,
- two middle managers,
- two teachers,
- two “members-at-large” from above constituencies,
- the Head of SHCOG
- Head of Conference of Sacred Heart Education, *ex officio*

The following assumptions concerning membership are

- 1) The term is ordinarily 3 years, renewable for 3 years.
- 2) Ordinarily no two members of SHCOG will be from the same school.
- 3) The members of SHCOG will be distributed geographically.
- 4) If a member of SHCOG leaves the employ of his/her school, that person will leave SHCOG simultaneous to leaving the school, except
- 5) If a trustee’s term at an individual school ends while serving on the SHCOG, the trustee remains on SHCOG for the duration of the SHCOG term.

GENERAL QUALIFICATIONS FOR MEMBERS OF COMMISSION ON GOALS

- At least 3 years experience in a Network school;
- Demonstrated understanding of the *Goals and Criteria*;
- Competency in his/her area in the school and an appreciation for all areas of the school;
- Discretion;
- Leadership ability;
- Experience as a member of a Visiting Committee and/or Steering Committee
- Ability to chair a Visiting Committee
- Ability to work on a team; and
- Ability to commit annually to 3 meetings which are 2-3 days in length usually over weekends, and a 5-day Visit in some years.

ROLE DESCRIPTION OF THE COMMISSION ON GOALS MEMBERS

Overall Responsibilities:

- Understand and be committed to the *Goals and Criteria*.
- Comprehend and fulfill the mandate the Provincial Team gives SHCOG.
- Understand the cyclical nature of the SHCOG Process.
- Be able to explain thoroughly the elements of the process.
- Plan and conduct the annual training of Steering Committees.
- Participate fully in SHCOG's discussions and work.
- Be available to give the time to both the meetings and the preparation.
- Maintain objectivity while engaged in the work of SHCOG.
- Be familiar with the activities of the Network.
- Maintain discretion and honor confidentiality at all times.
- Operate as an effective team player.
- Be a good communicator.
- Be able to serve as a Chair of a Visiting Committee.

As Chair of a Visiting Committee

- Know well the school's Self-Study
- Work closely with the Chair of the Self-Study Steering Committee.
- Train and lead the Visiting Committee ahead of the Visit and at the time of the Visit.
- Ensure that the Visit is conducted in the spirit of the *Goals and Criteria*.

COMMISSION ON GOALS MEMBERS

Name & Role

e-mail address

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Ann Taylor, RSCJ
Head - SHCOG

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UNDERLYING ASSUMPTIONS FOR THE SACRED HEART COMMISSION ON GOALS (SHCOG) PROCESS

-The Provincial Team of the Society of the Sacred Heart remains ultimately responsible for the implementation of the Society's mission in the schools of the Network.

-Network Schools exercise their accountability for mission to the Provincial through the required SHCOG Process.

-SHCOG is accountable to the Provincial Team.

-SHCOG's sole responsibility is to provide a system of accountability for the Society's mission in the Network of Sacred Heart Schools as expressed in the *Goals and Criteria*. SHCOG is not responsible for providing educational programs for various Network constituencies.

-The membership of SHCOG consists of the Head of the Conference of Sacred Heart Education, *ex officio*, the Head of SHCOG and representatives from the following areas of the school: Trustees, Heads, Middle Managers, and Faculty.

-Responsibilities for training:

-SHCOG is responsible to conduct a training workshop for Self-Study Steering Committees.

-The SHCOG member who chairs the Visiting Committee is responsible to be in frequent contact with the Self-Study Steering Committee Chair.

-The SHCOG member who chairs the Visiting Committee is responsible to train that committee ahead of the Visit by phone and email and at the time of the Visit.

-Each step in the SHCOG Process is structured around the *Goals and Criteria*.

-Every year in the school is important in terms of the school's focus on its Self-Study and Action Plan. The Visit is not the primary focus of the SHCOG Process.

The SHCOG member who chairs the Visit oversees SHCOG's response to the school's Action Plan. If that member is no longer a member of SHCOG, another SHCOG member is appointed to oversee the Action Plan.

YEARS I & II - THE SELF-STUDY STEERING COMMITTEE

The Self-Study is both a process and a document. The Self-Study Steering Committee is responsible for both.

The Self-Study Steering Committee leads the school community through its ongoing reflection on the *Goals and Criteria*. Its task is to

- design the process of reflection that begins the development of the Self-Study
- prepare, sign and submit by email the Self-Study document to the Head of SHCOG by **October 1 of Year II**.
- facilitate the school community's response to the Visiting Committee's Reflection if there is one.

