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St. Francis DeSales High School Parent Advisory Board
Tuesday, October 17, 2023; (6:00 pm to 7:30 pm) – Cafeteria

</div>

Call to Order	Doug Heil
Opening Prayer	Jim Jones
Approval of September Minutes	Doug Heil & Martha Bogue
Student Council Update	Brandon Heil

- Student activities recently have included: Freshman Retreat led by ETeam members, Salesian leadership retreat in NY with 7 students from DHS, Blood drive, Grandparents Day, Senior Kairos last week, Senior bonfire and hayride, Spirit week this week, Canned food drive kick off next week, NHS inductions, NCYC in December in Indianapolis

Department Presentation: Visual Arts and Theater   Andrea Belt, Lori Arnett

- Theater: Preparing for Alice in Wonderland, 50 students participating, great cast, tickets on sale now on website, the kids will find out next week what the musical will be, choir concert December 4
- Visual Arts: three teachers cover all of the course offerings, showed several examples of student artwork from the various classes, they enter a number of regional art shows and an art show in the spring at DHS

October Topics
- Results of Accreditation Surveys (see results attached)   Rob Dvorak
- Generative AI and its Educational Impact, Part 1 (see attached)   Dan Garrick & and Jim Jones
Parents are invited to a lunch and conversation on 10/27, from 11/15 - 12:30, with students and teachers who have previously met regarding this topic, navigating AI in a positive way

Operations Report (see reports attached)   Phil Kraker
- Finance Report and Budget Highlights
- Advancement Report
- Alumni Report

Enrollment   Julie Barber
- Open House Volunteers – November 12 – Thursday is the final 8th grade visit, requesting help from PAB members for the Open House. Instead of starting an application, families will meet with the parent ambassador and parents will turn in notes with questions to Julie.
- Social Media Engagement – Ramping up social media campaigns, so share those pieces; also write a review on search engines to show support for SFDHS.

Co-Curricular and Faith Life Report (see attached)   Trent Sheumaker
- Athletic Update
- Performing Arts Update
- Campus Ministry Update

Administrative Report (see attached)   Dan Garrick
- Principal's Perspective
- Items of Administrative Emphasis

Curriculum Report (see attached)   Jim Jones
- Language Honor Societies, currently 107 and inducting 129 members, & NHS Inductions
- Development of Sports Medicine and Exercise Science Program
- Upcoming Calendar of Events

Accreditation Update (see report attached)   Rob Dvorak
- Faculty Examination of Mission and Beliefs

Student Services Update (see report attached)   Katie Shelton
- Senior College Application Support
- ACT Testing Day (Oct 17)
- SOS (November)
- ACT Prep Course being offered twice this year
- National Testing Day Recap

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New Business
- Parking lot Security/Safety
- National Catholic Youth Conference, partnering with Watterson, taking 10-15 students
- Annual Food Drive (October 23 – November 20)
- Please recommend New Business ideas to Martha each month

Old Business
- Parent Teacher Conference Feedback
- Grandparents Day Recap

Closing Prayer and Adjourn   Dan Garrick
- Next Meeting: Thursday, November 16 at 6:00 p.m. (Meet in the Chapel)
- November Topics- Campus Ministry and Prayer Service, Generative AI and its Educational Impact Part 2
  Department Presentation: World Languages and Physical Education

PAB Report - October

Music Department:

- The band, flag corps, and dance team are traveling to Ohio State on Friday, November 3 to see the Ohio State University Marching Band in concert.
- The choir and band recently performed at eighth grade visit days and the choir also sang for Grandparent's Day.
- Choir Concert: Monday, December 4 at 7pm in the Little Theater
- Band Concert: Wednesday, December 6 at 7pm in the Gymnasium

Theatre Department:

- The fall show is Alice in Wonderland.
- The show dates are Saturday, October 21st at 7 p.m. and Sunday, October 22nd at 3 p.m.

Campus Ministry:

- 41 young ladies signed up for Sororitas and 15-25 girls attend every Monday during their lunch period
- Junior Urban Plunge which is scheduled to occur Thursday October 26th is being moved to the spring due to challenges at the diocese

Athletics Department:

- Boys soccer - CCL Champs; sectional semifinal tonight at home vs. Walnut Ridge
- Girls soccer - sectional final this saturday at Kilbourne at 7:00pm
- Girls golf - CCL champs for the 6th straight year. Season has ended
- Boys Golf - finished 2nd place in Districts and advanced to states as a team. Play Friday and Saturday at OSU Scarlet. 9:50am start time on Friday
- Girls tennis - finished 2nd in the CCL. Season has ended
- Cross country - boys and girls finished 1st place in the CCL meet. Districts are this Saturday at Darby 3:00 girls; 4:00 boys
- Volleyball - sectional final on Thursday at Pick North, 6:00pm
- Football - clinched playoff spot. Last regular season game Friday at home vs. Watterson

October 17, 2023
Student Services Update

Senior College Application Support
- 30-40% have submitted at least one app
- 10/15 is typically the earliest app deadline that we see. 11/1 is a big Early Action/Early Decision deadline coming up.
- With that, the counselors have had seniors reaching out to us with questions as they finalize applications
- Dr. Wallace/Mrs. Polemeni have been a great support to our department
- To date, Dr. Wallace has had about 125 individual meetings with seniors (this includes repeat students). Typical meeting lengths are between 15-30 minutes
- During these meetings, they are able to reinforce the work of the school counselors and also encourage students to think more critically about their applications, personal essays, and supplemental essays; goal is to demystify the application process
- Dr. Wallace has provided teacher support for constructing letters of recommendation
- We have updated the look and content of our school profile which is a document that we send to colleges
- College Rep Visits– 18 visits remaining and 40 already happened (student attendance at these visits has been solid)
- Financial Aid Night Zoom: November 9th at 7:00pm Our presenter is Parker Gelinas from University of Dayton.

