

THEMES AND GOALS

Roland Park Country School is a solid institution, committed to the education of young women, grounded in its history and philosophy, and guided by strong leadership. Through its vibrant sense of community, on-going self-reflection, and open communication the School will strive to achieve the following goals:

- 1. Roland Park Country School will sustain and extend its tradition of stewardship, as it has for over one hundred years, by caring for its people, facilities, and finances.**

Time Frame: On-going

Person Responsible: Head of School, Trustees, Senior Level Administrators

The students and employees are the heart of Roland Park Country School. RPCS consists of a diverse, talented student body and employee group. The School will continue to identify, attract, and retain highly capable and diverse students and employees to contribute to its inclusive community.

Roland Park Country School enjoys a recently renovated building under one roof and has embarked on the third phase of its campus master plan. The School will continue to maintain all facilities while seeking to achieve full funding of depreciation and will look for environmentally sustainable solutions for future projects. In addition, the School will continue to provide the infrastructure that enables the integration of technology into all aspects of the community.

RPCS rests on a strong financial foundation. The School will continue to work actively to complete its capital campaign and to increase the endowment for financial assistance and employee compensation.

- 2. Roland Park Country School will maintain a cohesive, rigorous K – 12 curriculum.**

Time Frame: On-going

Person Responsible: Head of School, Assistant Head for Academics, Division Heads, Department Heads

Roland Park Country School upholds its philosophy by maintaining high academic standards within a supportive learning atmosphere. RPCS strives to meet the needs of each student as an individual while teaching to the whole child. Traditional teaching and learning will continue to complement the innovative approach to curriculum, pedagogy, and the integration of technology. The School will continue to analyze the ways in which basic skills and content are developed in order to achieve a consistent, cohesive curriculum, both vertically and horizontally.

3. Roland Park Country School will strive to achieve balance within the rich and varied life of the community.

Time Frame: On-going

Person Responsible: Head of School, Senior Level Administrators

Good schools are busy, and RPCS is no exception, in part because its philosophy strives to incorporate both tradition and innovation. RPCS will analyze and consider the daily schedule and the events of the school year in order to achieve a balanced pace of life, while maintaining the pursuit of excellence.

PROCESS FOLLOWED IN PREPARING THE ACTION PLAN

In summer 2006, the Head of School invited employees to indicate if they were interested in serving on the Action Plan Steering Committee. In September 2006, in consultation with senior administrators, the Head created the Action Plan Steering Committee, which was to be chaired by the Assistant Head for Academics. The Committee included individuals who had served on the Self Study Steering Committee as well as those who had not. Below is a list of the members of the Action Plan Steering Committee:

Martha Barss, Middle School Science Teacher
Angel Cotsoradis, Lower School Physical Education Teacher
Leslie Goetsch, Upper School English Teacher, English Department Head
Jane Lancaster, Third Grade Teacher, History Department Head
Beth Man, Upper School History Teacher
Ruth Miller, Upper School Math Teacher, Math Department Head
Janice Moore, Director of Libraries
Nancy Mugele, Director of Communication
David Rosen, Middle School English Teacher
Hillary Shaffer, First Grade Teacher
Barrie Sigler, Lower School Head
Carla Spawn-van Berkum, Assistant Head for Academics
Phyllis Tripp, Director of Technology
Beth Venn, Middle School Latin Teacher
Elana Vikan, Upper School Foreign Language and Art History Teacher

Thirteen subcommittees were formed, one for each section of the Visiting Team report. Each subcommittee was chaired by a member of the Action Plan Steering Committee and included the person who had chaired the original Self Study Committee as well as other employees or Trustees whose expertise was needed to review the recommendations. Since the Process and Philosophy sections each had only one recommendation, only one person was assigned to each subcommittee. Below is a list of the members of the Action Plan Subcommittees (* indicates the subcommittee chair).

Process – Carla Spawn-van Berkum, Assistant Head for Academics

Philosophy – Nancy Mugele, Director of Communication

Governance

Jean Brune, Head of School

Jeff Seibert, President of the Board of Trustees

***Carla Spawn-van Berkum**, Assistant Head for Academics

Rick Sunderland, Treasurer of the Board of Trustees

School and Community

Ginny Delauney, Director of Alumnae Relations

Jenny Greene, Lower School Reading and Math Teacher

Sandy Liotta, President of the Parents' Association

Pam Loya, President of the Alumnae Association

Verna Moore, Assistant Head of the Lower School, Coordinator of Multicultural

Affairs

***Nancy Mugele**, Director of Communication

Katy Spencer, Assistant Director of Admissions

Program Overview

Martha Barss, Middle School Science Teacher

Leslie Goetsch, Upper School English Teacher, English Department Head

Jane Lancaster, Third Grade Teacher, History Department Head

Rebecca Malone, Middle School Head

***Ruth Miller**, Upper School Math Teacher, Math Department Head

Carla Spawn-van Berkum, Assistant Head for Academics

Beth Venn, Middle School Latin Teacher

Co-Curricular and Extra Curricular Program

Rhonda AbouHana, Upper School Music Teacher, Performing Arts Department Head

Angela Allen, Upper School Dean of Students

***Martha Barss**, Middle School Science Teacher

Beth Man, Upper School History Teacher

Lois Miller, Athletic Director

Barrie Sigler, Lower School Head

Program Support

Brian Hoyt, Network Administrator

Keith Posey, Assistant Director of Technology for Academics

***Hillary Shaffer**, First Grade Teacher

Phyllis Tripp, Director of Technology

Early Childhood Education

Laurie Crawford, Pre-First Teacher

Emmie Frank, Second Grade Teacher, Lower School English Coordinator

Noelle Hayden, Kindergarten Teacher

Kitty O'Connell, Kindergarten Teacher

***Barrie Sigler**, Lower School Head

Counseling

***Angel Cotsoradis**, Lower School Physical Education Teacher

Sally Harrison, K-6 Counselor

Patti Lyall, Assistant Head for Student Services

Ronda Wolfe, 7-12 Counselor

Personnel

Duncan Booth, Director of Finance

***Leslie Goetsch**, Upper School English Teacher, English Department Head

Carla Spawn-van Berkum, Assistant Head for Academics

Evelyn Zink, Director of Development

Program Administration

***Beth Man**, Upper School History Teacher

Ruth Miller, Upper School Math Teacher, Math Department Head

Teddy Reynolds, Upper School Math Teacher

Barrie Sigler, Lower School Head

Carla Spawn-van Berkum, Assistant Head for Academics

Health***Angel Cotsoradis****Sharon Donato**, Athletic Trainer**Dana Hamilton**, School Nurse**Lois Miller**, Athletic Director**Finance and Operations****Keri-Sue Baker**, Director of Annual Giving**Duncan Booth**, Director of Finance***Janice Moore**, Director of Libraries**Beth Venn**, Middle School Latin Teacher**Institutional Advancement*****Jane Lancaster**, Third Grade Teacher, History Department Head**Janice Moore**, Director of Libraries**Evelyn Zink**, Director of Development**Plant, Safety and Transportation****Wayne Golliday**, Director of Facilities***Phyllis Tripp**, Director of Technology**Hillary Shaffer**, First Grade Teacher

Each subcommittee was charged with re-reading the original section of the Self Study and the Visiting Team Report. The subcommittee then did the research needed to determine whether to accept or reject each Visiting Team recommendations. The recommendation to accept or reject was given to the Head of the School and the Action Plan Steering Committee. Once the recommendation to accept or reject was approved, the subcommittee drafted the School's response. For each accepted recommendation, the subcommittee explained how the recommendation would be accomplished. For each rejected recommendation, the subcommittee explained why the recommendation was rejected.

Each Department Head was charged with completing the same process outlined above, in consultation with the members of their department.

The Action Plan Steering Committee reviewed each report.

An overview was shared with all employees on February 16, 2007 and with the Executive Committee of the Board of Trustees on February 21, 2007. The complete report of the Action Plan will be shared with all employees and Board Members in March, 2007.

PROCESS

The Committee **recommends** that the School continue its tradition of self-reflection and analysis so evident in its Self Study.

ACCEPT

Time Frame: On-going

Person Responsible: Head of School, Senior Level Administrators

The School will continue its tradition of self-reflection by inviting broad participation of employees in various School committees including the Action Plan Steering Committee, the Educational Issues Committee, the Diversity Committee, and the newly formed Community Council. The Head of School, together with the Administration, fosters continual review, discussion, analysis, and response by encouraging open discussion during decision making and by including representation from all employees in many committees, among other actions. In addition, an “open door” policy at all levels of the School promotes the communication necessary for self-reflection.

PHILOSOPHY

The Committee **recommends** that the School continue to examine the Philosophy at regular intervals.

ACCEPT

Time Frame: On-going

Person Responsible: Head of School

The School will review the Philosophy on an ongoing basis as part of the Association of Independent Maryland Schools' ten year accreditation process to ensure its continued relevance and its daily presence in the life and work of the School. William Ayers wrote in *To Teach: The Journey of a Teacher*, "Good schools are geared to continuous improvement. No school, no teacher, no curriculum is ever perfect. Good schools are always in the making." The RPCS Head of School upholds this ideal, which the employees embrace and the Trustees support.