The Self-Study Steering Committee must include members of the constituencies who are responsible for the implementation of the *Goals and Criteria* in the school. It is the dialogue throughout the process of reflection among these and all the different constituencies that insures and deepens the commitment of the school to the life of the *Goals and Criteria*. The Self-Study Steering Committee includes but needs not be limited to the Head of School, a Trustee, a Middle Manager, and a Teacher. The Head is a member but not ordinarily the Chair of the Committee. The Head appoints the Self-Study Steering Committee by **April 1 of Year V** and notifies the Head of SHCOG of the appointment so that, when possible, the Steering Committee Chair can be appointed to a Visiting Committee for the following November. SHCOG trains the Self-Study Steering Committee for its work of leading the school community through its Self-Study.

YEARS I & II - THE SELF-STUDY AS PROCESS

The Self-Study is both a process and a document.

The Self-Study as process

As a process, the Self-Study is the school community's reflection on how it lives the *Goals and Criteria*. It is based on the belief that a community of educators can renew itself by means of a reflective self-evaluation that yields fresh insights and recommitment. The reflection is an ongoing conversation among the diverse constituencies in the school (faculty not only speak with faculty but with students, trustees, etc.). In this process the school community assesses the quality of its active orientation to the *Goals and Criteria*. It discerns how it arrived at its present situation as well as how it is challenged by the *Goals and Criteria*. As a result of this reflection the school is able not only to determine where its strengths lie in relation to the *Goals and Criteria* but also to express the concerns it has regarding how well it is living the vision expressed by them.

The Self-Study as process is the major work of **Year I**

YEARS I & II - THE SELF-STUDY AS DOCUMENT

The Self-Study as document

The document that evolves from the school's conversation becomes the basis of the wider conversation among the school community, SHCOG, the Visiting Committee, and the Provincial Team.

The five required elements of the document are:

- Part I
 - A. A narrative explanation of how new members of the community – faculty and staff, students, parents and trustees – are oriented to the *Goals and Criteria*.
 - B. A narrative history of the last five years. The Steering Committee designs the process for gathering the data for the history and is responsible to synthesize the data to not more than two pages for the Self-Study document.
- Part II
 - A. A narrative description of how the school community abides by each Foundational Principle and is living each Goal and its Criteria, and identifying strengths and challenges of both the Foundational Principles and for each Goal and its Criteria.
 - B. For Trustees Only: A narrative description of how the Board abides by each Foundational Principle including strengths and challenges of each.
- Part III
 - Commendations: having analyzed as a whole the elements identified in II, a description of those areas in which the community commends itself re: the Foundational Principles and the *Goals and Criteria*.
- Part IV
 - Recommendations: having analyzed as a whole the elements identified in II, a description of those areas in which the school community wants to improve re: the Foundational Principles and the *Goals and Criteria*.
- Part V
 - A brief narrative explanation of how trustees, students, faculty, administration, staff, parents, and alumnae/i and cross-constituency groups were involved in the Self-Study and how these groups interrelated with each other.

It is not necessary to include in the Self-Study copies of all the instruments used to gather data. All members of the Self-Study Steering Committee and the Chair of the Board of Trustees sign the Self-Study document. The Chair of the Self-Study Steering Committee submits the document by email to the Head of SHCOG by **October 1 of Year II**. In addition, one copy is placed in the school's SHCOG Binder.

YEAR II - THE VISIT

The purpose of the Visit is

- a) to continue with the school community the conversation that was initiated by the Self-Study;
- b) to reflect actively with the school community on the living out of the *Goals and Criteria*; and
- c) to offer where possible a fresh perspective to the commendations and recommendations identified by the school community in the Self-Study.

The members of the Visiting Committee are selected from among members of Network school communities. The Visiting Committee is chaired by a member of SHCOG. Each Visiting Committee includes a Head of School, a Trustee, a Middle Manager, a Teacher and an at-large member from one of the aforementioned relationships.

The Visiting Committee and the Self-Study Steering Committee have mutual responsibility for the Visit. They meet together on the Sunday of the Visit.

The Visits take place the week before the week in which Thanksgiving falls. The Visiting Committee arrives by 5:00 PM on Saturday and the Visit ends no later than noon on the following Wednesday. For those schools being trained in late summer of 2016, their Visits will be November 11-15, 2017. If there is a serious conflict with these dates, SHCOG offers the alternative dates of November 4-8, 2017.

YEAR II - VISITING COMMITTEE REFLECTION

The Visiting Committee writes its Reflection based upon its experiences at the school. The format and length of this Reflection are determined by the members of the Visiting Committee and they are free to include any comments they wish to make. The written Reflection is shared first with the Head of School and the Chair of the Board by the Visiting Committee Chair, and then usually with members of the school community in a manner designed by the Self-Study Steering Committee Chair and the Visiting Committee Chair.

YEAR II - SCHOOL COMMUNITY'S RESPONSE

If the school community so desires, it writes, under the leadership of the Self-Study Steering Committee, a Response to the Visiting Committee's Reflection. The Response is directed to the Provincial Team and is sent by email to the Head of SHCOG who distributes it to all those who received the Self-Study within one month from the close of the Visit.

