



**HEAD OF SCHOOL
MADISON COUNTRY DAY SCHOOL
Waunakee, Wisconsin**

THE SEARCH

Madison Country Day School seeks an experienced, collaborative, and strategic leader to serve as its next Head of School. Building on a vibrant and resilient school culture, a deep sense of community, and a commitment to educating the whole child, the Head of School has the exciting opportunity to advance the ambitious mission of a still relatively young school and lead it to a new level of maturity and success.

Madison Country Day School (MCDS) is Dane County's only independent Pre-K–12 school, offering a challenging and comprehensive college-preparatory education, including the Madison area's only International Baccalaureate program. MCDS was founded in 1997 on the principles that every child possesses an extraordinary capacity to learn and effort is generally more important than ability. The curriculum is derived from international standards of academic excellence, which begins with immersing students in the arts, sciences, and languages from the moment they step into a classroom. Combined with small class sizes where every student is truly known and instruction that challenges and supports each individual student, the MCDS curriculum is the cornerstone of an exceptional college-preparatory education. MCDS is an IB World School and accredited by the Independent Schools Association of the Central States (ISACS) and is a member of the National Association of Independent Schools (NAIS). MCDS graduates have historically scored high on standardized testing and gone on to attend many of the top fifty universities in the United States, including some of the most selective schools.

MCDS is a special place, characterized by a tangible energy and joy in learning that pervades the halls and conversations with students, faculty, staff, and parents. Guided by the belief that what it offered to families in the Madison region was truly unique and needed to be preserved and built upon, the School has grown dramatically in the past decade from 292 students to over 450 students, building one grade level at a time to double sections across all divisions. With MCDS now approaching its ideal capacity, the next Head of School will have the opportunity to work in partnership with an engaged community of Board members, faculty, staff, and parents to assimilate the effects of growth, strengthen the School's position and set a forward-looking vision for its future.

MCDS competes with a strong and well-regarded local public school system. The Head will help MCDS determine how to better emphasize its distinctive advantages and will broadly articulate the many unique benefits of an MCDS education. The Head will be expected to be a visible and

highly energetic leader who will ensure the School is able to meet its enrollment goals, build a culture of philanthropy, preserve the passion and strong sense of community that has fueled the School's growth, and recruit and retain the most talented faculty and staff as partners in the enterprise. The ideal candidate will be a strong academic and administrative leader with experience in strategic planning, fundraising, and branding who can provide clear fiscal and operational guidance as MCDS matures and develops.

MCDS has retained Isaacson, Miller, a national executive search firm to assist in the recruitment of its next Head of School. Please direct all inquiries, nominations, and applications to the search firm as indicated at the end of this document.

MADISON COUNTRY DAY SCHOOL

Mission & Philosophy

The mission of Madison Country Day School is to provide an intellectually stimulating, personally enriching, and academically challenging program in the liberal arts and sciences to an able and diverse student body. Furthermore, MCDS measures the curriculum and student achievement against the finest programs in the world. MCDS also contributes to the larger community by developing effective educational programs to serve as models for other private and public schools.

The mission is grounded in two key beliefs about children and learning:

- Every child possesses an extraordinary capacity to learn.
- Effort is generally more important than ability.

These beliefs drive decisions, inform curriculum, and inspire teaching and learning.

From this shared mission and set of beliefs, MCDS has established a series of expected outcomes. The School expects all students to:

- Read fluently and critically;
- Write clearly and authentically based upon knowledge and personal experience;
- Speak persuasively, able to challenge others' beliefs and articulate their own;
- Reason carefully, analyze complex situations, discover connections, and solve a wide range of intriguing problems;
- Listen attentively with an open mind to ensure they are understanding the words as well as the meaning of the speaker;
- Possess the confidence and strength of character required to both love and critique themselves;
- Become confident, capable, humble, and interesting life-long learners. MCDS takes pride in developing students that are not only intellectually astute, but also engaging and personable.

History

MCDS was incorporated in 1995 and opened its doors to students in 1997. MCDS' founders envisioned an independent Pre-K through grade 12 school committed to the highest

international standards of academic excellence, and they searched the world for the best curricula to engage students in the classroom and prepare them for an increasingly complex and global society. With an initial enrollment of 22 from Pre-K through grade 3, the first location began in a small school building in Martinsville, just outside Madison, then moved mid-year to a converted office building on Madison's west side. In 1998 the School purchased the current River Road property, which was home to the Yahara Center, a religious retreat and conference center. In the fall of 2005 the new Middle and High School building opened, and MCDS was first accredited by the Independent Schools Association of the Central States (ISACS). The School graduated its first class in June 2007. In 2008 MCDS became Dane County's only school to offer the International Baccalaureate (IB) Diploma Programme. Another pivotal moment in the School's history was the addition of the Middle and High School academic building in 2016 to accommodate MCDS' dramatic growth.

