



Harbor Country Day School
Embracing the extraordinary in every child.™

HEAD OF SCHOOL SEARCH

For July 2022

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WHY CHOOSE HARBOR COUNTRY DAY SCHOOL?

We embrace the extraordinary individuality in every child.

We foster character development at every opportunity.

We help students build character through our schoolwide Social Emotional Learning.

We embrace and celebrate the inherent goodness of childhood.

We cultivate wonder.

We inspire confidence in every child.



PORTRAIT OF HARBOR

Founded in 1958 by a group of devoted parents, Harbor Country Day School is an independent school for preschool 2 through grade 8 located on Long Island's north shore, nestled in the quiet Village of Head of the Harbor. It's a school where children are encouraged to be who they are and where differences are celebrated. Because of this solid foundation of acceptance, students at Harbor are confident, self-aware, and happy — and they love to come to school.

Harbor students approach learning with a fearlessness that only comes from knowing that they will be safe and accepted regardless of whether they succeed or fail. They embrace the hard work that comes with a rigorous curriculum like Harbor's because they are taught from the day they enter the school how to work with purpose, and how to make it fun.

Public speaking, community service, athletics, cross-divisional mentoring programs, Upper School leadership retreats, social-emotional learning programs -- all of these opportunities, and so many more, help children realize their full potential as individuals and as leaders so that when they leave Harbor, they are fully prepared to master the challenges of secondary school, college, and life beyond.

Harbor Country Day School is chartered by the New York State Board of Regents and is accredited by, and a member of, the New York State Association of Independent Schools (NYSAIS) and National Association of Independent Schools (NAIS), as well as Educational Records Bureau (ERB) and Elementary School Heads Association (ESHA).



The first Kindergarten class

For more on the history of Harbor click [HERE](#).

OUR MISSION, MOTTO & DIVERSITY STATEMENT

OUR MISSION

Harbor cherishes childhood, cultivates wonder and inspires confident learners and leaders.

Harbor graduates are:

- *Fearless learners, and reflective leaders who negotiate effectively*
- *Prepared to exhibit compassion and tolerance in a global community, owing to a solid moral and ethical foundation*
- *Culturally experienced and conversant in the humanities and the sciences*
- *Prepared to achieve their dreams because they view themselves as works continually in progress*

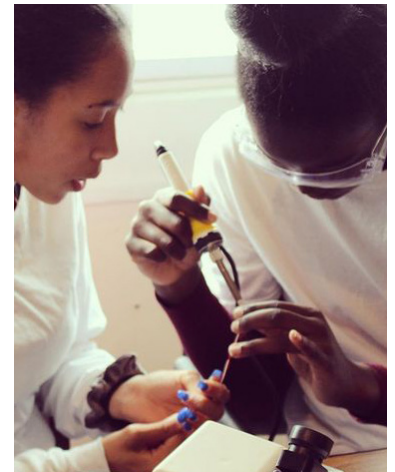
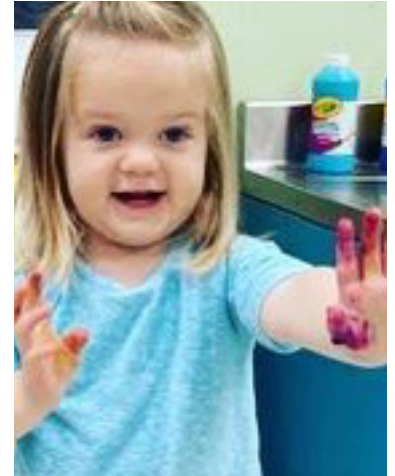
These are the aspirations we have for our students. They parallel the values and aspirations of the school's founders, and are reflected in the work and passion of our school leaders, faculty, and board of trustees. Our mission guides us in making decisions, and in setting the standards by which the curriculum is evaluated. Moreover, these principles provide the touchstone by which the need for change in the future can be assessed.

OUR DIVERSITY STATEMENT

Harbor believes celebrating diversity enriches the lives of everyone, and that embracing the essence of each individual makes us stronger as a school community. We honor different perspectives, cultures, ways of life and the beliefs people bring when they walk through our doors. As a result, our students possess the moral and ethical foundation that prepares them to live with compassion and empathy in a global world.