YEAR II - PROVINCIAL TEAM'S LETTER

The Provincial Team, exercising its responsibility and authority for holding each school community accountable for the life of the *Goals and Criteria*, writes a Letter to the Head of the School, the Chair of the Board of Trustees and the school community and sends a copy to SHCOG. The Provincial Team's Letter is based on the Self-Study, the Visiting Committee's Reflection, and the school community's written response if there is one and especially their own reflection(s) on Sacred Heart education. The Provincial Team's letter is sent by **February 1 of Year II.**

YEAR II - THE ACTION PLAN STEERING COMMITTEE

The Action Plan Steering Committee leads the school community through its continuing reflection on the *Goals and Criteria*. The Action Plan is the school's description of what it intends to do to deepen the life of the *Goals and Criteria* in the school based on its Self-Study, the Visiting Committee's Reflection, the Provincial Team's Letter and the insights generated from engaging in the SHCOG process. .

The Action Plan Steering Committee is comprised of, but need not be limited to, the Head of School, a Trustee, a Middle Manager, a Teacher, and, to insure continuity, some members of the Self-Study Steering Committee. The Head is a member of the Action Plan Steering Committee but not ordinarily the Chair. The Head appoints the Action Plan Steering Committee Chair no later than **October 1 of Year II** so that the Chair participates in the Visit cognizant of his/her particular responsibilities. The Action Plan Steering Committee Chair meets with the Visiting Committee Chair at the time of the Visit to review SHCOG's expectations of an Action Plan. Work on the Action Plan begins any time after the submittal of the Self-Study document.

YEAR II - THE ACTION PLAN

The Action Plan is both a process and a document. As a process, it continues the school community's conversation among its diverse constituencies, taking into account its Self-Study and the priorities identified therein, the Reflection of the Visiting Committee, and any particular requests if made by the Provincial Team in its Letter. The Action Plan must be specific enough to explain why courses of action have been chosen and what the school hopes to accomplish. The Action Plan indicates who is responsible for what and gives the dates by when the action will be accomplished. The Action Plan should have a clear format that includes:

- objectives,
- time frame,
- designation of who is responsible for each element,
- qualitatively measurable outcomes related to the *Goals and Criteria*,
- new commendations or challenges identified by the school during this phase.

The Action Plan lists the names of the Action Plan Steering Committee who prepared it and is signed by the Head of School, the Chair of the Board, and the Action Plan Steering Committee Chair and submitted to the Head of SHCOG by email by **April 1 of Year II**. A copy of the Action Plan is placed in the school's SHCOG Binder.

YEAR III – SHCOG’S REPOSE TO THE ACTION PLAN

SHCOG reviews the Action Plan at its spring meeting. If SHCOG deems the Action Plan is complete, it so indicates this in a letter from the SHCOG member who chaired the Visit (or an appointed delegate) and the Head of SHCOG. The letter is addressed to the Head of School, the Chair of the Board and the school community. If the Action Plan is missing elements, SHCOG contacts the Head of School and the Action Plan Steering Committee Chair requesting that the Action Plan be completed accordingly and re-submitted by **October 1 of Year III**. SHCOG reviews the Action Plan at its fall meeting and either accepts it or makes a further request. If there is a further request, the deadline for re-submittal is **April 1 of Year III**. Both the Action Plan and SHCOG’s Response are placed in the SHCOG Binder and the School’s Binder.

THE BINDER

The Binder is the official record of the conversation carried on throughout the SHCOG Process by the three groups: the School, SHCOG, and the Provincial Team. Each group has a Binder which includes:

- the school's Self-Study,
- the Visiting Committee's Reflection,
- the school community's written Response to the Visiting Committee's Reflection if there is one,
- the Provincial Team's Letter,
- the school's Action Plan,
- SHCOG's Response to the Action Plan accepting or requesting further information in the Action Plan,
- if further information is requested, the on-going correspondence between SHCOG and the school until the Action Plan is accepted.

The contents of the Binder are accessible to those who bear responsibility for the life of the *Goals and Criteria* in the school (Provincial Team, SHCOG, Head of School, Trustees, Administration, and Faculty.) The Head and Chair of the Board will decide to whom else it will be made available.

On the Sunday of the Visit the Visiting Committee Chair will review the contents of the Binder with the Head of School.