Campus and Facilities

MCDS is situated on a beautiful 45-acre campus on Lake Cherokee. It boasts inspiring classrooms, modern science labs, art and music studios, a makerspace, gymnasium, and hiking trails on the outskirts of Madison, Wisconsin. The prairie and lakeside setting enhance both the academic and extracurricular programs.

Facilities have grown quickly with expanding enrollments, from the original Yahara Center, which houses the Lower School, to the newer Middle and High School, completed in 2005 and expanded in 2016. The resulting campus building is a light-filled, flexible and connected space where group activity overflows into hallways and parents gather and interact in welcoming areas at drop-off and pick-up times. Just this year funds have been raised to convert the old pool space into a new dedicated cafeteria, and construction is slated to begin in summer 2019. The School maintains a Campus Master Plan to ensure the construction of facilities that further enhance the quality of an MCDS education but within the financial means of the institution and community. Priorities for the future include a theater or performing arts center, a second practice gymnasium, and a Middle and High School library and media center.

School Community

At MCDS every child is truly known. In small classes of peers eager to learn, students form lasting friendships and working relationships with teachers committed to their success. Average class sizes are less than 20 students across all divisions. MCDS deliberately builds relationships between students of different grades and divisions, providing countless role models for the School's youngest students and authentic leadership opportunities for the older students. Total enrollment is just over 450 students, with capacity to grow to 550: 176 in the Lower School, 149 in Middle School, and 127 in High School.

MCDS is committed to creating a diverse and inclusive community of learners from many different cultures and backgrounds with 26 percent of students identifying as students of color, families coming from 32 different zip codes in the Madison region, and 36.5 percent of families receiving financial aid. As testament to the relationship that students develop with the MCDS community, a special Alumni Day welcomes back former students for a day of memories, reunions, and celebrations. Alumni, parents, and students are invited to senior breakfast, field day, a fun run, a day of community service, and commencement.

The parent community is involved in MCDS in the best of ways. They are true partners in the process of educating their children. Parents have open exchanges with faculty and

administration and enhance the sense of community through both informal interactions and numerous school events as well as through the Parent Guild, a volunteer-run organization.

Faculty are passionate, talented, and committed to students. They thrive in a school that emphasizes not only what students learn but the balanced and supportive environment in which they learn. Over half of the faculty have advanced degrees. The average MCDS teacher has 14 total years of teaching experience and has been at the School for six years. The excellent caliber of the faculty and the strong, personal relationships between faculty and students are hallmarks of the MCDS academic program. It is these connections that stitch together and form the backbone of the School's distinct culture. Supporting the 52 faculty are three division heads and a team of 31 student success, admissions, communications, development, finance, facilities, and administrative professionals.

Governance

MCDS is currently governed by a strong and strategic Board of 15 members and four honorary trustees comprised of past parents, current parents, and members of the greater Madison community, with the Head of School serving as an ex-officio non-voting member. A non-voting Alumna/Alumnus position completes the Board. Trustees represent diverse disciplines and professions: education, marketing, business, law, technology, and the arts. Many of the members are sought after, and serve on, other related non-profit boards.

The Board of Trustees is led by an elected board chair, with assistance from the executive committee and the immediate past chair. Other standing committees of the board include: admissions and marketing, directorship, development, education and curriculum, facilities, and finance and audit. Trustees are elected for a three-year term that can be renewed to a maximum of six years.

The last strategic plan created by the Board (2013-2018) guided the School through its period of remarkable enrollment growth and the construction of a new facility. A new strategic plan that is directional in nature will be approved by the Board in the spring of 2019. The Board expects the next Head of School to modify or change the directional strategic plan, with Board approval as appropriate/required that will guide the next five years.

Finances

MCDS' operating budget for 2018-2019 is \$7.5M. Tuition revenue funds approximately 83 percent of the School's annual operating budget. Other sources of income include fundraising, rental fees, summer camp, and other auxiliary programs. MCDS maintains a modest endowment of \$175K.