GOVERNANCE

The Committee **recommends** that the Board:

1. **continue to educate itself about its role in and responsibility for philanthropy at RPCS.**

ACCEPT

Time Frame: On-going

Person Responsible: President of the Board, Head of School

The Board will continue to educate itself about its role in and responsibility for philanthropy at RPCS through a combination of on-going training and the selective use of nationally recognized consultants. A segment of the Trustee Orientation directly addresses the role and responsibility of a Trustee in philanthropy. The effectiveness of these strategies was evident in 2005-2006 when the Board met the challenge of a 2:1 matching gift to raise \$50,000 and in 2006-2007 with the overwhelmingly positive response of the Board of Trustees to the capital campaign. The Head of School and Board officers will continue to review the ways in which the Board is educated about its role in philanthropy.

2. **encourage greater participation by all Trustees in the work of the Board and in opportunities available to learn about and be supportive of the RPCS program, faculty, and activities.**

ACCEPT

Time Frame: On-going

Person Responsible: President of the Board, Head of School

The Board will continue to educate new Trustees about the importance of participating in the work of the Board and the life of the School in a variety of ways, including the Trustee Orientation and the Trustee Mentoring Program. The Board will continue to match committee assignments to the interests and expertise of individual Trustees. The School will continue to seek to schedule committee meetings at times convenient to committee members. The School will continue to offer opportunities for Trustees to learn about and be supportive of the work of the School by providing opportunities to meet and interact with employees at Divisional receptions, by sending timely invitations and notice of events on campus, and by continuing the series of presentations, "How the Institution Teaches," at each Board meeting.

3. **continue to incorporate presentations at Board meetings by faculty, staff, and administration.**

ACCEPT

Time Frame: On-going

Person Responsible: President of the Board, Head of School

The Board accepts this recommendation and will continue to schedule “How the Institution Teaches” at each Board meeting.

4. **establish, within its Committee on Trustees, a mechanism for identifying and cultivating potential Trustee candidates who can achieve a balance across the competing demands on a Trustee’s time, attention, and resources.**

REJECT

The Board, through its Committee on Trustees, has an effective mechanism for identifying and cultivating potential Trustees. The Committee generates a list of potential trustees from three main sources: other Trustees, the Development Office, and the Head of School. The Committee discusses all names brought to its attention and maintains a short list from meeting to meeting and year to year. The Head of School, the Chair of the Committee on Trustees, and/or the President of the Board of Trustees often have breakfast, lunch, or dinner with potential Trustees to evaluate and cultivate their interest.

SCHOOL AND COMMUNITY

The Committee **recommends** that the School:

- 1. continue to develop ways to promote the successful and equitable co-existence of the diverse groups of students within the School community.**

ACCEPT

Time Frame: On-going

Person Responsible: Head of School, Coordinator of Multicultural Affairs, Division Heads

RPCS will continue to strengthen its inclusive community through the Upper School Student Diversity Committee, the Upper School Gay-Straight Alliance, Tough Questions sessions, the Ethnic Heritage clubs in the Middle and Upper Schools, Divisional Meetings that focus on cultural heritage and religious holidays, the Lower School Roots Program, and the Lower School Faculty Diversity Committee. The School will encourage other initiatives and groups as they arise.

- 2. continue to broaden the awareness raising efforts in all facets of diversity—race, socio-economic status, and religion, in particular—and administratively coordinate those efforts throughout the School.**

ACCEPT

Time Frame: On-going

Person Responsible: Head of School; Senior Level Administrators

The School will continue to broaden awareness of all diversity issues. Issues of race, socio-economic status, religion, and sexual orientation will remain focal points. When appropriate the All School Diversity Committee for Professional Development will also consider ways to collaborate with student committees.

- 3. examine the competing responsibilities assigned to the Director of Multicultural Affairs as noted in the self-study.**

ACCEPT

Time Frame: 2006-2007

Person Responsible: Head of School

The School will examine the competing responsibilities assigned to the Coordinator of Multicultural Affairs. During the school year the Coordinator of Multicultural Affairs meets with the Head of School and the Lower School Head; at that time, they discuss the Coordinator's balance of responsibilities. At the end of the school year, The Head of School, Lower School Head, and the Coordinator of Multicultural

Affairs will review the year end report submitted by the Coordinator and determine if any revisions in the balance of responsibilities are necessary.

4. develop a Kindergarten through Twelfth Grade strand for Multicultural Education and Diversity within the curriculum mapping process as recommended in the self-study.

ACCEPT

Time Frame: 2007-2008 and on-going

Person Responsible: Assistant Head of School for Academics

The School will develop a K – 12 strand for Multicultural Education and Diversity by identifying relevant elements of the curriculum within the existing and future curriculum maps. The School will regularly review and evaluate the curriculum to ensure that it is inclusive and meets the diversity goals of the School.

5. as noted in the self-study develop more effective ways to support the transition of all new students to the social and academic life of the School.

ACCEPT

Time Frame: On-going

Person Responsible: Division Heads, Director of Admissions

RPCS will regularly evaluate the process of acclimating new students to the social and academic life of the School, to ensure that the programs that have proven to be helpful in the transition continue to be effective. Attention to class placement facilitates the transition for new students and promotes their academic success. The Middle School supports new students with an orientation program, while the Upper School offers incoming students workshops in writing and technology. For the social transition, the Lower, Middle, and Upper Schools each hold their own events to help students meet new classmates and to familiarize new families with the School before the start of the academic year. All three divisions match new students with experienced students through the Summer Buddy programs. In 2005-2006 the Parents Association introduced an event specifically for parents new to RPCS.

6. increase personal outreach to professional organizations and cultural groups as recommended in the self-study.

ACCEPT

Time Frame: On-going

Person Responsible: Senior Level Administrators, Department Heads

The School will maintain and expand the many personal and professional outreach efforts that already occur. The School believes that it is critical to maintain personal outreach and build relationships with professional organizations in Baltimore City,

Maryland, the nation and beyond. RPCS will continue to encourage faculty to share their expertise with professionals in corresponding academic disciplines outside of RPCS.

In addition, RPCS will continue to increase the number of area schools that Admissions visits to provide information sessions about RPCS. Advertising efforts will also be targeted to ethnic groups in and around Baltimore. RPCS will continue to increase outreach to colleges and universities so they become more familiar with the RPCS program.

7. continue to explore and implement ways to achieve greater diversity in the Parents' Association leadership.

ACCEPT

Time Frame: On-going

Person Responsible: Head of School

The Parents' Association will continue its efforts to attract greater diversity on the Executive Board and within the division networks. The Nominating Committee of the Parents' Association works to assemble a slate of officers and committee chairs to include both genders and representatives of diverse ethnic groups.

8. as noted in the self-study increase efforts to communicate more effectively with alumnae to increase their participation.

ACCEPT

Time Frame: On-going

Person Responsible: Director of Alumnae Relations

The Alumnae Association and the School will continue to communicate with alumnae through publications, the website, and off- and on-campus events and programs. Additionally, out-of-state alumnae will continue to be invited to serve on the Cherry Tree Council and as ambassadors for the School. The Alumnae Association has formed a Young Alumnae Outreach Committee to promote involvement of young alumnae with the School and with each other. The alumnae community will be surveyed to research how to serve them better and how to promote the Alumnae Association more effectively. The School's outreach to out-of-town alumnae will continue to be strengthened through personal visits by the Head of School and the Director of Alumnae Relations. The School will explore the utilization of technology to develop new ways to connect with alumnae.

9. continue to explore additional outreach and cultivation efforts with alumnae of various backgrounds including those of color.

ACCEPT

Time Frame: On-going

Person Responsible: Director of Alumnae Relations

The School and the Alumnae Association will continue to look for and offer events and programs that appeal to its diverse population. The Alumnae Board will continue to strive for a more diverse Board that will better represent the alumnae.

10. as recommended in the self-study increase the presence of the Alumnae Director in the day-to-day lives of the girls.

REJECT

A goal of the Alumnae Association is to increase the visibility of all alumnae, not solely the Director of Alumnae Relations, in the life of the School. In the 2006-2007 academic year, the Alumnae Board will begin to identify student generated community service projects that alumnae can support. It will continue to expand joint student-alumnae projects and support those currently in place, such as the Fifth Grade/50th Reunion pen pals and the Tenth Grade College Care packages sent to their former Big Sisters.

ACADEMIC PROGRAM: Lower School

The Committee **recommends** that the School:

- 1. examine the priorities in scheduling with an eye toward providing a less “hurried” day.**

ACCEPT

Time Frame: 2006-2007, 2007-2008

Person Responsible: Lower School Head

The Lower School has developed a new schedule which provides for a less hurried day by creating a third homeroom in Grades 1 and 2 which will allow for smaller homerooms; scheduling some resource classes in longer, but less frequent, time periods for Grades 3-5; dividing the grade into three instructional groups for some subjects, including Social Studies and Science; and incorporating more homeroom times and unstructured times.

- 2. as recommended in the self-study consider ways to decrease the size of instructional groups in subjects other than language arts and math.**

ACCEPT

Time Frame: 2006-2007, 2007-2008

Person Responsible: Lower School Head

The above new schedule calls for Grades 1 and 2 to be divided into three homerooms and for Grades 3 through 5 being divided into three instructional groups for science, social studies, music and art, in addition to English and math.

- 3. continue to develop a spiraling curriculum in appropriate subject areas.**

ACCEPT

Time Frame: On-going

Person Responsible: Lower School Head

The Lower School will continue to explore the spiraling of skills in Lower School department meetings as well as in all School department meetings. Curriculum mapping and assessments will provide feedback on progress.

