

REGENTS SCHOOL OF AUSTIN

Regents

CORAM DEO

STRATEGIC PLAN 2009

Regents School of Austin

Strategic Plan 2009

**“The principles of the Lord are life-nourishing;
they restore our souls.”**

Psalm 19:7

Regents School of Austin
3230 Travis Country Circle
Austin, TX 78735
rsa@regents-austin.com
www.regents-austin.com
(512) 899-8095

Preamble of the Strategic Plan 2009

We humbly take care of our founding mission, while we zealously build the school community called Regents School of Austin. Cathedrals take generations to complete. Masons and artisans selflessly offer their skill so that they and future generations enjoy the cathedral. On behalf of current families, and the future families, we offer this plan as a humble expression of our love for God and for Regents. And, we invite you to join everyone in developing our school community.

Regents School of Austin Mission Statement: *The Mission of Regents School is to provide a classical and Christian education, founded upon and informed by a Christian worldview, that equips students to know, love, and practice that which is true, good, and beautiful, and challenges them to strive for excellence as they live purposefully and intelligently in the service of God and man.*

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Regents School of Austin Strategic Plan

Introduction

In July of 2007, the Board of Directors and Head of School began the process of enhancing the school's strategic planning by intentionally partnering with the community in open, mission-focused conversations. To give a foundation to this partnership, the Board developed a set of guiding themes that would both shape the strategic discussions that followed and foster a sense of ownership in the school. An emphasis on the school's mission, its founding convictions, and many of the elements of Regents' unique school culture were articulated and clarified.

The Head of School then conducted "Huddles with the Head" to introduce mission-based conversations at the community level. These huddles were open forums centered on building the community's ownership of the school's vision, mission and future development. In the spring of 2008, the Head held thirty informal meetings with parents and employees. These culminated in a public meeting in May where the Head of School summarized the huddle feedback.

In June, 2008, the Strategic Plan Committee (SPC) was commissioned by the Head of School to begin work on formulating a new strategic plan. The committee consisted of five faculty members who represented all divisions and programs. Among the five, four are current Regents parents or parents of alumni.

The SPC purposefully visited with faculty, coaches, administration, and parents to gather information and craft an initial plan document. The first draft was presented to the Board of Directors for its review in September, 2008. In mid-September, based on the broad topics raised in the qualitative conversations with the SPC and the initial plan draft, the committee conducted a quantitative on-line survey (Appendix B).

The SPC's report is organized along the lines of its five subcommittees: School Community, Employees, Academic Life, Facilities, and Finance and Development. The SPC understands that the fixed reference point for all of its work is the expressed mission of the school. These clear convictions steer decision-making and planning, and represent the core dreams, ideals, practices,

and procedures of the school. Thus, as this plan articulates the future of the school, the SPC focused on two overarching operating principles or goals:

1. To ensure that this plan preserves and enhances the unique school community and academic life of Regents.
2. To ensure that future development and investment remain based on our founding mission and convictions.

The purpose of the ideas and recommendations embedded in this plan is to help guide the school as it prayerfully discusses and evaluates the best practices that enable it to increase the fulfillment of its vital mission. “Best practices” are the methods and tools that we believe will strengthen our school based on the founding mission and objectives of the school.

This Strategic Plan is not intended to create a contract or contractual relationship, express or implied, between Regents School of Austin and its employees, students, or parents, and does not create a contract or contractual relationship, expressed or implied between Regents School of Austin and its employees, students, or parents, nor does it modify or supersede any existing contracts between Regents School of Austin and its employees, students, and parents. Regents School of Austin expressly reserves the right to modify or amend the provisions of the Strategic Plan at its discretion at any time, with or without notice.

CORE BELIEFS OF REGENTS

Purpose, Mission, Philosophy, Objectives and Doctrinal Statement

Section 1. Purpose

The purpose of Regents School is to operate a school that will closely adhere to, and do nothing in conflict with, the Mission, Philosophy, Objectives and Doctrinal Statement set out in this Article II of these Bylaws.

Section 2. Mission

The mission of Regents School is to provide a classical and Christian education, founded upon and informed by a Christian worldview, that equips students to know, love and practice that which is true, good and beautiful, and challenges them to strive for excellence as they live purposefully and intelligently in the service of God and man.

Section 3. Philosophy

Regents School is a classical and Christian school.

By classical we mean:

1. It follows the methodology of the Trivium, seeking to identify appropriate analogies of grammar, dialectic and rhetoric in all subjects and to teach all subjects in a manner consistent with the appropriate stage of development of the child.
2. It understands the term “classical education” in the context of the classical search for wisdom and virtue through the pursuit of truth, goodness and beauty.
3. It emphasizes and seeks to preserve and pass to successive generations the richness of our Western cultural heritage.

By Christian we mean:

1. All knowledge is made complete only when seen and understood in relation to the eternal glory and purposes of the triune God.
2. Each aspect of our educational endeavor is founded upon and informed by a thoroughly biblical worldview.
3. All subjects are taught as part of a unified, integrated whole that demonstrates God’s character and glory as revealed through creation, providence and Scripture.

Education is inherently value-laden. A classical, Christian education is essentially a Christian liberal education – an education for Christians that prepares them to be free Christian men and women for service in God’s kingdom. Therefore, we seek to offer an education that: 1) is both rich and challenging for the academically gifted students and at the same time accessible to those students God has gifted with “average” academic ability; 2) recognizes that all truth, goodness, and beauty consist in and proceed from the holiness and eternal majesty of God and are divine absolutes. We reject any subjective relativism that the secular world may assign to any of these;

and 3) is designed to develop Biblical wisdom and Christian virtue by equipping students to know, love and practice that which is true, good, and beautiful.

Regents School recognizes that God has established spheres of earthly authority including the family. He has entrusted specifically to parents the responsibility to educate their children. (Deuteronomy 6:4-9, Ephesians 6:4). Therefore, Regents School is established to operate as an extension of the family to cooperatively assist parents to carry out their God-given educational duty (*in loco parentis* – in the place of the parent) by providing the particular type of Christian education outlined in these Bylaws.

Section 4. Objectives

Education at Regents School is inherently different from secular education in philosophy, pedagogy and content. Regents School recognizes that God has entrusted parents with the responsibility to educate their children, and therefore operates as an extension of the family in a cooperative educational partnership. At all its levels, programs and teachings, Regents School seeks to:

- A. Teach all subjects as parts of an integrated whole with the Scripture as the center (II Timothy 3:16-17).
- B. Emphasize grammar, logic and rhetoric in all subjects.
- C. Provide a clear model of biblical Christian life through its staff and board (Matthew 22:37-40). To this end, Regents School shall only employ teachers and staff that have accepted Jesus Christ as their personal Savior, exhibit godly character qualities, and live a lifestyle consistent with biblical teaching (including, without limitation, being monogamous in the context of a heterosexual marriage or celibate).
- D. Provide an atmosphere where board, parents, staff and students live out their lives Coram Deo (before the face of God, under the authority of God and to the glory of God) to accomplish these Objectives.
- E. Encourage each student to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20).
- F. Encourage each student to understand the biblical concept of God's gifting and calling upon his life, to faithfully pursue them for God's glory and live a life of faithfulness to God.
- G. Encourage each student to develop a love for learning and to achieve his academic potential.
- H. Equip each student to shape his life and the culture according to the priorities of the kingdom of God.
- I. Equip each student with the tools of learning to the end that they will become lifelong learners.

- J. Engage freely in all lawful activities and efforts that are consistent with the foregoing, including the solicitation of grants and contributions that may reasonably be intended or expected to promote and advance the Purpose, Mission, Philosophy, Objectives and Doctrinal Statement stated in this Article II.

Section 5. Doctrinal Statement

- A. We believe in one God, Creator of the universe, eternally existing as Father, Son and Holy Spirit. The Triune God has created man in His own image and has called him to manifest and reflect holiness through obedience to His commandments. Because man has woefully fallen in this responsibility and entered into a state of moral corruption, he has subsequently become estranged from his Creator.
- B. We believe that because of a profound love for His creation, God has initiated a plan of redemption that He has accomplished on behalf of His people in the realm of temporal history. The apex of this redemption is found in the historical incarnation of God in the person of Jesus of Nazareth. We confess Jesus to be the Messiah of Old Testament prophecy, being at the same time fully God and fully man. He was conceived by the Holy Spirit, born of the Virgin Mary, and He lived a sinless life of perfect obedience. He was crucified as a substitutionary atonement for sinners. He was raised from the dead on the third day and is sitting at the right hand of the Father interceding on behalf of His people.
- C. We believe that we receive salvation from the penalty of sin and the just wrath of God by grace alone, through faith alone, on the merit of Christ alone.
- D. We believe that the risen and ascended Christ has sent His Holy Spirit to dwell in the hearts of His people, effecting their regeneration and operating in their sanctification to enable them to live Godly lives.
- E. We believe that the Bible in its entirety, being the 66 books of the Old and New Testaments, which are Genesis through Malachi and Matthew through Revelation respectively, is divine revelation. We submit to its authority, acknowledging it to be inerrantly inspired by God and carrying the full weight of His authority.
- F. We believe in the Lordship of Christ over all of life. We believe that God's commandments are relevant and necessary to our present culture and that our faith should be visible in concrete models of personal and social behavior. We seek to be faithful disciples of Christ, pursuing our callings in love and obedience until He comes again to consummate His kingdom.
- G. We believe in the resurrection of both the saved and the lost: They that are saved, to the resurrection of life and eternal joy, and they that are lost to the resurrection of damnation.

