

Head of School Position Statement
Carolina Day School
Asheville, North Carolina
July 1, 2020



OVERVIEW

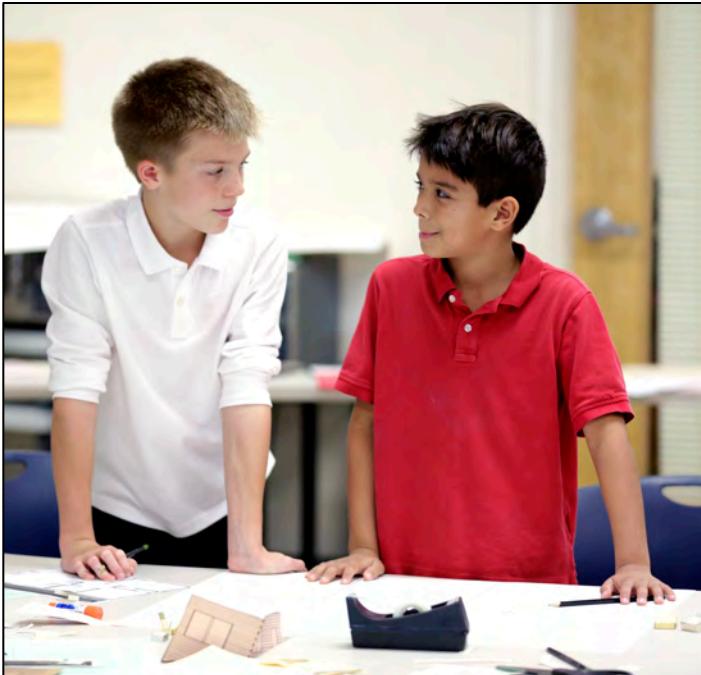
Carolina Day School strives for excellence in all its endeavors and is the only independent school of its sort in the dynamic, beautiful and burgeoning region surrounding Asheville, North Carolina. A student can be part of this caring, intellectually engaging, and deeply relational community for fourteen years, from prekindergarten through senior year in high school.

Bolstered by the remarkable talents and dedication of an experienced core faculty, Carolina Day School is distinguished by exceptionally high academic and character expectations for all students, and by genuine warmth of spirit and an inclusive culture. As a fifth grader expressed it, "The teachers are always helping people learn how to think." Or, as a junior articulated, "Our teachers are also learners, and they are passionate about fostering our growth as scholars and people." Composed of four divisions, Lower, Middle and Upper Schools and including the unique entity of Key School for students with language-based learning differences, Carolina Day School meets individual learners where they are and is committed to unharnessing the full power of their character, talent and potential. The Key School division plays a special role in this culture, informing and positively influencing the pedagogy, curriculum and program of the entire School to be more comprehensive, creative, supportive and perceptive of differences.



Under the capable guidance of Interim Head of School Peggy Daniels, who has also served in the past at different times as middle school and upper school head, the School is poised over the next several months to address some of the difficulties it has encountered in recent years and prepare well for the arrival of a new head of school in July of 2020 (when Peggy Daniels will retire). Carolina Day School remains a vigorous and fundamentally sound enterprise, yet the increase in market competition over the last decade, coupled with missed opportunities to advocate effectively the identity and confident direction of the School, have led to less than optimal enrollment and higher than anticipated attrition at some grade levels. The fundamental challenge for the next head of school will be to reassert the mission, brand and direction of Carolina Day School and burnish its deserved reputation as the finest primary and secondary education option in the Asheville area. The School seeks an energetic and talented leader who will embrace this opportunity as well as the exceptional quality of life available in this special and growing corner of the country.

HISTORY



Established by the merger in 1987 of two predecessor schools, Carolina Day School has roots in the community far deeper than the 32 years of its current identity. Asheville Country Day School, originally founded in 1936, and St. Genevieve-Gibbons Hall, originally founded in 1908, were well loved and respected institutions in their own right but faced challenges that were best addressed by combining their resources. Since 1987, Carolina Day School has seen its enrollment grow to almost double the combined total of its two antecedents. Three major capital campaigns have been conducted and campus facilities have dramatically expanded to house the exciting growth and innovation of the curriculum and program.

