



LANCASTER COUNTRY DAY SCHOOL

HEAD OF SCHOOL FOR JULY 2022



Lancaster Country Day School (LCDS) is pleased to announce a search for its next new head of school who will begin July 1, 2022, the School's 113th year. A non-sectarian, academically rigorous independent, co-educational day school serving 548 students in early childhood through grade 12, LCDS offers an outstanding and dynamic program which prepares students for college and beyond in a warm and welcoming community. The 26 acre campus is nestled in the charming, residential School Lane Hills neighborhood of older homes in Lancaster, Pennsylvania, and provides a spacious, light-filled facility where all three divisions are housed under one roof, a signature feature of the School. Renovated and expanded athletic facilities, and a new state of the art theater sets LCDS apart from its peer schools. Students come from five neighboring counties, and a robust homestay program accommodates a small number of students from China, Italy, Scotland and South Africa. Along with reviewing this introductory opportunity statement, candidates will want to explore the embedded links and [the School's website](#) for a comprehensive review of Lancaster Country Day School.

Mission

The mission of Lancaster Country Day School is to encourage each student's growth within a challenging and supportive academic environment that inspires enthusiasm for learning, the joy of accomplishment, and commitment to community. LCDS fosters the individual's thinking skills, physical and emotional well-being, and creative expression with an emphasis on personal integrity, mutual respect, and social responsibility.

Philosophy

Deeply committed to the intellectual, creative, physical, and emotional growth of its students, Lancaster Country Day School seeks to provide a rigorous, college preparatory academic program within a supportive environment, resulting in a community of globally conscious, lifelong learners. Challenging students to look at the world in new ways, LCDS has high academic and behavioral expectations of its students while providing extensive support to achieve those standards. Through close relationships among students and adults, the School encourages personal growth and trust, thereby fostering confident, articulate, and thoughtful individuals who can successfully interpret a complex and rapidly changing world. As a coeducational, independent school "under one roof" for students from preschool through twelfth grade, LCDS encourages close interaction among people of all ages and diverse backgrounds, striving to reflect the world, as it truly exists. Respect for self, concern for others, commitment to community, and stewardship of the environment are hallmarks of a Lancaster Country Day School education. In addition to setting high expectations for academic excellence, the School urges both students and adults to seek balance in fulfilling their many obligations while maintaining a strong commitment to their own physical and emotional health.

School Motto

The spark that kindles the mind and heart illuminates a lifetime.

Students 2020 – 2021

Enrollment: 548
Early Childhood (PS-JK): 25
Lower School (K – 5): 158
Middle School (6-8): 148
Upper School (9-12): 220
Students of Color: 29%

Professional Staff

Number of Employees: 140
Faculty: 90 (80 FTE)

Board of Trustees

Total number: 21
Meet 7 times a year
Committees:
Executive
Finance
Development
Investment
Enrollment
Property
Trustees

Finances 2020 – 2021

Tuition
EC: \$15,000
LS: \$17,300 - \$23,900
MS: \$25,480 - \$26,930
US: \$26,930 - 27,900
Financial aid: \$4.7 million
Receiving assistance: 33%
Net operating budget: \$12.3 million
Endowment: \$28 million
Annual Fund: \$1.5 million





Brief Overview

Upon entering the building, one is immediately struck by the warm welcome provided by smiling faces and an open, spacious hallway. This corner of the building houses the administrative offices to the left, two perpendicular hallways leading to the lower and middle schools, and a sweeping stairway to the upper school. In keeping with the School's emphasis on community and trust, the lockers that line the hallways are all open, with hooks and shelves and belongings exposed. This gives the campus a feeling of home. Upstairs, the vaulted, natural wood ceiling creates wonderful light even on a cloudy day and gives the building a contemporary feel.

Beyond school grounds, Lancaster Country Day students actively participate in the life of the city, which affords students a wealth of opportunities for creative endeavors, historic investigation and community service involvement. Having committed to the Green School Alliance Pledge in 2011, LCDS actively supports [environmental stewardship](#). Throughout the school year and the curriculum, environmental ethics and values are promoted and practiced. Almost all of the green initiatives involve the entire school community, enhancing the "under one roof" spirit of the School.