Board members, administration, faculty, coaches and other instructional personnel of Regents School, whether full-time, part-time or volunteer, must subscribe to the above Purpose, Mission, Philosophy, Objectives and Doctrinal Statement, evidenced by their signing a statement of agreement with Article II annually.

Regents School of Austin Strategic Plan 2009 Themes

The People (Sections 1 and 2)

The school acts on an incarnational understanding of how the life of Christ and His guidance leads all of us in the development of spiritual maturity and all aspects of our lives.

Parents are significant stakeholders as they actively work with the school to fulfill their role of educating their children, and the school will endeavor to help the parents do so.

Teachers and coaches are honored as significant stakeholders in the development of the school because they are the primary implementers of our Classical, Christian education.

The Board of Directors is a significant stakeholder charged with governing and leading through policy and thus, ensuring the core beliefs of the school; and the administration is a significant stakeholder charged with the implementation and management of core beliefs and policies.

The school will share the Regents story with other schools around the world in order to promote Classical, Christian education as this model has blossomed in our community.

The Program (Section 3)

Students will learn within an excellent Classical, Christian education program that demonstrates an integration of all subjects from kindergarten to graduation.

Academics, Athletics, and Fine Arts will be treated as integrated aspects of our Classical, Christian education that promotes the school's mission statement.

Athletics will train each athlete to embrace a life-long understanding of the value of their human body, healthy competition, and humility.

Fine arts will develop each student to embrace a life-long understanding of aesthetic discernment, cultural relevance, and a love for excellence in the arts.

The Resources (Sections 4 and 5)

The aesthetically-pleasing facilities are developed in order to promote the vital interaction among students, teachers, and parents.

Financial plans and practices exhibit efficient stewardship based on best practices and generosity founded on a humble dependence on our Lord.

A message from the original SPC team

The first goal of this planning process is to carry on the vision that started the school and affirm the foundational elements which make Regents a unique and exceptional community. Our Board, Head of School, faculty, staff, parents, students, and alumni all articulate the desire to continue building a strong community grounded in a common faith and dedicated to excellence in all that we do. As Regents reaches its maximum enrollment, its ability to reach and exceed its potential lies with the school community taking ownership of our mission and building the school upon the convictions which flow from it.

While we recognize that the financial ramifications of these suggestions, recommendations, and ideas are significant, as the school continues its patient, prayerful, and purposeful development, we believe that fulfillment of the vision is achievable. In the midst of a process which demands questions, discussions, and careful planning, we thank the Lord for His blessing and guidance on our school as we continue to serve Him as a school community dedicated to His purposes.

Our report intertwines and interlaces like a tapestry. That is to be expected because the art of educating children and nourishing a vibrant community is not a simple linear act. You, the reader, should feel certain themes as they ebb and flow through our contribution in these ideas and recommendations. In the coming year, and years to come, these ideas, suggestions and recommendations will be revised, polished, and advanced forward on behalf of your children and for future generations.

This document highlights tactical objectives for 2009-2010 that were “birthed” from our conversations and recommendations. Now, we invite you to our conversation, which is yours as well. And, we humbly encourage you to learn with us, dream with us, and stretch with us as we all contribute the near and distant healthy future of Regents School of Austin.

Respectfully submitted,

The Strategic Plan Committee (SPC)

Geoff Sahs, Chair	Chair of Humanities
Ellen Tucker	Instructor in Physical Education
Lori Lerner	Instructor in First Grade
Marilyn Boyd	Instructor in First Grade
Betsy Lipton	Instructor in Drama

Regents School of Austin Strategic Plan 2009 – 2-year Summary – Tactical Goals

	2009-2010	2010-2011
Community	<p>Encourage prayer and groups of prayer (1.1)</p> <p>Initiate relationships with local churches (1.15)</p> <p>Review and advance spiritual mentorship opportunities (including chapel) (1.6)</p> <p>Continue Governance articulation – Board (1.21 and 1.22)</p> <p>Investigate SACS regional accreditation (1.23)</p> <p>Advance Alumni connection (1.9)</p>	<p>Initiate a community-wide study called “Alumni Success” – What is a successful alumnus at age 30? 40? 50? (1.10)</p>
Employees	<p>Initiate community-wide study called “The Ideal Regents Teacher/Coach” (2.1)</p> <p>Advance training/nurturing for new teachers (2.8)</p> <p>Advance leadership training and structure for employees (including restructuring of Lead Teacher cycles) (2.4, 2.5, 2.6)</p> <p>Review long-term Administrative Structure (2.9)</p>	<p>Initiate employee study in regard to best practices and compensation (2.3)</p>
Academics	<p>Continue time-on-task study in the Grammar School (3.3)</p> <p>Initiate a study called “theology of sport” (3.20)</p> <p>Establish a 5-year plan for Athletics (3.19)</p> <p>Establish a 5-year plan for Fine Arts (3.14)</p> <p>Initiate K-12 student assessment philosophy study and implications on in-class work and homework expectations (1.7, 3.12)</p> <p>Establish and start Laser Lab (3.13)</p>	<p>Respond to the findings of the studies in 09-10</p>
Facilities	<p>Finish Master Plan Campus Committee (MPC) Study</p> <p>Study and act on findings (Sections 4.1–4.10)</p>	<p>Install 3 modulars for SOR overflow</p> <p>Act on findings of MPC</p>
Finance	<p>Articulate endowment goals (5.4)</p>	<p>Lead Financial Development with the Long-term Plan</p>

School Community Sections 1.1-1.23

The school acts on an incarnational understanding of how the life of Christ and His guidance leads all of us in the development of spiritual maturity and all aspects of our lives.

Parents are significant stakeholders as they actively work with the school to fulfill their role of educating their children, and the school will endeavor to help the parents do so.

The school will share the Regents story with other schools around the world in order to promote Classical, Christian education as this model has blossomed in our community.

The Board of Directors is a significant stakeholder charged with governing and leading through policy and thus, ensuring the core beliefs of the school; and the administration is a significant stakeholder charged with the implementation and management of core beliefs and policies.

Within Regents there is an enduring web of interaction between students, parents, faculty, administration and board members. These relationships uphold and nurture the sense of purpose found in the mission statement. There is a tremendous amount of time, effort and prayer put forth to create, sustain and continue these relational connections within the Regents community.

Student Life

Student life reflects the academic, physical and spiritual aspect of each student. While each of these may be addressed separately, Regents closely integrates them as part of the whole student experience. First and foremost, spiritual health requires biblically defined relationships with God, family, faculty and other students.

Observation: Bible reading, prayer and worship foster spiritual growth in each individual classroom for all levels of students.

1.1 Foster prayer between teachers and students, in order to enrich the larger spiritual community. (*Tactical Goal for 09-10*)

Observation: Because we are together on one campus, the older students have a unique opportunity to mentor the younger in their spiritual journey. While this is happening on a limited

basis through the Rhetoric Buddy program and Athletics, the school ought to increase interaction between the younger students and the older students.

1.2 Establish intentional opportunities for students in grades 9 through 12 to be involved with students in grades K through 8.

1.3 Develop a training program that teaches teenagers how to mentor younger students.

1.4 The future development of the campus should foster student-student interaction between and among all three schools in order to advance 1.2 and 1.3. (In progress under the direction of the Master Campus Plan Committee)

Observation: Co-curricular programs are a training ground for character development, ministry and building relationships. Currently, Regents' Athletics and Fine Arts programs play a significant role in contributing to the spiritual growth of the students outside the classroom through group Bible study, peer accountability, coaches' mentoring, and character training in the context of the discipline of the sport or activity.

1.5 Investigate the best practices for developing the spiritual formation of all students through co-curricular programs, in a manner consistent with the faith expressions of the broad Regents community.

Observation: Chapel service is an opportunity to gather once a week as a community of faith. Even in a rigorous academic environment like Regents, it is important to invest the time to encourage a sense of spiritual community.

1.6 Review and advance spiritual mentorship opportunities including the chapel program to ensure that we serve the spiritual and communal goals of the school. (Tactical Goal 09-10)

Observation: Regents offers many beneficial programs to its community. As a result, between Academics, Athletics, Fine Arts and service work, a student spends a considerable amount of time at the school. As we work with families, it is important that the opportunities we offer and the time commitments we require not undermine the integrity of the family environment.

1.7 Study the time demands on families to ensure we are all balancing the demands of school, volunteer requirements on parents, and family time for the strengthening of our homes. (Cross reference tasks on 3.12)

Observation: In the schools of Logic and Rhetoric, there are always a few students who are new to the school. Given that they are few in number, there are not as many programs established to aid their acclimation to the Regents environment.

1.8 Improve new student and family assimilation into the school, particularly after admission to the schools of Logic and Rhetoric.

Observation: We should continue to enhance alumni relations in order to welcome them back to their alumni school for the sake of hearing from them as they mature as adults. As an asset to Regents, these alumni will be equipped to give advice on our program in years to come.