4. consider ways to improve access to professional development in technology during the school day and academic year.

ACCEPT

Time Frame: On-going

Person Responsible: Lower School Head

The Lower School Head will work with the Technology Department to explore ways to increase professional development offerings during the school day, such as during lunch or recess.

ACADEMIC PROGRAM: Middle School

The Committee **recommends** that the School:

- 1. continue to evaluate the daily schedule and yearly calendar of events to minimize schedule changes, promote consistency, and adjust the pace of the school day.**

ACCEPT

Time frame: 2006-2007, on-going

People Responsible: Middle School Head

The Middle School will support School initiatives to consolidate calendars and to evaluate the yearly calendar of events as a way of promoting consistency and will continue to work with Red Event as a tool to consolidate calendars. In the 2006-2007 school year, a Scheduling Committee for the Middle School was created to review the current schedule. A new schedule will be in place for 2007-2008 which will minimize schedule changes, promote consistency, and adjust the pace of the school day.

- 2. find ways to strengthen the development and integration of reading and writing skills across grades.**

ACCEPT

Time frame: On-going

People Responsible: Middle School Head

The Middle School faculty will continue the work that they are doing through their departments in looking at reading and writing skills K-12 from a disciplinary perspective. They will use existing structures (department meetings and team meetings) to enable communication across disciplines about these skills and to share information about curricular topics.

The Middle School Head will work closely with Department Heads and Middle School Department Coordinators to increase the professional knowledge of the teaching of reading and writing among Middle School teachers. Teachers will continue to address writing skills through the on-going work of departments. The Scheduling Committee and the Middle School Head will keep the issues of supporting reading and writing prominent in the schedule review. The Middle School Head will consider the establishment of a writing lab.

- 3. examine and strengthen the support lab system by considering improvements in location of classes and scheduling conflicts.**

ACCEPT

Time frame: 2006-2007

Persons responsible: Middle School Head

The Scheduling Committee will keep the question of timing and arrangement of support labs prominent in the schedule review. The School has begun to address the location question by finding a designated location for support classes; however, only half of the scheduled classes are small enough to meet in the new space. As part of the schedule review process, the Middle School Head is working with faculty and the other academic administrators to establish a common understanding of how to include a support lab into a student's schedule while not necessarily at the expense of foreign language instruction.

4. investigate ways to make technological and library resources more accessible, and to monitor the management of technology and its applications.

ACCEPT

Time Frame: On-going

Persons Responsible: Middle School Head

The Middle School Faculty and Head will work closely with the Technology Department to find ways to streamline student access to computers and to tech support during the school day. For example, sixth graders have been provided with a Tablet cart to support their transition into the laptop program, and an academic technology teacher is available to Seventh and Eighth Graders in the Commons in the morning before classes begin.

The Middle School teachers, working together with the librarians, will continue to find creative ways to give students access to the collections of both the Upper School/Middle School and the Lower School libraries. The Middle School Head, Librarians, and Director of Technology will continue enabling Middle School classes to be scheduled into the Upper School/Middle School library and the Upper School/Middle School computer lab so that Middle School students can feel more comfortable in the Upper School/Middle School library.

ACADEMIC PROGRAM: Upper School

The Committee **recommends** that the School:

- 1. find ways to strengthen the development of core skills in reading and writing, including consideration of writing standards across the disciplines.**

ACCEPT

Time Frame: 2006-2007, on-going

Person Responsible: Upper School Head

The Upper School continues to seek ways to strengthen the development of core skills in reading and writing. The Department Heads' initiative to establish common writing conventions for all disciplines has motivated all departments to examine the kinds of writing assigned and the expectations for students' writing. The number of history sections has been increased to six per grade in the ninth and tenth grades to provide more focused support of reading skills. In the tenth grade, the number of English sections has been increased to six sections (this will occur in the ninth grade in 2007) to enable more one-on-one writing instruction. An awareness of the need to strengthen core skills in reading and writing will continue to inform teaching and curricular decisions in the Upper School.

- 2. continue to monitor the balance between and programmatic impact of academic, co-curricular and extracurricular programs, including the AP program.**

ACCEPT

Time Frame: On-going

Person Responsible: Upper School Head

The Upper School has investigated student participation in the co-curricular and extra-curricular programs in an effort to gain insight into how students spend their nonacademic time. Discussions among faculty and administration for the purpose of evaluating the use of nonacademic time are on-going. The Upper School continues to monitor and examine the impact of its AP program and has established procedures to address the particular needs of individual AP curricula. The Upper School Head maintains the responsibility for overseeing the programmatic impact of such programs.

- 3. discuss options that will minimize disparities in section sizes and teacher loads while maintaining emphasis on correct placement of students in sections as recommended in the self-study.**

ACCEPT

Time Frame: On-going

Person Responsible: Upper School Head

While the Upper School continues to seek ways to minimize disparity in section sizes and teacher loads, the correct placement of students in appropriate sections remains the priority. The Upper School is considering ways to improve student placement to minimize the impact of schedule changes on section size. When a section reaches a critical size (generally over twenty) the Upper School makes every effort to create another section and will continue this policy.

4. as noted in the self-study, consider the formation of an instrumental music program.

ACCEPT, accomplished

Time Frame: 2005-2006

Person Responsible: Upper School Head

The Upper School established an instrumental music program in 2005-2006 and remains committed to the program in the future.

5. investigate ways to balance the instructional focus between process and quality of ultimate product when students are completing projects.

ACCEPT

Time Frame: On-going

Person Responsible: Upper School Head

The Upper School seeks ways to balance the instructional focus between process and product across and within disciplines. Departments will continue to discuss in their meetings the respective roles of process and product in the final evaluation of students' work. The Department Heads' goal of establishing common conventions for students' writing is a step towards striking this balance. In meetings of the entire faculty and in grade-level meetings, the faculty continues to discuss the balance of instructional focus between process and product as appropriate to grade level and placement of students according to skill.

ACADEMIC PROGRAM: Academic Technology

The Committee **recommends** that the School:

- 1. continue to explore means of assessing student technical proficiency.**

ACCEPT

Time Frame: 2006-2007, 2007-2008, 2008-2009

Person Responsible: Academic Technology Department Head

The Academic Technology Department will develop proficiency evaluation tools for 8th grade during the 2006-2007 school year, for 5th grade during the 2007-2008 school year, and for the 12th grade during the 2008-2009 school year.

- 2. strive to ensure consistent articulation, Kindergarten through Twelfth Grade, of instruction of Internet safety.**

ACCEPT

Time Frame: On-going

Person Responsible: Academic Technology Department Head, Director of Technology

The Academic Technology Department will ensure all technology classroom teachers are iSafe trained in order to integrate the iSafe curriculum into technology classes, K-8, over the next three years. The Department will work with the Library Staff to ensure that Internet safety is taught within the Library curriculum and the Academic Technology curriculum. The Department will integrate Internet safety into the proficiency evaluation tools for students according to the timeline stated above.

- 3. as noted in the Self-Study, promote the teaching of technical research skills related to the finding of and the critical consideration of information.**

ACCEPT

Time Frame: On-going

Person Responsible: Academic Technology Department Head

The Academic Technology Department will continue to work with the Library Staff to develop methods to extend the students' research and critical thinking skills.

- 4. continue efforts to teach more programming concepts and skills to expand the instruction in problem-solving and decision-making with respect to technology.**

ACCEPT

Time Frame: On-going

Person Responsible: Academic Technology Department Head

The Academic Technology Department will integrate more programming concepts into the K-8 curriculum. The Department will include programming concepts in the proficiency evaluation tools following the timeline stated above.

5. Continue to investigate activities or clubs that foster student interest in technology.

ACCEPT

Time Frame: 2009-2010

Person Responsible: Academic Technology Department Head

The Academic Technology Department will pursue ways to schedule and implement a student-run Help Desk (Middle School/Upper School) supported by the Laptop Specialist office over the next three years. In addition, Technology Coordinators will investigate activities and clubs in each division.

6. consider seeking consistent accessibility to fully functioning iQuest video distribution.

ACCEPT

Time Frame: On-going

Person Responsible: Director of Technology

The Academic Technology Department accepts this recommendation in principle but refers this issue to the Technology Department under whose purview iQuest belongs.

ACADEMIC PROGRAM: English

The Committee **recommends** that the School:

- 1. continue to seek ways to ensure consistency in reading, writing, grammar instruction and assessment across grade levels and between divisions.**

ACCEPT, in progress

Time Frame: On-going

Person Responsible: English Department Head

The English Department has already established some strategies to work towards consistency in reading, writing, grammar instruction, and assessment across grade levels and among divisions. The Department received summer grants to develop a series of grammar and writing assessments for Grades 3 - 11, which have been implemented and refined over the past two years. In summer 2006, Middle and Upper School English teachers worked together to create a calendar of writing assignments and to establish a ladder for writing skills taught. The Lower School plans to establish a similar calendar of writing assignments. The Department seeks to extend the development of writing portfolios throughout the Lower, Middle and Upper Schools and to seek ways to use them most effectively within and among divisions. The Department uses its full department meeting time to share presentations from all divisions and to discuss our expectations for our students' reading, writing and grammar. The Department will continue to seek ways to share and use the information that is accumulated concerning reading, writing, and grammar instruction across divisions.