The demographic of the school families reflects a broad range of cultural, ethnic, religious and socio-economic diversity not commonly seen in area schools. Recording an average ratio of 60:40 (white/non-white) in its student body over the past five years, Harbor is deliberate about ensuring a healthy diversity among its student population.

Likewise, the Board comprises a range of cultural, religious and socio-economic diversity, currently at a 82:18 (white/non-white) ratio. Diversity among the faculty and staff has been more difficult to achieve, primarily because of the lack of diversity among candidates who have applied, but this is an issue that the school is working to address.



CAMPUS AND FACILITIES



Built in 1910, Harbor Country Day School is housed in an elegant historic North Shore mansion, *Tulip Knoll*, once owned by the famous philanthropist Alice McLean. Visitors will find a welcoming front hall like that of a country estate, and classrooms that once were bedrooms, many with fireplaces and ornate woodwork. This main building houses the academic and special area classrooms, gymnasium, student dining room and administrative offices. An outbuilding (formerly the stables) on campus provides much needed storage for school equipment. Located on the surrounding eleven acres are an outdoor classroom, playing fields, a brand new soccer field, a basketball court, two playgrounds, a swimming pool (for summer camp use only), parking, and the Head's residence.

HARBOR DURING COVID-19 PANDEMIC



Harbor has carefully monitored the COVID-19 situation during the pandemic and has taken proactive and prudent measures to ensure the health and safety of every member of the community in accordance with the guidance provided by the Centers for Disease Control and Prevention (CDC) and other health officials. Parents have had convenient access via the Harbor website to reliable information and resources regarding the coronavirus in general, as well as timely updates specific to the School's response and planning effort. This information can be reviewed [HERE](#).

ACADEMICS

Harbor's motto, "*Sine labore nihil*" ("Without work nothing"), serves as the backbone of our academic program. This motto is weaved throughout our curriculum to frame our programs in mathematics; English; history; social studies; life, physical, and earth sciences; technology; visual and performing arts; and physical education, as well as in Harbor's "signature" academic programs, which are listed below. More information about these programs can be found [HERE](#).

- A cross-curricular method of teaching using a **STEAM philosophy** that combines science, technology, engineering, the arts, and mathematics through student-centered, inquiry-based projects that develop real-world skills.
- The highly regarded **Singapore Math** program that teaches students how to master mathematics through dynamic problem solving and communication.
- Columbia University's **Teachers' College Reading & Writing Project** approach to literacy, wherein the "workshop model" is employed to teach children as "readers" and "writers."
- An Upper School **Advisory Program** that emphasizes character-building, leadership skills, responsibility, and respect for others.
- **Global language programs** in Mandarin and Spanish that incorporate listening, speaking, reading and writing, as well as the in-depth study and celebration of the cultures related to those languages.
- A **Service Learning Program** that provides students with opportunities to develop real-world skills by contributing to the world outside of Harbor.
- A unique **Social & Emotional Learning (SEL)** curriculum designed to help prepare Harbor's Upper School students for the social-emotional rigors of high school and beyond.

EARLY CHILDHOOD: Preschool 2s and Grades PreK-Kindergarten

Preschool 2s

The Preschool 2s program introduces children to socializing with peers and nurtures kindness and empathy. A balance between open-ended play and structured learning time fosters a child's love of learning, creativity, exploration, and discovery. The small class size with a 4:1 student-teacher ratio enables teachers to get to know students and their families well and to provide individualized instruction. A detailed curriculum guide is available [HERE](#).

Grades PreK 3 through Kindergarten

The curriculum for this age group is designed to develop skills such as problem-solving and critical thinking through the use of blocks, water, art, music, language, nature-based learning, physical activities, and hands-on learning experiences. These learning experiences help develop the young child's deliberate memory, mediated perception (knowing that some things are more important than others), logical thinking, sense of self-control, and focused attention. A detailed curriculum guide is available [HERE](#).

