

# *WE HOLD IN TRUST* *2012-2013*

*The Network of  
Sacred Heart Schools*



# Why a Network of Sacred Heart?

After Vatican II, the Society of the Sacred Heart was called to a deep renewal, which demanded that it re-evaluate its life and mission in light of the Gospel and the spirit of St. Madeleine Sophie Barat in order to respond to the needs of the world. For the religious, the fundamental change was not to turn their gaze away from the world to contemplate the Heart of Christ, but to find God at the very heart of the world. Certain exterior elements in the Society vanished – cloister, the wearing of a habit, the Plan of Studies in the school – but the essential reality remained: to make known the love of God revealed in Christ.

Until 1970, the schools in the United States were held together by the Plan of Studies (a uniform curriculum for all Sacred Heart schools). Now, with no unifying curriculum, the uniformity of the schools was disappearing. The schools in this country, in fact, did not know one another, but with “Stuart Conferences,” meetings of RSCJ and lay educators held from 1969 to 1974, which focused on educational issues and concerns, a desire to act collaboratively in the work of education gained momentum.

In 1972, the Interprovincial Board of the five provinces in the USA (IPB) asked Sister Catherine Collins, who was then the director of education of the Washington Province, to assume the same role for the schools throughout the US. Sister Collins agreed to be the first national Network coordinator, and thus the Network of Sacred Heart Schools began. It was born of the belief that unity brought strength; that together Sacred Heart schools could achieve more than they could alone; that each school would be energized by the collective presence of the others.

The birth and evolution of the Network were the result of:

- Changes in the Society of the Sacred Heart as part of the renewal of religious life.
- Closings of Sacred Heart schools and colleges.
- The Society’s General Chapters of 1970, 1976, 1982, 1988, 1994, 2000, and 2008.
- The merging of five provinces into one in 1982.
- The development and deepening of an inclusive theology of Church, and a renewed conviction about the role of the laity.



# At a Glance

## The Executive Directors of the Network

1972-1984	Catherine (Kit) Collins RSCJ	National Network Coordinator
1984-1995	Susan Maxwell RSCJ	Executive Director
1995-1996	Jan Dunn RSCJ	Interim Director
1996-1999	Paula Toner RSCJ	Executive Director
1999-2003	Marsha Whelan	First Lay Executive Director
2003-2013	Madeleine Sophie Ortman	Executive Director
2013-	Jan Dunn, RSCJ	Executive Director

## Locations of Office

1972-1982	Provincial House of the Washington Province on Commonwealth Avenue, in Newton, Massachusetts
1982-1992	Small house on campus of Newton Academy in Newton, Massachusetts
1992-2003	860 Beacon Street, Newton, Massachusetts
2004-	700 North Third Street, St. Charles, Missouri

## Significant Events

- 1972 Catherine (Kit) Collins, RSCJ, appointed to be national coordinator of Sacred Heart Schools
- 1973 First national meeting of heads of Sacred Heart schools that included headmistresses, upper, middle and lower school heads
- 1975 Goals & Criteria approved
- 1975-1981 Leadership program for lay and religious leaders of the schools
- 1978 Network Commission on Goals appointed by the Interprovincial Board (IPB)
- 1982 First Trustees' Conference held in Washington, D.C.
- 1988 Meeting of board chairs, heads and provincial team Executive committee elected for strategic planning
- 1990 *Goals and Criteria* -revised-
- 1991 NCOG training process shifts from training visiting committees to training steering committees
- 1991 First Network Board of Directors elected by heads, chairs and provincial team
- 1997-1998 Revision of Bylaws
- Authority rests in the membership, not the provincial, executive director or Network Board
  - Program Committee becomes a committee of the Board
  - Head of SHCOG becomes an ex officio member of the Program Committee
- 2000 International Heads Meeting in Joigny, France
- 2002 International Heads Meeting in Sydney, Australia
- 2005 *Goals and Criteria* -revised-
- 2007 International Heads Meeting held in St. Charles, Missouri
- 2007 Network Global Education Plan approved
- 2008 Network Formation to Mission Plan approved
- 2011 International Heads Meeting in Taiwan
- 2013 Approval of New Structure for the Network