ACT Testing Day (Oct 17)
- 99 students tested (61 juniors; 38 seniors)
- Initial test for many of the juniors; Convenience of during the school day–Not a Saturday National Test date where they have to choose an off-site location; fee is reduced $46 vs. $65ish
- Students did a great job arriving on time and settling in which allowed us to take the max break time (15 minutes) and we still finished up by 11:30; Testing environment was positive/quiet

ACT Prep Course
- Mrs. Garrick organizes the course and teaches the Math review sessions, Ms. Wilson teaches English/Reading/Writing, Mr. Gill teaches the review for science
- Registration due tomorrow–Graded diagnostic test this Saturday
- Class capped at 30 students–Still space available
- After school review sessions start next week (2-3 sessions per week) and run through December 6th which is just prior to the December 9th ACT, so it is a great prep option for students planning to test on that Saturday.

SOS (November)

- Nationally-known suicide prevention program that we are providing in collaboration with Nationwide children's hospital
- Students are trained to recognize warning signs of suicide in a friend as well as an appropriate response. Additionally, students are provided the opportunity to speak to a school counselor if they are concerned about their own emotional well-being. Screening to assess for depression and suicide risk is also a part of the curriculum.
- November 6th/7th through sophomre English classes
- Passive consent sent to sophomore parents via mail and email
- There is a caregiver/community education component to provide parents and guardians. Various dates/times to choose from-these are offered through Zoom.

National Testing Day Recap

- Took place on Wednesday of last week–October 11th
- PSAT - juniors/sophomores/select freshmen
- The PSAT provides students with practice for the SAT and allows students to receive a free, personalized practice plan for the SAT through the Khan Academy.
- Junior year, the PSAT serves as an entry point to scholarships and recognitions through the National Merit Scholarship Corporation.
- PSAT was administered digitally this year which presented a challenge initially with starting the test. The issue was beyond our control–it was a nationwide issue with the CollegeBoard's test day toolkit system which prevented proctors from being able to login to view their room rosters
- Mr. Schlabig-PSAT Coordinator is anticipating results to be available online in early November. Students will need to login into their CollegeBoard account in order to view scores. We will provide students with instructions on how to access their scores and also notify parents via DeTales when scores become available.
- PreACT - majority of freshmen (paper/pencil). Students will receive their score reports via English classes. They will also receive back their test booklets.

2023 Accreditation Self Study: Stakeholder Survey Summary

Strengths

- **Vision and Purpose:**
  "Our school mission expresses a clear commitment to Catholic identity

- **Catholic Identity:**
  "Catholic symbols are visible in our school"

- **Continuous Improvement**
  "Our school is committed to continuous improvement focused on student learning"

- **Climate:**
  "For the most part, I am satisfied with our school"

Opportunities/Challenges

- **Vision and Purpose**
  "Everyone understands school's mission

- **Catholic Identity**
  "In all subjects, teachers help students understand how Gospel values and Catholic beliefs can help make the world a better place"

- **Leadership**
  "Our school grounds are clean and well maintained"
- **Quality Program**
  "Teachers use effective instruction to deliver the curriculum/present their subject matter" "Students see relationships between what they are studying and their everyday lives" "Teachers use a variety of instructional activities to help students think critically and problem solve; Teachers use different approaches to meet the needs of all students"

- **Student Learning**
  "Assessment of students reflects Catholic values"

- **Continuous Improvement**
  "Teachers vary the types of assessments they use to monitor individual and class-wide student learning"

● **Climate**

"Adequate security measures are in place at our school; Security at
my school helps me feel safe" "Rules apply equally to all students"
"Students are respectful of school and community property"
"School discipline is appropriate and maintained at our school"
"Problems with bullying are addressed appropriately"

STAKEHOLDER COMPARATIVES:	PARENTS: 291 responses (33%)	STUDENTS: Grades 10-12, 398 responses (62%)	TEACHERS: 41 responses (60%)	
	A: Strongly Agree and Agree	**N: Neutral and Do Not Know**	**D: Strongly Disagree and Disagree**	
Vision and Purpose				
"Our school mission expresses a clear commitment to Catholic identity"	93% A	N/A	95% A	
"Everyone understands school's mission	88% A	76% A	68% A, 27% N, 10% D	
	91% A	78% A	65% A, 26% N, 10% D	2016 Results
Catholic Identity				
"Teachers help students think critically and ethically about the world around them"	89% A	72% A, 23% N, 5% D	93% A	
	92% A	80% A, 18% N, 2% D	93% A	2016 Results
"Our school provides opportunities for students to participate in activities for social justice"	87% A	80% A, 17% N	88% A	
"Administrators, faculty, and staff serve as role models of faith and service for students"	89% A	68% A, 26% N, 6% D	93% A	
	89% A	73% A, 23% N, 4% D	90% A	2016 Results