While MCDS tuition remains well below the national average cost for US independent schools, it is among the most expensive schools in the Madison area. The School, however, is committed to building an economically diverse community, and keeping tuition reasonable is critical to its future success. There are six tuition levels: half-day Pre-K \$11,000; full-day Pre-K \$14,800; Kindergarten \$15,900; Lower School \$17,600; Middle School \$18,200; and High School \$19,100. About one-third of students receive financial aid; the overall discount rate is currently 23 percent of tuition.

For more information about MCDS please visit: www.madisoncountryday.org

THE ROLE OF THE HEAD

The Head of School will assume leadership of MCDS at a pivotal moment in its history. There are remarkable opportunities for growth and innovation in this still-developing school, unconstrained by the legacy systems and ingrained approaches of an older, more established institution.

Key accomplishments of the current administration have set the stage for the future. The physical campus has been enlarged; academic offerings have increased; new faculty have been recruited to meet the needs of the new upper grades; and new policies, processes, and systems have been put into place. The last ISACS accreditation report, in fall 2018, was extremely positive. The School is now more in line with ISACS financial benchmarks, the organizational chart has been built out, and detailed curriculum documentation provides a clear starting point and framework to evaluate future teaching and learning initiatives.

The overarching charge for the next Head will be to help the School define, sharpen, and then communicate the distinctive strengths of an MCDS education to a wider audience, thereby ensuring its robust future. As the School matures and settles into its new size and scale, the Head must find ways to maintain the strong relational qualities and community feel that are hallmarks of MCDS, while continuing to strengthen the systems and structures that are needed to support a larger school. Resources are lean, and so talent is vitally important. The Head will need to deliver on the promise of high quality programs and people, focusing on recruiting, developing, supporting, and retaining a talented and committed cadre of faculty and staff, and inspiring them around common goals.

The Head of School is accountable to the Board of Trustees and holds financial and administrative management responsibility for all aspects of the School's operations. The Head of School's leadership team currently includes three academic division heads, a director of finance and operations, director of facilities, two directors of enrollment, a director of development, and the assistant to the Head of School.

OPPORTUNITIES AND CHALLENGES

In particular, the incoming Head of School will address the following priorities, opportunities, and challenges:

In partnership with the entire MCDS community, develop and implement a strategic vision and plan for the School's future.

At this time of leadership transition, the School will be well-served to develop a shared framework of goals for the next five year period. The Head will be expected to drive this process and to lead in the strategic work of defining the competitive advantages of MCDS and charting a course that strengthens the School.

Communicate MCDS' competitive advantage and value proposition to the broader Madison region and meet enrollment goals.

Given local pride in traditionally high performing and well-resourced public schools and a population that did not grow up with multiple independent schools in the area, there is an ongoing need to educate, prove, and reinforce the MCDS value proposition to prospective and

current families, regardless of the superior educational and whole child development offering at MCDS. The next Head of School must lead this important conversation. The Head should bring a nuanced understanding of independent school enrollment trends, marketing and communications, and how to build effective pipelines and partnerships. While conversions of inquiries to applications to enrollments remain strong, increasing the inquiry funnel remains a challenge. The Pre-K and Kindergarten levels, previously a robust entry point, are facing increased competition, so the new Head will want to ensure that this vital point of entry remains vibrant and healthy. The Head must also work to finish building out the high school to full capacity and improve retention at the middle to high school transition point.

Ensure financial sustainability. Responsibly steward and increase MCDS' resource base and grow the endowment.

The Head of School will be tasked with managing current financial resources effectively and providing leadership in the face of competing financial priorities. The Head of School will collaborate with the Board of Trustees to lead the advancement team to ensure that MCDS is effectively resourced into the future. The Head of School will secure and strengthen current and future sources of revenue, match strategic goals with donor interests, and cultivate a culture of philanthropy within the MCDS community to grow both annual giving and the School's endowment.

Provide leadership for the School's academic program.

Further development of the academic program will be a focus of the School's next chapter of maturation. The Head of School must continue to encourage curricular innovation across grade levels and support the recruitment, retention, and professional development of a talented and diverse faculty and staff. The Head will also work with the division heads to ensure alignment across the three divisions (Lower, Middle, and High Schools) and thoughtful transitions for students advancing from one division to the next. Exploring candidacy for the IB Primary Years Program (PYP) and Middle Years Program (MYP) is under consideration as a way to continue to enhance academic rigor, provide consistency across the divisions, and continue to differentiate MCDS in the local market.