# Mission Statement

## of Network of Sacred Heart Schools

Guided by the global vision of St. Madeleine Sophie Barat, the Network of Sacred Heart Schools is an association of Catholic independent schools and the United States Province of the Society of the Sacred Heart, for the purpose of advancing the educational mission of the Society. The Network provides services and programs that promote and stimulate creative education and leadership framed by the *Goals and Criteria* for Sacred Heart Schools in the United States.

## Goals & Criteria

When the heads of school of the Network met at John Carroll University in Cleveland, Ohio in 1974, they realized that they wanted to articulate what a Sacred Heart school was. What were the qualities, the essential values that characterized such a school? Under the leadership of Sister Catherine Collins, a small group drafted a statement of the central characteristics of a Sacred Heart school. Using the orientations of the General Chapter of 1970 of the Society of the Sacred Heart, the writers adapted the directions expressed there to apply to the work of education in the schools. “What makes a Sacred Heart school? Independent but never isolated, every Sacred Heart school needs to feel the strength of belonging to a larger whole, of sharing principles and values, broad purposes, hopes and ambitions.” (Preamble to 1975 *Goals and Criteria* for Sacred Heart Schools in the US.) The five goals articulate the essence of a Sacred Heart school. All schools commit themselves to educate to:

A personal and active faith in God;

A deep respect for intellectual values;

A social awareness which impels to action;

The building of community as a Christian value;

Personal growth in an atmosphere of wise freedom.

The *Goals and Criteria* were then shared and shaped by the school communities across the country, as well as by the RSCJ communities. In 1975, the provincial teams of the five provinces of the United States approved these 1975 *Goals and Criteria* for the Network schools.

In 1988-90, under Sister Susan Maxwell’s leadership, the School Committee facilitated a review of the 1975 *Goals and Criteria*. Fifteen years had passed since the writing of the first ones, and the world and the educational challenges had changed and evolved. Most significantly, this review led to a significant paradigm shift in the criteria. The wording of the criteria shifted to make it clear that the



adults in the schools were to model the values of the *Goals and Criteria*. The adults were to live these values, not just instruct the students to do so.

During the academic year 2004-2005, Sister Ann Taylor, head of the Sacred Heart Commission on Goals, led the constituencies of the Network schools and the Religious of the Sacred Heart (RSCJ) in a spirited consultation. The 2005 *Goals and Criteria* document is the fruit of this work. The “foundational principles” contained in this document are non-negotiable elements of a Sacred Heart school. It is the expectation that these principles are part of a school community’s reflection when it evaluates its life during the SHCOG process.

## *Collaboration*

From the beginning of the Network, collaboration between religious and laypersons has been essential. The educational mission of Sacred Heart schools, though influenced by the Society of the Sacred Heart, belongs not just to the RSCJ, but to all Sacred Heart educators and constituencies.

The fundamental belief that the mission of Sacred Heart education belongs to all of us has had many evolutions – sharing the mission with lay colleagues in schools; leadership training programs; Network Faculty Development Committee, which evolved into the Program Committee; trustees’ conferences; institutes that included faculty/staff, administrators and trustees. Always the desire was to be inclusive in carrying out the mission.

If the mission of Sacred Heart education is to continue to educate students in the spirit of the *Goals and Criteria* for Sacred Heart schools, it must be embraced and lived by all constituencies – administrators, faculty, staff, trustees, alumnae and students. This spirit of collaboration was underscored in the 2000 Chapter: “We are called to collaborate in reciprocity with all people with whom we share life and mission.”

## *Relationships to the Society*

### **The International Society**

The mission of the Society of the Sacred Heart is to discover and proclaim God’s love.

The Society is made up of 32 provinces/districts/areas in 45 countries.