1.9 Conduct a survey of all graduates in order to fine tune our records, and setup our records for future contact and studies on graduates. (Tactical Goal 09-10)

1.10 Initiate a community-wide study called “Alumni Success” that defines the Regents definition of a successful graduate at the age of 30, age of 40, and age of 50. (Tactical Goal 10-11)

1.11 Develop and implement a post-graduate survey process, including an evaluation of Regents’ effectiveness in college placement assistance.

Parent Involvement

Parents actively work with the school to fulfill their role of educating their children, and the school will endeavor to help the parents to do so.

Regents Parent Council (RPC) provides a structure for parent volunteers at Regents, without which the school could not perform to its fullest potential. There are currently 38 volunteer committees to help meet the needs of the staff and students. In addition to those committees, there are volunteers in the individual classrooms, athletic teams, student organizations, student outreach and prayer teams. As the school grows, it is imperative that we understand the make-up of our families in order to better facilitate healthy parental involvement in the many programs Regents offers.

Observation: Since our common faith is the foundation of everything accomplished at Regents, it is good to involve those willing to pray in organized activities such as scheduled prayer walks around campus, designated prayer for board meetings and an e-mail prayer chain.

1.12 Encourage prayer groups who wish to pray on campus. (In process)

Observation: The call and mandate on parents to educate their children is best summed in Deuteronomy 6. As the school partners with the parents in educating their children, we also partner with the parents in building and strengthening the larger Regents community. By educating parents on the foundational principles of the school, we encourage ownership of the Regents mission as well as increased investment in the success of the entire K-12 educational program.

1.13 Continue to improve the Parent Education program in order to promote the history, distinctives, and mission of Regents. (In process)

1.14 Study current involvement of parents and develop ways for parents to be involved in accordance to the respective divisions of the Grammar School, School of Logic School, School of Rhetoric, Athletics, and Fine Arts.

Ministry Outreach

Observation: With over ninety churches represented in the Regents family community, we demonstrate a wide range of Christian expressions within our similar orthodoxy. And yet, we are not a church. The church is the “called body of Christ” that assimilates routinely for the cause of Christ. It is our observation that families in private schools are so busy with school matters, that private schools sometimes diminish the family’s connection to their local church body. Also, research shows that a growing number of Christian adults are losing their sense of value in the local church. We observe that a successful Regents graduate will, in fact, not only attend a local church as an adult, but that he or she will also participate in a local church.

1.15 Host at least three meetings with leaders from local congregations for the purpose of promoting a healthy connection for our families to their churches, and also to investigate with the church leaders how to promote a healthy church-life to our graduates. (*Tactical Goal for 09-10*)

Observation: Regents’ desire to serve outside the school reflects its mission and the hearts of those in the Regents community. With this in mind, the school must nonetheless ensure that service opportunities are consistent with our mission and bear the proper relationship to the local church and its associated ministry.

1.16 Clarify the purpose of ministry projects at Regents and ensure that service opportunities remain consistent with the school’s mission, work in accordance with curricular goals, and enhance the school’s relationship with our local churches.

Observation: Given the importance of ministry outreach as an essential element of the school’s character, it is important that appropriate school resources be available to facilitate, organize, and research effective ministry opportunities for each of the grade levels and the school as a whole.

1.17 Ensure administrative resourcing of ministry outreach is sufficient to fulfill the missional goals of ministry programs.

Observation: Regents, as young as we are, is considered one of the leading classical, Christian schools in the United States. By the numbers, we are the largest. In 2008, we hosted over 15 schools, and consulted with many other educators around the country in order to help advance the Classical, Christian school model for other family communities.

1.18 Devise a long-term strategy in regard to the outreach of Regents School of Austin to schools and families who seek a Classical, Christian education.

1.19 Promote the RICE (Regents Institute of Christian Education) program among other Classical, Christian schools, and seek certification status of the program with our accreditation agency (Association of Classical Christian Schools).

1.20 Continue to provide curricular material and host schools free of charge, except for lodging and transportation.

Governance and Leadership

Observation: As we mature as a school, so our style and development matures in our leadership model. In our last two accreditation visits, the panel suggested that we review and advance our governance model. Our governance model, for the sake of current and future stakeholders, is to be addressed by the board of directors and the Head of School.

1.21 Review and revise the Board Policy Manual in accordance to the growth and maturation process of the school in order to codify our healthy Board – Head of School relationship. (*In process and Tactical Goal 09-10*)

1.22 Continue the work in progress of defining the role of the Board of Directors as a strategic board and revise and advance its governance model in accordance with this goal. (*In process and Tactical Goal 09-10*)

Observation: Private schools often seek two forms of accreditation. First, they seek and maintain accreditation from their ideological base. Ours is ACCS, which accredits classical, Christian schools. Second, private schools will seek regional accreditation in order to facilitate institutional “soundness” discussions and foster a healthy and ongoing internal and external review process of its goals and objectives.

1.23 Investigate dual accreditation through the regional accrediting association. The regional accreditation is the Southern Association of Colleges and Schools (SACS). (*Tactical Goal 09-10*).

Employees Sections 2.1-2.10

Teachers and coaches are honored as significant stakeholders in the development of the school because they are the primary implementers of our Classical, Christian education.

Therefore, Regents seeks to recruit, hire, nurture, and retain an exemplary faculty and staff. This is achieved through an intentional hiring process, competitive compensation, sufficient training, evaluation, and mentoring of faculty members, and by promoting a welcoming and professional work environment.

Hiring and Compensation

Observation: Since the employees are the primary implementers of the mission, we believe that the school has demonstrated reasonable efforts in its history to hire, nurture, and compensate teachers. These factors merge into the fabric of the school community, when the teacher is seen and known as a great contributor. So, we will continue to honor the teachers and coaches.

2.1. Initiate a community-wide study called “The Ideal Regents Teacher/Coach” to give definition to this honored profession. This study will be under the direction of the Head of School and an appointed Task Force. (Tactical Goal 09-10)

Observation: As all parts of the school are designed to fulfill its mission, hiring should reflect our desire to develop the whole child. Therefore, we observe that coaches who are also teachers provide a great support in developing the program.

2.2 Continue to prioritize hiring faculty and coaches who will support the full breadth of the overall Regents program.

Observation: Faculty and staff enter and remain at Regents while they are in a very wide range of family and financial situations. The school’s compensation packages must be flexible enough to address this breadth of circumstances while retaining school-wide equity and affordability.

2.3 Initiate a best practices study in regard to all employment practices including compensation and training. The study could consider different ways to introduce flexibility in employee compensation. (Tactical Goal 10-11)

Training

Observation: The strength of the faculty teams comes from the quality of departmental and team leadership. It is important for the school to be cultivating leaders from within its own employee base. Furthermore, a strong school rests in its belief and active behavior that all implementers (all teachers and coaches) are leaders within their spheres of responsibility.

2.4 Change the structure of the Lead Teacher function in the Grammar School in order to foster more leadership in the team, and refresh the Lead Teachers more routinely. In a similar way, make this adjustment in the Upper School with department chairs. (Tactical Goal 09-10)

2.5 Investigate leadership development methods for School of Logic and School of Rhetoric faculty to foster stronger vision and leadership. (Tactical Goal 09-10)

2.6 Create a Leadership Group under the direction of the Head of School for the purpose of promoting leadership, advancing vision, and fostering cross-division conversation among the faculty and coaches. (Tactical Goal 09-10)

Observation: Effectively and seamlessly integrating new faculty into the life of the school is a critical component in their long-term retention. Because Regents is a unique learning environment which requires knowledge and skills not often taught at other institutions, it is important to provide opportunities to train and mentor new faculty.

2.7 Ensure appropriate funding for faculty development as the school grows, particularly in the area of new faculty integration.

2.8 Advance training/nurturing of new teachers in response to vertical team findings and conversations in 2008. (Tactical Goal 09-10)

2.9 Investigate the effectiveness and scope of the faculty mentoring program being developed in 2008-2009 (In process)

Observation: We are growing and moving rapidly toward our final “total size.” With that approach, we are keenly aware that we must staff the administration in accordance with long-term goals and basic expectations of faculty and parents.

2.10 Review long-term administrative structure with the intention of anticipating administrative positions needed to fulfill long-term objectives. (Tactical Goal 09-10)

Academic Life
Sections 3.1-3.20

Students will learn within an excellent Classical, Christian education program that demonstrates an integration of all subjects from kindergarten to graduation.

Academics, Athletics, and Fine Arts will be treated as integrated aspects of our Classical, Christian education that promotes the school's mission statement.

Athletics will train each athlete to embrace a life-long understanding of the value of their human body, healthy competition, and humility.

Fine arts will develop each student to embrace a life-long understanding of aesthetic discernment, cultural relevance, and a love for excellence in the arts.

As a Classical, Christian school, Regents develops students who are ready to be involved with culture. By developing critical thinking and excellent communication skills, Regents prepares graduates to participate in kingdom work.

Interwoven throughout a distinctively rigorous academic program, including a Senior Thesis, are strong programs which develop a student's faith in Christ. Milestones such as the Ephesians Chapel support the essential core of the school community: integrating faith and scholarship in the development of character as we study and learn God's Word.