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"Catholic symbols are visible in our school"	98% A	96% A	98% A	
"Prayer is a regular part of our daily school life"	97% A	89% A	97% A	
"Various forms of prayer, spiritual practice, and liturgy are available for our school community on a regular basis"	93% A	85% A, 13% N	100% A	
"In all subjects, teachers help students understand how Gospel values and Catholic beliefs can help make the world a better place"	N/A	54% A, 32% N, 14% D	59% A, 29% N, 12% D	
	N/A	45% A, 41% N, 15% D	63% A, 25% N, 12% D	2016 Results
Leadership				
"Our school grounds are clean and well maintained"	97% A	52% A, 32% N, 14% D	59% A, 29% N, 12% D	
	97% A	69% A, 23% N, 8% D	63% A, 25% N, 12% D	2016 Results
Quality Program				
"In our classrooms, students spend most of the time solving problems, discussing ideas, creating their own work, reading, writing, speaking, and researching"	83% A, 15% N, 2% D	76% A, 19% N, 6% D	76% A, 17% N, 7% D	
	79% A, 19% N, 2% D	83% A, 14% N, 3% D	80% A, 17% N, 3% D	2016 Results
"Our school has a curriculum infused with Gospel values that prepares students for life and work"	89% A	N/A	91% A	
"Teachers use effective instruction to deliver the curriculum/present their subject matter"	85% A, 12% N, 3% D	67% A, 25% N, 7% D	81% A, 17% N, 2% D	
	83% A, 10% N, 7% D	71% A, 26% N, 3% D	90% A, 8% N, 2% D	2016 Results
"Teachers use different approaches to meet the diverse needs of all students"	72% A, 22% N, 6% D	N/A	81% A, 17% N, 2% D	
	61% A, 35% N, --	N/A	90% A, 8% N, 2% D	2016 Results

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"Students see relationships between what they are studying and their everyday lives"	80% A, 16% D, --	44% A, 39% N,	NA	
	79% A, 19% N, --	46% A, 41% N, --	NA	2016 Results
"Teachers hold high expectations for student learning"	93% A	85% A	83% A, 15% N, 2% D	
	94% A	85% A	95% A	2016 Results
"Teachers challenge students to do their best work"	88% A, 10% N, 2% D	79% A, 18% N, 3% D	N/A	
	90% A	88% A		2016 Results
"Teachers use a variety of instructional activities to help students think critically and problem solve; Teachers use different approaches to meet the needs of all students"	81% A, 16% N, 3% D	67% A, 26% N, 7% D	93% A	
	78% A, 19% N, 3% D	74% A, 22% N, 4% D	82% A, 16% N, 2% D	2016 Results
"Students are motivated to do their best work; Teachers hold high expectations for student learning"	93% A	85% A	83% A	
Student Learning				
"Our school uses standardized and teacher developed assessments to document student learning and report outcomes to parents/guardians"	89% A	N/A	83% A	
"In addition to written tests, students are provided with a variety of ways to show their learning (projects, presentation, portfolios)"	93% A	81% A	93% A	
"Teachers give extra help when it is needed"	82% A, 16% N, 2% D	77% A, 19% N, 4% D	N/A	

	81% A, 11% N, 8% D	80% A, 16% N, 4% D	N/A	2016 Results
"Teachers are willing to give students individual help outside of class time"	84% A	80% A	N/A	
"Up-to-date computers and other technologies are used in our school to help students learn"	94% A	83% A	95% A	
"Assessment of students reflects Catholic values"	81% A, 15% N, 4% D	N/A	56% A, 42% N, 2% D	
	80% A, 19% N, 1% D	N/A	68% A, 25% N, 7% D	2016 Results
Continuous Improvement				
"Our school is committed to continuous improvement focused on student learning"	94% A	N/A	100% A	
"Teachers vary the types of assessments they use to monitor individual and class-wide student learning"	76% A, 20% N, 4% D	N/A	81% A, 21% N, 8% D	
	65% A, 33% N, 2% D	N/A	86% A, 12% N, 2% D	2016 Results
Climate				
"Staff at our school displays a caring attitude toward students"	92% A, 7% N, 2% D	71% A, 23% N, 6% D	93% A, 6% N, 1% D	
	95% A	78% A, 18% N, 4% D	94% A	2016 Results
"All students and staff at our school are treated with respect"	89% A, 7% N, 4% D	60% A, 27% N, 13% D	71% A, 20% N, 9% D	
	84% A, 11% N, 4% D	69% A, 22% N, 9% D	75% A, 21% N, 4% D	2016 Results
"Students are respectful of school and community property"	90% A, 7% N, 3% D	56% A, 31% N, 13% D	76% A, 15% N, 9% D	
	94% A	79% A, 22% N, 9% D	90% A	2016 Results
"Adequate security measures are in place at our school; Security at my school helps me feel safe"	85% A, 13% N, 2% D	61% A, 27% N, 12% D	78% A, 20% N, 2% D	

	75% A, 22% N, 3% D	69% A, 23% N, 8% D	78% A, 10% N, 15% D	2016 Results
"School discipline is appropriate and maintained at our school"	73% A, 21% N, 6% D	71% A, 22% N, 7% D	76% A, 10% N, 14% D	
	74% A, 23% N, 3% D	85% A, 12% N, 3% D	81% A, 10% N, 9% D	2016 Results
"Rules apply equally to all students"	70% A, 20% N, 10% D	62% A, 19% N, 19% D	46% A, 34% N, 20% D	
	65% A, 26% N, 9% D	62% A, 20% N, 18% D	48% A, 26% N, 27% D	2016 Results
"For the most part, I am satisfied with our school"	95% A	N/A	93% A	
"Problems with bullying are addressed appropriately"	51% A, 44% N, 5% D	50% A, 36% N, 14% D	N/A	
	43% A, 55% N, 2% D	54% A, 37% N, 9% D	53% A, 37% N, 10% D	2016 Results
Relationships				
"School rules are clearly communicated"	96% A	80% A	95% A	

Finance -

No Major call outs on actuals vs. budget

 There are a few timing issues in Technology and Campus Ministry

Ed Choice Scholarship processing going slowly at State Level;

 Expect first checks this week on pre - existing Scholarships

 All applications processed and submitted by SFD Enrollment Team on time for full year scholarship, no prorates

 All but approximately 90 families/students have applied; direct outreach on going with holdouts with success.

Advancement --

Franciscan Loop -- Amazing Impact on mornings and afternoons from school perspective; Any Feedback as parents?

