



---

# METAIRIE PARK COUNTRY DAY

---

**STATE OF THE SCHOOL REPORT | 2018**





METAIRIE PARK

COUNTRY DAY

SCHOOL

Dear Trustees, Parents, Faculty, and Staff,

In the first board meeting of the 2017-2018 academic year our Head of School, Matt Neely, shared an interesting sentiment that I'd like to share with you. He stated quite emphatically, "It's good to be new at Country Day!"

I've pondered over that sentiment, what it means about our school, and what it means about our students, teachers, and community. Now, after working with Matt for more than a year, I better understand the origins of his contagious enthusiasm. The strength of our faculty and academic programs, our warm and welcoming community, the eagerness with which new ideas and valued traditions are embraced and shared, and the many existing and burgeoning occasions for collaboration and creation allow Country Day to be a place of tremendous opportunity.

Such a simple, earnest statement reminds me why I am proud to be a Cajun. It reflects the many aspects of Country Day that I have always felt set it apart from other schools.

You've probably felt that same sense of unfettered pride if you attended a Parent Lunch & Learn in the Lydia Sneed Engineering Lab or our cherished Grandfriends' Day celebration, ate lunch with your child or grandchild in the Coleman Family Dining Room or seen an upper school student working on a digital art project in the Art and Lower School Science Building. The opportunities for our children today are truly endless, and we remain poised to grow those opportunities moving forward.

Please take a moment to read our 2017-2018 State of the School report. Learn about our many accomplishments from 2017, hear from our Academic Dean Howard Hunter as he outlines Country Day's long-standing, yet progressive tradition of weaving together disciplines, programming, and technology, and join Matt in his sincere enthusiasm and thirst for teaching, teachers, and the education of our entire community.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Andy'.

Andy Weinstock  
Chair, Board of Trustees



# Matt Neely *Breaking Barriers to Progress* BY CATHY HUGHES

Matt Neely, the new Head of School at Metairie Park Country Day School, vividly remembers the moment he knew he would be a teacher.

In just minutes, the bell would ring for lunch on the last day before winter break of 1985 at Skyline High School in Oakland, California. Neely was a junior in an English class led by Ernie Karsten, who was treating the restless teenagers to a reading of two short stories by Oscar Wilde, “The Happy Prince” and “The Nightingale and the Rose.”

“When the bell rang, he said, ‘Please stay,’” Neely recalls. “And we stayed.”

In that moment, Neely says, he knew he wanted to be a teacher, delivering access to a world of the mind as appealing as the final sprint to the holidays.

## “It’s good to be new”

Neely was chosen in December 2016 to succeed Carolyn Chandler upon her retirement from Country Day, and took over the position in July 2017.

The transition in leadership is just one aspect of the fresh starts at Country Day during this school year. The 10,000-square-foot Science and Engineering Building has opened, the Coleman Family Dining Room has been expanded and renovated, and the 10,000-square-foot Art and Lower School Science Building is enriching collaboration between these disciplines.

With the slogan “It’s good to be new,” Neely has embraced the opportunities associated with his newness as Head of School and the newness of the settings where Country Day pursues the mission defined by its founders in 1929.

“We’re inviting faculty and parents to our Science and Engineering Building for lunch and learns and we are hosting more events in

the spacious dining room, so it’s a fresh, new feel for our most time-honored traditions,” Neely said. “There are events that we’ve done for 25 years, but now they are in a new location, so we get to look at them anew. It’s really exciting.”

“Much of my effort is to try to maintain that vitality as I go into years two and three,” he said.

Neely’s appreciation for the benefits of newness is reflected in his emphasis on staff development. During the first seven months of his tenure, 143 Country Day employees participated in 90 educational exercises, conferences, classes, and conventions.