During the consultants' visit to the campus in meetings with students, faculty, parents and administration, the resounding theme was the strong feeling of community shared by all who learn and work at Lancaster Country Day. Consistently, it was expressed as the most important asset by everyone, from those who had been at the School for just a few months to those who consider themselves "lifers." Even though pandemic protocols have forced the School to follow a vacillating combination of hybrid and in-person operations from week-to-week and month-to-month, the strong feelings of community pervade the program and are a source of great pride for all. Students smiled as they described the nature of their interactions with their older or younger schoolmates, and the staff and faculty remarked on the positive effects this has on students' confidence and morale. Traditions also top the list of treasured features of an LCDS education. While the consultants were visiting, the Spoon Game parade was well underway. Students also were excited to describe the first day of school parade, Color Wars, and all were eagerly anticipating the annual Duck Walk through the courtyard later in the spring.

The LCDS Program

[Academic](#) expectations are high, but so is the level of support at LCDS. A rigorous academic program is a priority for the School, but it is a friendly place where students develop their intellectual abilities through close connections with classmates and their teachers. The highly dedicated faculty guide their students' emotional and intellectual growth so they leave Lancaster Country Day fully prepared to face the challenges ahead. To foster a partnership with parents, two formal conferences are scheduled each year, and parents are welcomed and encouraged to become involved in the LCDS community, and be in frequent contact with their student's teachers. LCDS provides academic support with learning specialists in The Lab, which is available to all students. The Lab and the Director of Learning Services also serve as a resource for the faculty in their on-going research-based professional development and training in mind-brain education.

The attrition rate among faculty is quite low compared to other independent schools, and teachers pride themselves on being hard-working, dedicated to their craft and enthusiastic about their relationships with students and colleagues. Professional development is a high priority for LCDS and an important part of its identity. With a robust and restricted budget, professional development is somewhat protected from the inevitable budget fluctuations and enables faculty to obtain further training and enrichment, keeping them strong and engaged as professionals.



Early Childhood

The goal of the Lower School [Early Childhood Program](#) is to provide a safe, stimulating environment where each child is allowed to explore, discover, and learn at his/her own pace. Instruction is individualized, thematic and interdisciplinary, and the subjects of math, science, social studies, art, music, Spanish and physical education are all key components of the age-appropriate curriculum. Meaningful play also is a significant element of learning in the early years at LCDS. It encompasses social, emotional, physical, and cognitive benefits that the brain needs to fully develop.

Lower School

As students transition from early childhood into the elementary years, the [Lower School](#) curriculum is focused on developing students' proficiency in reading, math, writing, science, and social studies, in addition to character building. Spanish instruction spans all the grades in the Lower School, with Mandarin as a required trimester course in fifth grade. Coding and robotics begin in first grade and continue through fifth. The arts are an integral part of the curriculum, and in-school music or voice lessons are available during the school day. Each day begins with a morning meeting and sets the tone for teachers to continue their close relationships with their students and tailor instruction based on individual strengths and weaknesses. A vibrant classroom atmosphere and individualized attention give students the skills to problem-solve and collaborate with peers and adults. Recognized as a year of transition between the lower and middle divisions, the fifth grade is situated in its own cozy hallway which guides the students through a gentle move from homerooms to classes and teachers separated by subject matter.



Middle School

The [Middle School](#) is comprised of grades six through eight and is naturally a time of significant growth, both physiological and intellectual. The Middle School faculty embrace that growth with great humor and professionalism. Students continue to build a foundation of academic, athletic and aesthetic excellence while also strengthening their core values and personal characteristics. To this end, the Middle School offers an outstanding advisory program which is built into the weekly schedule and considered a hallmark of the Middle School program. Continuing the strong curricular work begun in the Lower School, the Middle School program emphasizes critical reading and writing skills, STEM offerings including a technology course, competitive LEGO [robotics](#), programming and animation art. In addition to Spanish and Mandarin, eighth graders have Latin as a language option, and the science curriculum includes participation in a science fair in grades 7 and 8. Many fine and performing arts courses are offered through a trimester system of electives, and teachers integrate the teaching of study skills throughout the curriculum.

