



Cincinnati Country Day School

Head of School Search

For July 1, 2022 · 6905 Given Rd, Cincinnati, Ohio 45243

Deadline: July 1, 2021 · countryday.net · Coed Day School: Grades EC - 12

COUNTRY DAY AT A GLANCE

Founded: 1926

Total students: 830

Lower School: 348

Middle School: 211

Upper School: 271

Average class size: 16

Student-faculty ratio:

Lower School: 6:1 for younger children, 9:1 for older children

Middle School: 9:1

Upper School: 8:1

Annual budget: App. \$17 million

Endowment:

\$30,750,516 (as of 3/31/21)

Tuition (for 2021-2022):

Early Childhood: \$7,570-11,735

Lower School (K-4):

\$20,990 - \$22,830

Middle School:

\$22,830 - \$26,065

Upper School:

\$26,065 - \$27,730

Tuition Assistance: 38% of students receive need and merit aid

Accreditation through Independent School Association of the Central States (ISACS)

Membership in the National Association of Independent Schools (NAIS) and the Ohio Association of Independent Schools (OAIS)

OVERVIEW

Cincinnati Country Day School seeks a new Head of School to assume responsibilities on July 1, 2022. Current Head Tony Jaccaci, whose successful tenure began in 2015, will be departing at the end of the 2020-2021 academic year after accepting a position closer to extended family. Robert Zimmerman, an alumnus and current trustee, will serve as Interim Head of School during the 2021-2022 school year.

The Board of Trustees has appointed a 14-member search committee to identify a nominee to be the next Head of School. The committee is co-chaired by Joel (Jody) Brant '87, current President of the Board and Tina DiSanto, a fellow Trustee. The committee is additionally comprised of three other current trustees, two former trustees, six members of the faculty and administration, and an alumna/parent. Cincinnati Country Day School expects to announce the Head-Elect early in the fall of 2021.

Approaching its centennial year in 2026, Country Day (as it is known regionally) has a long standing reputation for academic excellence and for its strong sense of community. While adherence to tradition is a vital part of the school's identity, Country Day is similarly known for its commitment to innovation. A notable example of this was when it gained national attention as one of the country's first one-to-one laptop schools two decades ago. That balance of tradition and innovation continues to exist today with several recent initiatives at the core of what differentiates Country Day from other schools in the area.

The next Head of School will inherit a school with many strengths but also with challenges to be met. Most prominent among the latter will be those similar to many other schools nationally: steering its post-pandemic direction, attaining a healthy enrollment in a competitive market, assuring a safe community for all constituents in a volatile national political climate, and providing financial support for a variety of worthy needs within budget limitations. In facing these challenges, the Head of School will work with a talented administrative Cabinet, an able faculty and staff, an engaged Board of Trustees, and a supportive extended community of parents and alumni.

HISTORY

Cincinnati Country Day School opened its doors in September 1926 with an enrollment of 55 boys and a faculty numbering five.

The emphasis on developing the whole child was already evident in the school's 1926 prospectus. An initial committee of five trustees was committed to outdoor education and the study of nature. The school's prospectus made this clear: "The School will be surrounded on all sides, to the horizon, by open country. It will be protected, for miles around, by farm property with widely separated residences." In fact, the Indian Hill CCDS campus was so physically remote in those early years that a 25% transportation surcharge of \$100 was added to the \$400 tuition.

Believing strongly in the value of exercise, the CCDS Founders reserved the afternoons to be "devoted to outdoor play and sports, or to nature study in the fields and woodlands." Built into the afternoon schedule, there was a study hall for the boys, and, in the judgment of the Founders, that sufficed "to eliminate homework completely for all the boys in the School." Today, there are students who rue the passing of the no homework tradition.

Originally founded as an all-boys school, women were first admitted through grade 6 in 1953. In 1972, the Board decided to admit girls into the upper grades on a one-year trial basis. The experiment was a success. By 1975 CCDS graduated its first two girls.

Today, Cincinnati Country Day School is home to more than 600 families and approximately 830 students ranging in age from 18 months to 18 years, with a dedicated, extraordinary faculty numbering nearly 125. The 62-acre campus, with rolling terrain and lush natural areas, is in many ways unchanged from the way it was founded in 1926. CCDS remains true to the principles upon which it was founded – to educate moral and ethical citizens to be the leaders of tomorrow.



MISSION

Cincinnati Country Day School provides each student with superior preparation for college and life. We inspire a passion for learning and independent thinking through a steadfast commitment to academic excellence, personal integrity, and service to others.