Regents not only seeks to prepare students for college and adult life, but strives to develop Christian morals, discipline, behavior, and character so that graduates sustain their faith and involve themselves with culture. Thus the ultimate goal of the school is to help equip the students spiritually and intellectually for the rest of their lives.

Shaping the Academic Community:

The academic community at Regents is shaped by the excellence of the faculty and the continuity of the K-12 program. The success of Regents' academic program revolves around the integration of faith and learning in the classroom. Classes are currently small (16 is the average, 20 is the maximum) and create an ideal environment where teachers can mentor students in faith while teaching their discipline. Thus, in fulfilling the mission of the school, the academic environment is grounded on the strength of the community and a focus on God. Regents' current hiring policy supports this integration by ensuring the recruitment and retention of competent

faculty who will model Christ-likeness in the classroom and daily fulfill the mission in their work. Among our strengths are small classes, retention of quality faculty, and hiring in advance of growth.

Observation: Building and utilizing relationships during homeroom time as a catalyst for maturing faith is an essential part of the school. For healthy faculty and students, there needs to be time in the day for prayer. Students need to be met where they are (socially/emotionally/developmentally) in their spiritual growth, and teachers need time to work with them to help them grow spiritually. Homeroom, Athletics, and class time accomplish this effectively in different ways. Student-driven prayer time in homeroom is an effective way of fostering the conversations of faith. This is also an opportunity to more explicitly model godly behavior.

3.1 Ensure that dedicated daily time is given to small group prayer and interaction in order to maintain our core relationships.

Observation: RICE (Regents Institute of Christian Education) is an indispensable element in building a strong academic team. It serves as a unifier; it builds a common vision among the faculty by teaching a common history, classroom management, and philosophy of teaching. It also facilitates the integration of new faculty by giving a common understanding of the underpinnings of the school. By having the teachers master the same material (Grammar, Logic, Rhetoric, and Latin), it builds the credibility of the teachers and the academic program alike.

3.2 Continue to enhance the RICE program as an internal unifier of our classical, Christian education model.

Observation: Grammar School children are busy with the array of lessons, activities, and “specials.” As such, we find that some grades may not be receiving enough “homeroom teacher” time in larger, uninterrupted blocks of time. The “homeroom teacher” time should be protected, and produce an environment of unhurried study. In so doing, the student will experience a more thoughtful mentorship from the “homeroom teacher” and will be able to achieve our objectives in a more meaningful way. We know that a preliminary study was started in 08-09 by the administration, and we encourage this effort.

3.3 Continue time-on-task study in the Grammar School and include the parent and teacher community in a larger discussion. Produce a report on the use of time in a give week in a typical Grammar School class in order to review our use of time. (*Tactical Goal 09-10*).

Building and Assessing the Academic Program:

Regents provides a rigorous program which prepares students for success in their life beyond Regents. Teachers desire to build students who seek Christ and a life consistent with Christian values. Importantly, the academic program teaches students how to love and appreciate learning. The essential skills taught—critical thinking, analysis, persuasion, and rhetoric—all contribute to

success after Regents in college, mission work, ministry, and family life. These values provide the core of instruction at Regents.

Observation: A strong academic and community program lies in a school's ability to assess objectively the quality of its programs. Quantitative measurement, where applicable, strengthens the academic program.

3.4: Study the current use of quantitative measurements and seek additional measurement criteria for assessment through tools like our ERB standardized testing.

Observation: Regents does not currently have a routine systematic review of our academic program. History and Literature, Science, Math, Languages, and Bible Studies should alternately be engaged in 5-year reviews of their K-12 programs. Years 1-4 would be operational and year 5 would include a review and discussion of improvement or action to be taken.

3.5 Develop and initiate a 5-year cycle for curricular review by subject. (*In process*)

Observation: Because Regents spans Kindergarten through 12th grade, each academic level builds upon the previous one. The Senior Thesis, for example, reflects the culmination of a student's education. The development of the five canons of rhetoric should be continually reinforced by grade, on the field, and in the arts. As the school undergoes curricular review, each curriculum should analyze how it is developing those essential skills.

3.6 Ensure the programs directly support cross-curricular developments of rhetorical skills essential for success at Regents.

Observation: Regents conducted several K-12 vertical alignment studies in 2007-2008. The success of these faculty-led reviews warrants a continuance of the practice.

3.7 Continue vertical conversations between GS-SOL-SOR faculties.

3.8 The future development of the campus and its physical space must strongly promote faculty-faculty interaction within and across the grade levels. This interaction promotes both curricular continuity and community life. (*In progress under the direction of the Master Campus Plan Committee*)

Observation: To support and enhance the academic program, the school should be prepared to assess the effectiveness and quality of texts every five years. These studies should be thorough and book adoptions should be considered permanent for the five year period.

3.9 In conjunction with the academic curriculum review cycle, textbook review should mirror the academic review.

Observation: The Science and Nature Center has become a center of learning and community. It fosters a hands-on approach to science and good stewardship of the resources God has provided. It also is a community space which can be used for school functions. The Center's success and growth are essential in preserving and enhancing the Regents community.

3.10 Provide for the continued development and staffing of the Science and Nature Center.

Observation: The field trips are essential in developing a student's sense of history, culture, and obligation to serve. Transportation costs are increasing significantly and the budget for these programs should reflect that growth. These trips serve as important community-building opportunities as they build class cohesiveness and curricular enhancement. By involving parents as chaperones the field trips also give opportunities for parents to serve and travel alongside students.

3.11 Ensure continued funding for field trip and ministry trips in conjunction with a study assessing their effectiveness.

Observation: Student assessment on a week-to-week basis, if not managed well, can add unnecessary work to a student's already busy workload. A review of the ways that we assess students may reveal methods that will assure strategic use of classroom time so as to maximize teacher-student time, and give more thorough direction to homework expectations.

3.12 Initiate a student assessment philosophy study for the purpose of evaluating the in-class expectations, and at-home expectations in order to refine our balance of workload. (Tactical Goal 09-10)

Observation: The Laser Lab in the SOR will begin to take shape as a core element to the program. Funding from a designated grant undergirded this project. To our knowledge, no other high school program offers such a unique lab.

3.13 Establish and start use of the Laser Optics Lab in 2009-2010. (Tactical Goal 09-10)

Building the Fine Arts Programs

The school supports the continued development of the Fine Arts programs as they are an essential element of academic life. Regents has built a growing Fine Arts department around faculty who mentor and disciple the children through the arts. The dedication of the Fine Arts faculty to building strong programs founded upon both academics and spiritual mentorship is an essential component of Academic life at Regents. Fine Arts classes instill in children a sense of humility before God, creativity, and an appreciation of beauty necessary in building young men and women of character. In teaching children to know, love, and practice that which is true, good, and beautiful, the Fine Arts offer important diversity in fulfilling the school's mission.

Observation: As current enrollment figures project growth of fine arts and drama in the Schools of Logic and Rhetoric, the Fine Arts need to develop and articulate a vision for expansion and growth.

3.14 Develop and implement a 5-year growth plan for the Fine Arts program.
(Tactical Goal 09-10)

Observation: Currently Fine Arts classes meet a maximum of 4 hours a week in Grammar and a maximum of 2 hours a week in the Schools of Logic and Rhetoric. Particularly in the schools of Logic and Rhetoric, this time allotment does not allow for the same level of growth, development, and mentoring that we expect in other disciplines.

3.15 Examine the weekly hours allotted to Fine Arts in order to achieve our goals as a school community in the student body.

Observation: Lack of an appropriate performance venue strains drama and other productions in rehearsal, set-up, and performance. Current facilities are also not conducive to effective use of time.

3.16 Assess long-term performance facilities needs in the Fine Arts. *(In progress under the direction of the Master Campus Plan Committee)*

Observation: Fine Arts involves many disciplines that serve all grades. As the school grows and participation increases, the need to manage appropriately a diverse curriculum will also grow.

3.17 Examine the Fine Arts breadth of curriculum in grades K-12.

Athletic Programs

Regents supports the building of the athletic program as an essential element of student life. In P.E., developing the body, teamwork, and leadership all take place. P.E. classes are a fun and energetic way to instill in children a sense of humility before God, honor, and sportsmanship necessary in building character.

In addition, athletic competitions are a cherished part of our community. Regents' athletic events routinely see spectator numbers in the hundreds. Athletic events give Regents significant exposure to the community abroad. Not only do K-12 families attend events, but families from around the Austin area regularly attend games.

Observation: As the PE and athletic programs have grown, safety has become a significant concern. Bigger Faster Stronger (BFS), a fitness certification program, certified Regents with reservations concerning the size and safety of the weight facilities. All facilities should be analyzed in view of further accreditation/certification programs.

3.18 Assess the current facilities with respect to the growth and needs of the PE and Athletic programs. (In progress under the direction of the Master Campus Plan Committee)

Observation: While the Grammar School numbers have reached their peak, the Schools of Logic and Rhetoric continue to grow. To continue to provide the necessary quality of support, discipleship, and training, we must outline the next steps of the athletic program.