- 2. strive to ensure that funds are available for professional development in the teaching of reading, writing and grammar.**

ACCEPT

Time Frame: On-going

Person Responsible: English Department Head

The English Department plans to participate more fully in the professional development opportunities provided for and supported by the Head of School and Division Heads. The Chair of the Department has consulted with the Director of Finance and the budget has already been increased to accommodate more professional development. The Divisional Coordinators seek to promote and encourage opportunities for professional development.

- 3. continue to seek a unified curricular approach to the teaching of grammar**

ACCEPT

Time Frame: On-going

Person Responsible: English Department Head

The English Department has begun to work towards a more unified approach to the teaching of grammar by developing a ladder of grammar skills, spanning Grades 3-11. English teachers will continue to use and refine the grammar assessments developed to inform their planning and teaching. The English Department plans to incorporate mini-workshops in the teaching of grammar within the full department meetings to assist in the consistency of grammar instruction.

4. investigate ways to provide for and encourage the already recognized need for more creative writing before twelfth grade.

ACCEPT

Time Frame: On-going

Person Responsible: English Department Head

The English Department continues to discuss and research ways to promote more creative writing in the program. Each division publishes its own literary magazine, which encourages creative writing from all students. The English Department has examined its curriculum and worked to add more creative writing. The English Department will look for ways to use the Online Writing Center as a means of encouraging and sharing students' creative writing and will continue to look for ways within the program and outside the program to encourage and support our students' creative writing endeavors.

ACADEMIC PROGRAM: Foreign Language

The Committee **recommends** that the school:

- 1. strive to ensure that there is a unified curricular approach to the teaching of foreign languages.**

ACCEPT

Time Frame: 2007-2008, On-going

Person Responsible: Foreign Language Department Head

The full Department will continue to meet regularly across divisions to discuss both curriculum and pedagogy. The three Division Coordinators will also continue to meet once a cycle to ensure ongoing communication. The initiative for all French and Spanish students to use the same textbook series is being phased in. This initiative will be completed from fifth grade into Upper School by 2007-2008.

- 2. seek ways to provide more instructional time in the Eleventh Grade and Twelfth Grade language courses, and more instructional time and additional meeting times in the Ninth Grade and Tenth Grade language courses.**

ACCEPT, In part

Time Frame: On-going

Person Responsible: Division Heads

The Department accepts part of this recommendation “to seek ways to provide additional meeting times in the Ninth Grade and Tenth Grade language courses.” Department members will work with the Division Head and the scheduler to discuss adding a bump period to these courses in order to bring the amount of instructional time for foreign languages on par with other academic courses.

The Department rejects part of this recommendation “to seek ways to provide more instructional time in the Eleventh and Twelfth grade language courses”, as these courses meet five times per cycle plus one full bump period, as do all other core academic courses.

- 3. continue to explore ways to adjust the Lower School and Middle School foreign language program in order to prepare rising ninth graders to enter French 3 and Spanish 3.**

ACCEPT

Time Frame: 2006-2007, 2007-2008, 2008-2009, 2009-2010, 2010-2011

Person Responsible: Foreign Language Department Head

The adjustment to the Lower and Middle School foreign language program is already in progress. One summer grant has been completed, and another is scheduled for summer 2007 to develop and implement the new curriculum. A full cycle of the new curriculum should be in place by the 2010-2011 school year.

4. examine the impact of the number of languages offered on individual language programs and the strength of the overall language program as noted in the self-study.

ACCEPT

Time Frame: On-going

Person Responsible: Division Heads, Foreign Language Department Head

In order to examine the impact of the number of languages offered as well as the strength of the overall program, it is important to continue to offer all languages. The Department will work with administrators and the scheduler to track enrollment in foreign languages to track continuity and changes among language choices. The Department Head and division coordinators along with Division Heads will make stronger efforts to support and promote all languages taught on the RPCS campus (Arabic, Chinese, French, Russian, and Spanish). Advisors and the scheduler will continue to facilitate scheduling for students who wish to enroll in double foreign language in Upper School.

5. explore scheduling that might allow LS and MS students who need academic remediation classes to study a foreign language.

ACCEPT

Time Frame: 2007-2008

Person Responsible: Division Heads

The Department is working with the Division Heads to offer academic support in times other than during foreign language classes. The new Lower School and Middle School schedules are being designed to accommodate this.

6. consider examining the scheduling of language-related trips to encourage greater participation.

ACCEPT

Time Frame: On-going

Person Responsible: Foreign Language Department Head

Department members will continue to announce trips well in advance. They will also promote trips with a linguistic component, supporting the languages which students are currently studying. In order to provide greater language immersion opportunities, preference will be given to trips or exchanges with a homestay component. When possible, language trips will be scheduled to avoid conflicts with non-language-related trips

ACADEMIC PROGRAM: History

The Committee **recommends** that the School:

- 1. explore ways in which class size and teacher loads are organized, to ensure that they are equitable, considering the number of part time faculty members in the department.**

ACCEPT, accomplished

Time Frame: 2006-2007

Person Responsible: Upper School Head, History Department Head

Inequity in class size and teacher load is an Upper School problem. Much of the class size and teacher load problem has already been resolved by the addition of a sixth class section for the ninth and tenth grades. Additionally, the Department has eased the burden of class size and teacher load by limiting the number of part-time employees in 2006-2007 and mandating flexibility among employees to teach a variety of courses so that the typically small AP sections are spread among more teachers.

- 2. consider ways to allocate time in the School's schedule in which members of the department can meet in order to collaborate on the ongoing issue of enhancing fluidity between grade levels, and between disciplines.**

ACCEPT

Time Frame: On-going

Person Responsible: Division Heads

The Department will continue to support efforts by the School to look for creative ways to schedule meeting time during the school day without sacrificing class time. The School has already made progress in creating more individual, unstructured work time by adding an additional professional day and by dedicating some of each of the three professional days to unstructured work time.

- 3. continue to explore the issue of students' retention of basic skills in geography, historical writing, reading comprehension, note taking, and analytical thinking.**

ACCEPT

Time Frame: On-going

Person Responsible: History Department Head

The History Department will continue to strive to coordinate skills across grade levels and between divisions and disciplines. In this effort, the Lower School has already revised its social studies curriculum. Some full department meetings will be used to assess strengths, weaknesses, gaps, and overlaps within our curricula. The goal is to develop a set of daily skills that will spiral throughout students' education.

ACADEMIC PROGRAM: Library

The Committee **recommends** that the School:

1. consider additional library classes for the Fourth Grade.

REJECT

The Fourth grade has the same number of library classes as the other grades. Some of the classes now appear on the schedule as Research Skills for the Fourth and Fifth grades. The Research Skills classes are taught collaboratively by the Lower School Librarian, the Lower School Technology teacher, and the Lower School Study Skills teacher. These classes count as library classes.

2. consider other available space for tutor/student and group study.

ACCEPT, accomplished

Time Frame: 2006-2007

Person Responsible: Director of Libraries

Guidelines for tutors, established in 2006-2007, direct tutors to check with the Division offices for available room space. The Red Event Calendar can be used to identify unscheduled classrooms to be used for tutoring with the goal of leaving the Conference Room in the Faissler Library free for group study and the main rooms of the libraries free for library usage.

3. as noted in the Self-Study, make provisions for balancing quiet study with group/laptop learning.

ACCEPT

Time Frame: On-going

Person Responsible: Director of Libraries

People who wish to study in a group will be encouraged to move to the Conference Room or the US/MS computer lab, when it is unscheduled, so that the main library room may be used for quiet study. However, there are appropriate times when classes must work in the library and group learning is necessary. There is a calendar available at the circulation desk that shows when classes are scheduled to use the library.

- 4. seek ways to improve the IQuest Video/DVD distributions system as noted in the Self-Study.**

ACCEPT

Time Frame: On-going

Person Responsible: Director of Technology

The responsibility for loading videos and DVDs into the IQuest Tower was given to the Library Department. Faculty follow a step-by-step process developed by the Library Department which assures the successful installation of media into the IQuest system. The maintenance of the IQuest system continues to rest with the Technology Department which chose and installed this system throughout the school and who will seek ways to improve the IQuest Video/DVD distribution system.

ACADEMIC PROGRAM: Mathematics

The Committee **recommends** that the School:

- 1. increase efforts to cultivate cross-divisional communication to facilitate smooth transitions for students.**

ACCEPT

Time Frame: On-going

Person Responsible: Math Department Head

The Department will continue to use a broad range of data to place students properly and to ensure that placement procedures are reviewed by both divisions when students move from one division to the next. The Department will continue to use cross-divisional department meetings, vertical teams, and transition meetings to foster dialogue between the divisions regarding content, pedagogy, and individual student needs.

- 2. seek ways to ease the transition of new students into the integrated mathematics program.**

ACCEPT

Time Frame: On-going

Person Responsible: Math Department Head

The Department will continue to provide resource support for students in all three divisions. The development of the ninth grade course, Introduction to Integrated Mathematics, helps ease the transition of students from more traditional mathematics programs into the integrated curriculum at RPCS, particularly for those students who have not completed Algebra I. The Department plans to continue to use well-articulated placement and acceleration policies, as well as systematic skills assessments, to ensure that students are placed appropriately when they enter RPCS. The Department will work within each division and with the Admissions Office to publicize the resources available to all students for support.