FAST FACTS ABOUT CAROLINA DAY SCHOOL

Campus Size:	55 acres
Age of the School (as Carolina Day School):	32 years
Enrollment:	622 (203 LS; 93 MS; 222 US; 104 Key School)
Students Receiving Financial Aid:	33%
Number of Faculty:	91
Faculty/Student Ratios:	Overall 6.75/1; LS 7/1; MS 7.4/1; US 8/1; Key School 4.3/1
Annual Operating Budget:	\$19 million
Annual Fund:	\$500,000
Endowment:	\$5 million
Debt:	\$3.8 million
State Athletic Titles:	13 teams and numerous individuals in the last 5 years
Number of AP Classes:	14
2019 Graduates Attending 4-year Colleges/Universities:	100%
2019 Graduates Attending Ivy League Schools or UNC Chapel Hill:	28%
Value of Merit Scholarships Awarded to 2019 Graduates:	More than \$2.75 million

MISSION AND CORE BELIEFS

Our Mission is to inspire students to become innovative thinkers who communicate with intelligence and clarity, create with vision and purpose, and act with courage and compassion to confidently make a meaningful difference in the world.

Engage Intellectually: Great schools create opportunities for students to acquire and develop knowledge, skills and habits necessary to successfully design their own futures. We spark curiosity and ignite intellectual pursuit by asking students to question, explore in depth, consider multiple perspectives, and regularly reflect and regularly evaluate their learning.

Cultivate Strong Character: Honor, integrity, and empathy, guided by respect and a deep understanding for the people and the world around us, are key to nurturing responsible students of sound character. We share a commitment to integrity, respect, good citizenship and honorable behavior through active dialogue and service to others.

Exceptional Program: Excellent schools attract outstanding faculty members who are highly knowledgeable and passionate about their disciplines and who derive energy and excitement from engaging with students and collaborating with colleagues. We incorporate advancements in technology, authentic experience, and research-based practices to promote meaningful and relevant learning that inspires.

Foster Relationships: Students' lives are enriched by being part of a close-knit community where meaningful relationships with adults create a safe, caring environment



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to play, work, and learn. PreK/12, our unparalleled faculty/student relationships are the heart of our school; we know, love and care deeply about our students and are determined to help them find joy and success on their CDS journey and beyond.

Tailor Learning to Maximize

Potential: Each student is a unique learner with strengths, weaknesses, and unlimited potential for growth. Our programs in each division are carefully designed based on a keen understanding of students' cognitive, social, and emotional development, and we design curriculum, develop programs, and create flexible classroom environments that provide each student with a greater opportunity to find success.

Embrace Challenge and Persevere:

Courageous learners embrace obstacles and unlock challenges by designing creative approaches and solutions. Our students engage in inquiry and exploration – both independently and collaboratively – to become self-reliant, creative, and resilient learners who view setbacks as opportunities to pursue new paths and ideas.

Reach Beyond the Classroom: Co-curricular programs reach beyond classroom walls, providing opportunities for students to initiate ideas, collaborate with others, and build leadership skills. Student clubs, community internships, service learning, and programs in the arts and athletics provide students platforms to discover interests, share talents, learn to be leaders and turn empathy into action.

Create a Diverse Community: Diversity adds quality to a community by cultivating richness of ideas, a broadening of perspectives and a respect for others. We are committed to building a faculty, student body, and school culture that reflects the diversity of the greater world around us.

Celebrate History and Tradition:

History, tradition, and rites of passage instill identity, create a sense of community, and foster school spirit. We value and celebrate our school traditions, which evolve and shape our community, link the past to the present, and help us to understand we belong to something larger than ourselves.

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FOUR DIVISIONS

Carolina Day School consists of four divisions: Lower School (Pre-K to Grade 5); Key School (Grade 2 to Grade 8, serving students with language-based learning differences); Middle School (Grade 6 to Grade 8); and Upper School (Grade 9 to Grade 12).

Paramount to the **Lower School** is the relationships that children and teachers build while fostering a culture of joyful engagement. The Lower School provides a strong academic foundation with an innovative and creative pedagogy rooted in teaching the basic skills required for reading, writing and mathematics. The thoughtful curriculum asks students to apply skills in challenging ways, utilizing project-based learning and design thinking. Interdisciplinary teaching methods are used to reinforce learning goals. Equally important is the emphasis placed on the social and emotional growth of students, fostered through deliberate attention to character development and service learning.