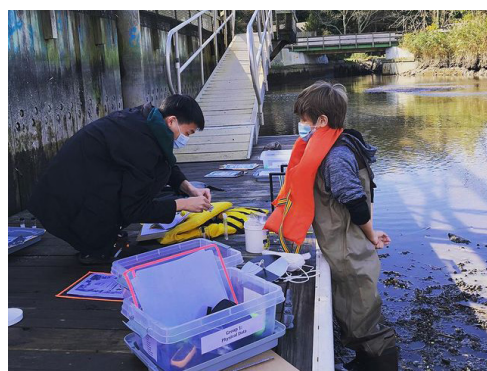
LOWER SCHOOL PROGRAM: Grades 1-5

The program for grades one through five creates a learning environment that is joyful, engaging, challenging, and multi-faceted. Students grow in confidence and independence within a broad program where they feel safe to take intellectual risks and grow. With basic academic skills built upon responsibility, creativity, problem-solving, and hands-on learning, we endeavor to teach the "whole" child. Co-curricular teachers tap into the various interests and talents of the students. A detailed curriculum guide is available [HERE](#).

UPPER SCHOOL PROGRAM: Grades 6-8

Upper School courses build foundational skills as well as foster curiosity through inquiry-based learning and STEAM-based projects. An engaging, challenging, and enriching curriculum with daily math and writing labs provides support when needed. Social and emotional learning goals are interwoven most significantly through an advisory program. The goal of the Upper School program is to instill confidence and prepare students for high school and beyond. A detailed curriculum guide is available [HERE](#).

Beginning in grade five, students take part in several three-day, two-night field trips. Through team building activities students develop their leadership and self-management skills. Grades five and six visit Frost Valley, and grades seven and eight are paired at Greenkill. Grades seven and eight also participate in the annual history trip. Each year students visit historical East Coast cities, such as Boston, Philadelphia and Washington, D.C.



STUDENT LIFE



CHARACTER EDUCATION

Harbor strives to create a learning atmosphere where our core values of integrity, open-mindedness, respecting others, empathy, forgiveness, and compassion are integrated not just throughout our curriculum, but woven deeply into the fabric of the School's daily life and culture. From the Head of School's morning handshake as students arrive at school each day, to the time when the students step on the bus at the end of the day, the manner in which we talk, work, and interact with one another is as important as what and how we teach. More information about character education is available [HERE](#).



ATHLETICS

Preschool through grade three students take regular physical education classes that stress learning hand-eye coordination, gross motor skills, and technical skills through inclusive games and exercises aimed at a lifetime love of movement. The Lower School program introduces a variety of sports, aerobic conditioning, and encourages a love of activity.

Beginning in grade four, formal team sport development is introduced with a focus on skill-building, social development, and sportsmanship. As an example, Harbor's "March Madness" tournament takes place each spring with students determining teams, designing jerseys, and assigning coaches and playing positions.



Students begin competing on interscholastic teams in grade five, with soccer in the fall and basketball in the winter. Team sports at Harbor offer an unusual opportunity and are based on the values of everyone participating and playing hard and playing fairly.

Throughout the athletic curriculum for Upper School, Harbor will sometimes partner with local facilities for conditioning and weight training, as well as exposure to different types of physical activities (e.g., yoga, tennis, rock climbing).



AFTER SCHOOL CLUBS & CARE

Our mission is to provide a secure, nurturing environment for our students and assist HCDS families who seek after school care or enrichment activities for their children. In these programs, we offer a program that is lively and fun, balanced with time for a healthy snack, exercise, academic-based activities (science, art and technology) and quiet time for homework and/or free play.

CAMP HARBOR

Camp Harbor is a preschool through grade eight program that runs for seven weeks, offering a blend of summer fun and educational



opportunities. Campers experience a variety of different activities, which include swim instruction; academic enrichment; STEAM education; music, arts and crafts; athletics; and weekly contests/challenges. Campers entering grades nine and ten are enrolled in the Counselor in Training (CIT) Program.

The Workshop and Trailblazer programs are exciting options for students interested in fine-tuning a particular skill or experimenting with a new one. These specialized programs are offered as supplements to the [Camp Harbor Program](#), or can be taken on their own.