SOME RESPONSIBILITIES OF THE SELF-STUDY STEERING COMMITTEE (SC) CHAIR

1. The SC Chair checks in with the Visiting Committee (VC) Chair as needed as soon as the VC Chair is named by SHCOG.
2. The SC Chair reminds the Steering Committee trustee about the ongoing involvement of the Board of Trustees in the SHCOG process. Trustees are intended both to engage in their own reflection as well as to participate in the reflection with other constituents. In addition, trustees review the draft of the Self-Study document and assign time on Board meeting agendas to contribute to the Action Plan phase of the SHCOG process.
3. The SC Chair arranges single room accommodations for VC members and communicates to the VC by email all the arrangements including the name and number of the hotel, the school phone number, transportation from the airport to the hotel, etc. The Head of SHCOG sends email addresses of the VC to the SC Chair.
4. The SC Chair arranges for a work space (or two work spaces, one at the school and one at the hotel if the VC Chair requests two) that is large enough to be comfortable, well-lit, equipped with a worktable, laptops, a printer and a shredder, if one is available.
5. The SC Chair provides VC Chair either with cash or a school credit card to pay for meals eaten out.
6. The SC Chair has travel reimbursements ready for VC members before their departures.
7. The SC Chair and the VC Chair together draw up a draft schedule of the Visit, determining makeup and size of groups and length of sessions. The SC Chair reviews the schedule with the VC Chair to be clear about who does and who does not attend sessions and is responsible for communicating this information to the parties involved. For example, administrators do not attend session(s) with faculty. If a school community member wears several hats, the Chairs determine which session that person attends. In addition, it is the responsibility of the SC Chair to make clear to the school community that the Visit does not include visiting classes.
8. The schedule is submitted to the Head of SHCOG by email no later than **October 1 of Year II**. The schedule is finalized after the October meeting of SHCOG by the Steering Committee Chair and the Visiting Committee Chair.
9. The SC Chair arranges time on the agenda on the Sunday of the Visit to acquaint the visitors with the environment in which the school is located. How this will be done is agreed upon by both Chairs. Ordinarily this session does not exceed one hour.

SOME RESPONSIBILITIES OF THE VISITING COMMITTEE (VC) CHAIR

Before the Visit the VC Chair

1. Communicates as needed with the Steering Committee (SC) Chair before the October 1 submittal of the Self-Study.
2. Reminds the SC Chair that the draft schedule is due to Head of SHCOG by October 1.
3. Checks with the SC Chair to determine if the Head of School has scheduled a full Board of Trustees meeting no later than the Monday of the Visit and has communicated this date to the Board at the earliest possible moment.
4. Establishes with the SC Chair the distinction between being a source of information and being a director of the process. The VC Chair does not become a consultant to the school about solutions to its issues.
5. Makes clear with the SC Chair the need for the VC to have time for its own reflection.
6. Speaks by phone with each member of the VC about the role of a visitor. .

At the Visit the VC Chair

1. Uses Saturday time to review expectations of a Visitor and goes over all the elements of the SHCOG process.
2. Determines why or why not the VC will move as one body during the Visit.
3. Determines roles on the VC – who will write, who will track each goal, each constituency, etc.
4. Presents a copy of the Reflection to the School Head and the Board Chair for their reading before any closing ceremony or other presentation to the public.
5. Before sharing the Reflection with the community, reviews the next steps in the SHCOG process.
6. Sends the Reflection by email to the Head of SHCOG who sends it to the Provincial Team and the members of SHCOG.
7. Collects travel receipts of VC members for the SC Chair who arranges for reimbursements.
8. Meets with the Action Plan Committee Chair during the Visit to review SHCOG's expectations for an Action Plan.

After the Visit the VC Chair

1. Makes notes on VC members as an aid in determining future membership of SHCOG and of visiting committees.
2. Notes what worked well and what did not work well; in other words, "Helpful Hints".

Deadlines

Steering Committee Training	August or September of Year I
Appointment of Steering Committee Chair	April 1 of Year V
Self-Study	October 1 of Year II
Draft Schedule of Visit	October 1 of Year II
Appointment of Action Plan Steering Committee Chair	October 1 of Year II
Visit	Saturday to Wednesday of week before week of Thanksgiving of Year II
Provincial Team Letter	February 1 of Year II
Action Plan	April 1 of Year II
Update to Action Plan if required	October 1 of III
Update to Action Plan if required	April 1 of Year III

FIVE YEAR CYCLE OF THE COMMISSION ON GOALS

	2016-17	2017-18	2018-2019	2019-2020	2020-2021
Bryn Mawr Carrollton 91 st St St. Charles	IV	V	I	II	III
Atherton Greenwich Josephinum Rosary Stone Ridge	III	IV	V	I	II
Chicago/Sheridan Rd Duchesne/Omaha Forest Ridge Halifax Woodlands	II	III	IV	V	I
Grand Coteau Newton San Francisco Stuart Villa Duchesne/Oak Hill	I	II	III	IV	V
Bloomfield Hills Duchesne/ Houston Montreal Princeton Academy Regis	V	I	II	III	IV