At **Key School** the focus is on children who face significant challenges with “the world of words.” The highly trained faculty is adept at assisting their students with practices to address dyslexia. One-in-five individuals have language-based learning differences and, despite being bright and curious, struggle in school. Key School’s unique approach is dedicated to helping such young people become capable learners and confident high achievers. The objective is to guide and bolster such students with skills and

strategies that allow them to return to the mainstream. The remarkable number of Key School students who ultimately graduate from Carolina Day School and from four-year colleges and universities is eloquent evidence of the program’s power and caring effectiveness.



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The Middle School offers a warm, close, inviting community, full of creative energy and intellectual stimulation. The faculty challenge and support students through a program and methodology specifically designed to intrigue and motivate young adolescents. The curriculum, carefully crafted to engage students in exploration, deep thinking and reflection, encourages students to pose questions, consider multiple perspectives, and seek connections between different concepts. Students frequently engage in collaborative projects that foster their understanding of the world. Most importantly, students build close relationships with peers and teachers dedicated to their progress as scholars and individuals of high character.

Known for its strong academic program as well as its exciting breadth of opportunity, the Upper School engages students

intellectually by stimulating their creativity and curiosity. Students select from a wide variety of traditional college preparatory, honors and AP classes, as well as numerous semester-length electives. There are also exciting options available for independent research projects. Visitors to the Upper School regularly comment about the vibrant, confident, happy

students. By building a culture of trust, respect and close relationships, the Upper School community is first and foremost a place where it is safe for adolescents to be themselves, to explore what they love, and to take risks intellectually, creatively and athletically. The intention is to prepare students with the skills and mindset to thrive in a complex and interdependent global environment.



THE ARTS

The **arts** are an integral and central element of the program at all grade levels across the school. The **music program** provides an essential aspect of the school's balanced curriculum, with students involved in a breadth of activities and offerings that represent a wide range of musical processes, including singing, listening, playing notation, creating and synthesizing. Opportunities for ensemble participation and performance gradually and appropriately expand from Lower School through the Middle and Upper Schools. Curricular offerings in the Upper School include Music History and Theory, and the program is rich and dynamic.

The **performing arts** program builds on students' natural inclination to improvise and express what they are learning about themselves and the world around them. Improvisational exercises are at the core of the

theatrical experience at the School. From Pre-K to Grade 12, students may explore creativity as well as develop skills in observation, attention, imagination, dramatic expression, emotional awareness and narrative interpretation. A Lower School annual highlight is the teacher-produced fall musical. The Middle School presents two concerts each year. The Upper School program is ambitious, including major productions and participation in the North Carolina Theatre Conference's Annual One-Act Festival.

Carolina Day School places great importance on the **visual arts**, emphasizing that through artistic expression students gain a deeper understanding of themselves and the world. Each division of the School has its own large studio equipped for teaching a variety of media. Middle and Upper School studios house photographic darkrooms, and all divisions have kilns.





ATHLETICS

There is a proud record of athletic success at Carolina Day School, evidenced in part by the numerous state and regional championship banners hanging in the Nash Athletic Center. Modern facilities include two gymnasiums and four fields (two of which are at a nearby off-site location owned and maintained by the School). The focus of the athletic program is, however, on participation. Everyone can play and take part, a rare opportunity in the world of youth sports in these days of increased specialization and winning at all costs; the School is firmly committed to the philosophy that high competition and high participation are not mutually exclusive. There is also a deep embrace of the proposition that success in athletics goes hand-in-hand with success in the classroom. Athletics at Carolina Day School prioritizes health, positive teaching and mentoring relationships, discipline, commitment, and joy in the experience.

COMMUNITY LIFE AND PROGRAMS

Students at Carolina Day School have wide opportunities to explore, develop and practice the things that make them happy and fuel their ambitions and interests, and to try new things. There are diverse age-appropriate clubs and activity groups in every division of the school. There is a Carolina Day School Hiking Challenge: members of the extended school community are invited to achieve 8 or more hikes in the surrounding region. There are many opportunities to travel abroad with faculty, especially in the Upper School, to experience another culture, enhance language skills, visit historical sites, explore new environments, perform service, and stretch personal horizons. The School has also developed a close service partnership with the Asheville Area Habitat for Humanity, providing a direct venue for hands-on service in the local community.