BEYOND HARBOR

Graduates of Harbor leave with a solid academic foundation, strong leadership skills, and confidence in their ability to succeed, both in secondary school and later life. Secondary schools at which alumni matriculate include:

Bayport-Blue Point High School
 Cardigan Mountain School (NH)
 Chaminade High School
 Commack High School
 Deerfield Academy (MA)
 Elwood John H. Glenn High School
 Friends Academy
 Hauppauge High School
 Kings Park High School
 Marymount School
 Montclair Kimberley Academy (NJ)
 Mount Sinai High School
 Our Lady of Mercy Academy
 Phillips Exeter Academy (NH)

Portledge School
 Ross School
 Sachem High School
 Smithtown High School East/West
 St. Anthony's High School
 St. John the Baptist High School
 Tabor Academy (MA)
 The Hill School (PA)
 The Knox School
 The Loomis Chaffee School (CT)
 The Stony Brook School
 The Walnut Hill School (MA)
 Ward Melville High School
 Westminster School (CT)





FACULTY

Harbor currently has a 43-person faculty/staff ranging from teachers who are relatively new to those with 30-plus years of experience at Harbor. Our faculty and staff share educational values, and are singularly focused on creating a unique and comprehensive educational experience for students. Community and common values are the cornerstones of Harbor's program. The school concentrates on developing the person as a whole, and therefore strives to model both ethical behavior and the best teaching practices. We teach by example as well as through instruction and, in this sense, all staff members are teachers, regardless of what particular job each might have.

All staff members of the Harbor community are encouraged to pursue professional growth. Harbor teachers, in particular, find ample opportunities for furthering their education and honing their skills. Attending NYSAIS and NAIS conferences, graduate degree studies at local universities, working committee meetings, and full faculty meetings, all represent opportunities for developing skills and furthering professional development goals. Currently 81% of faculty hold M.S. or M.A. degrees.

The faculty is the heart and soul of the school and is fully invested in the life of the school, particularly around the needs of the students they teach, whether it is to challenge or support the students in their classes. They strive to create learning environments that meet the needs of the particular students they teach and the personality, character, and traits of each class. Harbor is not shackled to workbooks and worksheets. The teachers use the grade-level benchmarks as their guide, building a curriculum and program that meet their academic goals and the needs of their students and classes each year. Harbor's program is alive and ever-changing as we search for the best ways to engage, support, challenge, and excite our students about the world they are learning about.

PARENTS' ASSOCIATION

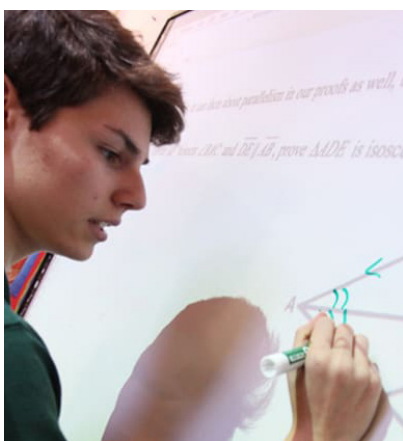


The Parents' Association ("PA") is dedicated to promoting a sense of community, facilitating communication between Harbor and its families, and raising funds for programs and events that enrich and enhance school life. The events include a book fair, Trunk or Treat, a Gingerbread Extravaganza, Family Fun Night and a year-end Art Show featuring student works. The Parents' Association also sponsors a speaker series and co-hosts the annual Spring Benefit, its major fundraising event, with the Alumni Association.

SCHOOL CULTURE



Upon entering the front hall of the school, visitors will immediately feel the welcome of a home. Featured prominently in the front hall is one of the school's greatest traditions. Each eighth grade class presents a plaque to the school on their Commencement Day. To commemorate their year at Harbor, or the year in the history of the world, students work in collaboration to decorate the plaque and present it to the Head of School. The hallway is adorned with plaques since the first graduating class in 1960; it is marked with the Greek letter alpha, signifying their first position in a long line of graduates.



The value of family and community was present at the onset of the school in 1958 and remains intact today. There is a tremendous family feel throughout the hallways of the school evidenced by rows of open cubbies reflective of an unwritten but well understood honor code. All children know one another and respect each other. Through the buddy program, Upper Schoolers are paired with younger students on a regular basis to do activities together. It instills great pride and self-confidence in the small children to know that the “big” kids know their names and give them “high fives” in the hallways; and it instills equal pride and accountability in the Upper Schoolers to know that they are role models for these younger students.

Families get to know one another through the many opportunities to come together through school hosted BBQs, in-school events, and activities hosted by the Parents' Association. Even during this year of the COVID pandemic, when parents are not allowed in the school building, parent participation in the weekly virtual coffee hour with the Head of School, monthly virtual PA meetings, virtual new parent socials, grade-hosted PA events, and the annual Spring Benefit has been unprecedented.