3.19 Develop and implement a 5-year growth plan for the Athletic Program. (Tactical Goal 09-10)

Observation: Our athletes will be more deeply grounded in the Word of God as we search for principles that inform our views of competition, healthy body-life, and team coordination in the athletic program. We have strong beginnings in the understanding of discipleship, and we encourage the community to build on that strength.

3.20 Initiate a study called “the theology of sport” in order to develop our school’s view of sport in the light of being a Christian school. Push beyond our current policies of “how to act on the field or court,” and lead our community to connect every athletic moment as an expression of Christian distinctives. Then, use this discussion to inform our actions and methods in our programs.

Facilities
Sections 4.1 – 4.13

The aesthetically-pleasing facilities are developed in order to promote the vital interaction among students, teachers, and parents.

This section of the Strategic Plan 2009 is being reviewed and utilized by the Master Campus Plan Committee that was initiated in the fall of 2008. They are in the midst of reviewing the current Master Plan on record, and are working with the Board and administration to review and update the Master Plan.

The recommendations, suggestions, and ideas are informing the process at this point. The Master Campus Plan Committee and school leadership are determining the viability and direction of each of the items below.

A report is pending in relation to land use, building configurations, and best practices as we complete our K-12 campus build-out.

Please pray for the Master Campus Planning Committee and the school as we continue to fine tune our future plans, and match our plans to our long-term vision as well as our community resources.

Regents has grown from its humble beginnings in 1992 as a small school founded in a church basement to one of the largest and most beautiful Classical, Christian schools in the country. As Regents has grown it has distinguished itself by building a physical environment which reflects the overall focus of the school on strength of community, excellence, and Christ-like spirituality. Whether in Academics, Fine Arts, or Athletics, the primary principle for campus development is that we make every effort to protect, maintain, and strengthen the community of faculty, students and parents that we have established over the years.

Because the school anticipates important facilities requirements in the near future, it convened a Master Campus Plan Committee to assist the Board and Head of School in managing physical growth.

Observation: As we mature and grow in number, the challenge to maintain our sense of community will increase. To ensure that future students enjoy our healthy community experience, Regents must remain a single-campus institution.

4.1 All new facilities should be built on this campus or on a contiguous piece of property acquired for that purpose.

Observation: Structures should be designed to address the projected growth of students and programs within the school.

4.2 Ensure that the design of all future buildings and renovations will meet the needs (both present and future) of the school. The design of all new structures ought to incorporate the possibility of future expansion.

Observation: The design of structures and spaces should promote the building of community while also enhancing the programs they house.

4.3 All facilities should be designed to promote the unity of our academic and community life, providing common space and ensuring the frequent interaction of all the diverse parts of the Regents community.

4.4 New structures or renovations should be prioritized based on their ability to have the greatest benefit to the school's mission.

Observation: Regents has been very successful at operating a beautiful facility while maintaining low tuition increases. To continue to offer excellence in education and facilities at a reasonable cost, all buildings should be operated and maintained without an additional burden on the annual budget.

4.5 Buildings should be multi-purpose in design where possible in order to meet the changing needs of the school community.

Observation: The following criteria ensure that new facilities will be built thoughtfully, prayerfully and purposely, ensuring that we as a school are wise stewards of the gifts that have been given to us. In areas of limited impervious cover options, future vertical expansion should always be included.

4.6 Buildings should be designed with the option of vertical expansion in the future, as allowed by local regulation.

4.7 Future buildings should complement the current architectural aesthetic of the school.

4.8 Facilities design and renovation must include assessment of storage needs.

4.9 Facilities design and renovation must include technology needs for the facility.

4.10 Facilities design and renovation must include an assessment of parking, pedestrian and traffic patterns.

Finance and Development Sections 5.1 – 5.11

Financial plans and practices exhibit efficient stewardship based on best practices and generosity based on a humble dependence on our Lord.

We are thankful to God and his servants who have graciously given of their time and financial resources over the years. The generous donations and sacrifices strengthen our school's ability to fulfill the mission and objectives in accordance to biblical standards. And, it is with this guidance that we prepare for our future financial endeavors.

As we look to the future it is important to continue the wise fiscal stewardship that has allowed Regents to maintain and operate its facilities without heavy debt or substantial increases in tuition. Within the parameters of maintaining small class size and limiting enrollment to established levels, the Board has based financial decisions on prayer and our common faith in our Lord as Provider, and the patience to build slowly and purposefully while maintaining quality facilities.

Observation: While the current financial model is tuition-driven, it currently allows for effective and efficient operation of the school. By receiving full tuition payments by the beginning of the school year, the administration can work with a predictable budget.

5.1 Develop an appropriate financial model to meet the needs of the school at maximum enrollment.

Observation: It is crucial to the success of the school that teachers, as mentors and instructors, continue to build close relationships with the students. Additionally, as we strive to provide an education that focuses on a Christian worldview and produces thoughtful and intelligent communicators, it is imperative that we maintain our student-teacher ratios (including classes, fine arts venues, and athletic teams).

5.2 Develop a financial structure that maintains the existing class- and grade-size policies, including the existing student-teacher ratios.

Financial Aid:

Observation: The current budget includes an 8.5 % appropriation for financial aid. The revenue from the recent Financial Aid Endowment is not yet sufficient to supplant this line item in the budget. Fully funding the Financial Aid Endowment accomplishes three goals. First, it ensures that the families who qualify for aid are able to receive sufficient financial assistance. Also,

funding financial aid from an endowment makes released funds available for other operational expenses.

5.4 Prioritize funding the Financial Aid Endowment.

5.5 Assess current demonstrated family need with respect to the current ability to offer financial aid as a percentage of that need.

5.6 Decide what percentage of the budget ought to fund financial aid once the Financial Aid Endowment is complete.

5.7 Regularly review the financial aid process and its distribution metrics to evaluate the effectiveness of the financial aid program.

Current Building Status:

Regents School has experienced generous giving, and the result is a beautiful campus of four delightful buildings accommodating over 800 students. However, the current population has now outgrown the facility space. While the portables bring temporary relief, they do not offer a permanent solution. When fulfilling the campus master plan we must continue to focus on the foundational principles that have allowed Regents to build such exceptional facilities: faith, patience, and tuition control.

Observation: In order to minimize upward pressure on tuition, it is necessary that all facilities maintenance and operation funds come from an endowment. Requiring an endowment for each building assures us that in the future we will be able to use tuition revenue for curricular and program items as opposed to maintenance and repair. It also ensures that our facilities will reach their intended useful lives.

5.8 The cost of operation of new buildings should be endowed at the time of construction.

Observation: As part of good fiscal stewardship, it is important that facilities be used by as many students and programs as possible. All designs should include flexibility options. For example, a game field might be used for football, soccer, and lacrosse. A performance space could be used for large meetings, theatrical presentations, and senior theses.

5.9 Given these criteria, establish Board policy regarding the required level of gifts or pledges to have in hand before beginning construction of new facilities.

5.10 To ensure smooth flows of income into the operating budget, the Board shall establish a uniform spending policy for our endowments.

*****THE END*****

Appendix A

Regents School of Austin - Tactical Goals 2008-2009

These are the tactical goals that we established last spring and summer.

	2008-2009
School Community	Continue and then release Strategic Plan Host the ACCS Conference in Austin Host and minister to over 20 groups from other Classical, Christian schools who visited campus Dad's Boot Camp, and the ensuing Dad's Bible Study Various informal bible studies created by students and parents on and off campus Unveil new website for all school Create websites for K-6 classes
Employees	Continue Regents Institute of Christian Education (RICE) training Conduct January training day for various curricular objectives Lead Teacher Training
Academic Life	Announce Laser Lab in the School of Rhetoric Restructure the School of Logic (weekly schedule, etc.) Institute the weighted grade point average (gpa) system for SOR Restructure Summer reading for SOL and SOR Initiate Singapore Math in K-6 (most extensive curricular change in our 16 year history) Train K-12 teachers in Schaffer Writing Methods to enhance our writing program Advance our Athletic Period in the SOR Add Dance to the SOL program Move the Science and Nature Center Director into the academic structure in our organization
Facilities	Create the SOL Quad campus with nine modular buildings Create and initialize the Master Campus Plan Committee
Finance and Development	Endowment setup and articulation Families for Families Fund to undergird our tuition assistance program

Appendix B

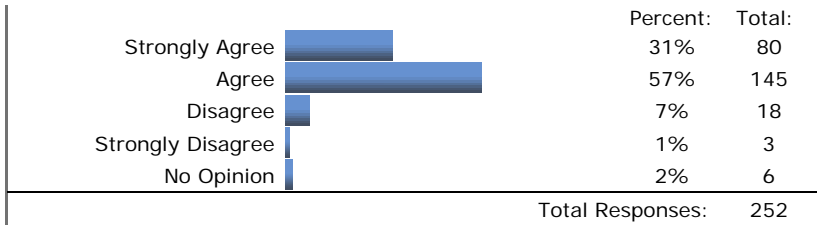
Survey conducted Fall 2008

[EXPORT DATA](#) | [SHARE RESULTS](#) | [DETAILED RESULTS](#)

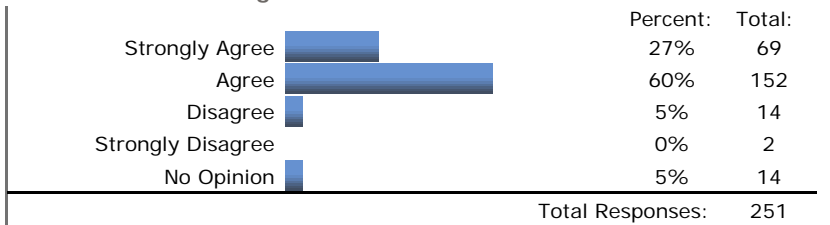
Form Results for Community Feedback

You are currently viewing quantitative results from your form.