The Society is governed by the superior general of the congregation and a general council composed of four RSCJ from around the world who assist her. The general council lives in Rome.

The highest governing body of the Society is a general chapter convened every 8



years. A general chapter is responsible to:

- protect the spiritual heritage.
- evaluate the progress of the Society.
- give orientations in light of needs of the Church and the world.
- elect the superior general.
- deal with issues of major importance to the Society.

### **USA Province**

The Society's mission in North America was inaugurated 1818 by St. Philippine Duchesne. At that time, the ministries of the Society were: education in boarding schools, education of the poor, retreats, and "holy conversations," which today we would call spiritual direction. Today, the ministries of the Society, while remaining the same, are named differently: formal education, service to the poor (health care and educational projects), faith accompaniment and collaboration with church and civic organizations.

The provincial team is responsible for the life and mission of the Society in the United States Province. The province includes the Network of Sacred Heart Schools in its planning processes.

### **Society's Institutions**

The 1970 General Chapter inspired the *Goals and Criteria*. That chapter gave the following direction/options: internationality, education, and solidarity with the poor, especially with the Third World.

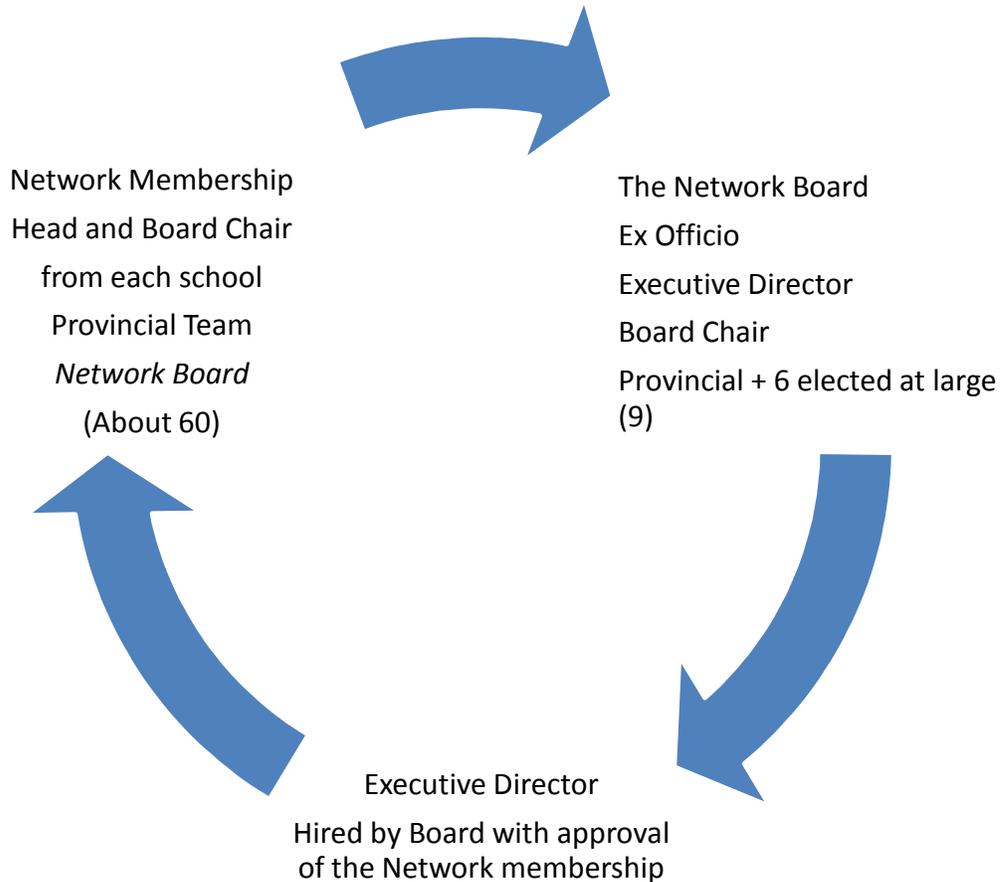
In July of 2008, General Chapter of the Society of the Sacred Heart met in Peru. Five priorities emerged from the General Chapter: 1) Dialogue toward Communion: walking with Humanity 2) Contemplation 3) Community - A Central Value in our Life 4) Justice, Peace and Integrity of Creation in Solidarity with those Who Are Most Vulnerable 5) Our Priority for Young People.