 City testing this week; then lighting and some additional concrete to complete the project

Faculty Drive Underway; Earlier this year to focus on Emmaus Road SGO opportunity

Starting Tax Break Tuesday -- Emmaus SGO awareness for community current Parents and Alumni

Feasibility Study Interviews for Next Capital Priorities on 10/30 and 10/31

Friends in the Courtyard event last Saturday --

 Third Highest Event in school History; Good time was had by all

	2018	2019	2020-Virtual	2021	2022	2023 Actual
Gross Revenue	$62,036	$68,739	$64,410	$155,251	$167,212	$125,871

Alumni -

Watterson T Shirt Sales this week -- great having Alumni here at lunch periods selling shirts to benefit Legacy Scholarship

Veteran's Day Event 11/10

Vocations Wall Interviews...New one this week Father Everett '70; Elizabeth Marie Hogan '98 awaiting permission from Order

Diocese of Columbus
St. Francis Desales High School
Budget Year 2023-2024
Three Month Period Ending September 30, 2023

Secondary School Budget	2023-2024 Fiscal Year Budget	Delta Good / (Bad)	%	2023-2024 Fiscal Year Actual	Delta Good / (Bad)	%	2022-2023 Fiscal Year Actual	Comment
Enrollment	867	1	0%	868	(19)	-2%	887	
Operating Income								
Student Receipts	$2,258,357	($200)	0%	$2,258,157	$160,706	7%	$2,097,451	
Parish Tuition & Guarantees	$32,400	$22	0%	$32,422	($12,128)	-37%	$44,550	
Other School Income	$135,000	$24	0%	$135,024	$9,206	7%	$125,818	
Gifts, Donations & Grants					($1,000)		$1,000	
Transfer From Non-Operating Net								
Total Operating Income	**$2,425,757**	**($154)**	**0%**	**$2,425,603**	**$156,784**	**6%**	**$2,268,819**	
Operating Expenses								
Administrative Salaries	$61,826	$6,848	11%	$54,978	($1,987)	-4%	$52,991	
Office Salaries	$70,903	$6,996	10%	$63,907	$4,012	6%	$67,919	
Lay Teachers	$833,175	($43,764)	-5%	$876,939	($39,142)	-4%	$837,797	
Other School Salaries	$440,439	($4,125)	-1%	$444,564	($45,354)	-10%	$399,210	
Total Salaries	**$1,406,343**	**($34,045)**	**-2%**	**$1,440,388**	**($82,471)**	**-6%**	**$1,357,917**	
Benefits								
Employee Benefits (Lay)	$457,550	$18,343	4%	$439,207	($1,929)	0%	$437,278	
Total Benefits	**$457,550**	**$18,343**	**4%**	**$439,207**	**($1,929)**	**0%**	**$437,278**	
Other School Expenses								
Central Administration Fees					$1,350		$1,350	
Office Supply & Expense	$28,500	$8,714	31%	$19,786	($6,884)	-35%	$12,902	
Campus Ministry	$66,600	$9,191	14%	$57,409	($16,821)	-29%	$40,588	
Secular Instruction Supply & Expense	$4,434	($3,793)	-86%	$8,227	($1,978)	-24%	$6,249	OPENING OF YEAR EXPENSES
Administration Expenses	$31,718	($682)	-2%	$32,400	$14,972	46%	$47,372	
Other Education Programs	$10,500	($6,100)	-58%	$16,600	$19,333	116%	$35,933	SUMMER PREP PROGRAM
Special Education Program	$60,450	$5,661	9%	$54,789	($72,011)	-131%	($17,222)	
Guidance Department	$75	$424	565%	($349)	$149	-43%	($200)	
Library	$900	$709	79%	$191	$1,493	782%	$1,684	
International Program	$300	$300	100%					
Department Expenses	$6,150	$2,583	42%	$3,567	($2,209)	-62%	$1,358	
Technology	$82,100	$23,027	28%	$59,073	$3,715	6%	$62,788	SOFTWARE COSTS in Q2
OCEA/NCEA	$2,350	$2,350	100%				$1,315	
Student Life Expenses	$59,350	$13,082	22%	$46,268	($29,121)	-63%	$17,147	
Marketing	$5,250	$1,982	38%	$3,268	$8,358	256%	$11,626	
Community Relations	($4,500)	$20,824	-463%	($25,324)	$8,445	-33%	($16,879)	
Alumni Relations	$3,000	$2,204	73%	$796	($796)	-100%		
Admissions	$7,725	$1,366	18%	$6,359	$3,643	57%	$10,002	
Other School Expenses	$750	$743	99%	$7	($7)	-100%		
Total Other School Expenses	**$365,652**	**$82,585**	**23%**	**$283,067**	**($67,054)**	**-24%**	**$216,013**	
Building Related Excenses								
Depreciation	$136,500	$464	0%	$136,036	($14,030)	-10%	$122,006	
Utilities	$63,000	$16,074	26%	$46,926	$2,867	6%	$49,793	BOTH UTILITY AND MAINTENANCE
Maintenance Supply & Expense	$68,250	$14,558	21%	$53,692	($22,809)	-42%	$30,883	COSTS OFF TO GOOD START
Insurance Expense	$6,800	($222)	-3%	$7,022	($3,624)	-52%	$3,398	
Interest Paid	$25,500			$25,500			$25,500	
Other building Related Operating Expenses	$30,000	$8,030	27%	$21,970	$3,711	17%	$25,681	
Total Building Related Operating Expenses	**$330,050**	**$38,904**	**12%**	**$291,146**	**($33,885)**	**-12%**	**$257,261**	
Total Operating Expenses	**$2,559,595**	**$105,787**	**4%**	**$2,453,808**	**($185,339)**	**-8%**	**$2,268,469**	
Net Operating Income	**($133,838)**	**$105,633**	**-79%**	**($28,205)**	**($28,555)**	**101%**	**$350**	
Net Non-Operating								
Athletics		($60,843)		($60,843)	($51,553)	85%	($9,290)	
School Fundraising	$75,000	($150,983)	-201%	($75,983)	($28,170)	37%	($47,813)	Timing of Events
Student Activities		$15,384		$15,384	$26,573	173%	($11,189)	
Net Other Income - Non-Operating	$37,500	$9,770	26%	$47,270	$33,677	71%	$13,593	
Total Net Non-Operating	**$112,500**	**($186,672)**	**-166%**	**($74,172)**	**($19,473)**	**26%**	**($54,699)**	
Total Net Income (Operating & Non-Operating)	**($21,338)**	**($81,039)**	**380%**	**($102,377)**	**($48,028)**	**47%**	**($54,349)**	