Among these were:

- ▶ Faculty Fellows projects on topics ranging from news and media literacy to African-American history to use of standardized test score data
- ▶ Remi Ottelin’s and Virginia Barba’s week at Columbia University for the Reading and Writing Project, focusing on The Writing Workshop approach for children from Kindergarten through second grade
- ▶ Sheena Reed’s and Shannon Barrilleaux’s participation in the New Directors Workshop of the Association of College Counselors in Independent Schools
- ▶ Mike Miley’s research for his book “Truth and Consequences: The Game Show in Fiction and Film,” which the University Press of Mississippi plans to publish in late 2018
- ▶ Ellen Cohen’s participation in a workshop at the University of Minnesota titled “Teaching Language through the Lens of Social Justice”

For Neely, the newness is not just on the job. The move to Metairie marks his first time living in the South, and Mardi Gras 2018 was

**1969**

**MATTHEW RICHARD NEELY**

born in Longview, Washington, the third and youngest child of Richard Neely and Joelle Neely.

**1987**

**MATT NEELY GRADUATES**

from Skyline High School in Oakland, California.

**1991**

**B.A. IN HISTORY**  
from Yale University

**1991-1998**

**TEACHER AT MOUNTAIN VIEW HIGH SCHOOL,**  
Mountain View, California

**1992**

**M.A. IN EDUCATION**  
from Stanford University



**1998-2006**

**ASSISTANT PRINCIPAL**  
of Mountain View  
High School

**2000**

**M.A. IN  
ADMINISTRATION AND  
POLICY ANALYSIS**  
from Stanford University

**2003-2006**

**MEMBER OF THE  
MOUNTAIN VIEW CITY  
COUNCIL, SERVING AS  
MAYOR IN 2005.**

Neely met his wife, Erica,  
while running for City  
Council in 2002.

**2006-2008**

**PRINCIPAL**  
of the PreK-12 American  
Overseas School of Rome

the first for him; his wife, Erica; and their sons, Owen, 10, and William, 8.

Learning about local customs is rewarding, he said, not only because of the information gained, but also because of the conversations that result when his questions cause people to question routines they had taken for granted.

### **“Always ask why”**

Questioning routines is a central part of Neely’s approach to school administration.

“It’s hard to teach when you are an administrator,” he said. “You have to find pockets and places to teach.” As head of school, rather than working to teach young people the habits of diligent scholarship and productive citizenship, he is working to teach an organization – the Country Day family – the habits of effective collaboration and continuous improvement.

“I don’t teach teachers a lot about pedagogy; I’m not that type of instructional leader,” Neely said. “What I’m trying to do when I’m at my best, when I’m not just answering email or handling day to day business, is teach the organization how to be and act.

Right now, I’m trying to teach everyone how we are going to learn as an adult community.

“I’d like to create a community that intentionally decides what we are going to work on, plans that work out, and then shares the learning and alters our practices, whether we are administrators or teachers.

That would be a home-run implementation of my professional development vision.”

A key part of this organizational strategy is a readiness to question old assumptions about how things are done, embodied in the phrase “Always ask why.” At Country Day, Neely said, he is adamant about learning why things are done a certain way because he genuinely wants to better understand the cultural norms and language of Country Day. He also wants to ensure that every opportunity to advance the school’s mission and vision are realized. Understanding the school’s strengths and weaknesses, as well as opportunities is essential to that pursuit. “Sometimes I’m purposefully provocative about it.”

“Schools don’t change very well. That’s one of my laments. Schools struggle to be flexible and adaptable,” he said. “Schools tend to recapitulate themselves and act like they did 25 years prior. I think you have to struggle against that. I can already tell the Country Day community is open to continuously striving to be its best.”

### **“Open arms, open doors”**

Through it all, Neely sees Country Day not as an island but as an integral part of the wider community.

“Education is political and civic,” he said, empowering young people to identify the challenges and opportunities of a changing



world, collaborate on responses, and engineer progress. “As much as we are creating great chemists and writers, we are creating great citizens.” At Country Day, he says, he sees opportunities to engage and educate through community-based programs such as New Orleans Scholars Program, through collaboration with community organizations and businesses, through speaker presentations that are open to the public and cover a myriad of topics, and through travel and study abroad programs.

Neely’s views on the civic and political context of education are more than just talk. While he was assistant principal of Mountain View High School, he served from 2003 to 2006 on the City Council of Mountain View, California, home to the headquarters of Google, Mozilla, Symantec, and Intuit. He had the highest vote total in the November 2002 City Council election, and in 2005, he served as Mountain View’s mayor.