### **Sacred Heart Commission on Goals Mandate**

The sole responsibility of the Sacred Heart Commission on Goals (SHCOG) is to design and implement a system of accountability whereby the schools in the Network of Sacred Heart Schools hold themselves accountable for living according to the *Goals and Criteria*. SHCOG is an agency of the Society of the Sacred Heart and works in active partnership with the provincial team to promote the Sacred Heart mission in the schools.



# Network Governance Structure

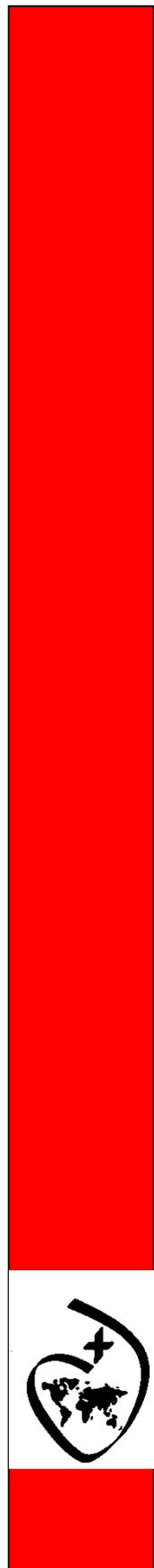
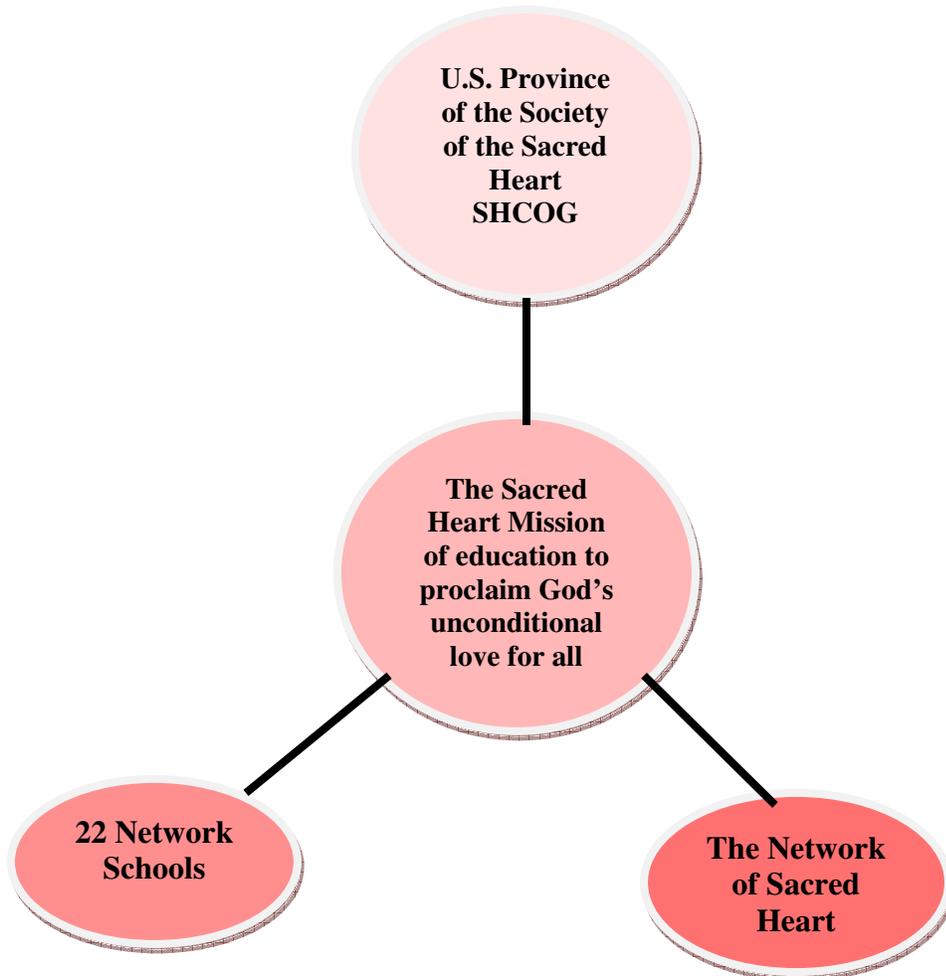