Upper School

Developing their students' curiosity, intellectual passion and personal responsibility is the priority for the [Upper School](#) faculty. Maintaining the warm, caring community atmosphere that pervades the building, upper schoolers are appropriately challenged to meet the higher academic expectations that a rigorous college preparatory curriculum demands. In spacious, bright, well-equipped classrooms, students continue their goal to be well-prepared citizens of a global economy. Harkness tables are used in many classrooms to encourage discussion and maximize student engagement. A wide variety of curricular and extracurricular offerings, combined with strong mentoring and small class size, provides the ideal environment for students to grow intellectually and emotionally. Advanced Placement courses are offered in eleven subjects, and there is an opportunity to pursue independent study for advanced work beyond the curriculum. Students can further their world language skills in Spanish, Mandarin, and Latin.



College Matriculation 2016 – 2020

American University (2)
Bloomsburg University (2)
Boston College (3)
Boston University (5)
Bryn Mawr College (3)
Carleton College (2)
Carnegie Mellon University (2)
Coastal Carolina University (2)
Colorado College (2)
Cornell University (3)
Davidson College (3)
Denison University (3)
DePaul University (2)
Dickinson College (8)
Drexel University (4)
Elizabethtown College (3)
Elon University (3)
Emory University (2)
Florida Southern College (2)
Fordham University (4)
Franklin and Marshall College (6)
Georgia Institute of Technology (2)
Gettysburg College (3)
Hamilton College (3)
Haverford College (3)
High Point University (3)
Johns Hopkins University (2)
Middlebury College (2)
Millersville University (5)
Muhlenberg College (4)
New York University (6)
North Carolina State University (2)
Northeastern University (2)
Northwestern University (3)
Pennsylvania State University - University Park (9)
Princeton University (2)
Purdue University (2)
Randolph-Macon College (3)
Savannah College of Art and Design (2)
Susquehanna University (2)
Temple University (6)
Tulane University (4)
University of Alabama (2)
University of California - San Diego (2)
University of California - Santa Cruz (2)
University of Delaware (5)
University of New Hampshire - Durham (3)
University of Notre Dame (2)
University of Pittsburgh (12)
University of Richmond (4)
University of Rochester (2)
University of Virginia (2)
Ursinus College (8)
Vassar College (2)
Villanova University (3)
Wake Forest University (6)
Washington University in St. Louis (4)
West Chester University (2)
Wilkes College (2)

Global Studies

A source of great pride and unique to the LCDS program is the opportunity for students to experience international travel and study through the School's [Global Programs](#). In addition to the ability to live and study in several different foreign countries, and for students from those and other countries to study at LCDS, a standout is the Model United Nations course for juniors and seniors that allows students to participate in an international conference each year in either The Hague or Qatar.

College Counseling

The [college counseling](#) program at LCDS is very strong, organized and thoughtful, and sets the School apart from its competitors in the area. Parents and prospective students are [introduced to the process](#) in middle school, enabling them to hit the ground running when they arrive in ninth grade.

Arts

Plentiful courses in music, theater, visual arts and dance comprise the [arts curriculum](#) at LCDS. Band, orchestra and chorus are offered in addition to one-on-one instruction on various instruments and voice. Visual arts include courses in ceramics, photography and drawing, including animation, and the recently completed, impressive Gardner Theater will greatly enhance the School's offerings in theater and dance. Students are exposed to all the arts throughout all grades at LCDS, and course work and performances are enriched by artists in residencies, field trips and guest lectures.

Athletics

Sportsmanship, Character, and Striving for Excellence are the core values of the [athletics program](#) at LCDS. Interscholastic sports plays an important role in a well-rounded education, and at LCDS students have the opportunity to participate in twelve interscholastic sports, as well as various others through a co-op program with local public and parochial schools. With thirty teams and clinics from Lower School through Upper School, the School encourages physical activity and values the life skills associated with education-based athletics.



Summer Programs

LCDS offers a comprehensive nine week [summer program](#) that includes early childhood programs, sports camps, enrichment and for-credit classes for high school age students. The school serves as a partner for [Horizons at LCDS](#), which began four years ago as a separate organization serving underresourced Kindergarten to eighth grade students from the local community with their own board and program director.

Technology

[Technology](#) plays a central role in an LCDS education. Every student in grades six through twelve receives an iPad to enhance learning and connect with teachers and classmates. Lower School students begin their use of technology with the Chromebooks that are available in every classroom.