In a resolution of appreciation approved at the end of Neely’s term as mayor, the Mountain View City Council noted his leadership in the area of youth services, supporting the expansion of the All Stars after-school program, the adoption of more stringent ordinances to discourage sales of tobacco to minors, and the establishment of a child-care center.

Near the end of Neely’s term as mayor, a political opponent told the Mountain View

Voice that Neely had won his respect through his willingness to compromise. “I appreciated the fact that even though he didn’t agree with our position, he at least was open to listening to us,” Peter Messina said. “I think that’s why he made a great mayor; he didn’t shut out people who disagreed with him.”

At Country Day, Neely expresses his commitment to the school’s civic role through the motto, “Open arms and open doors.” He has emphasized creating a hospitable environment, having dark walls repainted white and providing refreshments such as coffee and bottled water in the lobby. Usually, the door to Neely’s office stands open and when he’s not sitting at his desk, he is listening to a class as it unfolds, taking grandparents on a tour of campus, sitting with students at lunch, participating in an alumni event in New York, or getting off campus to meet with parents and community leadership.

So what happens next? According to Neely, “We’ve just begun to harness a profound momentum. A momentum that will help us as we design the future for Country Day through innovative changes to our curriculum, program, and as we explore ways to ensure our students enter the world fully prepared, alive with excitement, and ready for life’s challenges.” As Abraham Lincoln said, “The best way to predict your future is to create it.” “We plan to do just that.”

**2007**  
**OWEN NEELY**  
born

**2008-2017**  
**HEAD OF SCHOOL**  
at Epiphany School in  
Seattle, Washington

**2009**  
**WILLIAM NEELY**  
born

**JULY 2017**  
**HEAD OF SCHOOL,**  
Metairie Park  
Country Day School



# A Sense of Purpose

BY HOWARD HUNTER, ACADEMIC DEAN

The 1930s were hardly propitious years for getting a school off the ground. The country was in the throes of the Great Depression and militarist dictatorships threatened global stability. Heightened uncertainty was the norm. Yet Country Day School prevailed because founding headmaster Ralph Boothby and the young faculty were committed to an idea, a new way to educate. For them collaborative experiential learning was a sacred mission — students learned biology for example, by camping trips on Dauphin Island, quite a hike in those days, cooking was a group chemistry experiment, history a group project, students explored the English language through performing the operettas of Gilbert and Sullivan, and modern dance was all the rage for artistic expression.

No doubt academic content was sacrificed for the notion of learning by doing, but in our post-ironic era, one has to be impressed by the earnestness of it all, i.e. the overriding sense of purpose. A school memoir of the period mentions a favorite activity of students weaving “towels, mats, rugs, and even curtain material” for the community on looms. While this begs credulity as an academic pursuit, John Dewey in his classic work *The School and Society* proclaimed that weaving gave children “insight into materials used and mechanical principles involved” in the course of human development. Students would develop a visceral grasp of history as opposed to reciting minutiae from textbooks. And in retrospect, weaving effected pattern creation and recognition, essential skills for all of the academic disciplines.

We continue to teach pattern creation and recognition through computer science. In a sense this is quite fitting since in 1834 Charles Babbage appropriated the idea of cards with punched holes to program his Analytical Engine (the first prototype of the computer) from silk weaver Joseph-Marie Jacquard’s programmable loom. Our students are currently learning to program through fourth generation languages of SCRATCH, C++, and Java Script. Lower School students use SCRATCH to code stories and pictures, Middle School students code robots with block coding, and Upper School students develop algorithms for solving complex problems in C++ and JAVA. Like our students of 89 years ago, we problem solve and generate ideas through collaboration.

All of the academic subjects have their own patterns — language structure, numeracy, trends, symbols, laws of nature — but

ultimately we want our students to have what John Henry Newman called a “connected view” of knowledge, the ability to see how the disciplines complement one another and together create a coherent whole. Boothby understood this; in the beginning years traditional subjects were replaced by “units of work.” A typical unit would be a study of river transportation that would entail the use of geography, history, science, mathematics, art, research, reading, and writing.