GUIDING PRINCIPLES

- Ensure a school environment where every student, 18 months to 18 years, is known and nurtured.
- Provide a vibrant learning community with opportunities for students to perform at their highest potential academically, artistically, athletically, and altruistically.
- Sustain an inclusive, diverse, community of individuals who learn from, and about, one another.
- Attract and retain an outstanding faculty who stimulate intellectual curiosity and engender in students a lifelong love of learning.
- Teach, through example, relationships, and purposeful instruction, CCDS character virtues of respect, responsibility, integrity, courage, and compassion.
- Embrace advancements in pedagogy and technology as critical components of a contemporary education.
- Establish productive partnerships with parents to foster student success.
- Celebrate traditions as they connect the past to the future.

DISTINGUISHING CHARACTERISTICS

Cincinnati Country Day School distinguishes its self through its commitment to four characteristics, generally known at the school as the “Four C’s.”

Curriculum

The rigorous academic curriculum inspires and challenges each student in a joyful learning environment. As an independent school CCDS has the resources, training and freedom to teach what is important for the personal and educational growth of students. Country Day was founded in 1926 on traditional educational values with a progressive approach to student learning. With the guidance of a dedicated and experienced faculty as well as the exposure to cutting-edge technology, students become master learners and independent thinkers. Innovative programs involve hand-on learning with an emphasis on both environmental awareness and global engagement.

Campus

Located away from major thoroughfares, traffic jams, and crowded buildings, Country Day sits on its pastoral, 62-acre campus. With all students from Early Childhood through Grade 12 on the same campus, CCDS offers an environment conducive to providing unprecedented learning opportunities where students explore their interests and find their passions. The campus has nine athletic fields, numerous natural spaces and opportunities for CCDS’s well-established outdoor program, a new athletic center and pool, two gymnasiums, separate buildings for Upper, Middle and Lower Schools, a new Early Childhood Center and playscape, an outdoor performing arts center with amphitheater, a world-class theater, a new tennis center, and a modern dining facility. Broadwell House serves as the residence for the Head of School and family and is spacious enough to host numerous school functions.



Community

CCDS believes in an involved community, where people take an active part in the school as parents, students, alumni, teachers, grandparents, volunteers, or friends. Country Day is not a drop-off and pick-up community. Campus buildings were designed with common spaces for community engagement. Parents, family members, and alumni are welcome at a broad range of school events and make use of the campus for other activities. CCDS works hard to ensure community members are known, and they work closely with the Indian Hill Rangers (local police) and grounds and facility personnel to provide a safe, suburban campus.

Character/Competencies

A Country Day student is provided an academically enriched experience with opportunities to explore many topics, including but not limited to the arts, athletics, and service outside of the classroom. But woven into the fabric of every aspect of a Country Day education is character. CCDS educates moral and ethical leaders for the next generation - students who will “do the right thing even when no one is watching.” The school’s character virtues are publicly posted, discussed frequently, included in educational lessons, and emphasized during sporting events, field trips, and assemblies. A Country Day education provides an essential foundation for each student’s future, and character is a key component.

ACADEMICS

The Country Day academic program strives to equip students for a modern world “in which comfort with ideas and abstractions is the passport to a good job, in which creativity and innovation are the key to a good life” (National Center on Education and the Economy). Across the curriculum, CCDS reaches toward these precious intangibles, from its choice of traditional or Montessori pre-school and interdisciplinary Culture Studies (7th grade) and upper school courses such as Principles of Engineering Design, International Humanitarian Law, and Write the Wrong.

Setting the school apart is its understanding that passion must walk hand-in-hand with excellence. Toward that end, the faculty dedicate themselves to improving their craft, offering in response a wide-range of student-centered approaches to each discipline:

- Multi-sensory learning
- Simulation
- Collaboration
- Graded discussion and debate
- Peer critique
- Intensive research
- Choice
- Process-oriented guided inquiry learning
- Real-world assessments

CCDS believes these innovative approaches to rigorous academics will engage its students substantively, encouraging a love of learning that will last a lifetime.



Lower School (Early Childhood-Grade 4)

The Lower School at Cincinnati Country Day School serves elementary school age children, from 18 months to Grade 4, and believes that every child is different. The program strives to partner with families to cultivate each child's uniqueness. To meet the different needs of families and students, the Lower School is divided into two programs: the Pre-Primary Section and the Primary Section.