The Appendix to this document provides a description of the current academic program in each division of MCDS.

Develop and strengthen organizational systems and policies that will serve a maturing school. Build, support, and retain a strong senior leadership team.

The Head of School must be a strong systems thinker and ensure that MCDS is well-managed programmatically, fiscally, and administratively. The School has updated and implemented financial and operational systems to align MCDS with NAIS best practices. There is still more work to be done, however, to create and maintain systems that work well for the School's current size and ensure consistencies across units. The new Head will be expected to develop and strengthen human resources, including the design of a clear and transparent methodology for determining salary and evaluating staff and faculty performance.

The Head must invest in people and create a workplace environment characterized by trust, empowerment, and lifelong learning among faculty, staff, and administrators. The Head must also build and mentor a cohesive senior leadership team and develop an organizational structure that is aligned with the School's current needs and future aspirations.

Foster an inclusive and accessible learning environment for all members of the MCDS community and encourage and facilitate dialogue among diverse perspectives and points of view.

The next Head of School must provide leadership for the School's commitment to a culture of diversity and inclusion in its intellectual and community life and across its curriculum. The Head will welcome and encourage difficult conversations and critically examine MCDS practices, policies, and culture to ensure they are responsive to all constituents and aligned with strategic goals.

Prioritize community building and transparent, inclusive, and regular communication to all MCDS constituents.

The Head of School should be attentive to listening, absorbing, and sharing broadly during the leadership transition and beyond. Regular communication with parents, faculty, alumni, and staff will be important for building trust and momentum for MCDS' future. Indeed, the School's varied stakeholders are wholly invested in its success and eager to feel included in key conversations about the path forward.

QUALIFICATIONS AND CHARACTERISTICS

In its next Head of School, Madison Country Day seeks a leader who will continue to embody the values the School holds dear. These values include a commitment to effort over ability, lifelong learning, the spirit of inquiry, character education, and a deep sense of community. The successful candidate will be an experienced school leader (including a division head, assistant head, or current or previously serving head of school), and will bring many of the following professional qualifications, skills, experiences, and personal attributes to address the above priorities:

Professional Experience

- Experience leading or playing a key role in the development of an organization's strategic plan.
- A keen understanding of enrollment trends in independent schools and experience developing strategies to address demographic shifts and local competition, including internal and external marketing and communications.
- Proven ability to lead successful fundraising campaigns and/or the relevant skills and appetite for fundraising.
- Strong management skills, both strategic and interpersonal; a keen eye for operational efficiency and proven ability to manage financial and human capital resources well.
- Experience leading through change and growth.
- A profound understanding of issues related to diversity, equity, and inclusion in education.
- Classroom teaching and leadership experience at a progressive independent and/or IB school preferred.
- Advanced degree preferred.

Personal Qualities

- A dynamic and accessible leadership style, with the ability to inspire faculty, staff, students, and parents; maturity in interpersonal dealings and a high emotional intelligence.
- A true zest and enthusiasm for helping chart the course of a young, continually evolving independent school with many complex and ever-changing facets.
- A commitment to ensuring an inclusive, open-minded, and safe learning environment for all members of the MCDS community.
- Ability to maintain a strong, highly visible presence as a leader as well as to make meaningful connections with students, faculty, parents, and the surrounding community.
- A real interest in participating in school life and a commitment to keeping MCDS' community healthy and vibrant; a willingness to roll up one's sleeves in a start-up-like environment.
- Integrity and the highest ethical, moral, and professional standards.

TO APPLY

Madison Country Day School has retained Isaacson, Miller, a national executive search firm, to assist in this recruitment. All inquiries, nominations, referrals, and applications (resumes and letters of interest) should be sent electronically and in confidence to:

Sheryl Ash, Partner
Elizabeth Dorr, Senior Associate
Isaacson, Miller
(617) 262-6500
www.imsearch.com/6970

Madison Country Day School is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the School will provide reasonable accommodations to qualified individuals with disabilities. MCDS embraces and celebrates diversity and does not discriminate on the basis of age, gender, race, color, religion, national or ethnic origin, or sexual identity in its educational policies, hiring and employment practices, admission policies, scholarship and grant programs, or athletic and other school administered programs.