The exigency of college admittance as well as an expanding student body led the school to abandon the integrated approach in the 1950s, especially for the older grades. Yet it is in our hard wiring — this year our New Orleans Scholars in the Upper School worked with K – 4th grade science classes to develop a model of New Orleans, the Mississippi, the estuaries and bayous that surround it. The project was an interdisciplinary study on water management. The Scholars then produced a documentary for the school website. Last year, we had a pilot program on design thinking integrating art, mathematics, and computer science. Our new Lydia Sneed Engineering Lab allows students to turn math equations into code and generate art using a laser cutter, a 3-D Printer, and CNC Routers.

The most prodigious thinkers have always believed in a unified body of knowledge held together by an intricate weave of ideas that transcend time and space. Leonardo De Vinci’s Vitruvian Man articulated the geometric connections between the arts and sciences as well as the earthly and cosmic. Byron’s brilliant daughter Ada Lovelace (who with Babbage pioneered computer programming) saw mathematics as both poetical and spiritual, a portal for understanding Creation. While the 20th century brought specialization in all of the academic disciplines, there is now a consensus among educators that the complexity of global challenges requires a multi-disciplinary, integrated approach. The essential question on how shall we live is not one to be addressed through specialization. The human brain with 100 billion neurons connecting through 100 trillion synapses is the best tool we have for making sense. Through collaboration we can multiply and unleash human potential in ways we never imagined even twenty years ago. Yet going back to our roots by creating patterns in various weaves between disciplines reaffirms the original mission of the school. As the song goes, “Everything old is new again.”



# Athletics

## SCHOLAR-ATHLETE HONORS

- LHSAA Academic All-State Baseball: 4 Team Members
- LHSAA Academic All-State Boys Basketball: 3 Team Members
- LHSAA Academic All-State Girls Cross Country Class 2A: 1 Team Member
- LHSAA Academic All-State Boys Cross Country Class 2A: 3 Team Members
- LHSAA Academic All-State Boys Soccer: 1 Team Member
- LHSAA Academic All-State Girls Soccer: 1 Team Member
- LHSAA Composite Academic All-State Girls Soccer: 1 Team Member
- LHSAA Academic All-State Softball: 1 Team Member
- LHSAA Academic All-State Boys Swimming Division IV: 1 Team Member
- LHSAA Academic All-State Boys Tennis: 1 Team Member
- LHSAA Academic All-State Girls Tennis: 1 Team Member
- LHSAA Academic All-State Boys Track & Field: 1 Team Member
- LHSAA Academic All-State Girls Track & Field: 1 Team Member
- LHSAA Composite Academic All-State Girls Track & Field: 1 Team Member
- LHSAA Academic All-State Volleyball Division V: 1 Team Member
- GNOSF Chevron Scholar Athlete of the Week: 1 Team Member
- WWL A+ Athlete of the Week: 1 Team Member

## CROSS COUNTRY

- BOYS:**
  - 6th in State
  - District Champions
  - District MVP
- GIRLS:**
  - 9th in State
  - District Champions
  - District MVP

## FOOTBALL

- Lost in the 1st round of Class 2A playoffs
- GNOSF Quarterback Club Player of the Week: 1 Team Member
- Class 2A All-State Honorable Mention: 2 Team Members
- NOLA.com Small Schools All Metro Team: 3 Team Members

## SWIMMING

- BOYS:**
  - 9th in State
- GIRLS:**
  - 12th in State

## VOLLEYBALL

- State Champions
- Undefeated District Champions
- State Championship Player of the Game: 1 Team Member
- LVCA Division V All-State: 2 Team Members
- LVCA Division V Coach of the Year
- Advocate All-Metro Small Schools: 2 Team Members
- Advocate All-Metro Small Schools Coach of the Year
- NOLA.com All-Metro Small Schools Team: 2 Team Members
- NOLA.com All-Metro Small Schools Coach of the Year
- NOLA.com Player of the Week: 2 Team Members

- Under Armour All-American Honorable Mention: 1 Team Member

## GOLF

- 7th in State
- 3rd in Regionals
- District Champions

## TENNIS

- BOYS**
  - 2nd in State (Team)
  - Singles State Champion
  - 2nd in Regionals (Team)
  - Singles Regionals Champion
- GIRLS**
  - 3rd in State (Team)
  - 2nd in Regionals
  - Doubles Regionals Champions
- USPTA Coach of the Year