In the 1996-1997 revision of the Network bylaws, the authority of the board was diminished, and it now operates rather as an executive committee. The authority of the membership increased, and it now operates more as the board. The executive director and Network Office staff implement the policies and plans decided on by the membership.



# *Shared mission with*

**Each Sacred Heart School  
The Network Board  
The Network of Sacred Heart Schools  
U.S. Province of the Society of the Sacred Heart**



# *The Network Board*

From the beginning, the Network has consisted of a set of relationships that included: the network office and board; the head and board chair of each Sacred Heart school; the provincial and her team. These relationships have been likened to a three-legged stool. Each “leg” supports the Sacred Heart mission of education.

By the late 1980’s, it became clear that the heads and board chairs needed a structure for decision making. In 1988, an executive committee was elected by the heads, board chairs and the provincial team. This executive committee evolved into the Network board in 1991.

From 1992 to 1999, the administration of the Network went through a total inversion of its pyramidal structure. Before the Network was incorporated, the expenses of the Network office were underwritten primarily by the province; the executive director had all the authority; and the School Committee and various ad hoc committees worked on Network programs and projects with the director.

When the Network became a 501c3 corporation in 1992, using an already existing corporation by which to operate (The Stuart Fund, incorporated in Illinois,) the governance changed. Now there is a true board of directors, and the executive director is employed by the corporation, accountable to the board.

Bylaws were drafted and approved in 1993. In 1994, the Network strategic plan was approved by the membership. In 1999, the second strategic plan was approved and implemented. Subsequent plans have been developed on a regular basis. These Strategic Plans drive the effort of the Network.



# Network Funding History

During the early years of the Network from 1972 through 1989, the primary source of funding for the Network came from grants from the Province as well as contributed services of the Religious. Along the way, one-time only grants from foundations provided funding for some specific programs. Schools also paid fees for some programs.

The newly formed Executive Committee, proposed a dues structure of a \$1000 fixed fee for each school and \$7.00 per student. This was accepted and remained in place through the 1993 school year.

In 1994-95 the Board had proposed a new scale of:

1994-95	\$1000 fixed and	\$7.50 per student
1995-96	\$1000 fixed and	\$10.00 per student
1996-97	\$1000 fixed and	\$15.00 per student

There were also fees for programs (\$175 per participant). This progression was not accepted although the level of \$1000 and \$15.00 per student was reached in 1996-97. In 1998-99, the flat fee for the schools was \$1,000 and the cost per student increased to \$15.50. The Province was still contributing \$182,000 and contributed services in the amount of \$137,000.

There had been an ongoing discussion and research into various funding models from 1994-1999. The Network wanted to become operationally financially self-sufficient from the Province. To do that other sources of income needed to be found. In 1998-99 the Network membership agreed in principle to a new dues structure of a 20% annual increase (\$500 to flat fee and \$7.75 per student fee) to be phased in over a five-year period. Each year the dues for the following year would be voted on and confirmed, affording an opportunity to discuss this each year. Program assessment increased to \$250 per participant. The Province support continued at the same level, except for contributed services for the religious because there were fewer RSCJ in the Network office.