Equity & Inclusion

Long known as an inclusive and warm school community, the LCDS Board adopted a [Diversity Statement](#) in May of 2011, and all constituencies are enthusiastic about continuing efforts to welcome people of all backgrounds to the community as students or employees. These efforts are now being led by a newly hired Director of Equity and Inclusion who is an integral member of the school's administrative team.



Enrollment & Fundraising

As in so many cities and towns across the country, the last 10-15 years have brought demographic and economic changes to the Lancaster area. Several companies, key to the local economy, were hard hit by the recession of 2008 and down-sized or relocated. Incomes have suffered accordingly, and Lancaster Country Day has been forced to respond with an increase in tuition assistance. As the only school of its kind and which charges the highest tuition in the area, the School must emphasize its value proposition in its marketing efforts. As local competition emerges with public, charter, parochial, and smaller independent schools, LCDS has felt the impact of these competitors. Given its facilities, program and dedicated staff, Lancaster Country Day is in a position to provide the ideal school program for children from families of working parents, but the necessary costs are a challenge for many families. The next head of school will need to embrace focusing his or her efforts on this reality.

Fundraising efforts at LCDS are quite successful in part, thanks to a state tax credit program for Pennsylvania businesses and taxpayers which benefits the annual fund. Because funding for this program is subject to state budget pressures, efforts are underway to build a robust giving program and keep parents and alumni educated about the funds needed to provide and maintain a top notch academic program. As a result of two highly successful, back-to-back capital campaigns, the outstanding facilities mirror the outstanding teaching going on inside, but as with all independent schools, careful, timely maintenance of the buildings will be necessary. Alumni engagement was a key component of the successful capital campaigns, and maintaining their engagement without the immediate needs of a campaign is also an important priority for the development office.



Governance & Leadership

The Lancaster Country Day School is governed by a self-perpetuating Board of Trustees, which consists of 21 members who meet seven times a year. Committees of the Board include Executive, Finance, Investment, Development, Enrollment, Property and Trustees.

The Administrative Team includes the Head of School, Assistant Head, the three division heads, Director of Equity and Inclusion, Director of Admissions, Business Manager, Chief Advancement Officer, Athletic Director, Director of Communications, Director of Information Services, Director of Global and Summer Programs, and the COVID-19 Coordinator.

Lancaster, Pennsylvania

[Lancaster, PA](#) is considered one of the oldest small cities in the country. Situated in south central Pennsylvania, Lancaster is approximately 70 miles west of Philadelphia, 79 miles northeast of Baltimore and 34 miles east of Harrisburg, which provides the nearest international airport. The current population of the metropolitan area is just over 500,000, and it has been growing in small but steady increments over the last five years. Since 2005, the city of [Lancaster](#) has been intentionally reinventing itself by welcoming small businesses, artists and healthcare entities to settle in the region. Franklin and Marshall College, The Pennsylvania College of Art & Design, Millersville University, and several other smaller colleges serve as valued anchors to the city and add to the area's overall appeal for businesses and families.



Priorities For The Head Of School

With the recent focus on the capital campaigns and facilities enhancements, the Lancaster Country Day community expects the next head of school to focus on people, program, and place. Academic excellence and close relationships between students and faculty are at the heart of the LCDS experience. The next head of school should embrace the community, culture, and purpose of Lancaster Country Day, establishing a shared vision for the future with the School's motto, mission, values and philosophy central to the decision-making process. The head should continue to advance efforts in teaching and learning with LCDS being known for exceptional scholarship and whole person education that includes local and global community engagement. The next head of school at Lancaster Country Day will be focused on:

Teaching and Learning

Known for its exceptional academic program, LCDS will want to continue the important work to align its PK-12 programs to meet the needs of today's learners and prepare them for the ever-changing world. The head of school will want to work closely with the division heads to review the curriculum and pedagogical practices to ensure Lancaster Country Day provides an exceptional educational experience for their students. This will include looking at the professional growth opportunities for faculty and staff including regular assessment, professional development and a strong compensation program.

Leadership

The next head of school at LCDS should lead in a manner that distributes leadership responsibilities clearly when appropriate, and act decisively in an open fashion that truly develops a shared sense of purpose and vision. There will be an opportunity to clarify roles, responsibilities, and expectations of the leadership team and program directors. It is expected that the head of school will develop the leadership capacity of the School.