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ST. FRANCIS DESALES HIGH SCHOOL
PARENT ADVISORY BOARD MEETING
CURRICULUM REPORT
OCTOBER

I.   Upcoming Dates of Importance

Date	Activity
October 19th	Eighth Grade Visitation Day #2
October 23rd	Can Food Drive Kick-Off Assembly at 8 a.m.
October 24th	Admissions Department Discovery Night #2
October 26th	Junior Urban Plunge #1
October 27th	Quarter One Ends
October 29th	National Honor Society Inductions at 6 p.m.
October 30th	Teacher Work Day – No School
October 31st	Quarter Two Begins
November 1st	Family Homeroom Activity
	All Saints Day Mass at 9:45 a.m.
	Quarter One Grade Day
	Political Cartoon Contest at 3:30 p.m.
November 3rd	Quarter One Grades Released at 3:30 p.m.
November 6th and 7th	SOS Program through English Classes
November 6th	Academic Council Meeting at 3:10 p.m.
November 7th	Faculty Advisory Board Q1 Review Meeting at 7:15 a.m.
	Monthly Faculty Zoom Business Meeting at 3:10 p.m.
November 10th	Veteran's Day Observance
	Early Dismissal at 1 p.m.
November 12th	Open House from 11 to 2 p.m.
November 13th	Feeder School Fall Articulation Meeting at 10 a.m.
November 15th	Admissions Department Discovery Night #3
November 16th	***November Parent Advisory Board Meeting at 6 p.m.***

II.   Other Items of Note:

      A.   Parent Teacher Conference Recap
      B.   World Language Honor Society Recap
      C.   National Honor Society Upcoming Inductions

I.   Administrative Report

    A. Principal's Perspective

    Kudos to the following in our Community:

* To the following Freshmen who were selected to represent the Class of 2027 as Student Council Representatives: Emersyn Gibson, Faith Fekru, Afia Oduro, Natalia Garcia, Owen Gibson, Bridget Moriarty, Olivia Strickland, Abena Chrappah, Carlos Alamo, Allison Heil, Ben Kirby, Isaac Reash, Bridget Bogue, Tommy Tegeler

* To Freshman Tommy Tegeler and Ben Kirby for being elected as the Class of '27 President and Vice-President

* To the SFD students from Saint Anthonywh introduced their traditional Rosary making Club entitled Glory Beaders

* To the members of Stallions for Life Club who volunteered for Pregnancy Decision Health Center's Annual Fundraiser Gala

* To Faculty Members Colleen Mascarin and Elisabeth Miller for attending the Annual Red Mass at Saint Joseph Cathedral

* To Mrs. Mascarin and Stallions for Life for attending the Diocesan Respect Life Mass on October 6th

* To Ms. Carolynn Heinmiller and the E-Team for their successful efforts for the Annual Freshman Retreat on September 27th

* To the SFD delegation of 45 young women who attended the Annual Serra Club Vocation Luncheon on Tuesday, October 3rd

* To Senior Lily Hartman and Junior Mimi Tsfay for organizing our Red Cross Blood Drive on Tuesday, October 3rd

* To Senior Maria Jenkinson for her poem "The Eye of the Storm" which was Published in the book American High School Poets, Fall 2023

* To members o the SFD Ladies Bible Study Group Sororitas for decorating the School Chapel with the beauty of Autumn

* To senior Lily Hartman for being recognized as the October SFD Student of Month for the Rotary Club of Westerville

* To Mr Jeff Montenaro and the members of the SFD Autism Awareness Club for their efforts to bring awareness and advocacy for Autism

* To Ms. Heinmiller Campus Ministry Assistant who recently ran the Chicago Maraton and raised 1300 for Our Lady of Angels Catholic Church

* To Sister Guerline , Mrs. Mitevski and students: Brandin Heil (leader), Phu Bui, Riley Hohlbrooks, Aylin Mai, Eunice Otu-Danquah, Bella Miller and Elizabeth Miller for representing SFD at the October Salesian Retreat

* To our Campus Ministry Team and Mrs. Karen Cofojohn for facilitating the first of two Grandparents Day Celebrations for this School Year

* To Mrs. Iacaobone and the SFD Italian students who volunteered at the recent Italian Festival

* To Junior Chris Jeter for his winning Design of the SFD v. BWHS Spirit Week T-Shirt. Proceeds for the Shirt underwritehelp to underwrite teh Alumni Legacy Scholarship

* To Mr. Trent Sheumaker and the Golden Hearts Club for their efforts to raise 5000.00 in donations for Nationwide Childrens Hospital and Pediatric Cancer Research

* To the SFD Mind Over Matter Club for bring awareness to October's Mental Health Awareness Month

