

MISSION STATEMENT

We are an inclusive community on a mission to inspire unbounded curiosity and independent thought in every one of our students. In a unique educational environment that extends well beyond campus, we nurture students' knowledge of themselves and the world, expanding their full academic and personal potential while preparing them to lead lives characterized by thoughtfulness, integrity, and a quest to effect positive change.

DIVERSITY STATEMENT

Diversity is a condition of excellence. Embracing a diverse, inclusive community is fundamental to providing the most rigorous, globally competitive education. At SCH, we aim to engage, understand, and celebrate the broad range of human experiences and perspectives. Through our curriculum, professional development, community-centered events, and daily interactions, we are committed to cultivating empathy and inclusion, and to nurturing the authentic expression of every individual.

VALUES

Integrity | Courage | Diversity
Thoughtfulness | Resilience

Click on underlined text for links to our award-winning website.



SCH

SPRINGSIDE CHESTNUT HILL ACADEMY

WHERE TRADITION MEETS THE FUTURE
WHERE PASSION MEETS PURPOSE
WHERE THE CITY MEETS THE WOODS
WHERE AMBITION MEETS OPPORTUNITY

INFORMATION FOR CANDIDATES

Springside Chestnut Hill Academy (SCH) is the largest independent school in Philadelphia with a 160+ year history of academic excellence in preparing young men and women for their futures. SCH offers a rigorous pre-school to high school college preparatory curriculum to more than 1,200 students from over 100 regional zip codes and international origins, including those enrolled in the Early Childhood Center.

SCH is the product of a merger of two historic single-sex schools, Springside School (est. 1879) and Chestnut Hill Academy (est. 1861). Its unique educational model of single-sex classrooms in Pre-K through 8th grade capped by a coed experience in 9th-12th empowers students to thrive as independent creative thinkers.

SCH is distinguished by signature programs in entrepreneurial leadership, engineering and robotics, the arts, outdoor education, and athletics, and is guided by the principles of environmental accountability and sustainability.

Situated on a 62-acre campus in Chestnut Hill, Philadelphia, the school prides itself on preparing students to be global citizens who lead lives characterized by thoughtfulness, integrity, and a passion to effect positive change.



SPRINGSIDE CHESTNUT HILL ACADEMY
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Justin McElroy Jarvis

DIRECTOR OF DIVERSITY, EQUITY, INCLUSION, AND BELONGING

Reports to: Head of School
Position Status: Full-Time, 11 months
FLSA Classification: Exempt

Reporting to the Head of School, the Director of Diversity, Equity, Inclusion, and Belonging will serve as the chief of culture and community, ensuring that the core aspirations of inclusion and belonging are achieved as a consistent part of the lived experience for each member of the school community. As a member of the Management Team, the Director will provide strategic leadership that touches all facets of the school in service to all dimensions of diversity, equity, inclusion, and belonging. Working closely with DEIB Coordinators, the Director of DEIB will establish and nurture relationships across the school and work hand-in-hand with constituents in pursuit of inclusion, belonging, and thriving as an outcome of ongoing culture and climate work. Acting in partnership with all constituent groups, the Director of DEIB is a student- and adult-facing role that embeds a DEIB lens in both strategy and operations, helping to center our mission and values in our decision-making. Broadly speaking, the Director is instrumental in achieving individual, program, office, departmental, divisional, and school-level strategic initiatives and related goals.