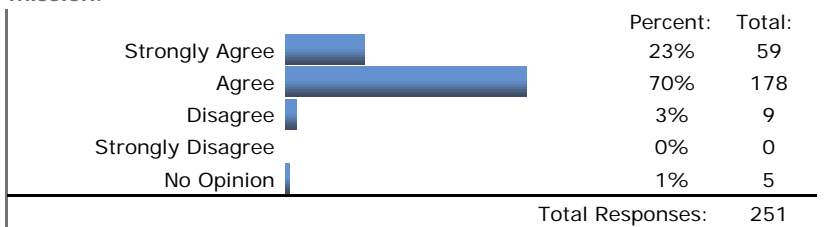
The mission of RSA is well understood by most families attending the school.



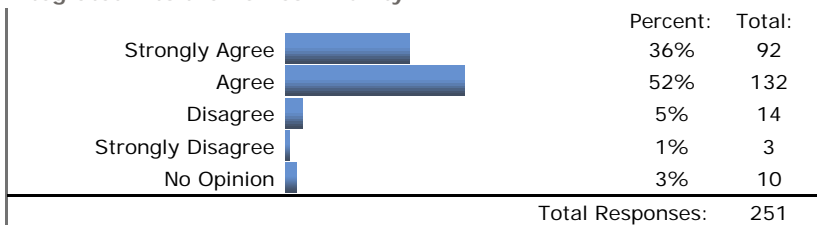
The school's admissions process does a good job of securing the right kind of families for Regents.



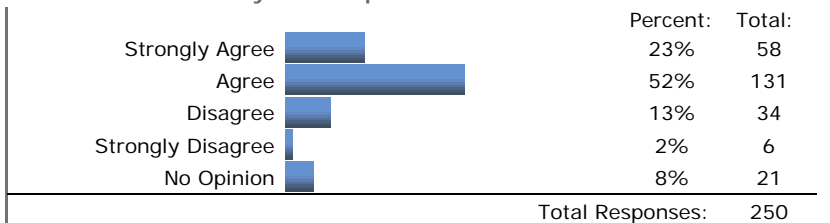
In general, the students attending Regents are a good match with its mission.



The school makes sufficient efforts to ensure that new families are well-integrated into the RSA community.



The school makes sufficient efforts to ensure that new families understand the history and unique mission of the school.



The spiritual life of the school is well represented in its curricular programs.



Strongly Disagree	0%	0
No Opinion	3%	10
Total Responses:		253

The spiritual life of the school is well represented in its non-curricular programs.

Strongly Agree	29%	75
Agree	51%	130
Disagree	5%	14
Strongly Disagree	0%	1
No Opinion	12%	31
Total Responses:		251

Chapel time serves a clear purpose for the students.

Strongly Agree	26%	68
Agree	44%	111
Disagree	15%	39
Strongly Disagree	2%	6
No Opinion	11%	28
Total Responses:		252

The amount of class time committed to prayer and personal devotions is about right.

Strongly Agree	18%	47
Agree	57%	146
Disagree	6%	17
Strongly Disagree	0%	2
No Opinion	16%	41
Total Responses:		253

The school's commitment to outreach ministry with students is in proper portion to its academic program.

Strongly Agree	13%	33
Agree	53%	136
Disagree	14%	37
Strongly Disagree	1%	4
No Opinion	16%	42
Total Responses:		252

The school properly balances faculty-led and student-led ministry.

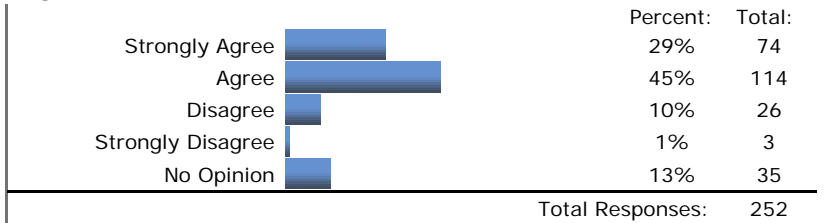
Strongly Agree	8%	22
Agree	38%	98
Disagree	11%	28
Strongly Disagree	0%	2
No Opinion	40%	102
Total Responses:		252

Spiritual formation for students is encouraged across all the grade-levels.

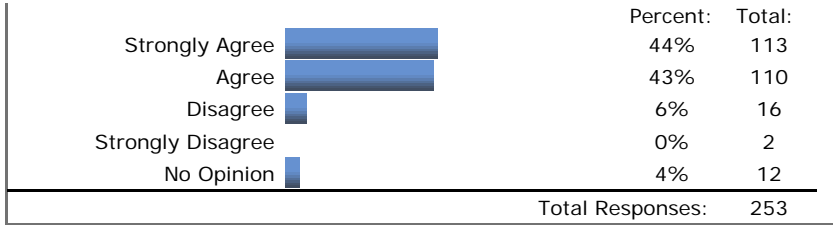
Strongly Agree	26%	65
Agree	53%	134
Disagree	6%	15
Strongly Disagree	0%	0
No Opinion	14%	36

Total Responses: 250

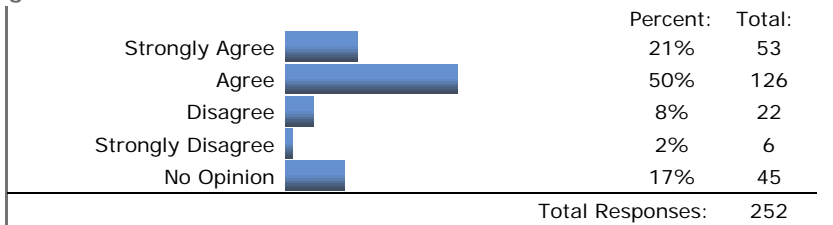
The school undertakes disciplinary matters in healthy and supportive ways.



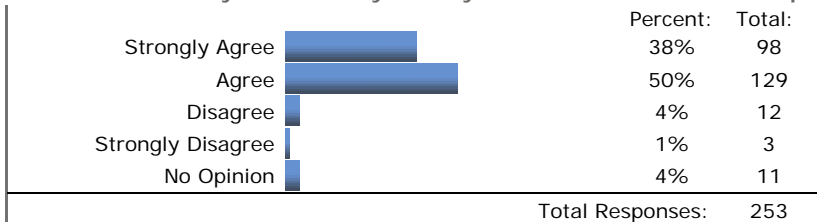
It is important that Regents serves as a model for other classical Christian schools.



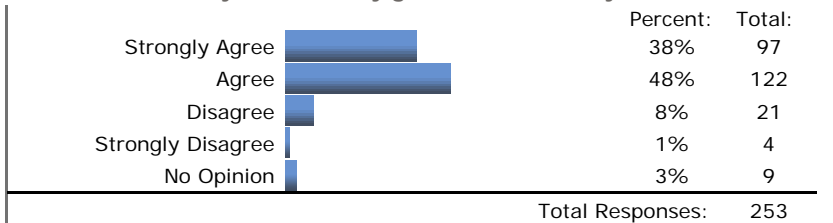
The school's hiring process is consistent with its mission and educational goals.



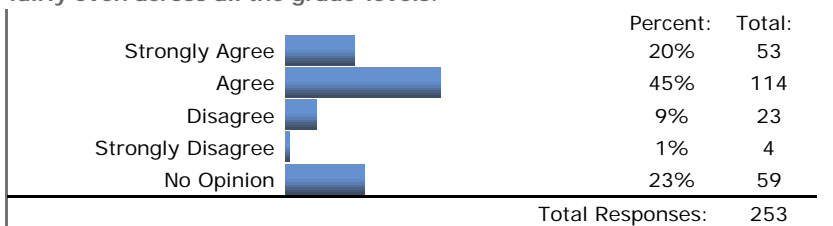
The RSA community is defined by healthy teacher-student relationships.



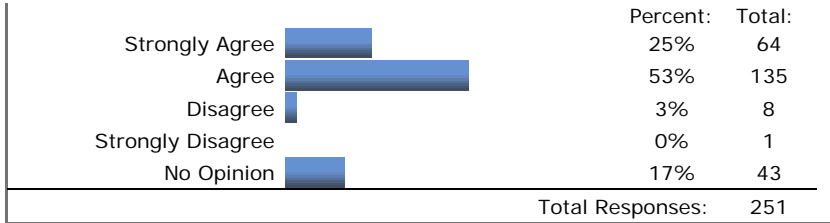
The RSA community is defined by good teacher-family communication.