* To the SFD Saint Vincent DePaul Club for their recent efforts to collect clothes For Joseph's Coat
* To the dedicated SFD Advancement Team for their efforts for Friends in the Courtyard
* To the Saint Anthony families, alumni , and members of the SFD Boys Soccer Team for attending the Clsing Saint Anthony Mass on Sunday, October 15th
* To the SFD Boys Golf Team for Qualifying for the OHSAA State Tournament this Weekend. Thiis is the first time that the Boys qualified at the Div I level
* To Ms. Arnett, Mrs. Huelskamp, and the remarkable cast and crew of Alice in Wonderland "Break a Leg"

B. Points of Administrative Emphasis
- Faith Life: Looking to drive daily Mass Participation, Review ARK results (Share summary in ARK) , Theology Teachers and Campus Ministry PD w/Diocese and Bishop Fernandes (10/18) , Rosary Services within Theology, Canned Food Drive Organization Launch 10/23, All-Saints Day Mass (11/1), Veterans Day Prayer Service (11/10)
- Curriculum/Instruction: Quarter 1 Ends (10/29); Departmental Instruction PD (Science 10/16 ; Math 11/9) AI Research; Flex Schedule Committee Relaunch, Teacher Observation,s Sports Medicine and Exercise Science Program Research; Quarter 2 Begins (10/31)
- Student Services- Senior Student Interviews & College Essays (11/1) , Frosh Student Interviews, College Rep Visits, National Testing Day (Oct 11), ACT Testing Day (10/17); SOS (November 6 & 7)
- Facilities: Franciscan Loop Lighting; Begin to Winterize; Open House Prep (11/12)
- Strategic Planning and Advancement: Preparation for Feasibility Study Interviews (10/30 & 10/31); Soda and Pizza Contracts renegotiated; Reconciliation of Friends In the Courtyard
- Student Life: Club and Organization Meetings; Spirit Week (10/16-10/20); Winter Sport Prep; Dress Rehearsal and Performances for for Alice in Wonderland (10/19, 10/21, 10/22); Prep for Holiday Choral and Band Concerts; Reveal of Spring Musical -week of October 23rd
- Enrollment Focus-   Universal EdChoice Transition; Stallion for a Day Visits;Eighth Grade Visits Day # 2 (Saints Matthias, Michael, Matthew & OLP) (10/19;   Discovery Night #2 (10/24); SFD Open House (11/12) ; Discovery Night #3(11/15)
- Finance & Operations-   Tuition Contract Revision Process due to Universal Ed Choice; Internal Facilities Performance Audit

II.   Questions/Concerns/Alumni and Current Student News…Board
III.   Closing Prayer and Adjourn…Dan Garrick
IV.   SFD Academic Department Highlight for November: World Languages and Physcial Education
V.   November Topics- Campus Ministry and Prayer Service- Ms. Rebecca Metzger
                    ARK Summary - Theology & Campus Ministry
                    Generative AI and its Educational Impact Part 2 - J. Jones & D. Garrick

Next Meeting: Thursday, November 16, 2023 at 6:00 P.M.

Principal's Round Table Discussion Series
October 2, 2023

Prayer, Welcome, Get Lunch…Mr. Garrick and Mr. Jones

Introduction of Topic for Discussion: Artificial Intelligence

Video on AI

When you think of AI …what immediately comes to mind ?

What has been your personal experience with AI ?

Have you ever used ChatGPT? If so - how? What was your experience like with it?

What are your personal thoughts surrounding AI when it comes to education?

Have you received any guidance or direction regarding AI or specific tools of AI by your teachers ? If so please share

What do you think the impact of AI will be on you moving forward?

How do you think AI may impact your Professional Career?

Are you concerned about the misuse of AI and the potential impact on society ? If so share some of those concerns

What advice would you give educational leaders regarding AI?

Any additional concerns or comments?

Principal's Round Table Discussion Series
October 13, 2023

Prayer, Welcome, Get Lunch…Mr. Garrick and Mr. Jones

Introduction of Topic for Discussion: Artificial Intelligence

Video on Chatgpt

When you think of AI …what immediately comes to mind ?

What has been your personal experience with AI ?

Have you ever used ChatGPT? If so - how? What was your experience like with it?- Show Example

What are your personal thoughts surrounding AI when it comes to education? - Share Articles

Have you experienced students utilizing AI in your classes ? Was this prompted by you ? Did they do it on their own? Please share your observations

What do you think the impact of AI will be on you moving forward?

How do you think AI may impact you as a teacher?

Are you concerned about the misuse of AI and the potential impact on society ? If so share some of those concerns

What advice would you give your students regarding AI?

What if anything would you like from school leadership on AI?

Any additional concerns or comments?

Catholic universities must engage with A.I.'s development, Cardinal says

Justin McLellan – Catholic News Service
July 13, 2023

VATICAN CITY (CNS) -- Catholic universities must not recoil from the daunting risks of artificial intelligence but become proactively involved in its ethical development, said the head of the Dicastery for Culture and Education.

Catholic universities are obligated "to a delicate exercise of responsibility" in the "new historical era" represented by AI, said Cardinal José Tolentino de Mendonça, prefect of the dicastery. "Universities and, even more so, universities which share the church's mission, stand at a crossroads of cultural, scientific and social possibilities."

Quoting Pope Francis, he said "mere training in the correct use of new technologies will not prove sufficient" and that "it is not enough to simply to trust in the moral sense of researchers and developers of devices and algorithms," signaling the need to develop "algor-ethics."

The cardinal spoke July 13 at the opening of a conference in Milan titled, "The Future of Catholic Universities in the AI Age" organized by the Strategic Alliance of Catholic Research Universities, an international network of leading Catholic universities dedicated to research.