## Dues 1999-2006

1999-00	\$1,500 Flat	\$23.25 Student
2000-01	\$2,000 Flat	\$31.00 Student
2001-02	\$2,500 Flat	\$38.75 Student
2002-03	\$2,750 Flat	\$46.60 Student
2003-04	\$2,888 Flat	\$49.75 Student
2004-05	\$3,032 Flat	\$47.00 Student
2005-2006	\$2577 Flat	\$39.95 Student

Program Assessment-\$250 per Participant

Dues and Assessment Task Force study models for revision-2004

Effective school year 2005-2006, the province support agreement was completed. The Network board appointed a task force to examine what various funding models



would make the Network financially independent and give the schools control of their own funds. At its membership meeting in October 2004, in Omaha, the following dues and assessment structure was adopted:

1. Dues were decreased by 15%
2. Therefore, based on 2004-2005 dues (\$47 per student plus \$3,032 per school), 2005-2006 dues were \$39.95 per student plus \$2,566 per school. No dues increase is anticipated over the life of the current Strategic Plan (2005-2010).
3. Travel costs (air and ground transportation, lodging and meals not a part of the program) are the responsibility of each school. The schools will be assessed a \$150 per person program fee for each participant.

Effective school year 2005-2006, the province and the Network entered into a ***Collaborative Development Agreement***. The Network supports the development efforts of the Province (\$100K per year) and in return receives a percentage (25%) of unrestricted fund raised dollars that helps to further the Society's mission in the schools to a maximum of \$300K per year.

In 2013 that agreement was continued at \$50K/\$250K.



## *Social Justice Service Programs*

“Schools of the Sacred Heart commit themselves to educate to a social awareness that impels to action.” (Goal III)

The Network Social Justice Service Programs evolved from the vocation committee of the US Province. The thought was that the RSCJ could work with students in the schools on service projects as a way to foster future vocations. The first summer service program was held in Houston in 1988 at Our Lady of Guadalupe School, and was sponsored by the Society of the Sacred Heart. In 1989, the Society sponsored three service programs in Houston, Grand Coteau and Miami.

From 1988 to 1992 a group of Network educators (Goal III Committee) met to formulate ways for the Network to foster Goal III opportunities for students across the country.

In 1994 the first Network summer service program was held in New York City in conjunction with YSOP (Youth Services Opportunities Project). A Network student, paired with a student from a school in the same city, worked together to understand the causes of homelessness.

In 1995, the second Network sponsored summer program was held in New York City. The project continued to have paired students. Because of high demand, more Network students were permitted to attend.

Level II projects were also initiated in 1995. These allowed students who had participated in a Network summer program (Level I) to participate in a second one in order to delve more deeply into the systemic causes of injustice calling for change. The first Level II programs were held in Boston and Miami.

Over the years, summer service projects have grown exponentially. In 1988, 14 students participated in the first program in Houston, Texas. In recent years, over 2500 Sacred Heart students and faculty members traveled to Bloomfield Hills, Michigan; Chicago; El Cajon, California; Greenwich, Connecticut; Guadalajara, Mexico; Miami; Poughkeepsie, New York; Princeton, New Jersey; Bethesda, Maryland; South Dakota; New Orleans, Louisiana, San Francisco and Seattle to participate in numerous Network projects.



## Network Programs

As the national coordinator of Sacred Heart schools, Sister Catherine Collins wanted to work in a collaborative way with the Sacred Heart schools around the country. She wanted to hear from them what their needs were and what programs would benefit their constituencies. As she put it, “I wanted ‘feet’ all over the country.” Thus, she formed a group of Sacred Heart administrators who reflected the geographical and the community diversity of the schools. This group was named the School Committee, and its purpose was to plan programs of professional development for administrators and faculty.

Between 1975 and 1995, all constituencies of the Network experienced a wide range of programs, projects, and educational development opportunities. Mid-level administrators, i.e., admissions, development, business and heads of sections of schools held regular meetings, as did the heads of schools. The Network News was published on a regular basis; directories of board members, faculty members and staff were published and then made available on-line. The rich history of program activities based on the *Goals and Criteria* has provided depth for activities within the local schools.

