

Leadership in Global Learning

A Strategic Master Plan for Woodstock School

2010-2015



LEADERSHIP IN GLOBAL LEARNING

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ENVISIONING CHANGE

Celebrating more than 155 years of existence, Woodstock School enters the second decade of the 21st Century with renewed commitment to its position as a leading educational institution in India that prepares its students to become global citizens and scholars. Building on a long history, rich traditions, Christian values and strong reputation, Woodstock can confidently claim its place among the finest secondary schools in the world. A global vision, valued heritage, rigorous academic program, and unique location allow Woodstock to stand out above other schools.

This Strategic Master Plan follows previous planning efforts at Woodstock, most recently the “Service Through Excellence” plan adopted by the Board of Directors in 1996 and the “Achieving Excellence” document developed for the period 2005-10. “Leadership in Global Learning: A Strategic Master Plan for 2010-2015” continues the high standards and focused vision of these earlier plans, while setting more ambitious and challenging goals for the school. In essence, this plan represents the fulfillment and extension of earlier aspirations for propelling Woodstock to the highest levels of excellence.

Educational institutions must evolve in order to survive and flourish. Woodstock began in 1854 as a small school for Protestant girls from colonial families in India. Eventually, it grew into a co-educational missionary school with an American curriculum. As foreign church groups withdrew from India in the 1960s, Woodstock became a Christian International School committed to serving India and the rest of the world. Woodstock is a way of life, nurtured through education, experience and service. Today, Woodstock is at an important juncture in history, where it can ambitiously redefine itself while holding firm to, and building upon, values that have anchored the school for a century-and-a-half.

During the course of implementing this strategic plan, Woodstock’s board of directors, the administration and staff have reviewed and refined the school’s stated mission and purpose. Woodstock will always remain Christian in ethos and character, with minority status in India. The school must place its educational goals and objectives first and foremost. The word “International” needs to be reevaluated because it has been overused by a plethora of new institutions in India and elsewhere and suggests that the school’s students and staff represent merely an assortment of national identities rather than a community of learning with a world view. At this turning point in its history, the school does not require any adjectives or subtitles to define its purpose. Woodstock School will remain synonymous with visionary leadership in global learning.

David J. Laursen Ph.D.



Principal

I. EXECUTIVE SUMMARY

Our commitment to global education requires a vision that looks beyond the horizon but is also introspective. In essence, Woodstock seeks to remove intellectual, social and philosophical boundaries, bringing together a learning community that represents a diversity of identity, knowledge and faith. As citizens of the world, graduates of Woodstock will be prepared to live, work and continue learning in any country or culture. Over the next five years, Woodstock can grow significantly by introducing new initiatives that raise the school’s presence and profile in India, as well as throughout the world. This Strategic Master Plan targets four specific aspects of the school for improvement and growth. These are listed below with some of the key initiatives.

STUDENTS:

- Increasing enrollment from 470 students at present to 530 by July, 2015
- Recruiting more students from underrepresented regions of the world
- Enrolling a greater diversity of students with more endowed scholarships
- Providing greater security and safety for our students both on and off campus
- Promoting student service and leadership in academic and co-curricular activities

STAFF:

- Reducing the annual turnover of staff with stronger Human Resources support
- Enhancing the level of professional qualifications within the staff
- Increasing salaries and benefits for staff
- Funding sabbaticals for long-serving staff
- Integrating residence staff into academic and co-curricular programs
- Optimizing the use of support staff and employee work force

PROGRAMS:

- Restructuring and energizing the Academic Program with a Two School Model
- Strengthening Woodstock’s unique curriculum by adding more AP courses
- Implementing new initiatives in Science, Mathematics and the Arts
- Keeping pace with global standards in IT and other Educational Technology
- Promoting Outdoor Education through new initiatives such as the Gap Semester

FACILITIES:

- Renovating the High School Building, Media Centre and Parker Hall
- Renovating the Junior School Buildings and Classrooms
- Upgrading Student Residences at Alter Ridge, Edgehill and Community Centre
- Adding and upgrading Staff Residences
- Upgrading of Hanson Field to complement the new gym and swimming pool
- Identifying and renovating Heritage Sites on campus
- Opening an Arts Centre at Mt. Hermon



II. MISSION STATEMENT:

Woodstock aims to develop responsible global citizens and leaders by providing a world-class international education, rooted in its Christian heritage and values, for a diverse group of students, especially from families in Christian or public service, in an Indian Himalayan environment.

DESIRED STUDENT OUTCOMES:

A Woodstock student should develop and increasingly demonstrate:

- Appreciation and acceptance of cultural differences and global diversity
- Commitment to service and the use of resources to meet the needs of others
- Strong academic achievement
 1. Renaissance ideals of mastering a range of subjects
 2. Comprehension of scientific inquiry and research techniques
 3. Excellent oral and written communication skills
 4. Creative appreciation for the visual, literary and performing arts
- Understanding of leadership values and motivation to assume leadership roles
- Confidence in the use of information technology
- Commitment to physical fitness and a healthy lifestyle
- Understanding and appreciation of Indian culture and history
- Understanding of the beliefs and values of Christianity and of other world faiths

III. GOVERNANCE AND ADMINISTRATION

Board of Directors: As a governing body that represents all of the major stakeholders within the Woodstock community, the Board will focus its attention on major issues of policy, planning and development. All members of the Board will commit themselves to fundraising and development efforts. The Board will also regularly review its own constitution, bylaws and membership to ensure that it operates effectively and efficiently. Reducing the size of the board will be a priority. The board will define the expectations, based on best practices, of its control over the administration, especially through its monitoring of financial and compliance issues.