Pre-Primary Section

The Pre-Primary Section of the Lower School, for children age 18 months through age 5, emphasizes the development of the whole child. It is believed children learn best when they are actively involved in a nurturing environment that is responsive to their varying needs and focuses on their development – social, emotional, physical, and intellectual. Skills and abilities are promoted through developmentally appropriate, child-centered activities that allow each student to explore, investigate, communicate, and problem solve. Through this process, children develop a love of learning.



Primary Section

The Primary Section of the Lower School, including Kindergarten/Montessori Kindergarten through Grade 4, emphasizes an increased love of learning through a variety of concrete, hands-on experiences. Increased independence, collaboration, self-exploration, self-discovery, risk taking, and more advanced reasoning/critical thinking skills are the hallmarks of the primary section. The curriculum provides developmentally appropriate academic and social opportunities designed to nurture, challenge, and engage each learner.

Middle School (Grades 5-8)

In the middle school years, emotional and social development are inextricably entwined with intellectual development. The middle school program is designed around that understanding, allowing students the opportunity to build their academic skills, delve into interpersonal issues, engage in athletics, and express themselves creatively, all within the school day.

The curriculum for middle school students includes study of English, mathematics, social studies, science, world languages, and arts each year. Notable aspects of the middle school offerings include:

- Spanish and French are offered in all grades, and Chinese is offered in Grades 7-8.
- A two-year study of Algebra 1 begins in Grade 7.
- All 8th grade students participate in a musical performance in the spring.
- Physical education is offered in grades 5-6. In grades 7-8 interscholastic sports are required in lieu of physical education.

Social

To provide guidance in these years of significant personal transition, all students are assigned a teacher advisor. Advisories meet briefly each morning for attendance and check-in, but more importantly, spend extended time together weekly to investigate topics such as character, peer pressure, community service, and social-emotional learning.

Bringing all advisories together at weekly assemblies provide divisional unity. There, students may see a traditional Columbian dance, learn about a teacher's passion, share experiences during a community service day, or cheer peers on in a talent show.

Upper School (Grades 9-12)

Deep scholarship and independent thinking form the academic core of the Upper School. Choice plays a key role as well, as students make decisions about whether to pursue college preparatory, honors, or AP classes; what studio and performing arts classes they might take; which sports or clubs they will choose; and, eventually, what electives they will select their senior year.

Grades 9-12 curriculum is designed to prepare students to successfully continue their education at the college level with emphasis on critical thinking, problem solving, and applying knowledge to new situations. College Prep, Honors, and Advanced Placement (AP) level classes are available. The upper school curriculum includes English, mathematics, world language (Chinese, French or Spanish), history, science, physical education, and fine arts.

Graduation Requirements

Twenty-two and one-half (22.5) credits, earned in Grades 9-12, are required for graduation. One credit equals one full-year course meeting at least four periods per week. One-half credit is given for courses that meet for only one semester or for less than four periods per week. In addition, physical education is required, as well as 90 hours of community service.

Department	Required Credits	Recommended Credits
Arts	2.0	
English	4.0	4.0
History (Modern World and US History)	3.0	4.0
Math (Alg. II and Geometry)	4.0	4.0
Modern Language (3 US credits in one language)	3.0	4.0
Science	3.0	4.0
Computer Science (Reinstated for class of 2021)	0.5	
Health	0.5	
Physical Education	0.5	
Electives	2.0 or more	
TOTAL	22.5	

ARTS

The Fine Arts Department at Cincinnati Country Day School provides a comprehensive fine arts prep school program, Early Childhood through grade 12, in harmony with the school’s commitment to superior education. CCDS offers theater, drama, music (vocal and instrumental), visual art, and literary arts that help students explore their expressions of creativity. Students are encouraged to experiment and develop creativity. Student skill development is encouraged through the integration of production, aesthetics, history, criticism and, problem solving. Faculty members bring internationally known artists to campus to enrich students’ arts education.

Exposure to local, regional, and national artists through competitions; trips to museums, performances, and galleries; visiting artists and performances; and artists-in-residence programs all broaden students’ experiences within the arts.



ATHLETICS

Cincinnati Country Day School’s Athletic Department is dedicated to providing opportunities for each independent school student-athlete to achieve their athletic, academic, personal, and social potential in support of the five core values of the School’s mission.

All department goals, principles, and policies have been created to make the mission statement a focus in the everyday life of the Cincinnati Country Day School student-athlete.