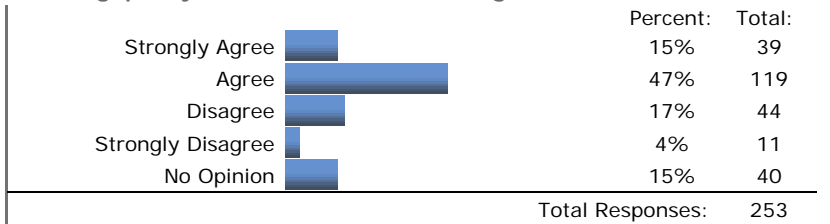
The commitment of the faculty to the spiritual formation of students is fairly even across all the grade-levels.



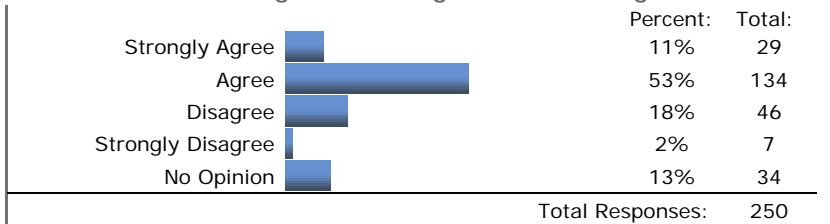
Employee morale is generally high.



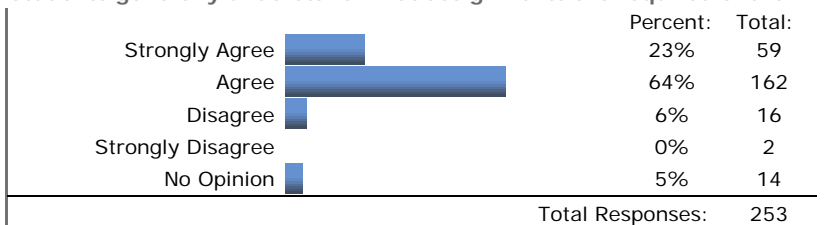
Teaching quality is excellent across all the grade levels.



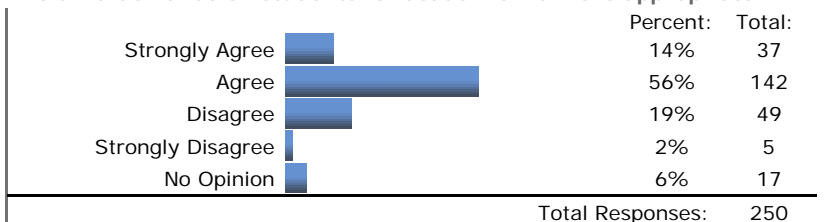
The level of academic rigor is about right across all the grade levels.



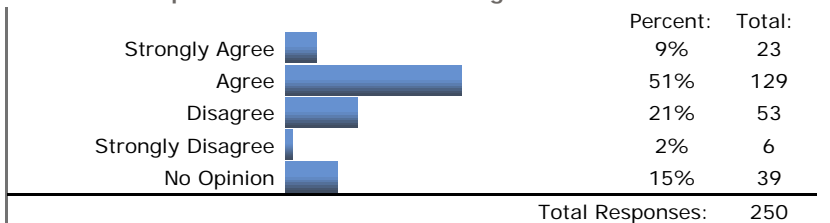
Students generally understand what assignments are required of them.



The time-demands on students for academic work are appropriate.

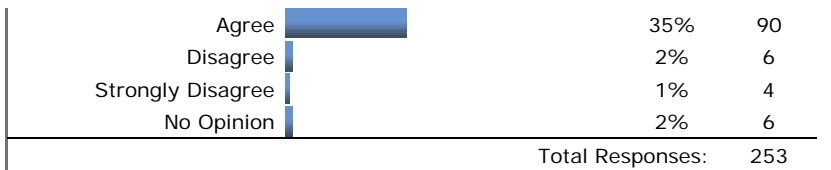


The balance of time-demands on students between academic and co-curricular components of school is about right.

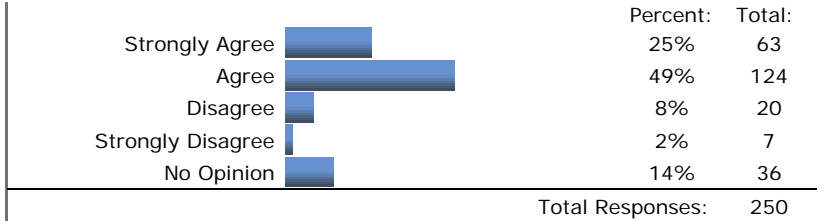


Current class sizes ought to be maintained as they are.

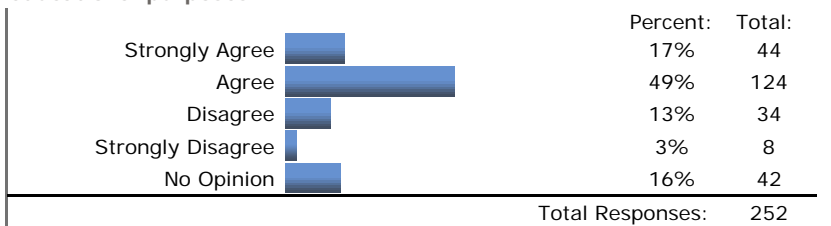




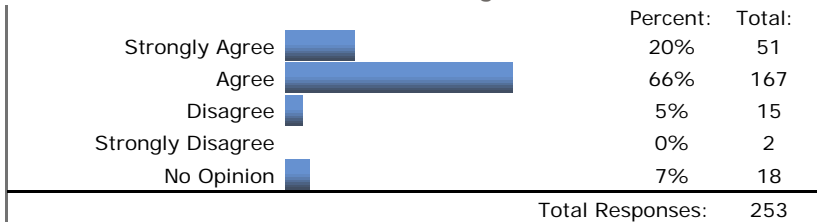
The athletic program is well-integrated into the school's larger educational purposes.



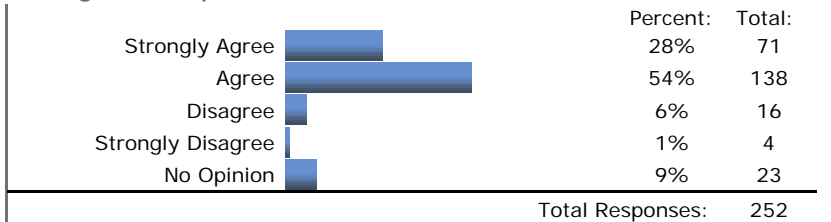
The Fine Arts program is well-integrated into the school's larger educational purposes.



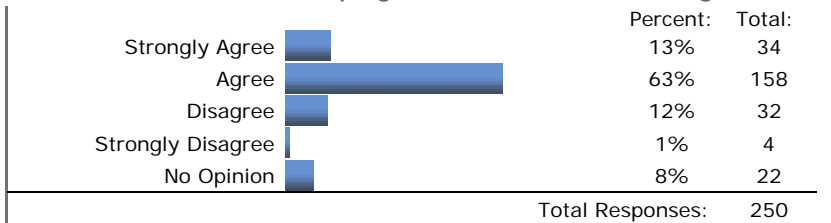
The level of instruction in Bible is about right.



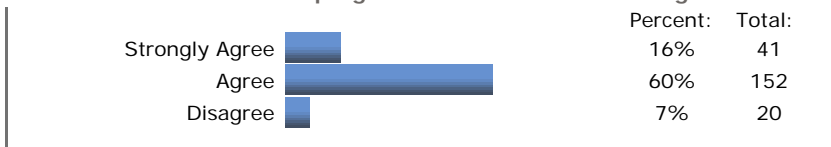
Writing is well represented across the curriculum.





The current mix of curricular programs offered is about the right breadth.








The current mix of athletic programs offered is about the right breadth.








Strongly Disagree		3%	9
No Opinion		11%	29
Total Responses:			251






The current mix of Fine Arts programs offered is about the right breadth.

		Percent:	Total:
Strongly Agree		13%	35
Agree		56%	143
Disagree		14%	36
Strongly Disagree		3%	8
No Opinion		11%	29
Total Responses:			251





Current efforts in college placement are meeting family's needs.

		Percent:	Total:
Strongly Agree		6%	16
Agree		23%	60
Disagree		8%	22
Strongly Disagree		5%	13
No Opinion		55%	140
Total Responses:			251





The school is about the right size enrollment right now.

		Percent:	Total:
Strongly Agree		22%	57
Agree		54%	138
Disagree		13%	35
Strongly Disagree		1%	4
No Opinion		7%	19
Total Responses:			253






It is important that Regents operate on a single campus.

		Percent:	Total:
Strongly Agree		62%	157
Agree		22%	55
Disagree		6%	16
Strongly Disagree		1%	3
No Opinion		7%	19
Total Responses:			250

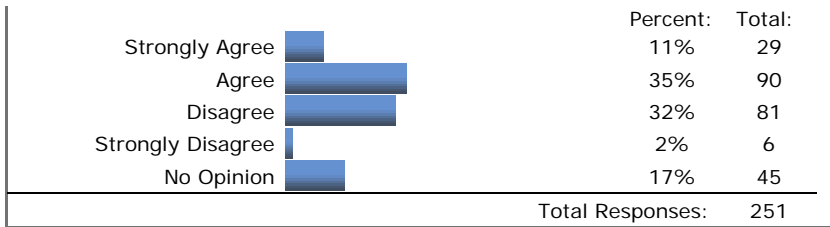
The next phase of expansion of facilities should favor academic structures.