Beyond the traditions of the school and its sense of community, one of the hallmarks of Harbor is the ways in which the faculty works with each child. Harbor's faculty believe in the goodness of children and seek out the best ways to support their learning and the ways in which they each develop naturally. If and when a child encounters a challenge, be it social, emotional, intellectual, or physical, the faculty digs deeply in determining how they can build a program to help the child overcome the challenge and give him/her the tools to solve any problem s/he may face with confidence. The partnership between faculty and parents is key, too. Harbor seeks to instill skills like self-advocacy, resourcefulness, love of learning, and collaboration to empower each child throughout their school careers and life beyond school.

BOARD OF TRUSTEES



Harbor's Board of Trustees is a self-perpetuating entity comprising 17 current and former parents, alumni, and friends from surrounding communities. The Head of School is an ex-officio member. It is the Board's responsibility to regularly review the School's success in fulfilling its mission and to monitor its relevance to the community it serves. The Board is charged with governance, namely, the strategic, long-term protection and strengthening of the School's financial, physical, and programmatic assets. The Board also employs and evaluates the Head of School, who functions on the Board's behalf as the chief executive officer of the operations-level implementation of the Board's plans.

ADMISSIONS AND ENROLLMENT



While prospective parents have information and access to all the steps of the admissions process via Harbor's website, the process is somewhat tailored to the needs of the individual prospective families. Prospective parents are given opportunities to speak with Parent Ambassadors for deeper insights into the Harbor experience or to answer questions about specific areas of concern. Upon application, prospective students will have an opportunity to visit for a "shadow" day or two, depending on the age group. During the visit, each child is evaluated for fit and academic placement. The Admissions Committee makes final decisions about admissions.



The majority of Harbor families live within 15 miles of the campus, but Harbor is within easy reach of many communities on the South shore, in central Suffolk County, as well as the North Shore. Spanning 35 zip codes, Harbor families come from towns ranging from Dix Hills and Northport in the west, Mount Sinai and Ridge in the east, and from Blue Point to Shirley on the south shore. Occasionally, there are families from much further west. As an example, the family of a 2018 Harbor graduate drove from Flushing, Queens for nine years.

Enrollment over the Past Three Years

- 2018-2019: PK3-4 (29), K-8 (136), Total 165
- 2019-2020: PK2-4 (34), K-8 (106), Total 140^{1 2}
- 2020-2021: PK2-4 (24), K-8 (132), Total 156³



Tuition for the 2021-2022 School Year

- PK2 \$4,125-\$7,725 plus \$35 Activity Fee
- PK3 \$9,900-\$14,115 plus \$35 Activity Fee
- PK4 \$13,500-\$15,150 plus \$35 Activity fee
- Kindergarten \$18,450 plus \$525 Activity Fee
- Grade 1 \$18,450 plus \$650 Activity Fee
- Grades 2-4 \$19,200 plus \$650-\$750 Activity Fee
- Grades 5-8 \$19,475 plus \$1,300-\$1,600 Activity Fee

Activity fees include, but are not limited to, art supplies, computer lab equipment and software, standardized testing, student activities, class trips, science lab equipment, athletic and team uniforms and equipment, transportation fees, and required field trips.



¹ PK2 classes didn't begin until 2019-2020.

² The dip in enrollment in 2019-2020 can be attributed to a confluence of factors, namely changes in the NYS religious exemption for student vaccinations, families moving away or choosing to move their children to area public schools at the break between elementary and middle school, and dissatisfaction stemming from a poor match between a teacher and teaching aide in a younger grade the previous academic year.

³ Due to COVID-19 physical distancing restrictions, we were only able to host one class of PK4s, resulting in 10 fewer students overall.



TUITION ASSISTANCE

The primary objective of Harbor's Tuition Assistance Program is to provide financial aid to families in need who have children meeting the school's academic admissions criteria, but who are unable to afford full tuition for a particular school year.

Tuition assistance awards are granted for tuition only and are based on need for the upcoming academic year in accordance with the school's tuition assistance budget. Harbor utilizes the [School and Student Service \(SSS\)](#) website by the [National Association of Independent School \(NAIS\)](#), an impartial, third-party service in its Tuition Assistance Program.