- 3. continue to communicate the rationale and research that supports the School's approach to the teaching of mathematics.**

ACCEPT

Time Frame: On-going

Person Responsible: Math Department Head

The Math Department will continue to use departmental meetings, vertical teams, and other professional development opportunities to extend members' appreciation and understanding of the current issues and research findings in mathematics education, as well as current best practices and relevant technology. Department members will

continue to communicate with colleagues and other members of the community regarding the rationale and research that support the School's approach to the teaching of mathematics.

4. continue to work toward consistent support of curriculum and use of technology from Kindergarten through Twelfth Grade.

ACCEPT

Time Frame: On-going

Person Responsible: Math Department Head

The Department is proficient in the appropriate use of technology in grades K-12. Students and teachers have access to calculators and software, and teachers are provided with technical support. The Department will continue to investigate, evaluate and purchase appropriate hardware and software to support the teaching of Mathematics, and will continue to seek opportunities to train teachers (including interested teachers in other disciplines, such as Science) and students in the appropriate use of these resources.

5. consider expanding the use of technology to include algebra.

REJECT

The Department believes that the use of the graphing calculator, in particular, is widespread in the teaching of Algebra. Furthermore, the need to make better use of mathematical software like *Fathom*, which lends itself to use in the teaching of Algebra topics, is addressed in the above recommendation. The use of technologies such as symbolic manipulation and 3-D graphing in the teaching of Algebra has been investigated in the past and will continue to be evaluated as the technologies develop, but such technologies are currently rejected as inappropriate in the secondary school setting.

ACADEMIC PROGRAM: Performing Arts

The Committee **recommends** that the School:

1. continue to support performing arts at this high level.

ACCEPT

Time Frame: On-going

Person Responsible: Head of School and Performing Arts Department Head

The School will continue to support the performing arts at the highest level, and the Performing Arts faculty will continue to strive for excellence in performing arts education as is developmentally appropriate for each performance or class.

2. continue to explore ways that the performing arts classes can meet more consistently during the ten-day cycle.

ACCEPT

Time Frame: On-going

Person Responsible: Division Heads

The School will continue to explore ways for the performing arts classes to meet more consistently during the ten-day cycle as each division works to revise and improve its current academic schedule. These revisions will address and take into consideration the consistent scheduling of performing arts classes.

3. seek ways to include a sequence of content and skills in Upper School music courses.

ACCEPT, accomplished

Time Frame: 2006-2007

Person Responsible: Upper School Head, Performing Arts Department Head

In 2006-2007 the Upper School music teaching position became full time, which has created the opportunity to offer Upper School music classes to include a more content- and skills-based education. An Advanced Placement Music Theory course is a new offering in the Upper School curriculum.

4. seek to balance the curricular needs of the Performing Arts Department and the scheduling of performances.

ACCEPT

Time Frame: 2006-2007, on-going

Person Responsible: Division Heads, Performing Arts Department Head

The School has already begun to address this issue. For example the Dance Concert was moved to late spring in 2006-2007; this later scheduling of the performance allows dancers to focus more on foundational technique and skills in the fall semester. The Performing Arts faculty will continue to work with administrators and schedulers to ensure that the rigorous performance demands of the School do not interfere with the curricular priorities of each discipline.

ACADEMIC PROGRAM: Physical Education

The Committee **recommends** that the School

- 1. explore scheduling options that lengthen class periods from Second Grade through Eighth Grade, allow for more class meeting times in the Ninth and Tenth grades, and reduce distractions caused by student movement in and out of the gym, and scheduling conflicts for teachers.**

ACCEPT

Time Frame: 2008-2009

Person Responsible: Athletic Director and Division Heads

The Physical Education Department is working closely with Division Heads as they revise and refine divisional schedules so that Physical Education classes are of appropriate size, length, and frequency. Attention will be paid to avoiding scheduling conflicts for teachers and distractions caused by students moving in and out of the gymnasium. The impact of divisional schedule changes on Physical Education classes will not be fully evident until the completion of the new facility in 2008-2009. At that time, the usage of the gyms will be reviewed so that adjustments can be made, if necessary, to utilize the facility appropriately.

- 2. consider ways to involve the Physical Education Department in the design of the new athletic facility.**

ACCEPT

Time Frame: 2006-2007, 2007-2008

Person Responsible: Athletic Director

The Physical Education Department created the wish list for the new facility which has been addressed by the architects. The Department will be asked for suggestions from time to time as appropriate throughout the building process.

- 3. investigate ways to minimize impact of the construction process on the physical education program.**

ACCEPT

Time Frame: 2006-2007, 2007-2008

Person Responsible: Athletic Director

Plans are underway to minimize the impact of construction on the physical education program. Temporary office space has been assigned to the Athletic Director, the physical education faculty, and the Athletic Trainer in the academic building. Classes will be held outside during the fall and spring, in classrooms and the Multipurpose Room during

inclement weather. The feasibility of installing a bubble over the tennis courts is also under consideration.

ACADEMIC PROGRAM: Science

The Committee **recommends** that the School:

- 1. continue efforts to strengthen the program continuity among the three divisions.**

ACCEPT

Time Frame: On-going

Person Responsible: Science Department Head

The Department will continue to strengthen the program continuity among the three divisions by periodically using divisional department meeting times for cross-divisional observations and discussion. In addition, the Department plans to develop a system for sharing equipment and resources.

- 2. increase science career education across all levels of the science program.**

ACCEPT

Time Frame: On-going

Person Responsible: Science Department Head

The Department will continue to encourage and help students enter science-related contests and fairs. The faculty will develop a resource list of parents and alumnae who are willing to discuss their careers with students. In addition, the Department will encourage the administration to seek a balance in disciplines when scheduling assemblies in all three divisions.

- 3. work with appropriate departments to clarify where and when health education is presented.**

ACCEPT

Time Frame: 2007-2008

Person Responsible: Science Department Head, Athletic Director, Assistant Head of School for Student Services, Assistant Head of School for Academics

The Department will continue to encourage best practices in terms of nutrition, preventive health, and fitness within the School. In 2007-2008, the Department will work with Student Services and the Physical Education departments to create an interdisciplinary curriculum map for health education in order to find overlap and omissions.

4. explore ways to increase the amount of earth science presented in the Lower School and Upper School programs.

ACCEPT, accomplished

Time Frame: 2006-2007

Person Responsible: Science Department Head

The Upper School science department added a new elective called Earth, Atmosphere and Oceans, and the Lower School science department added units on the Backwoods, landforms, oceans, marine science, and recycling to the curriculum.

5. consider appropriate class size, particularly in the Lower School and in the regular Upper School classes.

ACCEPT

Time Frame: 2007-2008, on-going

Person Responsible: Lower School Head, Science Department Head

The Lower School has made smaller science classes for 2007-2008. In addition, the Upper School has added a sixth section of biology in the ninth grade.

ACADEMIC PROGRAM: Student Services

The Committee **recommends** that the School:

- 1. consider ways to improve communication within the department and between the department and other administrators and faculty.**

ACCEPT

Time Frame: 2006-2007, on-going

Person Responsible: Assistant Head of School for Student Services

The Student Services Department has improved communication within the department by implementing detailed agendas, recording the minutes of meetings, and holding a retreat. Communication between the Department and other administrators and faculty has been improved by establishing set meetings with each Division Head, by including a member of the Student Services Department at regularly scheduled meetings of Upper School Grade Level Deans, and by continuing regular attendance of the appropriate counselor at Lower School and Middle School grade level meetings. The Department will continue to look for ways to establish a more systematic approach for keeping relevant parties informed of current issues.

- 2. continue to explore options for adding an affective education curriculum in Ninth grade.**

ACCEPT

Time Frame: 2007-2008

Person Responsible: Assistant Head of School for Student Services

The Assistant Head of School for Student Services will work with the Upper School Head and Upper School Dean of Students to broaden the ways in which the ninth grade advisory program is used to provide affective education. Consideration will be given to using existing scheduled times, such as class meetings and ninth grade advisory times. A consultant, who will work with all faculty in June 2007, will give particular attention to the ninth grade program.

- 3. review the Sexuality and the Health and Wellness curricula and the staffing for possible updating and continued development.**

ACCEPT

Time Frame: 2007-2008 (Health and Wellness), 2008-2009 (Sexuality)

Person Responsible: Assistant Head of School for Student Services, Athletic Director, Science Department Head

The Student Services Department will work with members of the Science and Physical Education Departments to review the Health and Wellness curriculum K–12 to ensure a coherent sequence of content and skills taught.

Beginning in 2007-2008, the Student Services Department will review the Sexuality Education program, beginning with the Upper School and progressing backwards through the Middle School and the Lower School. The goal is to have an age-appropriate, coherent curriculum for sexuality education with clear guidelines for the Student Services teachers.

ACADEMIC PROGRAM: Visual Arts

The Committee **recommends** that the School:

1. complete the proper disposal of obsolete equipment and hazardous materials.

ACCEPT, Accomplished

Time Frame: 2006-2007

Person Responsible: Visual Arts Department Head, Director of Facilities

The Upper School Visual Arts Department coordinated with the Maintenance Department for the proper removal and disposal of hazardous materials and obsolete equipment.

2. consider adapting and revising existing space within Upper School room to accommodate current and future needs (e.g. digital imaging lab).

ACCEPT

Time Frame: On-going

Persons Responsible: Visual Arts Department Head

The Upper School Visual Arts Department is considering installing an art printer dedicated to the Upper School Art Program to meet the department's printing and digital needs. The use of the space now occupied by Art Computer Lab, Graphics Lab, Art Office, and Dark Room will be re-evaluated to meet the needs of the program.