"Catholic universities must indeed dialogue with the new, work unsparingly on current questions and issues, and establish themselves as great laboratories of the future," he said, since they are "expected not only to actively guard the noble memory of past days, but also to be the probes, and the cradles, of tomorrow."

The next "great investment" in AI must be a "human one," the cardinal said.

With an eye on the risks posed by widespread and unregulated artificial intelligence use, Cardinal Tolentino's dicastery has worked to bring tech-industry leaders to the Vatican to discuss the ethical development of AI. In January, Pope Francis met with AI pioneers from companies such as Microsoft and IBM and urged them to ensure AI use does not propagate discriminatory practices.

Cardinal Tolentino recalled the pope's conviction that "only truly inclusive forms of dialogue can enable us to discern wisely how to put artificial intelligence and digital technologies at the service of the human family."

Corporate money flowing into AI development has already increased from $12.75 billion to $92 billion from 2015-

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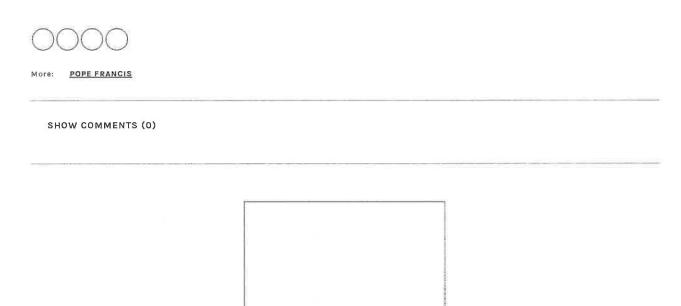• Gerard O'Connell

"The big question behind artificial intelligence continues to be anthropological. The challenges posed to education cannot be other than those posed, today, to the human person," said the cardinal.

For that reason, Catholic universities must recall that "they do not live for themselves," he said. "On the contrary, they develop to the extent that they become capable of listening, capable of co-responsible exercise of collaborative practices, and of a generative encounter of people and cultures."

"This requires creative intelligence, but also discernment that cannot be partial, nor improvised, but solidly based on one's values," he said.

Yet Cardinal Tolentino urged leaders in Catholic education "not to be discouraged by the difficulties of this historical period and to face it, rather, enlightened by that confidence that the Christian promise radiates."

"Those who inhabit the university world cannot afford not to have hope. Hope is our mission," the cardinal said. "It is not superficial optimism, but it is knowing how to risk in the right way."

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CLASSROOM TECHNOLOGY

Can AI Improve Instruction? 3 Teachers Share How They Use It

By Lauraine Langreo, Lydia McFarlane & Caitlyn Meisner — August 10, 2023 ⏱ 6 min read

— E+ / Getty

Many artificial-intelligence experts have touted AI's groundbreaking potential to help people become way more efficient at their jobs, and a lot of educators have been trying it out for themselves.

Sixty percent of teachers said they've used ChatGPT—an AI-powered tool that can instantly answer seemingly any prompt—in their jobs, according to a nationally representative Walton Family Foundation survey conducted in June and July.

Of course, there are potential downsides to the new technology. It can produce inaccurate or biased responses based on faulty data it draws from, and it has the potential to cause huge data privacy problems.

Despite those risks, teachers have used AI-powered tools to plan lessons, create rubrics, provide feedback on student assignments, and respond to parent emails. And they're looking for other ways to use the technology to make their jobs easier.

In interviews with Education Week, three educators described how they've used AI tools in their work and how they plan to use them in the future.

Using AI as a planning tool

April Edwards, also known as @alldayapril on TikTok, is a 6th grade social studies teacher in Texas. She uses her TikTok account, which has amassed more than 60,000 followers, to share ways that she uses AI in her instruction. Primarily, Edwards uses AI for planning purposes.

"I use AI to help create lesson plans, presentations, write emails, and to create checklists. AI is a great resource to use as an initial starting point for a task or to give you ideas," Edwards said.

In one of her TikTok videos, Edwards uses the embedded AI assistant, "Magic Write," in the graphic design tool Canva to create a "6th grade lesson on dinosaurs." It gave Edwards an entire lesson plan broken down by time dedicated to each topic.

In that same video, Edwards showed examples of how to prompt the tool to create a template for emailing parents. After inputting "professional email from a teacher to a parent about upcoming field trip," the Magic Write tool created an email template, which Edwards would only have to replace with the specifics, such as students' names and the field trip time and location.

Edwards began to use AI tools, such as the Canva Magic Write, in the spring of 2023, after it had been out for a few months. However, she still has not introduced AI to her students, because she wants to fully understand it before allowing students to use it in the classroom.

"I have not let my students use AI yet, but I plan to incorporate it this school year," Edwards said. "My goal is to show them how to use AI responsibly and effectively and model that for my students. If I am using AI irresponsibly, then so will my students."

While she advocates for AI use by teachers, she thinks if AI begins to replace the role of teachers, that would be going too far.

"There are so many things that a teacher does that AI would never fully be able to replicate a wonderful teacher," Edwards said.

Still, Edwards believes that AI is the future of education. While only a few other teachers in her district use AI, Edwards thinks all teachers should start learning how to incorporate it into their classrooms.

"Whether it is a year from now or 10 years from now, eventually, AI will be incorporated in education," Edwards said.

For teachers who want to start using AI, Edwards has some suggestions on where to start.

"My advice is to start using AI with platforms that you are already familiar with," she said. "For example, I use AI inside of Canva for Education. Canva is a tool that I use everyday, so when they implemented AI into their platform it was easy and fun to play around with it."

Helping English learners with assignments

Mike Kerr, a high school English-learner teacher in Tennessee, uses ChatGPT to reduce Lexile levels—the measure for how difficult a text is—for his students.