In the 2020-21 school year, \$286,650 of tuition assistance was provided to 33% of Harbor students. The average grant was \$5,600. In addition, \$22K was raised during the height of the COVID-19 pandemic towards a newly established *Emergency Relief Fund for Tuition Assistance* to specifically help families in need as a result of the pandemic.

FINANCES

The annual budget for the 2020-2021 school year is \$3,571,201. Harbor's endowment is currently \$4,135,067. The Harbor Fund, the school's annual fund, contributes approximately \$250,000 annually to the school's budget. Our most recent Annual Spring Benefit and Auction, including fund-a-grants, raised \$175,000 this April.

A \$10 million capital campaign is currently underway comprising four elements. As of spring 2021 Harbor has reached 57% of this goal.

- Faculty Endowment - \$2.5 Million
- Tuition Assistance Endowment - \$2 Million
- General Endowment - \$2 Million
- Campus Expansion & Improvements - \$3.5 Million

STRATEGIC PLAN 2018 - 2023

Honoring our history and drawing upon our unique and varied strengths, the Harbor Board of Trustees and school leadership have established five key goals to position Harbor to become a premier elementary, independent school in the region. Details can be found [HERE](#).

Goal 1: Stengthen our Financial Foundation

Goal 2: Support and Empower Faculty and Staff

Goal 3: Foster an Innovative Educational Program

Goal 4: Modernize our Campus and Physical Plant

Goal 5: Enhance Internal and External Communications

Plans to modernize the campus and physical plant include a dedicated STEAM Center, restructuring and increasing classroom spaces, a flexible space for performances and all-school meetings, updating the main building, increasing the number of parking spaces, and renovating the front entrance to improve the flow of traffic for cars and buses. Details for this project can be found [HERE](#).

SURROUNDING AREA

The Village of Head of the Harbor is located 50 miles east of New York City in Suffolk County, NY. The Village is primarily residential, with several beautiful horse farms sprinkled throughout. It is bordered to the north by Stony Brook Harbor, to the west by the Village of Nissequogue, and to the east by the hamlet of Stony Brook, where the main campus of Stony Brook University, a major public research university is situated. Noted for its scenic vistas and beautiful landscapes, winding country roads, numerous parks and nature trails, Head of the Harbor is an idyllic village with a preserved sense of history.

Just north of the Village sits the hamlet of St. James, a quaint little town full of restaurants and shops. This area is part of the North Shore of Long Island, famously known as the “Gold Coast” for the wealthy and lavish estates that were built at the turn of the 20th century. The St. James General Store, which is said to be the oldest continuously operating general store in the United States, and a number of other historic structures and homes in the area, are on the National Register of Historic Places.

On a beautiful drive further east, one would find vineyards, bucolic pastures, farm-to-table restaurants and seafood galore on the north fork of Long Island, and picturesque towns, art galleries, gorgeous beaches and a vibrant celebrity-filled summer scene on the south fork. Long Island, as a whole, boasts a wide range of attractions, making it an alluring place to live and travel. From award-winning golf courses to some of the most beautiful beaches in the U.S., a vibrant viticultural region to a thriving art scene, and an important storied past for its pivotal role in the Revolutionary War, Long Island is a place full of wonderful discoveries.

FUTURE LEADERSHIP OF THE SCHOOL

The future leadership of Harbor Country Day School will reflect the School's mission and core values, its current challenges and opportunities, and the qualities and skill set sought in the next Head of School. Input was garnered in interactive sessions and via an electronic survey from well over 100 constituents at Harbor: faculty/staff, current and former parents, students, alumni, and current and former Board members.

It is very apparent that Harbor enjoys an unusually strong consensus regarding its current strengths and future needs. The summary that follows will guide the selection of Harbor's next leader who will be charged with continuing the growth of the School's whole child-centered curriculum, while upholding its core values and honoring the school's mission. As detailed below, s/he will be working to fulfill the school's fundraising, strategic and master plan goals to ensure a strong foundation for the future of Harbor.