See appendix: III.1 Revised Constitution and Bylaws of the Board of Directors

Oversight of the Strategic Master Plan: The Board of Directors will be responsible for monitoring the implementation of the SMP, particularly the Desired Student Outcomes for which clear measures and milestones will be established. Progress toward achievement these outcomes will be assessed on a bi-annual basis, during the two scheduled meetings of the Board and its committees.

See appendix: III.2 Measures and Milestones

Financial Responsibility: Members of the board will be conscious of their fiduciary role, discharging their oversight responsibility in the functioning of the school. The board holds the administration as a whole, and each senior administrator individually responsible and accountable for any failure in meeting the specified targets and results. In turn, the board is held responsible and accountable to the larger Woodstock community for any failure in the discharge of its fiduciary role in exercising oversight responsibilities. A comprehensive business plan with detailed financial projections will be prepared by the principal and finance director, in close consultation with the appropriate committees of the board, by September 2010.

The Finance Director will work with the Principal and Heads of Departments within the school to develop the annual operating budget for the school. He will also work with the Principal and Director of Development to formulate grant proposals for Friends of Woodstock School and other donors to support staff professional development, scholarships and special projects. The school will operate on a balanced budget for operations and will not run a deficit. *Further, a contingency reserve fund will be created to the extent that one quarter of the operating budget for any given year will be kept in reserve.*

The process for developing the annual operating budget will begin in August with a fee structure developed by the administration for presentation to the Finance Committee of the Board early in September. The Board will then be presented with the finance committee affirmed budget for final approval at the September Board meeting. Once the fee structure has been established the budget will be worked up by the Finance Director for presentation to the Finance Committee and the Board will be asked for final approval at the March board meeting. The Board approved budget will then be ready for implementation for the fiscal year beginning April 1.

The development of the annual operating budget will be balanced and managed in accordance with the priorities established in the Strategic Master Plan. The budget as well as fund raising will be directed toward the primary objective of offering an outstanding program for the students while recognizing the impact of rising tuition costs. The Board will carry out a periodical review and assessment of the fee being charged to cover such rising costs. The objective of providing an outstanding program can only be achieved



if competitive compensation is offered to faculty and staff and the Board will remain cognizant of the compensation structures adopted in similar institutions.

In addition to exercising financial stewardship, the Board will remain alert concerning opportunities for investing the School's funds prudently.

The Board will also attach great significance to the appointment of capable and qualified internal auditors and statutory auditors. The internal audit program will be focused on an evaluation and assessment of the processes followed by the School and the inherent risk arising from the failure of these processes to perform in the specified manner. The statutory auditors will be held accountable for the integrity of the School's annual accounts and along with the Chief Compliance Officer for compliance with applicable laws, rules and regulations.

See appendix: III.3 Business Plan and Financial Projections 2010-2015

Policy Manuals: While Woodstock has a considerable number of published policies and procedures, the board of directors and the administration will regularly review and revise these documents with a view to eliminating duplication. It is essential to compile an up-to-date and accessible set of policy manuals that will guide the decision making and day-to-day operations of the school. A separate procedures manual will also be prepared by December 2010. Appropriate and effective information technology systems to support the implementation of policies and procedures will be introduced by June 2011.

Senior Administrative Structure: The Principal will put in place his senior administrative team with clearly defined and delegated responsibilities, ensuring that all departments are adequately represented. New director-level positions have been established in Human Resources, Student Services, and Operations, in addition to the director-level positions already in place.

See appendices: III.4 Organizational Chart, III.5 Delegation of Authority Matrix

Performance Review and Evaluation for Senior Administrators: The Principal receives a comprehensive evaluation by the board, with input from students, staff, administrators, parents and board members. All director-level administrators will be evaluated by the Principal with a similar review process involving students, staff and peers.

Committee Structure: The committee structure of the board and corresponding internal committees of the school will be reviewed to ensure adequate participation at all levels of debate and decision making. Tiers of authority will be established within this structure, both for advisory and decision-making committees with a view to increasing efficiency.

See appendices: III.6 List of Board Committees III.7 Membership Chart of the Administrative, Academic and Principal's Councils, III.8 Charters of Board Committees

Security and Safety: The security and safety of Woodstock's students, staff, employees and campus is of paramount importance. The administration is actively engaged in addressing potential threats and will put in place a comprehensive safety and security plan that anticipates all eventualities from natural disasters and fires to terrorism and political unrest. The plan will include a detailed safety and security manual with procedures for drills for various possible threats to the school.

See appendix: III.9 Safety and Security Plan

Leadership Succession: Within the Board and the administration there will be a clearly defined approach to identifying and supporting a smooth process of succession upon the retirement or resignation of board members or administrators, including the principal. Clearly defined parameters for searches will be given with emphasis on transparency. An effective orientation process will be introduced for new board members and administrators. Staff appointments and renewal of contracts will reflect an ongoing effort to target and promote leadership potential within the staff. While many excellent teachers are not interested or suited to administrative roles, others can be encouraged to remain at Woodstock for longer periods of time if they are given greater responsibility and see opportunities for career advancement through administrative assignments.