## BASKETBALL

- BOYS**
  - State Champions
  - District Champions
  - LHSAA Division III State Championship Player of the Game: 1 Team Member
  - Allstate Sugar Bowl/LHSAA Boys' Basketball Tournament Most Outstanding Player: 1 Team Member
- Louisiana Sports Writers Association Class 2A All-State Team Outstanding Player: 1 Team Player
- LHSAA Class 2A All-State: 1 Team Member
- Class 2A MVP: 1 Team Member
- All-Metro Player of the Year: 1 Team Member
- USA Today All-Louisiana Team: 1 Team Member

- GIRLS:**
  - Lost in 2nd round of Division III State Playoffs
  - 4th in District

## BASEBALL

- 4th in District
- NOLA.com All-Metro: 1 Team Member

## SOFTBALL

- 3rd in District

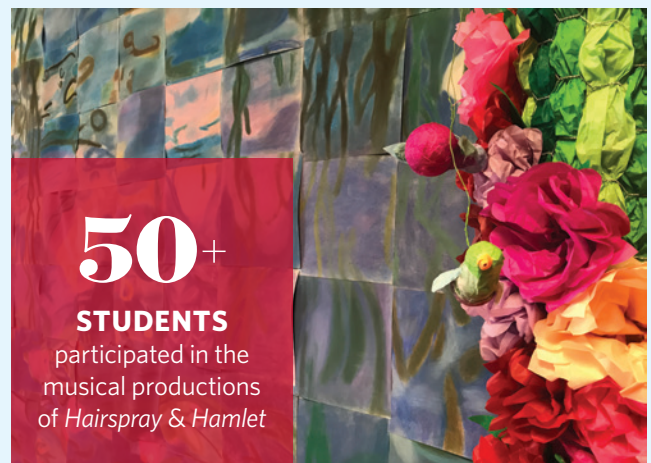
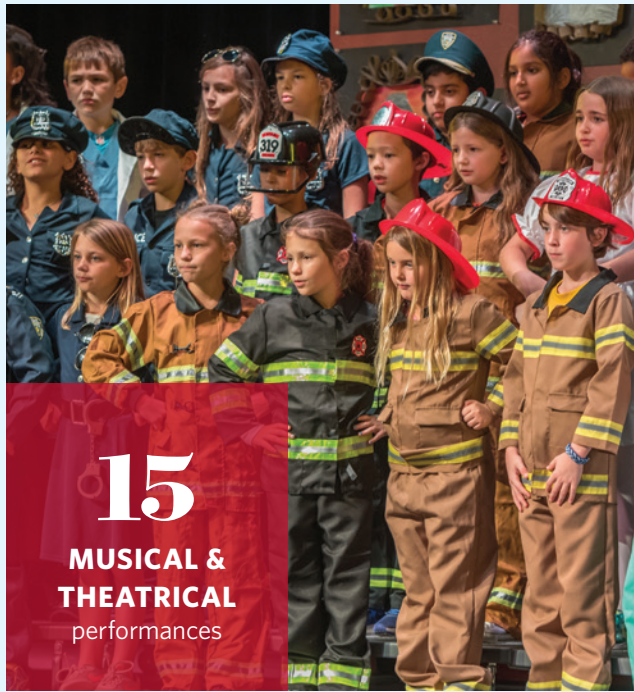
## CHEERLEADING

## GIRLS SOCCER

- State Runner-up
- District Champions
- All-Metro Team: 1 Team Member
- All-Star Team: 1 Team Member

## TRACK AND FIELD

- BOYS:**
  - 5th in District
- GIRLS:**
  - District
  - 3rd in District
  - 1st in 800m
  - 1st in Discus
  - 1st in Javelin
- Regionals**
  - 5th in Regionals
  - 1st in Javelin
- State**
  - 9th in State
  - 2nd in Javelin



Listen to Country Day's winter choral concert performance of "Mr. Blue Sky" at [facebook.com/metairieparkcountryday](https://www.facebook.com/metairieparkcountryday).



# The Arts

BY KATIE ANTIS, ARTS DEPARTMENT CHAIR

The Arts are alive at Country Day!