As an English-learner teacher, Kerr uses most of his class time to teach the content he's supposed to, such as the alphabet and high-frequency vocabulary. But he often saves time at the end to help students with any assignments they're having trouble with—usually reading assignments.

High school students are often assigned to read relatively complex classic novels, such as *1984*, *Of Mice and Men*, and *The Great Gatsby*—texts that have archaic language or specific vernacular. Those reading assignments "can be a real big task for an English learner in their first couple months here," Kerr said.

To help students with those reading assignments, Kerr uses his planning period to use ChatGPT to give summaries of works of literature or to help answer whatever questions other teachers are

asking his students, so he can better guide them through the text or assignment. Using ChatGPT saves him time from having to read all the assigned literature to help each student.

For instance, one of Kerr's students had to read William Shakespeare's *Julius Caesar* and find evidence of ethos, logos, and pathos.

"He's never seen anything like that before," Kerr said. "He was feeling really anxious because it was hard for him to connect to the text."

So, Kerr copied and pasted the prompt into ChatGPT. They read ChatGPT's answer together and then opened the book and found the answer in the original text of Shakespeare's work. After that, they talked about how they could put the answer in the student's own words. Kerr never has students use ChatGPT unsupervised.

"Stressing that process of finding information and then citing the evidence, finding where it is literally found—because ChatGPT has a record of giving inaccurate information—had a tremendous effect of reducing the student's stress," Kerr said.

Streamlining feedback on student work

Dyane Smokorowski, the coordinator of digital literacy and citizenship for Wichita Public Schools in Kansas, said she's been thinking of ways to streamline feedback on student work through learning management systems like Google Classroom or Canvas this school year. She hopes students can become acquainted with AI through teacher-controlled activities that engage them in conversation with ChatGPT.

Smokorowski said the process she imagines goes like this: A student is writing a draft of an essay in the learning management system and then asks the teacher for specific feedback on part of the essay. The teacher, in turn, copies the feedback request into ChatGPT and gets a response to review before passing the feedback back to the student. This has the potential to save teachers time and, as a consequence, create opportunities for teachers to feature more writing assignments in their instruction.

"It's a writing coach, it's not rewriting their content or putting their voice in," Smokorowski said. "At the end of that back-and-forth experience, I'm going to ask the students to write a reflection on where they began in their writing, the feedback they received, what they think now, and what they learned about being a better writer."

Smokorowski also said she uses ChatGPT to make accommodations for student interests and learning challenges. Because she does not have knowledge on every learning difference or middle school pop-culture trend, she can ask ChatGPT to provide a writing sample for students to interact with, which makes personalized lesson plans much easier to craft.

"If I have a student who completely disengages because he does not feel like it's relevant or I have a student who might be excited about e-sports or science, I can tap into that student's passion and personalize this lesson to build engagement," Smokorowski said.

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CLASSROOM TECHNOLOGY

Teens Will Use AI for Schoolwork, But Most Think It's Cheating, Survey Says

By Lauraine Langreo — July 28, 2023   🕐 2 min read

— iStock/Getty

More than 4 in 10 teens are likely to use artificial intelligence to do their schoolwork instead of doing it themselves this coming school year, according to a new survey.

But 60 percent of teens consider using AI for schoolwork as cheating, according to the nationally representative survey of 1,006 13- to 17-year-olds conducted by research firm Big Village in

July for the nonprofit Junior Achievement.

The survey findings come as the emergence of ChatGPT—an AI-powered chatbot that can respond instantly to seemingly any prompt—has put discussions about how teachers and students should use it front and center in schools across the country.

Nearly half of educators who responded to an EdWeek Research Center survey conducted this spring said AI would have a negative or very negative impact on teaching and learning in the next five years. Twenty-seven percent said AI's impact would be positive or very positive.

And in ChatGPT's early days, some districts—including New York City schools—took a hardline approach and banned the technology in classrooms, because of concerns about cheating and data privacy. (The New York City district has since removed the ban on ChatGPT and is now encouraging students and teachers to learn how to use it effectively.)

When asked why they would use AI to do their schoolwork for them, the top response in the Junior Achievement survey was that AI is just another tool (62 percent). Others said they didn't like school or schoolwork (24 percent), that they wouldn't need to know the information because of AI (22 percent), that everybody else is doing it (22 percent), that they would do poorly otherwise (17 percent), and that it's not important to know the subjects for which they use AI (8 percent).

The survey had a margin of error of plus or minus 3.1 percent.

"The misuse of AI to do all schoolwork not only raises ethical concerns, but this behavior could also shortchange many students' educations since they may not be learning the subjects they are using AI for," Jack E. Kosakowski, the president and CEO of Junior Achievement USA, said in a written statement. "Given the growing demand for marketable skills, this could become very problematic."

Experts say educators should teach students how to use it as a tool and an assistant in their learning, instead of using it as a replacement for learning.

But given that 44 percent of teens say they're likely to use AI to do their schoolwork for them, and 48 percent said they know friends and classmates who have used AI this way, schools have a lot of work cut out for them.

So how can educators incorporate AI use into their lessons, guard against cheating, and teach students to use it as a helper? Here are some examples that experts have shared with Education Week:

- Create assignments that are impossible to complete with these tools, such as assignments about very recent news events or about the local community.
- Allow students to complete assignments in class.
- Ask students to give an oral presentation.
- Create project-based learning assignments.
- Allow the use of ChatGPT and other AI tools but require students to acknowledge and document how they used them. For example, students could use ChatGPT to get feedback on their essay drafts and explain which of the tool's suggestions they agreed with and which ones they didn't. This approach allows students to learn how to use the tool as a partner, instead of having it do all the work for them.

Lauraine Langreo

Staff Writer, Education Week

Lauraine Langreo is an Education Week staff writer, covering education technology and learning environments.

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