3. consider ways to allow for more student participation in the Upper School.

ACCEPT

Time Frame: On-going

Person Responsible: Upper School Head, Visual Arts Department Head

The Visual Arts Department will work with the Upper School Head to seek increased flexibility in scheduling in order to allow more students to participate in the Arts Program, keeping in mind the needs of other Upper School classes, tri-school coordination, and the possibility that students could become overscheduled.

ACADEMIC PROGRAM: Program Overview

The Committee **recommends** that the School

- 1. evaluate and prioritize special events, activities, and other scheduling issues that impact instructional time and create a “hurried” atmosphere.**

ACCEPT

Time Frame: On-going

Person Responsible: Head of School

The School accepts the need to address the impact that special events, activities, and other scheduling issues have on instructional time. All three divisions have studied specific concerns regarding the schedule of the academic day and will make appropriate changes for the 2007-2008 school year. A desire to lessen the stress on students and employees and to allow them to focus on the important academic work of the School remains a high priority for the Administration of the School. The Administration will continue to evaluate events and activities to ensure that they retain their relevance. This responsibility resides with the Head of School in consultation with appropriate administrators. Careful consideration of the content of events and a realistic estimation of their expected length should help to lessen the “hurried” atmosphere. While embracing the nature of a busy day as emblematic of a rich and varied program, the school accepts the need to seek a balance between the many activities that make up such a program.

- 2. Strive for more consistent use of curriculum mapping to improve spiraling, to create a logical progression of skills, to encourage interdisciplinary work, and to fill in gaps in the program.**

ACCEPT

Time Frame: On-going

Person Responsible: Assistant Head of School for Academics

The School is committed to the further development of the curriculum map as a tool for analyzing and improving the Program. Departments will continue to use the system of keywords as they map to enhance the utility of the map as a mechanism for identifying spiraled concepts and the logical progression of skills. Divisions and departments will work with the technology team to develop, within the software package, the ability to “tag” many of the important programmatic values of the School, including interdisciplinary work and connections to diversity so that the data can be more easily identified and interpreted. The School will continue to encourage and facilitate the consistent use of the map both as an historical record and as a means to facilitate analysis of the Program, by providing time within full department meetings for the department to map together and by supporting efforts such as the Department Heads’ writing standards initiative.

- 3. As stated in the self study, analyze the program to ensure that the School's diversity goals are fully reflected in the Kindergarten through Twelfth Grade curriculum.**

ACCEPT

Time Frame: On-going

Person Responsible: Assistant Head of School for Academics

The School embraces the opportunity to analyze the K-12 program to understand how it meets its diversity goals. The School will examine how it defines diversity, the ways in which diversity is documented in the curriculum, and to what degree the School's diversity goals are reflected in its Program. Some of this work has been started, using interviews and the curriculum map to document the School's commitment to diversity in its Program. In order to facilitate further analysis of the diversity goals, divisions and departments will work with the Technology Department to use the mapping software to "tag" connections to diversity. This analysis will be used to evaluate how well the School meets its diversity goals. The School will work to ensure that its commitment to Diversity remains a consistent and integral part of the work of every member of the community.

- 4. Continue to enhance methods for improving the reading, writing and math skills of all students.**

ACCEPT

Time Frame: On-going

Person Responsible: Assistant Head of School for Academics, Division Heads

The School continues to take a professional and reflective approach to teaching in all three Divisions, in an ongoing effort to remain abreast of educational best practices and to improve students' skills. The Head of the School and the Administration will continue to support the development and dissemination of cross-divisional and cross-departmental benchmarks for reading, writing, and math. Where appropriate, the Administration will arrange for staff development. Department Heads and faculty will continue to develop and to communicate standards and strategies. The School recognizes that this is a challenge best met from a variety of approaches and continues to look for the mechanisms that will enable the School to see progress in basic skills.

CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAM

The Committee **recommends** that the School:

- 1. continue to find ways to increase Lower School participation in co-curricular programs.**

REJECT

The School rejects this recommendation because the Lower School day is already full, enriched, and often hurried. The School may explore the possibility of offering more extra-curricular activities.

- 2. consider ways of increasing instrumental music offerings in the co-curricular programs.**

ACCEPT

Time Frame: 2008-2009

People Responsible: Middle School and Upper School Heads, Performing Arts Department Head

The Middle and Upper Schools currently offer Chamber Ensemble to students once a week. In the Middle School, this is an extra-curricular offering. The Middle School is considering moving Chamber Ensemble into the school day and into the co-curricular program. In the Upper School, students participate in Chamber Ensemble during club time that occurs within the school day.

- 2. consider ways to expand Upper School Advisory time.**

REJECT

The present Upper School advisory time (two forty minute periods per ten day cycle) provides a smooth transition from Middle School and offers a progressive level of independence that students should attain when moving from middle to upper school. Rather than increase advisory time, the Upper School plans to schedule advisory in a less vulnerable time slot so that it is not cancelled and to consider ways to make more productive use of the scheduled time. The Upper School Head and Dean of Students are working with the Grade Level Deans to design a more effective advisory program. The Student Services Team is working to provide training for advisors which will include a more effective use of advisory time.

4. investigate options to continue the full athletic program during the upcoming athletic center building process.

ACCEPT

Time Frame: 2007-2008

Person Responsible: Athletic Director

The School plans to continue the full athletic program during the upcoming construction. Some of the options under consideration are increasing the use of St. Mary's fields for athletic practices, adjusting practice times to accommodate both Middle School and Upper School practices and games, and playing as many games as possible at opponents' sites. To facilitate these options, the School has found an on-campus location for storing equipment and for the athletic trainer to perform her duties. The School will provide transportation for teams as needed.

PROGRAM SUPPORT

The Committee **recommends** that the School:

- 1. investigate ways to ensure security on the wireless network by decreasing the variety of operating systems that must be supported.**

ACCEPT

Time Frame: On-going

Person Responsible: Director of Technology

The variety of operating systems that must be supported will decrease as the older laptops are retired. The School has reduced the number of operating systems to two. Future laptop purchases will contain the same or an updated version of the current operating system, and will support the security requirements of the School.

- 2. consider increasing bandwidth to ensure adequate access to the internet.**

ACCEPT, Accomplished

Time Frame: 2006-2007, On-going

Person Responsible: Director of Technology

In December 2006, the Technology Department added an additional high-speed internet line that is currently in use. The Department will continue to monitor the line to determine if additional bandwidth is needed.

- 3. seek ways to increase power protection for long outages.**

ACCEPT

Time Frame: On-going

Person Responsible: Director of Technology

The ways to increase power protection for long outages have been identified and a cost analysis is underway. Intermediate steps have been taken to ensure that during a power outage some services will remain available for as long as eight hours.

- 4. investigate network containment solutions to ensure updates and patches have been applied.**

REJECT

Network containment solutions have the potential to interrupt the use of laptops during academic activities. The Technology Department has thus determined that network containment systems are not a practical means to ensure that updates and patches have been applied.

5. explore ways to provide adequate professional time to evaluate alternative software applications.

ACCEPT

Time Frame: On-going

Person Responsible: Director of Technology

The Technology Department continues to explore ways to provide adequate professional time to evaluate alternative applications, particularly during the summer months.

EARLY CHILDHOOD EDUCATION

The Committee **recommends** that the School:

1. continue to develop a spiraling curriculum in language arts that provides for continuity between grades.

ACCEPT

Time Frame: On-going

Person Responsible: Lower School Head

The School will continue developing a spiraling curriculum in language arts through the periodic tracking of skills K-12 by the English department, the frequent discussions between the Kindergarten, Pre-First, and First Grade teachers, and the revisions of checklists of readiness skills for this young age group.

2. continue to research and develop a list of indicators that acknowledge the interconnected nature of language arts instruction at each grade level.

ACCEPT

Time Frame: On-going

Person Responsible: Lower School Head

The teachers of the younger children have already drafted such a list, and they will continue to review it periodically.

3. continue to offer an early dismissal option and the Pre-First option to limit the demands placed on the Kindergarten and Pre-First child.

ACCEPT

Time Frame: On-going

Person Responsible: Lower School Head

The early dismissal option and the Pre-First option will continue to be offered in order to meet the needs of the Kindergarten and Pre-First child.

4. continue to explore the balance between the developmental stamina of the young child and the rigors of the program.

ACCEPT

Time Frame: On-going

Person Responsible: Lower School Head

The School will continue to explore the balance between the developmental stamina of the young child and the rigors of the program. The faculty is aware of the need for balance between academics and free play, and they adjust their program periodically.

COUNSELING

The Committee **recommends** that the School:

- 1. maintain its strong affective program within the school curriculum.**

ACCEPT

Time Frame: On-going

Person Responsible: Assistant Head of School for Student Services

The Student Services Team will continue to maintain a strong affective program within the school curriculum which will be reviewed periodically for gaps and overlaps.

- 2. continue to explore ways to provide a comprehensive Kindergarten through Twelfth Grade wellness and prevention program.**

ACCEPT

Time Frame: 2007-2008

Person Responsible: Assistant Head of School for Student Services, Assistant Head of School for Academics, Athletic Director, Science Department Head

A subcommittee, including Science, Physical Education and Student Services teachers, will be created to look at health and wellness curriculum by analyzing current offerings in different departments. Recommendations will be made to ensure that the wellness and prevention program is comprehensive. Summer grant funding may be sought to support this work.