Three-season participation on interscholastic teams is required of students in grades 7-8 in lieu of physical education classes. While upper school students may choose physical education options, it is notable that 85% of upper school students participate in an individual or group sport, thus evidencing that athletics is a key part of everyday life at CCDS.

Below are the sports offerings available to Cincinnati Country Day School students in Middle and Upper Schools:

Season	Boys	Girls
Fall	Cross Country Football Golf Soccer	Cheerleading Cross Country Golf Soccer Tennis Volleyball
Winter	Basketball F.A.S.T. (MS) Swimming Wrestling	Basketball Cheerleading F.A.S.T. (MS) Gymnastics Swimming
Spring	Baseball Crew (US) Lacrosse Tennis Track and Field	Crew (US) Lacrosse Softball Track and Field

GOVERNANCE

The Board of Trustees of Cincinnati Country Day School is comprised of 26 members, predominantly parents and alumni, and has a healthy perspective on its appropriate role of governance. The Board typically meets in full session seven times a year. Trustees are elected to three-year terms and may serve no more than two consecutive three-year terms, unless he or she is an officer, in which case he or she may serve a third consecutive term.

Much of the Board's work is done at the committee level, and currently those committees are:

- Advancement and Enrollment
- Arts
- COVID Task Force
- Equity, Diversity, and Inclusion
- Committee on Trustees
- Finance
- Master Planning
- CD 100 (School Centennial)

The Head of School is an ex-officio member of all committees and committee membership also includes between one to six other school administrators.



ADMINISTRATION

In its present structure, the Head of School leads a senior administrative team that is referred to as the Cabinet. In their separate roles, Cabinet members are provided with appropriate autonomy in carrying out their responsibilities, and most supervise individuals with primary teaching and/or administrative roles. The administrators who comprise the Cabinet are:

Assistant to the Head of School
Director of Equity, Diversity and Inclusion
Lower School Division Head
Middle School Division Head
Upper School Division Head
Chief Financial Officer
Director of Facilities

Director of Enrollment Management
Director of Advancement
Director of Strategic Marketing
and Communications
Athletic Director
Director of Technology

ENROLLMENT AND ADMISSIONS

The enrollment model for Country Day resembles an inverted pyramid with smaller classes in the Lower School (except for the large Early Childhood program); classes approximately 10-15 students larger in the Middle School, and with a similar increase in upper school classes. A typical graduating senior class will number in the 70s. Enrollment for 20-21 is depicted in the chart below. Note: Enrollment will typically increase during each year, as children who turn 18 months will join the Early Childhood Program upon reaching that age, even if after the start of the year.

Enrollment for 2020-2021 (Start of School Year):

	Division/Grade	Total
Lower School	Early Childhood	53
	Early Childhood II	10
	Montessori I	9
	Montessori II	9
	Montessori Kindergarten	7
	Pre-Kindergarten I	31
	Pre-Kindergarten II	29
	Kindergarten	26
	1 st	39
	2 nd	40
Middle School	3 rd	43
	4 th	47
	5 th	34
	6 th	60
	7 th	51
Upper School	8 th	68
	9 th	60
	10 th	66
	11 th	70
	12 th	75
Total		827

Admissions information: Inquiry, Application, Accept, Enrollment Yields, 2018-2021:

For School Year	Inquiries	Applications	Acceptances	Acceptance Rate	Enrolled New	Enrollment Yield
2018-2019	540	271	199	73%	139	70%
2019-2020	667	341	229	67%	158	69%
2020-2021	673	324	230	71%	152	66%

ADVANCEMENT

The primary on-going fundraising vehicles for Cincinnati Country Day School are The Country Day Fund, its annual gift program, and Country Date, a gala held each year in March. The revenue from these activities support Country Day's annual operations.

Annual Giving Summary

Activity	2017-2018	2018-2019	2019-2020
The Country Day Fund	\$682,666	\$669,239	\$764,713
CountryDate	\$236,267	\$130,812	\$252,598
Total Annual Giving	\$918,933	\$800,051	\$1,017,311

Country Day Fund Participation by constituency 2019-2020

Constituency	Percent of participation	Percent of total given
Employee	75.8%	1.9%
Parent	58.4%	30.5%
Grandparent	20.2%	8.4%
Alumni	13.5%	14.7%
Parent of Alumni	28.6%	19.8%
Trustee	96.2%	5.5%

Note: Since gifts have been credited to more than one constituent, report totals may be inaccurate.