ESSENTIAL FUNCTIONS

- **Collaborative Partnerships.** Works collaboratively with the SCH leadership team and faculty to develop and implement goals for building understanding, awareness, and respect and to advance the school's mission. Brings people together to do great work.
- **Leadership and Training.** Leads a team of DEIB practitioners through support, coaching, and mentorship to enable their success. Serves as liaison between administration and Board DEIB Task Force.
- **Professional Development and Education.** Creates, manages, and provides research-based and best practices-informed DEIB professional learning experiences (training sessions, workshops, seminars, online resources, etc.) for faculty, staff, and administration. Leverages resources of the Diversity Leadership Team to coordinate arrangements for faculty, staff, and student attendance at conferences, workshops, seminars, etc.
- **Program Development and Implementation.** Plans strategically and collaboratively to develop, promote, and implement programs for students, families, and employees. Co-creates experiences to build understanding and engage constituents in the school's commitments to diversity, equity, and inclusion.
- **Community Engagement.** Serves as an expert resource and go-to partner for all community members on topics related to diversity, equity, inclusion, and belonging. Is widely visible and known across the campus, connecting frequently with different constituent groups. Liaises with the Diversity Parent Resource Network (DPRN) of the Parents Association (PA). Develops and serves as liaison to local community groups, schools, and other organizations to foster collaboration. Strategically communicates to keep the community informed of DEIB initiatives, progress, developments, events, etc.
- **Institutional Support.** Promotes commitment to all areas related to diversity, equity and inclusion throughout the school community. Develops, aligns, and/or integrates new and existing initiatives, policies, and procedures into a cohesive platform that will foster inclusive excellence. Champions initiatives that meet the needs of a diverse student body and community. Collaborates with academic leadership and faculty on curriculum design and student support. Teaches course(s) and/or electives and serves as an advisor (grade and/or club) to maintain tight connection to curriculum, faculty, students, and school life. Provides support and guidance to leadership, faculty, staff, students, and families in response to individual and school-wide DEIB issues. Develops partnerships with departments and offices across the school to serve as a resource and thought partner. Partners with the Admission team to recruit and retain students and families from diverse backgrounds. Collaborates with Human Resources to attract and retain faculty and staff from diverse backgrounds. Ensures compliance with relevant laws, regulations, and policies related to DEIB, as well as monitors related landscape. Works with Communication and Admissions staff on publications, website, and outreach programs. Helps with the preparation of the annual calendar of events and activities. Acts as a representative of the school and/or assumes additional responsibilities and projects as assigned by the Head of School.
- **Data Analytics and Metrics.** Deploys protocols to measure progress toward goals and objectives. Collects and analyzes data relevant to DEIB to learn about the impact of programs and initiatives, identify areas for continued focus, and drive insights to inform future efforts. Creates dashboards for tracking DEIB efforts and their impact.

CONTINUED



QUALIFICATIONS

- Bachelor's degree is required. Advanced degree in a relevant field is preferred.
- Established record of progressively responsible experience in relevant areas of school leadership.
- Experience designing and administering community-building, multicultural, diversity, and inclusion programs and curricula in schools. Teaching experience and tenure as a sitting director of DEIB (or equivalent) at an independent school are strongly preferred.
- Proven record of success in working collaboratively with students, faculty, staff, parents, and community leaders.
- Ability to lead/support organizational development, leadership development, and program implementation
- Demonstrated commitment to respect a broad range of views and to building mutual understanding, trust, and shared commitment over time.
- Outstanding writing and public speaking skills with the ability to establish personal and professional credibility with all internal and external constituencies.
- Strong interpersonal skills; ability to establish effective relationships and to facilitate communication and collaboration among colleagues, students, parents and external constituencies.
- A person of solid judgment and generous collegiality who is a thoughtful listener.
- Specific training in nationally recognized program(s) for diversity, inclusion, and multicultural affairs.
- Demonstrated knowledge of current research, trends, and practice in community, diversity, inclusion, and multicultural affairs, preferably for independent schools.

• PHYSICAL REQUIREMENTS AND WORK ENVIRONMENT

- Must be able to deal with a wide variety of challenges, deadlines, and a diverse array of contacts.
- May work at a desk and computer for extended periods of time.
- Work primarily in a traditional climate-controlled office environment.
- Regularly use close and distance vision.
- Able to move around a classroom and other school environments.

APPLICATION PROCESS

Interested candidates, please email a cover letter, statement of educational philosophy, resume, and contact information for three references to careers@sch.org.

Springside Chestnut Hill Academy is an Equal Opportunity Employer.





ACADEMIC PROGRAM

SCH has a long and proud academic history of preparing students for higher education and the world beyond. Our rigorous curriculum is aligned with the highest level of secondary academic standards. Grounded in the best thinking and practices of each discipline and infused with a spirit of innovation and creativity, it challenges students to continually grow and expand their intellectual boundaries—to go beyond the expected.

From the youngest ages, SCH students are encouraged to explore and problem solve, deepening their understanding, synthesizing their knowledge, and honing their analytical skills.