- 3. as recognized in the School's Self Study, develop a school-wide policy that addresses discretion and confidentiality and provide training to employees about these issues.**

ACCEPT, accomplished

Time Frame: 2006-2007

Person Responsible: Assistant Head of School for Student Services

A Student Services Team retreat was held in November 2006 so that the Student Services Department could develop a school-wide policy that addresses discretion and confidentiality. Training for all employees about confidentiality was held during the professional development day in February 2007.

4. continue to explore ways of providing faculty members in all divisions with tools to help them be more effective advisors.

ACCEPT

Time Frame: 2006-2007

Person Responsible: Assistant Head of School for Student Services

A Student Services Team retreat was held in November 2006 so that the Student Services Department could develop a plan to provide faculty members in all divisions with the tools needed to make them better advisors. Plans are underway to bring a nationally recognized consultant on campus in June 2007 to conduct training for all advisors and homeroom teachers. The New Teacher Workshops will incorporate this training into their work with faculty new to RPCS. This training will supplement work already accomplished in the Middle School with the Advisory Binder that was created during a summer grant in 2005.

5. explore the possibility of realigning counselor assignments.

ACCEPT

Time Frame: 2009 – 2010

Person Responsible: Head of School

The K-6 and 7-12 Counselors, the Assistant Head of School for Student Services, the Division Heads, and the Head of School will reflect on the realignment of counselor assignments, once the K-6 and 7-12 alignment has been in place long enough for a full group of students to move through the current system.

6. strive to cull materials from the files of current students and systematize the storage of records of students who leave the School before they graduate.

ACCEPT

Time Frame: 2006-2007, 2007-2008

Person Responsible: Assistant Head of School for Student Services

The guidelines for the culling of student files were reviewed in 2006-2007. Division Heads and the Director of College Counseling will work to see that the current system is followed. Division Heads and the Assistant Head of School for Student Services will review the system for the storage of records of students who leave prior to graduation.

PERSONNEL

The Committee **recommends** that the School:

1. continue to maintain hiring for diversity as a priority.

ACCEPT

Time Frame: On-going

Person Responsible: Head of School, Coordinator of Multicultural Affairs, Assistant Head of School for Academics

Roland Park Country School's Diversity Statement states that "The Board is committed to an active, on-going effort to attract, welcome, and support an inclusive community of talented students, faculty, administrators, staff and Board members." In its hiring policy, the School has stated that it strives to include at least one diverse candidate in a group of finalists for any faculty position. To maintain hiring for diversity as a priority, the School will continue to use available resources, such as the AIMS Hiring Fair, to recruit diverse candidates and continue to involve the Office of Multicultural Affairs in hiring practices. Additionally, the School will explore other ways to bring employment opportunities to the attention of a diverse variety of candidates. Such methods might include contacting historically black colleges and providing information about internships for inexperienced candidates.

2. consider additional staffing to meet the administrative needs in the Upper School.

ACCEPT, Accomplished

Time Frame: 2006-2007

Person Responsible: Upper School Head

The School has accomplished this recommendation through the creation of four grade-level dean positions in the Upper School and will continue to review the effectiveness of these new positions in meeting administrative needs.

3. seek non-tuition dollars that can be allocated for faculty salaries and benefits as recommended in the self-study.

ACCEPT

Time Frame: On-going

Person Responsible: Head of School, Director of Development

The School's newly approved capital campaign will seek endowment funds allocated to provide non-tuition dollars for faculty compensation. A fund raising focus of the Development Department is an on-going promotion of the need for endowment gifts.

4. as recommended in the self-study, investigate ways to address the high cost of health care for employees who need family coverage.

ACCEPT, accomplished

Time Frame: 2006-2007

Person Responsible: Head of School, Director of Finance

The School has accomplished this recommendation through the Human Resources Committee's review of the current health insurance situation and its recommendation and implementation of a change in the calculation of the School's contribution. Through this change in calculation, the School will contribute additional dollars towards the premiums for non-individual coverage. In addition, the School has increased an elected benefit from 2% to 3%. Employees can choose to direct this money to health coverage or other benefits.

5. review the process of orientation and mentoring for new teachers.

ACCEPT

Time Frame: 2006-2007 and on-going

Person Responsible: Directors of the Mentoring Program, Assistant Head of School for Academics

The School has already taken some steps as a result of its review of the process of orientation for new teachers. These steps include moving the new teacher orientation from August to June and incorporating laptop distribution and training as a part of this earlier introduction to the School. The School will periodically review the assignment of mentors and lead teachers as well as the clarity of the mentor's role in the new teacher mentoring program. Additionally, the School will continue to solicit and use feedback from new faculty and mentors as to the effectiveness of the mentoring program.

PROGRAM ADMINISTRATION

The Committee **recommends** that the School:

1. review and clarify the evaluation process for administrators

ACCEPT

Time Frame: 2007-2008

Person Responsible: Head of School

RPCS accepts this recommendation for senior level administrators. Discussion is currently underway for refining and formalizing the process of evaluation for senior administrators with the hope of implementing the plan in 2008-2009.

RPCS rejects this recommendation for middle level administrators. The evaluation system currently in use is effective. The current evaluation checklist for middle level administrators will be updated for the 2007-2008 school year.

2. consider the need for an employee advocacy group as recommended in the self-study.

ACCEPT, accomplished

Time Frame: 2006-2007

Person Responsible: Head of School

The School is committed to providing avenues for employees' voices to be heard. The Community Council, composed of employees from all divisions of the School community, was reestablished in Fall 2006. Community Council reviews and discusses areas of concern to employees from all parts of the school. During a typical year, the Community Council will develop recommendations on one or two major community concerns to be shared with the administration. The administration's ongoing open-door policy continues to provide an avenue for individuals to share concerns with an immediate supervisor. In addition, the All School Diversity Committee for Professional Development continues to offer opportunities for discussions among employees about community issues. Faculty representatives on the Board Education Committee and the Human Relations Committee also serve as advocates at the Board level.

3. continue to examine and be sensitive to the demands on faculty to fulfill non-teaching responsibilities.

ACCEPT

Time Frame: 2006-2007 and on-going

People Responsible: Head of School, Division Heads, Assistant Head of School for Academics

The School values and appreciates the work of its faculty and recognizes the increasing technological and administrative demands on their time. In consideration of this, an additional professional development day has been added. Unstructured work time for teachers is allocated on professional development days. The School will continue to be sensitive to demands on teacher time and will look for ways to support teachers in meeting all responsibilities.

4. as noted in the Self Study, review the teaching load of Department Heads.

REJECT

RPCS rejects this recommendation on two grounds. First, while it is noted in the Self Study as a weakness that Department Heads receive no reduction in teaching load, this weakness is simply noted without recommendation. Second, such a reduction in teaching load has been considered recently but was rejected in favor of increased compensation for Department Heads. A reduction in load would have detrimental repercussions. These repercussions include the elimination of Lower and Middle School faculty as potential Departments Heads; the nature of Lower and Middle School teaching assignments makes it difficult to reduce workload without a negative impact on instruction and can lead to increased difficulties in planning for adequate staffing from year to year.

5. review provisions for mentoring new administrators.

REJECT

Mentoring of administrators occurs as referenced in the Self Study. However, the School will continue to mentor faculty who assume teacher-leader positions. Currently, the Assistant Head for Academics works closely with teachers new to the Department Head position and the Upper School Head works closely with the newly established Grade Level Deans.

6. continue to insure that time is allocated adequately during the day for committee/group/faculty meetings.

ACCEPT

Time Frame: 2006-2007 and on-going

People Responsible: Assistant Head of School for Academics, Division Heads, Department Heads,

Most required teacher commitments are scheduled into the school day and/or the school year. Meetings which require time outside of the school day are well publicized ahead of time and few in number (approximately twice per month at most). Resources for release time, though currently under-utilized, are available. Other commitments are voluntary, or by invitation. Two exceptions to this are the meetings for the current teacher evaluation process and the meetings of Tri-Division Department Coordinators. Both categories of

meetings are difficult to schedule because of the differences in the schedules of the three divisions.

In order to continue to address this issue, the School added one additional professional development day in 2006-2007. An increase in school closings beyond this is not recommended because of issues with Upper School tri-school coordination and a potential increase in the length of the school year which would result from the addition of professional development days. In addition, the School will make sure that resources for release time are better publicized, and Department Heads, in particular, will be encouraged to make better use of release time. Creative ways to manipulate the cross-divisional schedule will continue to be investigated. The School will consider the feasibility of occasionally releasing faculty with cross-divisional responsibility from duties from 3:15 pm -4:00 pm to facilitate scheduling cross-divisional meetings after school.

7. strive to expand outreach efforts to enhance diversity.

ACCEPT

Time Frame: On-going

Person Responsible: Head of School, Coordinator of Multicultural Affairs

The School is committed to diversity as reflected in the School Philosophy and the Board of Trustees' Statement on Diversity. To enhance diversity within the school community both among employees and students, the school will continue to look for and take advantage of opportunities to share the School's philosophy and programs in communities that are traditionally underrepresented at RPCS. The School will continue to look for non-tuition dollars to fund Financial Aid in an effort to support economic diversity. Groups such as the All School Diversity Committee for Professional Development and the student-run affinity clubs will continue to work to make the community welcoming for those of diverse backgrounds. The Faissler Library and the Killebrew Library continue to build their resources of diverse and multicultural topics. The Juanita Jackson Mitchell Multicultural Resource Center continues to host multicultural exhibits and assemblies to expand the horizons of the community.