FINANCES

During the most recently completed fiscal year (2019-2020), Cincinnati Country Day School had a Total Net Revenue of \$16,992,578. The primary source of revenue was Net Tuition Revenue (77.9%). Employee Salaries and Benefits were the largest expense components at 62.2% of total expenditures.

The endowment of Cincinnati Country Day School has been effectively managed and has experienced healthy growth in recent years. As of March 31, 2021, the market value of the endowment was \$30,750,516.

THE AREA

Cincinnati Country Day School is located in the attractive village of Indian Hill, Ohio. Indian Hill is a suburban, residential neighborhood with well-regarded public schools located approximately 12 miles north of downtown Cincinnati. To learn more about Indian Hill, please visit www.ci.indian-hill.oh.us.

The Country Day campus is conveniently located within a short driving distance to many popular Cincinnati neighborhoods. Students from more than 67 different zip codes in Ohio and Kentucky attend Country Day.

The living and housing costs in the region compare very favorably to most U.S. urban areas, and the location of CCDS allows its faculty and staff to choose among urban, suburban, and rural housing options. Situated along the beautiful and historically significant Ohio River, Cincinnati is a thriving center of business, culture, and education. The population estimate for the greater metropolitan area, including southern Ohio and northern Kentucky, for 2020 is approximately 2.2 million with a median age of 38. The region has the fifth largest economy in the Midwest and headquartered there are several national and multi-national corporations, including Procter & Gamble, The Kroger Company, Macy's, and Fifth Third Bank. The region offers a variety of indoor and outdoor theater and musical opportunities, and residents are loyal supporters of the Reds Major League Baseball team and the National Football League Bengals.

Located in or near the area are several colleges and universities, including the University of Cincinnati, Xavier University, and Miami University. At the elementary and secondary level are several very strong public and parochial schools, as well as competitive independent schools.



FUTURE LEADERSHIP OF THE SCHOOL

Cincinnati Country Day School is experiencing a period of positive forward momentum that it seeks to continue through a period of leadership transition. The Board of Trustees is conducting a national and international search to identify its next Head of School. To that end, and to assist them in clarifying the opportunities and challenges the school will face, John Mackenzie and Doug Jennings of Educators' Collaborative received input from faculty, administrators, staff, parents, trustees, alumni, and students through interviews and an electronic survey. Based on this input and the impressions of the consultants, the following represents a summary of Country Day's strengths, the challenges it faces in the next three to five years, and the qualities and traits the trustees and the school seek in the next Head of School.

Notable Strengths of Cincinnati Country Day School include:

- All constituencies benefit from the strong sense of community based on a school culture that is caring, nurturing, and inclusive. The terms “warm and welcoming” are very much a part of CCDS's identity.
- Students and parents recognize the dedication and commitment of the faculty and staff, who in turn find joy in working with their students and appreciate the partnership shared with colleagues and with parents.
- Close relationships exist between school personnel and students, as the faculty and staff aspire to assure that “every child must be known and nurtured.”
- Country Day has a long-standing reputation for academic excellence in the Cincinnati region and nationally. A highly favorable student-teacher ratio helps the faculty to challenge and support the range of learners consistent with their needs and abilities.
- Country Day takes seriously its responsibility to educate students to become global citizens and leaders, who through discovery of their abilities, will better a dynamic world. Programs and policies regarding equity, diversity, and inclusion are designed to help the community understand how to live in an increasingly interconnected world.
- Students benefit from a breadth of opportunities in academics, athletics, the arts, and service and a culture empowering them to be involved in a range of these activities.
- A strong and well-regarded senior administrative team works well together in support of the school's students, faculty, and parents.
- There exists a determination to honor Country Day's many traditions as well as to promote a spirit of innovation. Creative programming such as CCDX (an experiential learning week) and the Montessori option for young children distinguish CCDS locally. National recognition includes designation as a Microsoft Center of Excellence and the receipt of an NAIS Curriculum Innovation Award.
- The 62-acre campus is an attractive setting for the school's ample facilities. As an extended classroom it serves as a much-used, living laboratory for the school's environmental commitment and its nature-based programs.
- The Board of Trustees is talented and dedicated. The Board understands its appropriate role of governance and is highly focused on assuring that the school continues the positive momentum of the past decade.



Challenges and Opportunities for Cincinnati Country Day School and its next Head of School

The responsibilities of the Head of School are many and varied. With them will come the inevitable challenges that are common to all independent schools as well as some that are particular to Cincinnati Country Day School at this point in its history.