ACADEMIC DIVISIONS

Early Childhood Center—Boys and Girls ages 18 Months through 4 Yrs

SCH Academy's [Early Childhood Center](#) (ECC) opened its doors in January of 2020 and now offers a warm and stimulating private preschool education to over 100 young learners. The ECC is modeled on the Reggio Emilia philosophy (used in 34 countries around the world), which emphasizes child-centered, teacher-guided exploration in a relationship-driven environment, with a focus on nature and community as sources of learning.

Lower School — Pre-K through Grade 4 (Single-sex)

Whether they're drawn to blocks or bugs, sports or space, SCH Academy's [single-sex Lower Schools](#) provide learning environments that encourage our younger students to explore their interests freely without gender pressure or expectations. Classes incorporate a wide range of learning opportunities for individual thought and journaling, discussion in pairs and small groups, and collaborative work in teams. In addition, students are encouraged to build, make, do, and reflect on their work.

SCH Lower School integrated a new language arts program into its curriculum (2023). [Wit and Wisdom](#) is a high-quality knowledge-building curriculum for teaching language arts that



THE SCH PROGRAM

An SCH education prepares students to step into the world as thoughtful, engaged citizens with a desire to do good and make a difference. SCH is committed to fostering the time-honored fundamentals of intellectual rigor, critical analysis, and thoughtful evaluation. Through their SCH experience, students learn that no challenge is insurmountable if approached with the right amount of creativity, resourcefulness, and resilience.

SCH students learn in an authentically close community where they are nurtured and encouraged by a dedicated, passionate, and highly educated faculty. The community created by students and faculty is one in which each student's unique gifts and capabilities are respected and valued, and in which diversity across all dimensions is welcomed and deemed essential to the school's long-term health and vibrancy.

CAMPUS

SCH is situated in the beautiful and historic neighborhood of Chestnut Hill in the city of Philadelphia. The school's [urban-suburban campus](#) comprises 62-acres adjacent to the Wissahickon Valley Park and encompasses 11 buildings, including recently renovated athletic fields and facilities (2023) and a new Lower School (2019).

Distinctive campus features include 17 laboratories, including a 1,600-square-foot state-of-the-art engineering and robotics Lab, 3 design and fabrication labs; and 10 science labs; a historic national landmark Wissahickon Inn; a unique curated, permanent art collection, including pieces by Sol Lewitt and Violet Oakley; a half-acre solar installation; low and high ropes course; and a soon-to-be-renovated historic performing arts center.

SCH's campus is [accessible from all areas](#). It is a five-minute walk from a city commuter train line and a 15-minute walk from a neighboring bus stop. SCH also has free busing available from 12 public school districts and a private [SCHuttle](#) transporting students from Center City.

The school's attractive campus is used almost 24/7 year-round with robust facility and field rentals, a summer camp program that runs from June to August, an Early Bird and After School and Enrichment program for Lower School and 5th grade students.



Upper School – Grades 9 through 12 (Coed program)

In their last four years at SCH, students in [Upper School](#) assume increasingly greater responsibility and independence as they build toward college-level academic expectations and performance.

Our comprehensive [Upper School curriculum](#) is designed to offer students a taste of intellectual freedom. With honors courses, AP-level courses, and more than 100 electives, the curriculum enables students to pursue a wide variety of subjects at different levels of depth and intensity and to delve deeply into their passions.

Guided by a deeply committed faculty and supportive college counseling staff, students complete their core academic work and choose from a robust array of electives and activities that will help them assemble academic résumés that speak to their strengths and earn them entrance to the nation's top colleges and universities.

Through experiences like the 9th grade Outward Bound trip, sophomore CEL Capstone course, and project-based work in their classes, students deepen their problem-solving and leadership skills while exercising the resilience, perseverance, and initiative they have been encouraged to develop throughout their time at SCH.

Older students also assume greater responsibilities as leaders of the school, helping to articulate and embody important school values for those who look up to them and one day will take their place.

Extracurricular activities provide an opportunity for students to engage more deeply with a personal interest or passion, whether it's creating a thought-provoking video, leading a club on diversity, crafting a scientific experiment, building circuitry for a robot, developing a venture idea, or competing on the athletic field.

Both in and out of the classroom, SCH students are developing the intellectual discipline, skills, empathy, breadth of perspective, and self-confidence that will ensure their readiness for the challenges of college and beyond.