HEALTH

The Committee **recommends** that the School:

- 7. revise the Accident Report Form, as recommended in the Self-Study.**

ACCEPT

Time Frame: 2006-2007

Person Responsible: School Nurse

The Director of Finance, School Nurse, and Trainer are in the process of revising the Accident Report Form, with plans to have a new form in place for the 2007-2008 academic year.

- 8. continue to explore ways to improve access to information about students with major health concerns in accordance with current health regulations.**

ACCEPT

Time Frame: 2007-2008

Person Responsible: School Nurse

The School will continue to explore and enhance ways to access information about students with health concerns. Work is currently underway to clarify major health concerns and to create “bi-directional” reporting between teachers and the nurse. A website that will have a link for teachers to access is under consideration.

- 9. address a weakness noted in the Self-Study to consider requiring First-Aid and CPR/AED training for all coaches.**

REJECT

The majority of coaches do have CPR/AED training, and there is at least one such coach at every practice and/or game. The Athletic Director will continue to recommend strongly that all coaches have CPR/AED training. When coaches are required to have CPR/AED training they are then required by law to administer it in an emergency, thereby creating a liability for them.

- 10. find ways to involve the Athletic Trainer in the design of the new Athletic facility.**

ACCEPT

Time Frame: 2006-2007, 2007-2008

Person Responsible: Athletic Director

The Athletic Trainer met with planners and was involved with the design of the new athletic facility during the summer of 2006; the trainer will continue to meet with planners as needed until the facility is constructed.

FINANCE AND OPERATIONS

The Committee **recommends** that the School:

1. continue to develop sources of non-tuition revenue.

ACCEPT

Time Frame: On-going

People Responsible: Board of Trustees, Head of School, Director of Development, Director of Finance

The School will continue to develop sources of non-tuition revenue, as stated in our Financial Strategic Plan, by growing the endowment through new and increased contributions and by continuing to manage assets to maximize return on investment. The Finance Committee of the Board of Trustees will continue to review endowment performance. An Investment Subcommittee meets on an as-needed basis at the recommendation of the Finance Committee. Additionally, the School will continue to make an effort to increase annual giving revenues to alleviate the dependence on tuition-based revenue. The school will continue to find ways to increase revenue through External Programs, the school store, and the return on short-term investments.

2. complete the process of fully funding depreciation.

ACCEPT

Time Frame: Fiscal Year 2008

Person Responsible: Director of Finance

Current financial projections show that the School will complete its multi-year plan to fully fund depreciation in fiscal year 2008.

3. as noted in the Self-Study, evaluate the needs for, and impact of, increasing levels of employee compensation and student financial assistance.

ACCEPT

Time Frame: 2006-2007, on-going

People Responsible: Board of Trustees, Head of School, Director of Finance

The Board of Trustees and the School Administration continue to evaluate employee compensation (including salaries, benefits and professional development) as it compares to peer schools on a local and national basis. In 2006-2007, the School increased by 1% the employer contribution to elective benefits. In addition, the School increased its contribution to non-individual health care costs. Based on recommendations from the Human Resource Committee, the Finance Committee will continue to evaluate the feasibility of increasing employee compensation and its impact on current budget projections.

The Human Resources and Finance Committees of the Board of Trustees and the School Administration continuously evaluate needs for student financial assistance. A plan is in place to provide additional financial assistance funds over and above the traditional increase in order to meet the needs for financial assistance. This plan calls for additional funding through 2008; at that point, the budget will be reassessed. The Finance Committee has evaluated and approved current projections which include the funding stated above.

4. strive to develop a balanced annual operating budget.

Accept

Time Frame: On-going

Person Responsible: Director of Finance

The School will continue to strive for a balanced budget, and the School always has a balanced budget at the end of the fiscal year. The Board of Trustees typically approves a preliminary budget that shows a deficit based on a conservative estimate for non-tuition revenue. By the end of the fiscal year, the budget is balanced due to sound fiscal management and successful fund-raising.

5. consider ways to increase efficiencies in all areas of the School.

ACCEPT

Time Frame: On-going

People Responsible: Board of Trustees, Head of School, Director of Finance

The Board of Trustees and the School Administration continue to consider ways to increase efficiencies in all areas. Most recently, the School has developed an online purchase order process and is considering a similar process for check requests. Additionally, the School is aggressive in seeking competitive pricing on all product purchases and service agreements. The School also tries to maximize its purchasing power through contracts with preferred vendors.

The School is implementing systems that are environmentally friendly and efficient with an additional benefit of reducing expenses. For instance, the School has increased its use of electronic mailings in lieu of traditional print mailings, purchased reusable trays for the dining hall in place of Styrofoam, and installed water filters in high volume locations in an attempt to reduce the number of plastic water bottles.

INSTITUTIONAL ADVANCEMENT

The Committee **recommends** that the School:

- 1. continue its focus on major donors while continuing to find ways to involve all other constituencies.**

ACCEPT

Time Frame: On-going

Person Responsible: Director of Development

The School will continue its focus on major donors by carefully personalizing the cultivation and stewardship of its current and prospective leadership contributors. The School will also continue to find ways to nurture and involve other constituencies.

- 2. continue to seek a balance between the demands of a high volume of personalized correspondence and the need for face-to-face cultivation and stewardship of major donors.**

ACCEPT, Accomplished

Time Frame: 2006-2007, on-going

Person Responsible: Director of Development

In seeking a balance between the volume of highly personalized correspondence and the need for face-to-face cultivation and stewardship of major donors, the School has hired a part-time Development Associate whose sole responsibility is to arrange for and participate in face-to-face cultivation of alumnae. The Head of School and Director of Development continue to concentrate on the stewardship and cultivation of major donors. The Development Office continues to share the responsibility of personalized correspondence and mailings with the Head of School and key volunteers.

- 3. seek to prioritize school events and fund-raising initiatives and to schedule them in a manner that avoids conflicts.**

ACCEPT

Time Frame: On-going

Person Responsible: Director of Development

The School has sought to prioritize school events and fund-raising initiatives. Annual Giving and the newly declared capital campaign, *A Place in our Hearts*, are the top fund-raising priorities. The School will strive not to schedule and/or will significantly limit the number of smaller initiatives during the course of the capital campaign.

- 4. consider the need for additional staff to assist with an upcoming capital campaign.**

ACCEPT, Accomplished

Time Frame: 2006-2007

Person Responsible: Director of Development

The School has already addressed the need for additional staffing to assist with the capital campaign by hiring a full-time Capital Campaign Coordinator.

5. consider ways to inform incoming faculty of the importance of faculty participation in Annual Giving.**ACCEPT**

Time Frame: 2006-2007 and on-going

Person Responsible: Director of Development

In 2006-2007 employees were informed of the importance of their participation in Annual Giving through a variety of ways. The Head of School spoke about Annual Giving at the opening convocation for employees; it was also mentioned at the New Faculty Orientation by the Assistant Head of School for Academics. Additionally, employee chairs were recruited to solicit and follow-up with their colleagues. It is the School's plan to continue these practices.

The School is considering other ways to encourage employee participation in Annual Giving. The School will strive to distinguish between fund-raising for annual and capital purposes.

PLANT, SAFETY AND TRANSPORTATION

The Committee **recommends** that the School:

1. **the School continue to enforce security and safety rules and train employees not to circumvent security measures at the outside doors.**

ACCEPT

Time frame: 2006-2007 and on-going

Person Responsible: Head of School

The School will continue to review its security and safety rules and update them as needed. RPCS will continue to enforce its rules regarding security and safety, inform employees of the changes, and train them as needed.

In 2006-2007 RPCS added signage to the most frequently used alternate entry points into the building (the Lower and Middle School and Multi-Purpose Room entrances). The Head of School sent a letter to parents asking them to use the main entrance only. This letter was also circulated to all employees with additional instruction not to prop open doors. Anyone attempting entry through alternate doors is to be redirected to the main entrance.

In 2006-2007 the School also instituted a new system of numbered ID badges with different badges given to visitors, contractors and substitute teachers. The School requires all individuals to sign in and receive a badge. Upon leaving, visitors must return to the main entrance, sign out, and return the badge. This new system makes it easy for members of the RPCS community to determine if a visitor gained entry through the proper security procedures. The front desk personnel are vigilant in seeing that every visitor to the School signs in.

The School has hired an additional part-time security guard to monitor access to the athletic complex between 2:30 p.m. and 6:30 p.m. on school days. During these time periods, the doors are unlocked to allow visiting teams and spectators access to our facilities.

2. **the School continue to explore ways to fund and construct a new athletic facility.**

ACCEPT

Time Frame: Fall 2008

Person Responsible: Board of Trustees and Head of School

The Board of Trustees has declared the Athletic Complex campaign as official, and the School is actively seeking ways to continue to raise funds for this project. RPCS is moving forward with plans to construct a new athletic facility scheduled for completion in Fall 2008.

3. the School seek ways to expand and better utilize storage spaces throughout the building.

ACCEPT

Time Frame: Fall 2008 and on-going

Person Responsible: Director of Facilities

Currently, the maintenance staff does a bi-annual evaluation of all storage areas. During this evaluation unnecessary items are removed.

The preliminary plans for the new athletic facility include adequate storage for the new facility and additional storage for other equipment.