In 2018, Carolina Day School formed an exciting partnership with **Horizons National** to host a high-quality summer enrichment program on the campus for



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eligible public school students. Horizons reaches students from low-income families who are particularly vulnerable to summer learning losses because of lack of access to summer learning opportunities. Students spend six weeks at the School in small classes with professional teachers and a rich program and curriculum.

Key Learning Center, located at Carolina Day School, is an internationally accredited resource for educators, students and parents in the field of Orton-Gillingham multisensory structured language, multisensory mathematics, and language-based learning differences. Offerings include quarterly seminars for professional development and networking opportunities; accredited Orton-Gillingham courses and supervised clinical teaching practicum that lead to certification; customized workshops and onsite consultation; and tutoring services to students with appropriate needs in the greater Asheville area.

CHALLENGES AND OPPORTUNITIES

There are a number of challenges confronting Carolina Day School over the next several years. These challenges, however, also represent the opportunities for leadership for the next head of school. In the broadest sense, both the challenge and opportunity at Carolina Day School are to take full advantage of its current strong assets – especially its talented faculty and staff, marvelous location in the mountains of western North Carolina, senses of both tradition and innovation, and profoundly relational culture – to achieve the promise of its mission and core beliefs. More specifically, these challenges and opportunities include:



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- Providing effective, inspired, engaged, decisive and optimistic leadership;
- Understanding, refining, and articulating the School's unique and compelling identity, including the unified sense of the entire School;
- Developing and instituting effective systems of professional evaluation and feedback across every level of the institution;
- Fostering closer connections, while restoring and enhancing the high regard for the School, in the city of Asheville and surrounding region;
- Providing careful and innovative thinking and leadership in regard to the future fiscal health of the School, while working in effective collaboration with trustees and other administrators in that endeavor;
- Enhancing the marketing of the school by significantly strengthening the School's ability to compete effectively and strategically in a complex local education market;
- Bonding the uniquely successful Key School division, with its focus on students with language-based learning challenges, more integrally and effectively to the overall mission, identity and success of the institution;
- Improving quality, systems, forms and expectations for internal and external communications;
- Uplifting faculty and staff morale, pride, and confidence while constructing a more candid and genuine sense of team and shared enterprise among the adult community.

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THE CANDIDATE

The successful candidate for the headship of Carolina Day School will likely exhibit the following personal and professional characteristics, qualities and experience:

- An advanced degree, together with deep passion for learning and education;
- Desire to lead a PK-12 school with a commitment to continuous improvement and excellence;
- Love of young people, and understanding of and interest in working with students of high academic potential, ambition and talent with a wide range of learning styles and challenges;
- A successful record in previous positions of sound judgment and demonstrated skill in the management of complex organizations;
- Outstanding oral and written communication ability, along with willingness and skill to lead marketing and communications endeavors;
- Financial acumen;
- Willingness and skill to lead and shape fundraising efforts, and the ability to guide and inspire advancement teams and volunteers;
- Enthusiasm and skill to work effectively, candidly and collaboratively with trustees, administrators, faculty, staff and parents in pursuit of ambitious institutional goals;
- Approachability, high "EQ" and outstanding "people skills," along with the ability to listen to, understand, synthesize, and act upon differing points of view;
- Desire and energy to be a visible, active, engaged and positive presence on the campus;
- Desire and energy to understand, connect with and participate in the wonderful local culture, opportunities and physical environment of Asheville, North Carolina.
- Commitment to leading the next appropriate steps in regard to diversity, equity, and inclusion at the School;
- Demonstrated ability as a leader of a faculty and as an effective developer and mentor of professional talent;
- Ability to delegate duties and leadership effectively along with building a culture of greater accountability across the entire institution;
- Alignment of personal values with the mission and core values of the School.



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APPLICATION PROCESS

Carolina Day School has retained the firm Resource Group 175 to support its search for the next head of school. If you wish to submit your own application materials, there are two ways to apply:

1) Apply online at <https://rg175.com/candidate/login>

OR

2) Email—in a single PDF—a:

- Cover Letter
- Resume
- Educational Philosophy Statement AND
- Another writing sample

To: Robert P. Henderson, Jr. at rhenderson@rg175.com

You may also nominate candidates for this position by emailing Robert P. Henderson, Jr. at rhenderson@rg175.com. All applications and nominations will be treated in confidence.

APPLICATION DEADLINE: September 15, 2019