DIVERSITY, EQUITY, INCLUSION, & BELONGING

At SCH, we curate brave spaces. We stimulate meaningful discussions, and encourage students to show up and engage. Our Diversity Leadership Team—consisting of faculty members from each division—works hard to ensure that every member of the SCH community feels seen and valued.

The SCH Diversity Statement:

Diversity is a condition of excellence. Embracing a diverse, inclusive community is fundamental to providing the most rigorous, globally competitive education. At SCH, we aim to engage, understand, and celebrate the broad range of human

focuses on reading, writing, critical thinking, speaking, and listening skills.

A focus on the outdoors is also an important feature of the Lower School program, supported by the location of the new McCausland Lower School building. Perched on the edge of the Wissahickon Valley Park with easy access to its woods, trails, and stream, the building has been designed to let the outdoors in and our students out into nature for regular exploration and discovery.

By the time they move on from Lower School, students have developed a strong academic foundation, love of learning, and toolkit of relational skills that will enable them to manage the academic challenges and social dynamics of our Middle School.

Middle School – Grades 5 through 8 (Single-sex academics)

In [Middle School](#), we are committed to building on our Lower School foundation and continuing a single-sex academic experience in grades 5-8. The Middle School years are transformative, both academically and socially. When boys and girls step into our classrooms, they are able to shed gender expectations, find their unique voices, and develop a strong sense of self.

In Middle School, we emphasize both the process and the content of learning, recognizing that the skills students build through their search for knowledge are as important as the knowledge attained. Students manage their own schedules as they move from class to class, develop an increased level of independence, and hone important lessons about organization and time management.

While Middle School is a time to solidify foundations through core studies, it is also a time for students to explore new horizons and discover budding passions. Under the skilled guidance of Middle School faculty, students develop the confidence to branch out socially and intellectually, manage an increasingly challenging curriculum, take healthy risks, and exercise empathy and respect for others.

experiences and perspectives. Through our curriculum, professional development, community-centered events, and daily interactions, we are committed to cultivating empathy and inclusion, and to nurturing the authentic expression of every individual.

COLLEGE COUNSELING

Our experienced [College Counseling](#) staff demystifies the decision-making behind college admissions and clarifies the critical but often enigmatic factors that colleges and universities consider when selecting a class. Most importantly, they help students focus in on what they want from their college experience and identify which institutions offer the best fit for their interests and goals.

While students are expected to take ownership of their college application process, the counselors are there all along the way to offer quality information, honest evaluation, and encouragement.

Students' unique passions, strengths, and individuality are at the heart of the college process, a journey during which the students, their parents, and their counselors work together to identify colleges that will nurture students' interests and foster their continued self-discovery.

A 5-Year Matriculation List is provided [here](#).



WHAT MAKES AN

Single-Sex-to-Coed Educational Model

With separate Lower and Middle Schools for boys and girls and a coed Upper School, SCH is the only Philadelphia-area independent school structured to offer age-appropriate learning environments for every stage of a child's social and intellectual development.

Faculty in the Lower and Middle Schools are experts in the different ways that boys and girls learn and have designed their curriculum to support these learning styles. The single-sex environment offers younger students a safe place to learn and explore free from the burden and limitations of gender expectations. The coed Upper School gives students experience in managing the diverse perspectives, shared leadership, and broader social interactions they will encounter as they move into the larger worlds of college and career.

The Sands Center For Entrepreneurial Leadership

Established in 2012, the [Center for Entrepreneurial Leadership](#) (CEL) is committed to developing an entrepreneurial mindset and skillset in every SCH student. This innovative Pre-K to 12 program enhances education with learning opportunities and classes that expose students to new skills and the possibility that they can shape their futures and the world.

The CEL program is focused on building an entrepreneurial approach to problem solving through an emphasis on four key traits that comprise the entrepreneurial mindset:

- Opportunity seeking
- Creative problem solving
- Resiliency
- Resourcefulness

To instill this mindset, CEL is integrated into the Lower, Middle, and Upper school experience. The CEL curriculum begins in Lower School with open-ended, project-based challenges

integrated into the classroom activities. The formal CEL curriculum begins in 5th grade and runs through 10th grade when sophomores apply their five years of CEL learning to creating a venture of their own design in what is called the Capstone experience.