See appendix: III.10 Search Process for the Principal and Director-level Positions

IV. STUDENT BODY AND ADMISSIONS

Recruitment and Marketing Strategies: Over the five year period of this Strategic Master Plan, the school will develop more targeted and robust recruitment and marketing strategies. However, the targets for admission remain the same as they have been for more than four decades. This plan envisions the ideal international mix of 1/3 from India, 1/3 from the rest of Asia and 1/3 from North America, Oceania and the rest of the world. The following initiatives represent some of the recruitment strategies to be employed to attract and admit the ideal mix of nationalities:

- Woodstock will hire a fulltime admissions recruiter to assist the head of admissions
- The school will participate in a number of annual recruitment fairs in North America
- Families of US State Department personnel posted in the region will be contacted through the Office of Family Affairs in Washington and individual embassies
- Close cooperation will be renewed with the Aramco schools in Saudi Arabia and similar institutions that offer schooling through grade 9
- Continuing and consistent marketing efforts through multinational companies in India
- Identifying countries within six hours flight time of Delhi where potential students can be recruited such as Singapore, Kenya and the Middle East
- A 25% tuition discount for children and grandchildren of non-SAARC region alumni has been introduced
- Exchange and Year-Abroad programs will be pursued both through the SAGE program and in collaboration with individual schools in North America, Europe and Australasia
- All admissions will be need-blind with limited scholarships available for those who require financial aid

See appendix: IV.1 Student Recruitment Plan

Targets for Increased Enrollment: Woodstock will endeavor to increase the overall enrollment to 530 students by 2015, with a wider representation of nationalities and cultures. The target number of students in the Junior School (Grades K-6) is 130 students, and 400 students in the Senior School (Grades 7-12). Currently the school has 470 students enrolled in Grades K-12. This increase will be achieved by placing additional students in the following areas:

- 20 additional day scholars and boarders in the Junior School, particularly Grades 1-4
- 15 students on named scholarships targeting diversity
- 25 additional students from North America, Europe, Australia and New Zealand



Identifying Candidates for Admissions: Woodstock students generally do not fit into easily defined categories. While students from all backgrounds, nationalities and educational systems will be considered, the ideal applicants will have a strong mix of the qualities below:

- Academic achievement that demonstrates an ability to succeed at Woodstock
- Life experiences and perspectives that suggest an openness to living in a global community
- Strong English language skills, particularly in Grade 9 and above
- An interest in outdoor activities and an ability to appreciate the Himalayan location
- Parents involved in social service careers or education
- Parents involved in church-related medical, educational and pastoral roles

Fee Structure: By the end of five years, in 2015, the school will have closed the gap between the current differential in SAARC and non-SAARC fees, establishing a single fee for tuition and boarding regardless of a student's nationality. A separate Day Scholar Fee will be introduced to attract out-of-boarding students.

See appendix: IV.2 Projected Fee Structure 2010-2015

Scholarships: Through the Development Office, Woodstock will engage in an aggressive fundraising effort to raise scholarship endowments that help create the desired diversity within the student body. In addition to the General Scholarship Fund, Woodstock and Friends of Woodstock School Inc. (FWS) will work toward creating named scholarships that target specific kinds of students such as those from North America and other parts of the world outside Asia. The Scholarship Committee's Policies and Procedures have been revised to reflect a new approach to recruitment and financial aid.

See appendix: IV.3 Policies and Procedures of the Scholarship Committee

V. HUMAN RESOURCES MANAGEMENT

Staffing Strength and Professionalism: The Human Resources Director has prime responsibility for recruitment and retention of staff, working closely with the Principal to ensure that all administrative and staff positions are filled with qualified and motivated personnel. Staff recruitment will be carried out through a carefully developed and consistent Staff Recruitment and Retention Plan that complements the Student Recruitment Plan. This plan will include revised compensation and benefit figures. While aspects of this plan already exist, a final Recruitment Strategy will be developed by the new H.R. Director no later than December 2010. An ongoing staff professional assessment process with regular evaluations by supervisors will be overseen and reviewed by the H.R. Department. Renewal of contracts will only be offered to those staff who meet or exceed school standards and support the school's mission and purpose. The ideal length of a staff member's tenure at Woodstock is 8 years, which represents an initial 3 year contract followed by a 5 year renewal.

The Staff Recruitment and Retention Plan will include the following elements to help attract and retain excellent teachers, residence supervisors and support staff:

- Competitive salary scales with corresponding benefits
- Increased retirement benefits
- Generous professional development opportunities that allow staff to advance their qualifications and credentials

- Improved staff housing and assignment of housing based on staffing priorities
- Rigorous performance evaluation for teaching, residence and support staff with a clearly defined process for assessment and improvement strategies
- Expand the Downs Master Teacher Program
- Endowed Chairs in major subjects such as the Sciences, Math, Social Studies, English and Music
- Sabbatical Program to encourage valued staff members to extend beyond eight years

See appendix: V.1 Staff Recruitment and Retention Plan

Academic Staff: To run a quality educational program, Woodstock must have a quality academic staff. Minimum required credentials are a recognized teaching diploma or degree and an undergraduate degree in the subject of specialization. In the Senior School teaching duties are assigned on the basis of the equivalent of five full-credit classes, which constitute a full load. In the Junior School, faculty in grades K-5 are assigned a homeroom for which they are responsible for all subjects except the arts, PE and Hindi. In Grade 6 there are two core staff members, one responsible for Science and Mathematics, the other for English and Social Studies. All other subjects are taught by specialists.

Maintain a low student-teacher ratio and aim for a maximum class size target of 20 or less. In addition to assigned teaching duties faculty must have time to consult with students and one another on a daily basis and are assigned extra duties outside of classroom hours. Heads of major departments (with three or more staff members) are allotted one class equivalent for administrative duties.

See appendix: V.2 Academic Staffing Plan listing all approved positions with grades

Residence Staff: A model for the deployment of residence staff in dormitories has been developed according to the need for supervision at various age levels. This model will be followed starting August, 2010. Every residence staff member will be responsible for an additional function that involves students, be it sponsoring a major club such as the school newspaper, teaching a class, or coaching sports teams. Additionally, residence staff will be assigned supervision duties in the Win Mumby Gymnasium and swimming pool facility after school and on weekends.

See appendix: V.3 Residence Staff Duties and Deployment

Support Staff: A needs assessment will be conducted by each Head of School and all Directors and the assessment will be used to identify optimal staffing strength and deployment. In certain areas, outsourcing of some jobs will assist in reducing support staff. The final assessment of support staff strength and assignments will be completed by the H.R. Director, no later than December 2010.