Over the last year, students presented three major art shows in Georges Art Gallery, participated in more than fifteen musical and theatrical performances, and performed during open houses, football games, and alumni events. In addition, our student artists and musicians ventured off campus to contribute to art exhibits such as Art in Bloom at the New Orleans Museum of Art, and students crafted ceramic soup bowls to share with the Salvation Army during the Souper Bowl Gala. Musicians were selected to perform at the district and state levels and several artists placed nationally in the Scholastic Art and Writing Awards.

In 2017, over fifty upper school students were involved in the spring musical production of *Hairspray* followed by the Fall Shakespeare performance of *Hamlet*, both to rave reviews. Students were involved in every aspect of the performances, both on and off stage.

The Upper School Advanced Chorale has more than sixty-five singers this academic year and they have already been involved in performances at Open Houses, Grandfriends' Day, and our Winter Choral Concert. That number grows to over 150 when middle school singers are included. A special feature in this year's winter choral concert was, "Mr. Blue Sky," a piece arranged by senior, Darby Le, specifically for our choir.

More than ninety students perform in the middle and upper school band and orchestra. The Fall Concert was based on the theme, Character Counts, and featured classical, jazz, and popular pieces that either embodied a character trait or were a character theme song, culminating with a mass performance of Aretha Franklin's *Respect*.

Lower School students are always busy creating and performing. This year's Grandfriends' Day musical was titled, A Hero In Us All, and recognized the everyday heroes that make our world a

better place. The students participated in a special collaborative project in which they wrote essays about their own personal heroes and created a portrait of them that hung in Weinmann Auditorium during the performance. Little Group, an ensemble of select singers in 3rd, 4th, and 5th grade, also brought home superior ratings for their performances at the district and state choral festival.

Lower School students also shined in the Kindergarten Merry Meeting performance of *The Color Factory*, which was a special treat for their senior buddies, who performed it as their Kindergarten Merry Meeting musical thirteen years ago! Lower Schoolers also enchanted everyone with their traditional Holiday Program in the atrium.

Not to be outdone, Country Day's student artists packed the gallery for two middle and upper school art shows as well as one lower school show featuring painting, drawing, ceramics, photography, woodworking, metals, film, and many collaborative pieces that utilize tools and techniques that are available in the new Lydia Sneed Engineering Lab. Many of our upper school students pursue Honors Art or even AP Studio Art with an individualized focus that is developed in cooperation with their studio teacher. All of our AP Studio Art students scored either a four or five on their exam/portfolio in 2017!

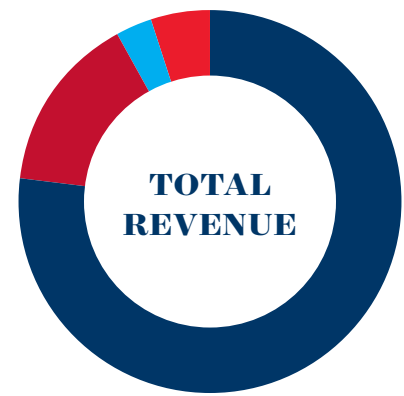
Finally, the highlight for many of our upper school artists and performers is the trip to the ISAS Arts Festival, which was held at Casady School in Oklahoma City in 2017. Country Day brought thirty-eight actors, artists, vocalists, instrumentalists, and many students who participated in multiple events and venues. This is always a wonderful way to showcase our own work as well as to receive constructive feedback from professionals. However, everyone agrees that the best part is meeting the artists, musicians, and actors from other schools and collaborating with them on new and impromptu pieces. We look forward to attending the 2018 ISAS Arts Festival at Hockaday School in Dallas!

# Financial Statement 2016-2017

## ANNUAL OPERATING BUDGET

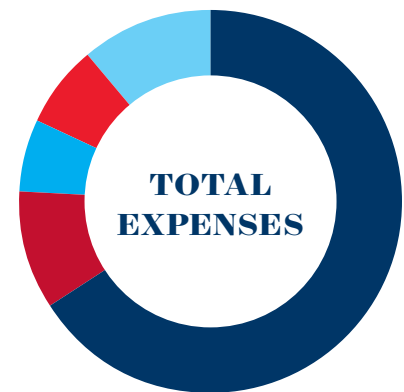
Metairie Park Country Day School has an annual operating budget of \$18.4 million. The annual operating budget is funded through four major sources: tuition, auxiliary services (Dining, Early Childhood, Summer Programs), charitable giving via The Country Day Fund, and annual endowment support.