In 11th and 12th grade, students can continue to pursue their ventures through a variety of electives and independent study opportunities in the Venture Accelerator in which they actually [bring their ventures to market](#). Graduates of the CEL program have gone on to create many award-winning ventures, including a technology to convert plastic water bottles into filament for 3D printers, a mobile app designed to engage students in the election process, and a non-profit business to that provides backpack for the homeless filled with necessities like toothbrushes, utensils, socks, wipes, and more.

Outdoor and Trip Programs

Getting students outside to experience their surroundings firsthand builds confidence and independence in the natural world around them and a greater appreciation for the intrinsic value of nature.

SCH is fortunate to be situated next door to one of the Philadelphia area's largest natural parks, Wissahickon Valley Park, which is part of the 64-mile Wissahickon Watershed. Students regularly explore its trails and use it as an outdoor classroom throughout their years at SCH.

The [SCH Outdoor Program](#) is designed to expand the curriculum beyond the classroom. Through visits to historic and natural settings related to their studies, students deepen and extend their understanding of what they have been learning in the classroom, while developing basic outdoor skills that they can carry with them for years to come.

SCH Lower School students spend a considerable amount of time exploring the Wissahickon Valley—an amazing resource right out the Lower School's backdoor. Their time spent in the Wissahickon focuses on learning to become good stewards of the land, studying the area's natural resources, and caring for their surroundings.

Students' outdoor experiences are capped with a five-day Outward Bound camping and hiking experience in the first few days of their freshman year, when they explore the wilds of a regional state park and bond around a shared challenging experience as they prepare to enter Upper School.

The Arts

Fueled by the passions of our students, the [Arts Department](#) provides an extensive and ever-growing list of creative opportunities throughout all divisions in music, performing arts, and visual arts.



SCH EDUCATION?

Beginning with Pre-K, students are taught skills woven around artistic principles, concepts, and habits that grow in complexity from year to year.

SCH's faculty of working artists encourage students to follow their interests without boundaries and extend their creative abilities into the newest dimensions of arts expression.

SCH is also home to a permanent art collection and The Barbara Crawford Gallery. Displayed throughout the entire campus, a rich art collection includes works by artists such as Violet Oakley, Sam Feinstein, Barbara Crawford, Tim Rollins and KOS, and Alexander Stirling Calder. The Crawford Gallery serves as an important teaching tool, offering our students the opportunity to experience a diverse range of artwork with each externally curated show.

Engineering and Robotics

From their earliest years at SCH, students learn to become creative designers and problem solvers through the [Engineering and Robotics program](#). Whether it's constructing a LEGO castle in 2nd grade, designing and manufacturing a marketable consumer product in Middle School, or programming milling machines to make parts for human-sized robots in Upper School, SCH students are learning important skills for the 21st century, while being challenged and having fun.

The school partners with the international FIRST Robotics program (For Inspiration and Recognition of Science and Technology) to bring students, ages 6-18, opportunities to apply their design and engineering skills in age-appropriate challenges. SCH has a total of 16 robotics teams and, on average, 160 students in grades 1-12 participating in FIRST Robotics activities.

The Upper School FIRST Robotics team has performed consistently well, garnering a first place at the FIRST World Robotics Championships in 2019. In the past, the team has won multiple awards for design, innovation, and engineering and the coveted Chairman's Award five times.

The Engineering and Robotics program offers Upper School students a college-level engineering experience in a space unparalleled among area independent schools. Students have the opportunity to work side by side with businesses, parents, and faculty mentors, who provide not only a variety of perspectives and skills but also adult role modeling.

Athletics

The SCH [Athletic Department](#) seeks to provide each student with a sense of affiliation, motivation, and accomplishment by balancing challenge and demand with support and encouragement. Above all, we ask our athletes to win and lose with class and dignity, and we hold them to the highest standards of sportsmanship.

Our coaching staff is committed to fostering confidence, good decision making, responsibility, and leadership—qualities that will serve our student-athletes well throughout life.

SCH boys' and girls' teams are members of the area private school Inter-Academic League, the oldest secondary school league in the country, formed in 1887.

SCH's impressive athletic facilities include a newly renovated fitness center (2023), two multipurpose synthetic playing fields, seven tennis courts, one softball and two baseball fields, a 52,000-square-foot field house, three gymnasiums, two fitness centers, 10 squash courts, an indoor rowing tank, and 20 ergometers.



CHECK US OUT AT @SCHACADEMY AND @SCHBLUEDEVILS!