See appendix: V.4 Support Staff Profile

Student Teacher Program: There are professional development benefits for classroom teachers who are involved in the mentoring of pre-service teachers. While guiding and preparing pre-service teachers for classroom work, experienced teachers must reflect upon their own practice and be firm in their conviction to best pedagogy. In addition, student teachers bring to the classroom innovative ideas and practice that is rooted in the latest research on teaching.

Woodstock has long been associated with St. Olaf College in Minnesota which has resulted in one or two student teachers coming to the school for a semester-long assignment each year. This program will be broadened to



include student teachers from other institutions, resulting in a steady cadre of student teachers coming to the school who will provide a global perspective that can only benefit the teachers and students at Woodstock.

Employee Workforce: For some time it has been recognized that many Woodstock employees are underutilized and many are not trained or supervised sufficiently to do the jobs to which they are assigned. The school will make a concerted effort to reduce significantly the number of employees on its payroll. The following actions will be taken no later than June, 2011:

- The number of employees will not be increased. If a new employee is required for a position then at least two employees will need to be retired or dismissed.
- Those employees who can be reassigned to duties in new facilities such as the gymnasium and swimming pool will be properly trained and moved within the school without adding to the overall workforce.
- Employees on limited term contract will be reviewed within the last six months of their contract to determine if the school's needs can be met by one of the employees on a permanent contract.
- An effective and targeted early retirement plan will be developed for employees and put in place no later than June, 2011.
- Some employees will be moved off campus to ease the pressure on facilities and infrastructure.

See appendix V.5 Employee Strength and Deployment Plan

VI. ACADEMIC PROGRAM

Woodstock's academic program is designed to promote the highest achievement in students, both in their pursuit of knowledge in the primary academic subjects and in the satellite areas of communication, the arts, outdoor education, service learning, and physical fitness. Our aim is to produce "renaissance" individuals whose critical thinking skills and well-roundedness will place them uniquely in the world of the future.

The Woodstock diploma is recognized by all colleges and universities in the United States and the Indian Mark Sheet is recognized by the Association of Indian Universities. We are committed to the Advanced Placement (AP) program as the end product to our core curriculum. Electives in a wide array of subjects enhance the academic program. The AP program at Woodstock is one of the few offered in India and is recognized throughout the world as a program that goes beyond the traditional high school curriculum with courses that are designed for post high school study. Further, AP examinations are graded externally by professionals in the subjects examined and serve as a benchmark for our success.

The IGCSE and Checkpoint Examinations have been administered at Woodstock for a number of years. These examinations have added pressure on teachers and students, as well as creating inflexibility within the curriculum, while benefiting only a few of our grade ten students. For these reasons, the IGCSE and Checkpoint Examinations will be phased out over the next three years with the last examinations being administered no later than 2013. Woodstock will search for an appropriate external assessment tool that measures achievement from grades 1-12.

The list of Desired Student Outcomes, which appears at the beginning of the Strategic Master Plan, establishes the expectations for a Woodstock graduate. The Heads of the Senior and Junior School will monitor student progress toward these expectations in their respective schools and make alterations to the curriculum and expectations

of teachers if they are not being achieved. Another tool for monitoring the standards of the school will be to compare, from year to year, the admission rates of students to top tier universities throughout the world.

Two School Structure: For a school the size of Woodstock, having three schools operating is both administratively cumbersome and restrictive on the academic curriculum. A two school model will distribute the administrative load more equitably, provide an excellent transition from the whole-learning focus of the Junior School to a more subject-specific focus in the Senior School. It also provides students with the opportunity to take courses consecutively across grades, and provide a six-year continuum of curriculum in the academic subjects.

The Junior School, grades K-6, will be self-sufficient with a head of school being the only administrator responsible for the entire academic curriculum. The Director of Student Services will consult closely with the Heads of the two Schools. The Senior School, grades 7-12, will be lead by the Head of the Senior School who will be supported by two Deans. All department heads will report to the Head of the Senior School and will be expected to liaise and coordinate with the Head of Junior School. The actual change to a two school model will not, in-and-of-itself, change the number of teaching faculty or administrative staff required. The two school model will be implemented in August, 2010.

Junior School Organization and Enrollment: An Early Childhood class will be maintained as a service to staff and will run on a half-day program. A Kindergarten class will run for a full day. Day scholars will be accepted if there is room, with enrollment capped at 20.

Grades 1-5 will be taught in self-contained classrooms, with a cap per class of 20 students. It is expected that the average number of students per grade will be 15. 70 students can be accommodated in the Junior School dormitories at Edgehill and Community Centre.

Grade 6 will be part of the lower school and will be a transition year for students. There will be two sections with 40 students altogether and two teachers will cover the core subjects with one teacher for mathematics and science and one for English and social studies. All other courses will be taught by specialist teachers.

Junior School Program: The primary thrust of the Junior School program will be to provide students with a strong foundation in mathematics and language arts, along with experiential learning opportunities in a wide array of other disciplines. The Junior School Academic and Co-Curricular Program complements and leads on to the Senior School Program. However, admission to Senior School is not guaranteed and will require testing and evaluation in Grade 6.

An expanded reading program, where students who are not reading on grade level are given special instruction, will be introduced and emphasized to ensure a strong level of reading for pleasure and understanding. Textbooks and other educational resources will be selected in conformity with the K-12 curriculum.

See appendix VI.1 Junior School Curriculum

Senior School Organization and Enrollment: Grades 7-12 will comprise the Senior School with specialist teachers in every subject. In Grades 7-10 the target number of students per grade is 70. As many as 90 students, including exchange students, can be accommodated in Grade 11. Grade 12 will accommodate 80 or fewer. An



enrollment plan will be developed taking into consideration the need, the capacity, number of sections possible and the overall financial situation of the school, all in the context of the targeted 465 to 530 expansion in enrollment.