		Percent:	Total:
Strongly Agree		40%	102
Agree		36%	92
Disagree		10%	27
Strongly Disagree		1%	3
No Opinion		10%	26
Total Responses:			250

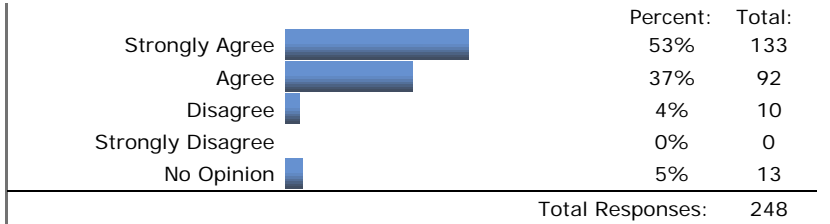
The next phase of expansion of facilities should favor athletic structures.

		Percent:	Total:
Strongly Agree		8%	21
Agree		21%	55
Disagree		41%	104
Strongly Disagree		14%	37
No Opinion		13%	35
Total Responses:			252

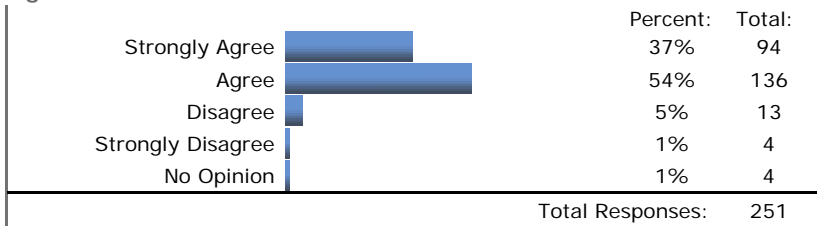
The next phase of expansion of facilities should favor Fine Arts structures.



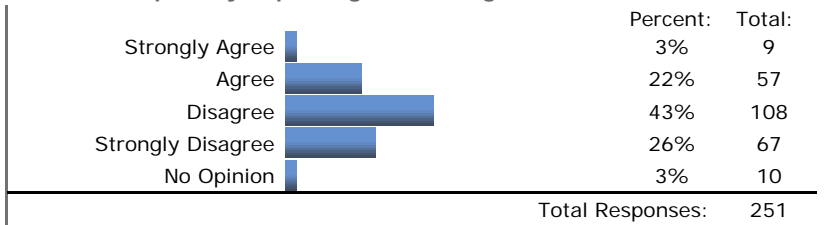
The Science and Nature Center is an important aspect of the RSA education.



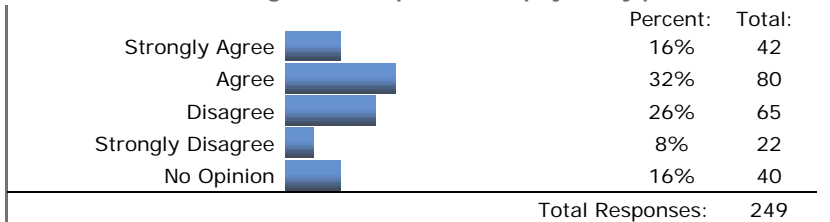
The current level of quality of the school's permanent structures is about right.



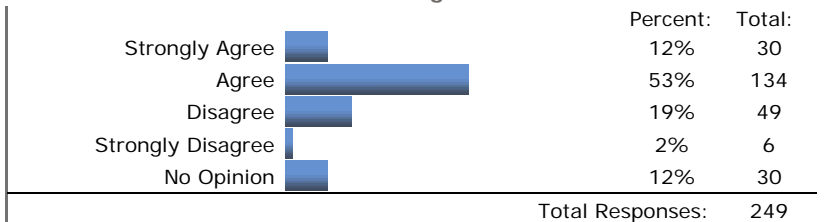
The current quantity of parking is about right.



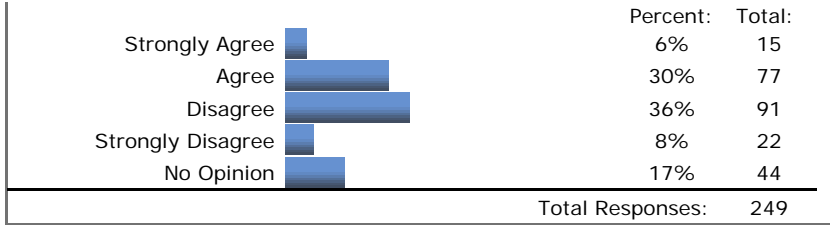
I would prefer that we fund the Tuition Assistance Endowment before we build additional buildings, if that option were physically possible.



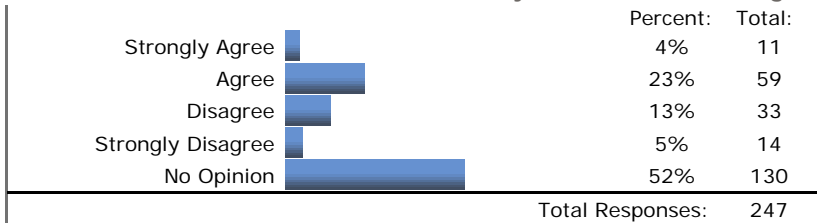
The current level of tuition is about right.



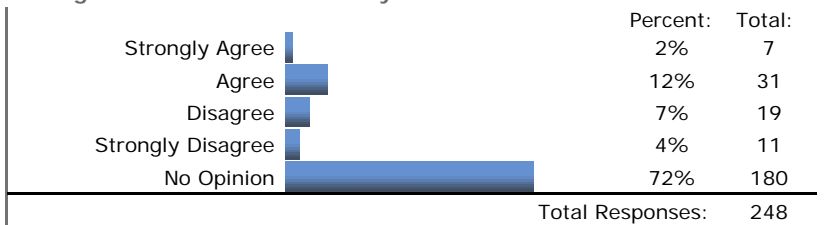
If tuition increases were directly related to increases in educational quality for my children, I would be willing to pay more.



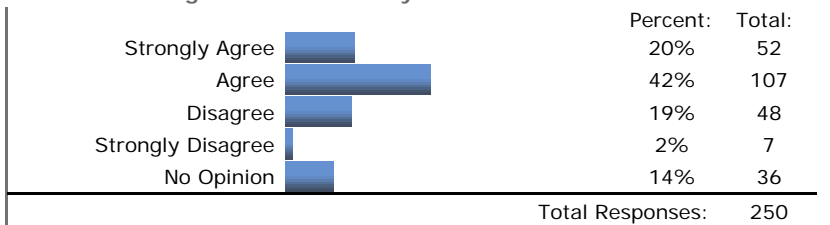
The current amount of financial aid offered by the school is about right.



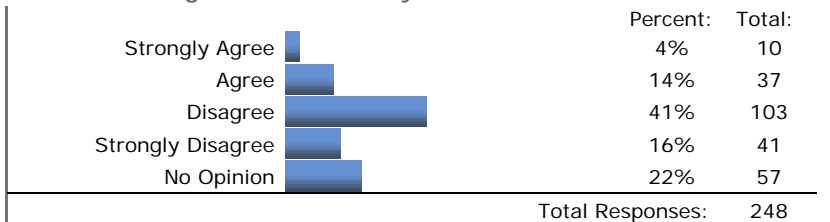
The right mix of families currently receives financial aid.



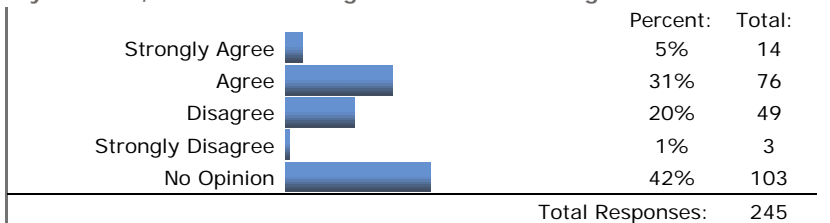
Financial aid ought to be based only on demonstrated need.



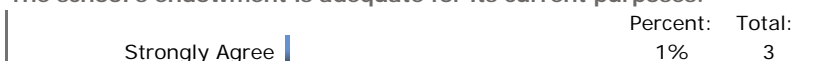
Financial aid ought to be based only on demonstrated merit.







If gift support were directly related to increases in educational quality for my children, I would be willing to make a financial gift to the school.





The school's endowment is adequate for its current purposes.






Agree		10%	25
Disagree		18%	46
Strongly Disagree		6%	17
No Opinion		63%	157
Total Responses:			248

Are you a current parent?

Yes		Percent:	Total:
		86%	217
No		13%	33
Total Responses:			250

If you are a current parent, what grade level(s) does your child(ren) attend? (Indicate all that apply.)

School of Grammar		Percent:	Total:
		50%	153
School of Logic		23%	70
School of Rhetoric		26%	79
Total Responses:			302

Please feel free to address below any concerns or issues not covered in this survey.

<u>Total Responses:</u>	114
Skipped:	139