Among them are:

- Assess the effects of dealing with COVID and build on the effective practices that enabled Country Day to advance student learning through a time that was disruptive to so many schools.
- With a financial model that is primarily tuition driven, determine the value proposition of Country Day's tuition levels and its capacity to enhance enrollment through financial aid, improve faculty/staff compensation, support a robust program, as well as maintain and ever improve a large, complex campus.
- More clearly identify and market the attributes that differentiate Country Day from competing public and private educational options, with the goals of increasing enrollment and reducing attrition.
- Aggressively recruit teachers who will serve the school's mission and could become the next generation of faculty icons. Central to recruitment efforts should be an intentional increase in the diversity of the faculty and staff so as to match the diversity of the student body.
- Through deliberate assessment and discussion, define what is meant by "academic excellence" in the context of evolving pedagogies and increased understanding of different learning styles.
- Embrace the principles of equity, diversity, and inclusion so as to assure that Country Day continues to be "warm and welcoming" to community members who represent a broad spectrum of cultural, ethnic, religious, and political perspectives.
- Continue to promote on-going professional development for faculty, staff, administrators, and trustees.
- Develop strategies that will continue to advance the experiences of student-athletes and their leadership skills aligning with Country Day's belief that a vibrant athletic program contributes positively to the overall school community.
- Maintain the recent improvement of the school's advancement functions so as to more fully realize the untapped fundraising potential within the school community, especially among alumni donors.
- Assure that school policies and programs are consistently attentive to issues of health and well-being, especially for students but also for faculty and staff.
- Develop a long-range plan for the school's physical plant. This should include careful assessment of resource allocation to address maintenance and upgrade of existing facilities as well construction of new ones.

Qualities and Characteristics of the Next Head of School

The next Head of Cincinnati Country Day School will be an experienced leader who understands, values, and is committed to preserving the special qualities of the school today, appreciates and values the unique characteristics of the Cincinnati area, and possesses the creativity, perspective, vision, and entrepreneurial spirit to move Country Day forward.

The following descriptors most aptly fit the successful candidate:

- An experienced leader, who is knowledgeable about best educational practices and is also passionate about the impact a school can have on students across the broad age span that Country Day serves.
- A skillful, collaborative decision-maker who takes the time to understand what is best about current practice, is clear about the locus of decisions, and is unafraid to make potentially unpopular decisions when they serve greater school interests.
- A highly visible advocate for the school, who embraces and embodies Country Day's mission and traditions and effectively promotes them within the school and to the larger community.
- An attentive listener and skillful communicator, both orally and in writing, who values process and who can motivate others to perform with excellence and purpose.
- An inspiring leader who can articulate a clear vision and persuade stakeholders to advance that vision through participation and financial support.
- An outgoing personality who cultivates and attracts the necessary financial resources to meet the school's operating and aspirational needs.
- A business-minded and customer service-oriented leader with entrepreneurial instincts who understands the financial model of an independent school and will strategically lead the operations and future growth of the school.
- An individual who values and actively cultivates equity, diversity, and inclusion and who simultaneously appreciates that a healthy school community embraces a range of perspectives and viewpoints.
- A "people" person by nature and temperament who is authentic, accessible, collaborative, resilient, focused on building community, and who understands the challenges and pressures faced by the adult community of faculty, staff, and parents.
- A "systems thinker" who understands how the academic, co-curricular, business, and personnel functions of the school interconnect with one another.
- An individual who will be readily "at home" in the Cincinnati area, thriving in its culture, climate, and community.



SUMMARY OF THE SEARCH PROCESS

Candidates interested in this position are asked to submit the following materials in one continuous Word or PDF document. The application deadline is July 1, 2021. Earlier expressions of interest are encouraged and greatly appreciated.

- Educators' Collaborative Candidate Summary Sheet and Disclosure Form (contact John Mackenzie or Doug Jennings for those documents)
- Letter of Interest addressed to the Search Committee
- Current résumé
- Statement of Educational Leadership
- A list of five or more references with contact information (including phone numbers and email addresses)
- Up to three letters of reference (optional)

Please address any inquiries or expressions of interest to:

John Mackenzie, Partner, Educators' Collaborative, LLC
jmackenzie@educatorscollaborative.com, 614-207-1006

OR

Doug Jennings, Partner, Educators' Collaborative, LLC
djennings@educatorscollaborative.com, 317-319-2936