Senior School Program: The Senior School curriculum is designed to provide a solid foundation for learning in Grades 7-9 with opportunities for increased specialization through Grades 10-12. There are specific requirements for graduation and the array of courses both required and elective is designed with the mission of the school in mind to graduate global citizens capable of world leadership.

High School credit (for graduation) will begin with courses offered at the Grade 9 level and above, but students in Grade 8, who are advanced in mathematics and languages, will be placed in credit-bearing courses.

While all departments will be strengthened, special emphasis will be placed on improving the Science and Mathematics departments in terms of curriculum, upgrading of laboratories and research facilities.

A Student Laptop initiative will be introduced, beginning in Grades 7-9. This will be expanded to all of the students in the Senior School by 2012. Students and Teachers will use their laptops for academic assignments, research, communication and record keeping.

The programs in art and drama will be expanded to include compulsory components in grades 7-9 and health will be combined with physical education to provide for age and maturation-appropriate instruction. The requirement for a course in physical/health education will be extended to grade 11.

Semester-long electives will be considered for addition to the grade 11 and 12 roster in philosophy, advanced mathematics, organic chemistry, anatomy and physiology, creative writing, accounting, computer applications, outdoor education, and physical education. AP courses in psychology, music theory, art history and computer science may be added to the curriculum.

See appendices: VI.2 Senior School Curriculum, VI.3 Graduation Requirements, VI.4 Student Laptop Policy

Scholar-in-Residence Program: Each year at least two noted scholars will be invited to spend one to four weeks at Woodstock working on a writing or research project. Scholars-in-Residence will interact with students and staff through lectures, research projects, workshops and social events. The program may be expanded to include professionals and entrepreneurs-in-residence. This program will be administered by the Head of the Senior School, in close consultation with department heads.

Library and Learning Resource Centre: The Library remains a key component of the academic program, supporting reading and research through its permanent collection of books and journals, as well as a variety of online resources. A rare and specialized books section, featuring books related to the Himalayas, will be developed in collaboration with the Hanifl Centre, expanding collections in natural history and mountain culture. By June 2010, the Head Librarian will prepare a plan for acquisitions, both for books or other printed materials and for digital and web-based resources.

See appendix: VI.5 Learning Resource Centre Plan for acquisitions and utilization

Music: Music is the largest department in the school and operates along the lines of a Conservatory of Music. In addition to the individual lessons, band, choral and orchestral ensembles, and theory of music classes that the music department currently offers, several new initiatives are planned. The facility itself will be upgraded to include soundproof practice rooms, new pianos for accompaniment and practice, and a sustainable replacement program for all instruments. The program itself will see an expansion to include composition, improvisation and generation of music using computers and other digital innovations, and short specialist classes in the likes of conducting. The school aims to become a local center of Western Classical and Indian Classical music with a regular concert series for the local community.

English as a Second Language: Woodstock's Learning Enhancement Program incorporates English as a Second Language (ESL) program for students who come to the school not fluent in English. The ESL program operates in Grades 5-9. In Grade 9, students are mainstreamed in all subjects except English. Woodstock will explore the potential for re-introducing a summer school for ESL.

The intent of the ESL program is to make a Woodstock diploma a possibility for students who are not fluent in English but because of the rigor of the senior school program, the school will restrict admission of ESL students to Grades 8 and below, with occasional exceptions in Grade 9.

Learning Assistance Program: Woodstock is a school for academically able students and admission to the school is based on the academic potential of candidates. It is well known that academically able students can have learning disabilities that prevent them from achieving to their potential. For that reason, Woodstock has a Learning Assistance Program (LAP) that operates across the whole school. The emphasis in the Junior School is on helping students with the fundamentals of reading and mathematics. Classroom teachers are charged with identifying students who are having difficulty and referring them to the specialist teacher for assistance. In these grades, once disabilities have been diagnosed, special assistance is designed with help of outside professionals. In the Senior School, only those students with previously diagnosed disabilities are assisted with one-on-one help, designed by the learning assistance teacher with help from a professional diagnostician.

Junior School Enrichment Program: A new program in the Junior School, the Enrichment Program (EP), is designed to give students who are identified as gifted by an accepted external assessment, and who are excelling in their core curriculum work, the opportunity to explore topics and ideas that are beyond the core work of the Junior School. Logic, chess, 3-D geometry, robotics and a Lego-lab are some of the ideas being proposed for this program.

VII. RESIDENCE LIFE AND STUDENT LEADERSHIP PROGRAM

Dormitory Facilities: With the opening of the new Senior Boys' Hostel, Woodstock now has outstanding residence facilities, particularly in the Senior School. It is imperative that after-school and weekend activities make use of the excellent residential and recreational facilities that are available on campus. The facilities available in the residences will include: WiFi Access in all dormitories with appropriate filters and monitoring; enhanced sports and recreational facilities; and heated common rooms for informal and formal social activities.

Residence Supervision and Program: With the appointment of the new Director of Student Services, a comprehensive plan for Residence Life will be developed that keeps Woodstock students active, safe and happy



during their time outside the classroom. Rather than adding structured activities in the residences, emphasis will be placed on providing a supportive and caring environment that allows students to mature socially and personally. Leadership opportunities will be an essential aspect of residence life, giving students an incentive to organize, manage and take responsibility for programs, projects and day-to-day activities. The following areas will be emphasized in the Residence Life Plan, which will be implemented no later than February, 2011.