The leadership at Lancaster Country Day must ensure the viability of LCDS by appropriately weighing income and expenses, including tuition affordability, faculty and staff compensation, along with other revenue opportunities and annual fundraising. With the School's reaccreditation process beginning with the self-study in the 2021 – 2022 school year, the head will have the foundation in place to undertake a comprehensive organizational alignment process around best practices in all areas of school operations.

Enrollment and Sustainability

Lancaster Country Day relies on enrollment to be financially sustainable. The new head of school will work closely with the admissions team to enhance efforts to achieve optimal enrollment for each division. The head will serve as the chief spokesperson for the School and should expect to be highly visible in both the School and local Lancaster community in promoting the Lancaster Country Day educational experience.

Equity and Inclusion

The next head of school will take an active role in leading efforts for equity and inclusion at the School. With the recently appointed Director of Equity and Inclusion, the head and the leadership team will work together in addressing and implementing equity and inclusion practices throughout the School community.



CANDIDATE ATTRIBUTES AND EXPERIENCES

The Board of Trustees and the Lancaster Country Day School community seek a head of school of absolute integrity who will establish deep roots in the School and in the Lancaster community, and who has the attributes and skills to lead LCDS in continuing to provide an exceptional student experience. The next head of school should possess equanimity, while being an innovative and energetic educator and an accomplished leader. The next head should be a person who is prepared to deal with the broad range of school matters and has the growth capacity to serve as an outstanding leader for the School for many years.

Candidates must demonstrate most, if not all, of the following critical competencies:

- Proven ability to think strategically and act deliberately
- Be a thought leader on education with the ability to articulate the value of an independent school education
- Ability and desire to forge strong relationships with all school constituencies, a community builder
- Aptitude for and commitment to financial management and fundraising
- Team-based leadership that is collaborative, inclusive and transparent
- Skilled in recruiting and developing an exceptional faculty and administrative team.

Candidates should demonstrate the following executive leadership and management abilities and credentials:

- A record of achievement with at least seven years of senior administrative experience, with previous head of school experience preferred
- Clear, consistent, and timely communication skills—listening, speaking, and writing
- Exceptional organizational and interpersonal skills
- Promotion of a culture of dignity, kindness, and inclusion
- Demonstrated ongoing professional development with an advanced degree preferred.

The new head will be:

- Accessible and approachable — a visible and participating school presence
- Wise, collaborative and compassionate, yet decisive in their decision-making
- An unrelenting advocate for students and their learning and development
- Intelligent, innovative, and inspiring with exceptional emotional intelligence
- Authentic, humble, and practical
- Comfortable in all social situations with exceptional cultural competency and a sense of humor.



INFORMATION ON THE SEARCH PROCESS AND CALENDAR

A search is underway to identify a new Head of School, who will assume the position on July 1, 2022.

Lancaster Country Day School is a member of the National Association of Independent Schools and will follow NAIS Principles of Good Practice regarding head of school searches. LCDS is accredited by the Pennsylvania Association of Independent Schools. The Board of Trustees has appointed a nine-member search committee to conduct the search and has engaged Educational Directions to assist the committee.

Please direct all inquiries, applications, and nominations in confidence to:

Jerry Larson at jl Larson@edu-directions.com
Susan Lovejoy at slovejoy@edu-directions.com

Electronic submission of credentials is required. Candidates are encouraged to begin the application process as soon as possible.

Lancaster Country Day School is an Affirmative Action/Equal Opportunity Employer and seeks qualified candidates from a wide variety of backgrounds and identities.

Compensation will be within the expected norms of comparable schools.

Candidates should submit:

- a cover letter explaining their interest in Lancaster Country Day School addressed to members of the search committee
- a resume
- a personal statement
- names, e-mail addresses, and telephone numbers of five references (references will not be contacted without prior agreement of candidate); finalists will be expected to furnish seven additional references.

Application Deadline:	August 12, 2021, if not sooner
Candidates Notified of Status:	September 5, 2021
Semifinalists Interviews:	September 17 - 19, 2021
Finalist Interviews:	September 27 – October 5, 2021