CORE VALUES/STRENGTHS

Harbor's mission—cherishing childhood, cultivating wonder, and inspiring confident learners and leaders—is reflected in the distinctive strengths valued by members of the Harbor community. These include the following:

- An especially warm, welcoming community which constituents say feels like an “extended family.”
- A progressive philosophy that is child-centered and honors the “whole child.”
- A challenging yet supportive program with an emphasis on social-emotional learning.
- The individual growth of children in an environment where every student feels “known” by faculty, staff and Head of School.
- Cherished school traditions that are celebrated and supported by an actively engaged Parents' Association.
- A diverse and inclusive community—ethnically, racially, socio-economically, religiously, and in terms of family structure.
- A close-knit, committed and collaborative faculty and staff, whose strength was demonstrated in their safe and effective response to Covid-19.
- Strong support of parents who feel valued for their perspective and active involvement in school life.

CHALLENGES/OPPORTUNITIES

The financial stability built in the last five to six years must continue to grow to ensure Harbor's financial health and sustainability. These challenges are being addressed by a capital campaign that will strengthen Harbor's endowment and address the following opportunities:

- The successful implementation of the School's plans for renovation and additions to its campus facilities.
- Additional tuition assistance to increase accessibility and bolster enrollment.
- Strengthening compensation and benefits to help with retention of Harbor's gifted faculty and staff.

Related opportunities include:

- Building on Harbor's reputation as a "hidden gem" by expanding marketing initiatives.
- Determining the "ideal" size of Harbor to optimize enrollment and balance the benefits of its small size with the limitations in peer groups and athletic offerings.
- Increasing the diversity of faculty and staff, including more male role models.
- Capitalizing on the innovative technology and methods of teaching and learning realized during the pandemic.

QUALITIES AND SKILL SET

Given Harbor's core values and its challenges and opportunities, the Board seeks a Head of School who has significant experience in a senior leadership position, ideally in an independent school, and has the personal qualities and professional skills in the areas of leadership and management described below. Candidates are expected to have a postgraduate degree.

Leadership

- Be visionary, creative and innovative to keep the School's program relevant and competitive.
- Embrace and steward Harbor's mission and culture.
- Be flexible, open-minded, accessible and responsive to the various school constituencies.
- Have excellent communication (and effective listening) skills with all constituents: students, faculty/staff, parents, trustees, and the community.
- Have a collaborative leadership style that empowers faculty and staff and fosters effective teamwork.
- Recruit, mentor, and support outstanding faculty and administrators to maintain the School's commitment to excellence.
- Foster a strong working relationship with the Board, in particular efforts to strengthen the School's endowment and implement its building plans.
- Secure additional resources for the School through the identification, cultivation, solicitation and stewardship of donors and funders.
- Be a passionate, inspiring spokesperson for the School, both within the school community and the community-at-large.

Personal

- Embody authenticity and integrity and be inclusive, open-minded, and compassionate.
- Cherish childhood, have a genuine love of children and connect with students on an individual basis.
- Have a warm, relatable personality, able to connect with and be accessible to all members of the school community and the community at large.
- Be an energetic, enthusiastic role model for the school community.
- Have a calm, steady demeanor that inspires the confidence of school and community members.
- Be flexible, open-minded and collaborative, seeking feedback and guidance when appropriate.

Management

- Possess strong organizational skills and time management.
- Supervise and lead the administrative operations of the School—including finance, human resources, facilities and plant operations, and external relations.
- Ensure sound fiduciary management of the School in close collaboration with the Director of Finances, Board of Trustees, and Board Treasurer.
- Oversee the admissions process and financial aid to ensure robust enrollment.

THE PROCESS

Jean Lamont of Educators' Collaborative, LLC is leading this search.

Candidates interested in this position are asked to submit the following materials by August 1, 2021:

- EC Candidate Summary Sheet (contact Jean Lamont for this document)
- Cover letter addressed to the Search Committee, Harbor Country Day School
- Resume
- 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 all inquiries or expressions of interest to:

Jean Lamont, Partner, Educators' Collaborative

Email: jlamont@educatorscollaborative.com

Phone: 203-605-6975



Harbor Country Day School

Embracing the extraordinary in every child.™

Harbor Country Day School is an equal opportunity employer and does not discriminate against any employee or applicant for employment because of race, creed, citizenship, color, religion, age, gender, national origin, marital status, veteran's status, status as a qualified individual with a disability, or any other characteristic protected by federal, state, or local law.