- Personal counseling will be available at the residences as well as during the school day
- Clear and consistent rules and expectations for behavior will be reviewed and instituted
- Student initiatives for weekend activities, particularly service projects, will be encouraged
- A graduation requirement specifying the number of hours of service activities per year will be instituted
- Students will be given leadership positions in the residences
- Student handbooks will be developed for the Senior School and the Junior School, to be reviewed and published annually
- All students will be strongly encouraged to participate in sports and outdoor activities after school and on weekends
- The time period between 3:45 and 6:00 pm on week days will be reviewed to find creative ways to allow the majority of residence staff to participate in coaching and other after school activities
- Hikes and outdoor activities on the weekends will be included
- A Life Skills Component for the Residence Program will be implemented

See appendix:VII.1 Residence Life Plan

Student Leadership Program: Woodstock strives to develop responsible global citizens and leaders. Currently, there are few opportunities for students to truly develop leadership skills. The Student Council will be given a budget to manage and this will be disbursed to clubs and activities such as the yearbook and newspaper, requiring students to manage the funds responsibly. In addition to these, we will find ways to strengthen current leadership roles, similar to a prefect system for dorms and/or houses.

VIII. CO-CURRICULAR, OUTREACH AND EXTERNAL PROGRAMS

Woodstock can grow significantly through its Co-Curricular, Outreach and External programs. By introducing new initiatives that raise the school's presence and profile in India, Woodstock can build upon its reputation as a leading and innovative educational institution. Two identified areas for growth are Outdoor Education and the Arts. Both of these programs enhance a student's experience of geography and culture, while increasing the relevance of Woodstock to Uttarakhand and India.

School Calendar and Scheduling: A dynamic Co-Curricular and Outreach program is essential to educating well-rounded students who are exposed to a variety of physical, intellectual and creative activities outside the classroom, including service learning and volunteer opportunities. At the same time, it must be recognized that the school calendar is already overloaded with activities and programs. Giving students guidance in making choices will relieve pressure on the students themselves. Students will only be permitted to take part in two major co-curricular activities at one time, such as a drama performance and a varsity sports team.

Model United Nations: The Model United Nations program fulfills one of Woodstock's major objectives -- preparing students to become world leaders. However, the MUN program needs to be realigned with other priorities. A maximum of two MUN programs will be sponsored each year, one of which will be held at Woodstock.

Sports and Fitness: With the opening of the Win Mumby Gymnasium and the new swimming pool, presented by the Class of 1949, Woodstock has an exceptional opportunity to elevate its physical education and sports program to a higher level. By adding a new Head of Athletics position and increasing staff and employee strength in the PE department, the school will foster a culture of fitness and sportsmanship within the student body. The following are examples of initiatives that will be implemented:

- Aerobics and weight training opportunities for all students and staff, with open hours in the fitness room and a supervised fitness regimen that encourages physical well being
- Increased intramural and club sports, particularly racquet sports and swimming
- Realignment will take place in Interschool Competition, giving priority to varsity and junior varsity sports in which Woodstock students can excel, particularly cricket, soccer, basketball, track and field, cross country and swimming. Competitions will be with Mussoorie and Dehradun schools as well as with schools from outside the region, such as the American Embassy School in New Delhi.
- All students will be required to learn how to swim by the end of Grade 9
- In collaboration with Outdoor Education, rock climbing and other adventure sports will be encouraged and supported, with climbing expeditions and short courses run by the Nehru Institute of Mountaineering

See appendix:VIII.1 Sports and Fitness Program Plan

Outdoor Education: Woodstock's Outdoor Education Program, based at the Hanifl Centre, is well on its way to becoming the finest program and facility of its kind in India. Moving forward, the primary goal will be to integrate outdoor education into many different aspects of Woodstock's curriculum and co-curricular programs.

The following are examples of the initiatives that will be implemented:

- Credit-bearing Outdoor Education courses in the high school curriculum
- Enhance the Activity Week and related experiential education to include a greater number of opportunities for outdoor learning
- Develop an ongoing and required first aid and outdoor safety program for students and staff to help ensure awareness of preventive actions and preparedness for emergencies
- Offer a regular series of outdoor leadership retreats for students at the Hanifl Centre
- Sponsor Natural History clubs in the Junior and Senior schools
- Develop and publish materials related to Outdoor and Environmental education, including an Outdoor Education Handbook and Field Guide for the Fleming Nature Trail
- A regular series of talks and presentations by visiting scientists and mountaineers
- Through Woodstock's institutional membership in the Himalaya Club collaborate on projects connected to mountaineering, mountain environment and mountain culture
- Organize annual Woodstock expeditions to climb a peak or undertake a high altitude trek

See appendix:VIII.2 Outdoor Education Plan



Service Learning: The CARE program and other service activities at Woodstock provide opportunities for students to understand social problems and poverty issues in Uttarakhand and other parts of India. By participating in volunteer programs at village schools, helping disadvantaged communities, and working to save the environment, Woodstock students can develop a lifelong commitment to charitable causes. The school will work toward enhancing the current programs by continuing to promote student-led philanthropic efforts. As part of the leadership program in the residences, students will identify problems and issues, raise funds through internal activities and from external sources, manage and disburse the funds, and document their efforts.

Gap Semester: Woodstock School's Outdoor Gap Semester is an excellent example of the kind of external programming that can elevate the school's reputation as a leading institution of global learning while providing additional funds to help support the Hanifl Centre's program, maintenance and staffing. Beginning in August, 2010, the Gap Semester will enroll approximately 12 students each semester. These students will be recruited from outside of Woodstock. Having already graduated from high school, they will remain independent of the school's regular academic program and much of their time will be spent off campus.

See appendix:VIII.3 Gap Semester Program

Winter/Summer Camps: During vacation periods at Woodstock, facilities like the Hanifl Centre will be used for Outdoor and Fitness camps that bring students from other schools in India and the region for two week immersion camps and courses. These programs will be staffed by short term contract leaders and instructors. At the same time, other residences will be used to house such programs as a two week SAT preparation course, supervised and taught by short term contract instructors, and an ESL immersion program for new students. These camps and courses will offer opportunities for qualified Woodstock staff to receive additional compensation by working during their vacation periods.