	(Amts in '000)	
Tuition	\$14,100	<b>77%</b>
Auxiliary Services: Dining, Early Childhood, and Summer Programs	\$2,800	<b>15%</b>
Endowment Support	\$520	<b>3%</b>
Contributions, including The Country Day Fund	\$1,000	<b>5%</b>
<b>TOTAL REVENUE</b>	<b>\$18,420</b>	<b>100%</b>



The largest expense in this operating budget is salaries for our faculty and support staff which are the foundation of the strong and nurturing learning environment we build at Country Day. The remaining funds go towards funding our Instructional and Student Support Programs, including our strong arts and athletics programs, providing financial aid, and maintaining our beautiful campus.

	(Amts in '000)	
Salaries, Taxes, and Benefits	\$12,100	<b>65%</b>
Instructional and Student Support Programming	\$1,800	<b>10%</b>
Financial Aid	\$1,200	<b>7%</b>
General and Administrative	\$1,320	<b>7%</b>
Plant Operations, including Major Repair and Maintenance	\$2,000	<b>11%</b>
<b>TOTAL EXPENSES</b>	<b>\$18,420</b>	<b>100%</b>





# Development

## THE 2017-2018 COUNTRY DAY FUND\*

Thanks to our generous donors and 100+ volunteers, this year's Country Day Fund campaign is off to a great start.

**100%**  
Participation from  
**FACULTY  
AND STAFF**

Over  
**65%**  
**PARENT  
PARTICIPATION**  
*as of February 15, 2017*

**100%**  
Participation from  
**THE BOARD  
OF TRUSTEES**

Over  
**\$600K**  
**RAISED**  
*as of February 15, 2017*

## THE ASPIRE CAPITAL CAMPAIGN\*\*

The Aspire Campaign has already transformed the Woodvine side of our beautiful 15 acre campus by funding the construction of the new Science and Engineering Building, the renovation and expansion of the Coleman Family Dining Room, and the renovation of the Art and Lower School Science Building.

*\*The 2017-2018 Country Day Fund runs July 1, 2017 - June 30, 2018.*

*\*\* The goal of the Aspire Campaign is to raise \$12 million.*

Over  
**\$10M**  
**RAISED**



# Designing Our Future

BY MATT NEELY, HEAD OF SCHOOL

Now that the dust has settled, quite literally, on our campus enhancement projects and a successful 2017-2018 academic year draws closer to graduation, it is time to look toward the future. I am especially energized to do so knowing that Country Day has a dedicated team of faculty, staff, parents, students, and trustees to champion our mission. We are on the move and remain poised to harness our distinct assets to offer the most dynamic, relevant, and rigorous learning environment for all.

Along that vein, I'd like to share some of what I am thinking about as I look toward next year and beyond.

## Space

Our physical spaces have changed dramatically in just 24 months and truly transformed the Woodvine side of campus. Not only did we renovate and expand the Coleman Family Dining Room, build a new Science and Engineering Building, and recreate the new Art and Lower School Science Building, we also built a new Physical Plant Building, reimagined new outdoor spaces, and purchased an additional acre of land at the northeast corner of campus.

Exploring the myriad uses for these buildings and green spaces will lead to exciting and innovative changes to our current programming. This year alone, we have seen many more events and gatherings in the Coleman Family Dining Room, on the Dining Room Terrace, and in the Science and Engineering Building, altering the center of gravity of our campus. There is also a fresh vitality to time honored traditions, such as

Grandfriends' Day, Admission Open Houses, and even our monthly Board meetings.

## Time

Just as our buildings have undergone a tremendous transformation, so too has our thinking about time; how do we best use the precious minutes we are given each day? As an educational team we think critically about our yearly, weekly, and daily schedules, and about how we might alter these schedules to unveil new opportunities for extended, deeper learning, with more opportunities to apply and demonstrate our knowledge.