In 1995-96, the School Committee became the Program and Planning Committee, a committee of the board. Teaching faculty was added to this committee in order to have it attend to faculty development needs. The following year, a trustee was added to the committee. By 1998-99, the Technology Committee and the Social Justice Committee had become subcommittees of the Program Committee.

In the spring of 2003, the Program Committee proposed the institution of a national conference that would bring school constituencies together once a year for greater cooperation and collaboration. The first national conference, *Outside the Classroom, Inside the Mission* was held in June 2005. The second conference, *Inside the Sacred Heart Classroom; Beginning a Great Work* was held in June 2006.

In April of 2007 two historic events were hosted by the Network. The first, *Keepers of the Flame*, brought together Sacred Heart educators from around the country who are specifically responsible for Formation to Mission in their respective schools. The second, *Collaboration for a Transformed World; One Heart One World*, the third International Heads Meeting, brought Sacred Heart educators from around the world to Saint Charles.



*[sofie.org](http://sofie.org)*

**Schools Online for Interactive Education**

The Network of Sacred Heart Schools has from the beginning of the technological revolution in education used technology to connect the schools in their work of education. With the establishment of the SOFIE (Schools Online for Interactive Education) website following the national meeting in the fall of 1992, the Network schools began using e-mail and online forums to connect geographical areas from coast to coast and north to south to create a national community and to share academic goals and resources. The SOFIE website debuted in 1995. [sofie.org](http://sofie.org) was one of the first websites of a group of religious schools and as such was on the cutting edge of technology.

As a result of a 2010-2011 communication audit, SOFIE realized a fresh direction with a new appearance launched in January, 2012. The new SOFIE design includes a more crisp presentation with improved content, mobile implementations, group portals for collaboration and communication, online forms and registrations, and potential to realize virtual courses and broadcasting.

The vision from its inception was that SOFIE would be a vehicle to create community through communication via technology, and through sharing curriculum resources and programs, such as social justice and fine arts programs and valuable Network resources and archives. SOFIE aids the communication between various constituencies in Sacred Heart schools.

Regional meetings evolved from the national technology meeting held in St. Louis in the spring of 1996. Over the past years, the technology group, all inclusive, has intention to meet annually at national conferences and regionally as scheduled. These meetings focus on continued dialog on growing infrastructure needs within individual schools, developing consortium influences, as well as the integration of curriculum, collaboration and technology across the network.

The possibilities of technology in the Network are still exciting and endless with developments ongoing – online courses, sharing of information, archives, discussion forums and nurturing the power of a network. Technology is an essential tool of Sacred Heart education and enables the Network to communicate and collaborate for the mission.



# *Committees of the Network Board*

## **Formation to Mission Committee**

The Formation to Mission Committee assures that all Network-wide programs for adults intentionally incorporate a formation to mission component; that member schools have adequate resources for their own formation programs; that there be regular Network orientation to mission for new heads, chairs, faculty, board members and other adult constituencies as the membership identifies these needs.

The Program Committee merged with the Formation to Mission Committee in 2005. This combined committee plans programs for faculty/staff that contribute to their professional development as well as to their understanding of the heritage and evolving traditions of Sacred Heart education.

## **Finance Committee**

This committee develops a financial plan for the Network, determines the resources necessary to accomplish the plan and identifies sources of revenue, presenting funding scenarios to the membership for acceptance.

## **Membership Committee**

The Membership Committee guides schools applying for membership in the Network through the application process, oversees the period of provisional membership and makes a recommendation to the membership as to their acceptance to provisional and full membership. In addition, the Membership Committee explores other forms of affiliation for various organizations with which the Network has or could have a mutually beneficial association.

## **Committee on Trustees**

The Nominating Committee prepared and presented to the membership a slate of candidates for the Network Board of Directors and chair each year. Elections are conducted by the board.

In June 2006, the Network board changed the name to the Committee on Trustees. In addition to its previous “charge,” this committee will review the by-laws, and both profile and evaluate the Network board.