See appendix:VIII.4 Summer Workshops and Camps Plan

Turner Organic Garden: After one-and-a-half years of operation, the strengths and challenges of the Turner Garden have become much clearer. This facility offers an invaluable resource for science classes in both the Junior and Senior Schools at Woodstock to study the fundamental principles and methods of organic gardening, as well as promoting an awareness of healthy eating habits. While the Turner Garden will remain a source of fresh vegetables for the school community, its true value to Woodstock will be as an outdoor classroom and centre for workshops, service projects and visiting groups. The following initiatives will be implemented no later than June, 2010:

- Redesign and renovation of the existing caretaker's quarters and educational areas using aspects of traditional Garhwali architecture
- Repair and landscaping of the entrance and paths to make the garden more accessible
- Terminate the current management contract with MGVS and appoint a new individual or partner on a consultancy basis to oversee the day-to-day running of the farm
- Expand the crops being grown to include a nursery plot of endangered species of plants, shrubs and trees, which would then be planted around the campus
- Collaborate with NGOs and other organic farms in the region to share information, resources and goals
- Develop educational materials that interpret and enhance the educational component of the Turner Garden for students of all ages

See appendix:VIII.5 Turner Organic Garden Plan

Arts Centre: In an ambitious new initiative, Woodstock will establish an Arts Centre at Mt. Hermon by June 2011. This will be an independent program of the school that enriches the student learning experience and complements current offerings in music, dance, art and creative writing. This centre will attract prominent artists-in-residence from India and abroad and sponsor performances, exhibitions and arts and literary festivals. The artists will be expected to engage with the students and staff at Woodstock through academic and co-curricular programs. This will provide students and staff with the opportunity to interact with renowned artists, photographers, filmmakers, poets, and musicians, whose work will be showcased on campus.

See appendices:VIII.6 Arts Centre at Mt. Hermon Plan

IX. INFRASTRUCTURE AND FACILITIES

Upgrading of Buildings and Grounds: Woodstock's extensive campus is one of its primary assets but the location and hillside environment presents a number of challenges, from electricity and water distribution to issues related to security. An overall campus development plan will be written by December 2010, based on earlier concepts and designs but taking into account recent changes and new priorities. This plan will be developed by the Chief Engineer in close discussion with the Buildings and Grounds Committee of the Board of Directors and the Plant Services committee at the school. Some of the infrastructure initiatives, already identified, are listed below:

Priority Projects:

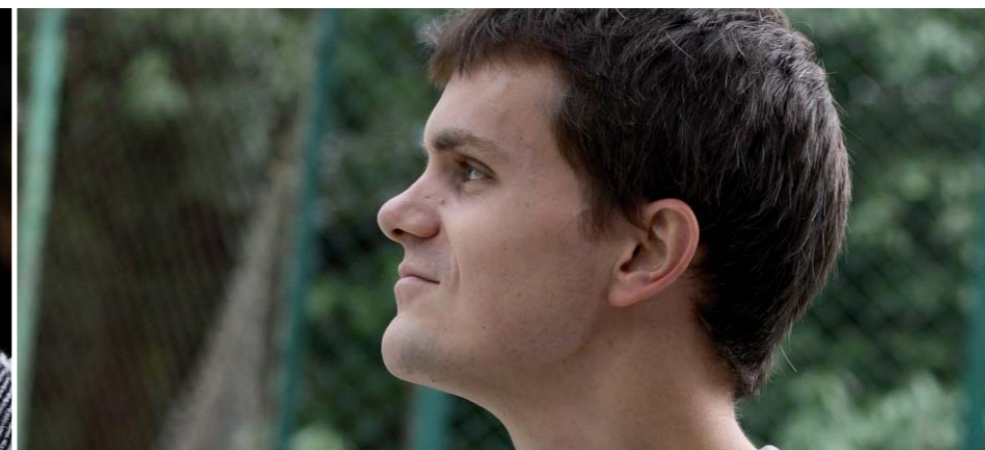
- The High School building, classrooms and laboratories require a complete redesign and renovation. Plans will be finalized with architectural drawings, project logistics and costs. These plans include a phased renovation of the facilities so that instruction can continue uninterrupted in the Senior School.
- Parker Hall auditorium will be completely renovated and improved both in its seating areas and in the performance space, including backstage rooms. The new sound system presented by the Class of 1962 will be augmented with a high quality AV and film projection system.
- The Media Centre and flagpole area will be completely redesigned and renovated to better integrate this facility with the High School block, to better utilize the classroom, study and performance spaces in a manner that enhances a learning environment.

See appendix:IX.1 Renovation of the High School, Media Centre and Parker Hall Plan

- Upgrading of the Junior School buildings in the Quad area

See appendix IX.2 Upgrading of Junior School Plan

- Upgrading of residences at Alter Ridge, Edgehill and Community Centre
- Redesign and renovation of faculty residences will take place in phases
- Purchase of the South Hill property owned by Raipal Singh and conversion of this into new employee housing in order to relocate employees currently housed near Abergeldie
- Removal of the Employees Quarters near Abergeldie and construction of single staff accommodation on the existing plinths between Abergeldie and Pine Rock
- Redesign and renovation of the Alter Ridge dormitory and cafeteria
- Upgrading of Hanson Field to complement the new gym and swimming pool facilities



Preservation of Heritage Sites: Woodstock’s campus itself is a heritage site, one of the few unspoiled sections of Mussoorie. The Woodstock estate includes a number of historic buildings, among which are the Quadrangle with its surrounding structures, as well as Parker Hall. Several of the school properties are of particular importance and will be carefully restored to preserve their heritage. The general appearance and landscaping of the campus will be preserved, with special attention to a uniform color of roofs and walls, as well as painting and fixtures. Primary attention will be given to the following:

- Restoration and repair of Tafton, Upper Woodstock, Edgehill and Mt. Hermon as heritage sites.
- Establishing guidelines for the color of walls, roofs, painting and fixtures on campus
- Improving gardens and plantings on campus

See appendix: IX.3 Identifying and Preserving Woodstock Heritage Sites

Maintenance: With a number of new facilities becoming operational during the period of this plan, improved maintenance is a high priority. The Chief Engineer will be responsible for overseeing both annual maintenance contracts with outside agencies as well as a trained and capable maintenance team that can respond to urgent and long-term needs for repair throughout the school campus. Consistent and careful preventive maintenance will be undertaken in all facilities. The newly introduced facilities database, which includes drawings, diagrams and maintenance history of all buildings will be regularly utilized and updated.

See appendix: IX.4 Facilities Management Plan

Information Technology: Recognizing that information technology is a dynamic and ever-advancing resource for education, Woodstock will introduce new initiatives that allow for flexible upgrading and anticipate the needs of students and staff. All of the major school buildings, including dormitories will be WiFi accessible. The Head of the IT department will be responsible for assessing and fulfilling the needs of each academic or administrative department and acquiring the software that is best suited to Woodstock’s program.

See appendix: IX.5 Information Technology Plan

Resource Management and Conservation: With the recent upgrading of water and electricity supply to Woodstock’s campus, it is evident that no increase in power or water supply can be anticipated in the next five years. For this reason, it is essential that Woodstock put in place effective measures for water and electricity conservation. The Chief Engineer will develop a plan to conserve and manage resources. This will include some of the following initiatives:

- Awareness and monitoring of electricity conservation in the residences and classrooms
- Water harvesting projects at specific buildings, similar to the Hanifl Centre and Midlands
- Installation of a wastewater and sewage treatment system
- Sponsoring a workshop at the Hanifl Centre, with architects and environmentalists, discussing and proposing methods of creating and maintaining a “Green Campus”
- All new renovation and construction will meet stringent environmental standards
- Preservation and environmentally-friendly utilization of forest resources on campus
- Installation of “dark-sky” lighting on campus to reduce light pollution

See appendix: IX.6 Campus Maintenance and Resource Management Plan



X. DEVELOPMENT

The Development Office will support key areas of this plan through maintaining and increasing its expertise in alumni relations, marketing, communications, and fundraising.

Alumni Relations: The Alumni Relations staff will continue and expand their programs, particularly in order to increase the involvement of alumni in India and the Rest of the World.

Appendix X.1 Alumni Relations Plan

Communications: The Development Office will strengthen and focus its communications with alumni and parents with regard to school programs and initiatives, as well as student and staff activities and accomplishments. It will continue to explore trends in on-line communications and social media. Publications and other communications with alumni and other stakeholders will be reviewed.

Appendix X.2 Communications Plan

Marketing: The Development Office will work with Human Resources and Admissions in strategic planning, carrying out goals, market and message analysis, and formulating effective strategies. It will continue to build expertise in marketing and communications, particularly in the increasingly important areas of online communications and social media. It will recruit, develop and retain staff with the key skills necessary to make this contribution, notably in marketing, database management and analysis, and web design and programming.

Appendix X.3 Marketing Plan

Fundraising: Most of the funds required in this plan for capital investment and endowments will be raised through alumni and parent donations, corporate sponsorship, and grants from foundations and other institutions that support educational initiatives. Woodstock School will develop an aggressive fundraising strategy in cooperation with the Woodstock Old Students Association (WOSA), including a capital campaign to raise these funds.

Woodstock’s 150 Campaign, which concluded in 2006, successfully raised \$ 7.1 million for the school and supported significant improvements in facilities and programs. In 2008-09, major donors provided funds for the Win Mumby Gymnasium, the reconstruction of Hostel and scholarships, totaling approximately \$4 million.

Recent meetings and discussions within WOSA/NA and Friends of Woodstock School Inc. (FWS), an independent US 501(3)c foundation that supports Woodstock School, have identified several initiatives that need to be coordinated and implemented by the Development Office.

- Establish WOSA fundraising committees in North America, India and other parts of the world to organize and motivate alumni and parents to give generously to the school. (This has already begun in North America.)
- North America continues to have the largest concentration of Woodstock alumni. Therefore, it is necessary to have a full or part-time fundraiser and alumni coordinator based in the United States.
- Feasibility studies and preliminary efforts to organize a major capital campaign will begin in 2010, aligned

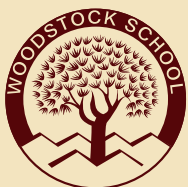
with the priorities established by this plan. The Capital Campaign will be conducted in collaboration with FWS, WOSA/NA and other WOSAs. In addition to major infrastructure projects the two other priorities will be to build Endowments and expand Legacy Gifts and Planned Giving.

- An increased focus on engaging alumni resident in India will be made to increase giving by this group.
- An Annual Solicitation from FWS, WOSA/NA and Woodstock will be sent out each year to alumni, parents and friends of the school in North America. SAARC and the Rest of the World appeals will come directly from the school.

See appendix X.4 Fundraising Plan, Appendix X.3.1 Report on 150th Campaign

To view an online version of this Strategic Master Plan and appendices please visit
www.woodstockschool.in/smp





WOODSTOCK SCHOOL
EDUCATION FOR A WORLD OF DIFFERENCE
MUSSOORIE · UTTARAKHAND · 248179 · INDIA
Phone: +91 (135) 661-5000 Fax: +91 (135) 263-2885
www.woodstockschool.in · mail@woodstock.ac.in