An engaging example of this is Hacktoberfest, which allows students to experiment with computational thinking as they partake in over 30 activities over a period of two to six hours. Kindergarten students are able to build small robots with toothbrushes that then "dance" around a disco stage, while middle and upper school teams deploy their maker mindsets to solve a real-world problem through applied technology in the Hackathon Design Challenge. Liberating ourselves from the traditional uses of instructional time (50 minute periods, 8 hour days, 180 days a year) will lead to innovation, excitement, and greater engagement. A newly composed faculty Time and Learning Committee will be leading our efforts in this important school reform.

## Technology

Technology continues to impact every aspect of our lives,



from how our students and faculty interact with one another in the classroom to the way we utilize technological tools to read, write, and learn. Thus, we need to equip our students by scaffolding technological literacy across all traditional disciplines and divisions in both hardware, software, and computational thinking. The richest knowledge is neither acquired nor applied in the discrete forms that we currently teach it. For example, science needs mathematics and the application of science requires psychology, art, empathy, and human skills to be most meaningful. More, discrete departments force middle and upper school students to have many masters, more than they will have in work, and even in college, where 3-4 subjects is the norm. Why then do we give students 7-10 different teachers and subjects each day? Determining the best framework for integrating technology and academic content moving forward provides an exciting opportunity for our department chairs, principals, and those we serve, our students.

## People

On that front, Country Day has nurtured a teaching community that believes that learning never ends. That belief is reflected in the fact that 72 percent of our faculty have advanced degrees and 143 employees have participated in off campus professional development opportunities this year alone. Country Day's faculty will continue to develop and grow as we welcome new students, faculty, and staff into our family. Determining how to best leverage the unique strengths of these community

members will be critical to our growth and energy. Attracting, fueling, and retaining great families, children, and staff will require listening, empathy, and the best of our emotional intelligence. Our community is up for the challenge and a faculty Professional Learning Committee has been created to lead this charge.

## Promise

As we continue to share our mission, we must continue to make good on our promise to prepare students for the future, a future that is unknown and uncertain. We accomplish this by not just providing educational opportunities on our 15 acre campus, but within our greater community. Country Day will become known in the regional and national community through strategic participation in professional learning opportunities, presentations, externships and internships, involvement in national efforts and Boards, diverse alumni events, and more. Not only will more people say, "Oh, I know your school," but they will intimately know our students and our faculty and staff, and they will be connected to us in memorable, meaningful ways.

Innovations in space, time, curriculum, people, and promise, combined with the faculty and staff, parents, and trustees who champion our mission, will allow Country Day to leverage its strengths to truly design our future - a future steeped in tradition, alive with opportunity, and adaptable enough to weather any of life's challenges.



**METAIRIE PARK  
COUNTRY DAY**

STRENGTH OF INTELLECT  
STRENGTH OF CHARACTER  
300 Park Road, Metairie, LA 70005



**2017-2018 BOARD OF TRUSTEES**

Chair  
Mr. Andy Weinstock

Vice Chair  
Mr. Gerry Barousse, Jr. 1976

Secretary  
Mrs. Robyn Schwarz

Treasurer  
Mr. Tommy Benjamin 1979

Head of School  
Mr. Matt Neely

Faculty Trustee  
Mrs. Katie Antis

Parents' Association  
President  
Mrs. Leslie Fawer 1984

Mr. Greg Feirn

Mrs. Rachael T. Gambel 1987

Dr. Shammi Gupta

Mr. Terry Hall 1963

Mrs. Jennifer Heebe

Mr. Odom Heebe, Jr. 1985

Mrs. Yvette Jones

Mr. John Kazour

Mr. Barry Kern

Mr. Wan Kim

Mrs. Adele Lafaye 1984

Mr. John Little III 1962

Mrs. Heidi Morse

Mrs. Caroline Reily

Mrs. Shelby Saer 1985

Dads' Club President  
Mr. John Schwing, Sr. 1982

Ms. Susan Taylor

Mr. Franco Valobra

Alumni Board President  
Mr. Paul Viguerie 1986

*Metairie Park Country Day  
School enriches the lives  
of talented young people  
in a dynamic learning  
environment, building strength  
of intellect and strength of  
character within a community  
that is simultaneously  
challenging and supportive.  
Our students learn to be  
flexible, to be adaptable,  
and to face the challenges  
of life with honor, optimism,  
confidence, creativity, and a  
sense of humor.*