APPENDIX

Academic & Co-Curricular Programs

Academic excellence at MCDS begins with a rigorous, world-class curriculum, immersing students in the arts, sciences, and languages from the moment they step into a classroom. Combined with small class sizes and instruction that challenges and supports each individual student, the MCDS curriculum is the cornerstone of an exceptional college-preparatory education. Students and teachers engage in the curriculum through a combination of in-depth discussions, seminar-style classes, and projects that explore real-life applications. Graduates are well prepared to tackle the challenges that lie ahead as tomorrow's leaders with strong analytical, idea generation, and communication skills. Additionally an emphasis is put on interdisciplinary understanding, so that students are prepared to address the complexities that await them when they graduate.

Lower School

The excitement of exploration begins with the Pre-K through grade 4 experience. Each student follows a sequential curriculum to master the foundational knowledge and skills in English, mathematics, science, history and geography, Spanish, music, art, and physical education. Semi-private piano lessons begin for every child in first grade with the option of adding violin, viola, or cello in third grade. Character education during daily morning assemblies focuses on positive character traits such as respect, honesty, perseverance, and integrity. Other important learning activities include nature walks, theater and museum trips, and guest speakers.

Language arts emphasizes learning and writing sounds associated with the 71 phonograms of the Riggs Writing and Spelling Road to Reading and Thinking. The rigorous Singapore Math® curriculum builds on both computation and problem-solving skills as topics are introduced through a concrete, then pictorial, and finally abstract approach. The Japanese science curriculum is a sophisticated experiment-based program using and teaching the scientific method. The history and geography studies draw on the Core Knowledge History and Geography curriculum, and students study world geography as it relates to historical events. All lower school students study Spanish five days a week. Classes address the four skills of listening, speaking, reading, and writing, and also incorporate in-depth historical, cultural and geographic studies of several Spanish-speaking countries.

Music instruction includes singing, movement, piano lessons, music theory and history. Students prepare for recitals, school concerts and special performances, and optional graded examinations of the Associated Board of the Royal Schools of Music (ABRSM), London. Art classes offer instruction in drawing and sculpture, supplemented with art history. Physical education emphasizes fitness through individual and team sports that address a range of whole-body and fine motor skills and teach lifelong fitness like soccer, track and field, and tumbling.

Middle School

Middle school builds upon the students' solid foundation of knowledge of the fundamentals as the balanced and sequential curriculum in the academics, arts, and athletics gives them higher levels of comprehension and achievement. Middle school students add U.S. History as well as Greek and Latin etymologies to their continuing studies of English, mathematics, science, history and geography, Spanish, music, art, and physical education. The study of Japanese is added as an elective in fifth grade. Extracurricular activities, including crew and Science

Olympiad, and coordinated community service projects are a few highlights, in addition to a slate of off-campus, community-building trips.

Grades 5 through 8 support individual growth and achievement within academics and via the Middle School Advisory program. Peers are motivated to support one another in creating an atmosphere where “it is cool to learn” and dig deeply into subject matter. In addition to the integrated curriculum that extends students’ work from Lower School, students participate in academic projects that stimulate thought, inspire creativity, and integrate technology. Socratic seminar-style classes build analytical and discussion skills that students will continue to hone throughout High School.

High School

High School begins with 9th Grade Academy to support the student transition. Beginning the year is a three-day, two-night retreat designed to build confidence, self-acceptance, and appreciation for one’s fellow classmates. Career and personality/learning-style exploration, as well as job shadowing opportunities, are all part of this transition. Daily advisories assure that students stay connected and feel supported, closing each day with opportunities to reflect, share, and ask questions.

MCDS is the only IB World School in Dane County. The IB Diploma Programme is offered to all High School students and provides an exceptional pathway to university acceptance, credit, and success. IB is an internationally recognized program and is the capstone of an MCDS education. The IB Programme continues to provide a challenging curriculum, including the further development of critical thinking skills, depth and spirit of inquiry, exceptional written and oral communication skills, and a global perspective. Students may earn a full IB Diploma or IB Certificates based upon the completed requirements of exams in six academic areas (English, mathematics, history, biology, world language, and art or music). In addition all students take Theory of Knowledge, a university-level philosophy course that explores the roots of knowledge.

Students participate in CAS (creativity, action, or service), which involves approximately 150 hours of service, often as integrated activities that link them to the world around them and possible career choices. Lastly students complete an Extended Essay, a guided 4,000-word research paper that prepares them well for the writing of any assignment at college and beyond.