



High School Principal (Grades 9-12)

Leadership Opportunity
July 2012

GEORGETOWN DAY SCHOOL



Washington, DC
1,060 students
K-12

www.gds.org

Carney, Sandoe  Associates

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THE POSITION

Georgetown Day School (GDS) in Washington, DC, seeks an educational leader for its high school to guide a creative and committed learning community of 485 high school students and 95 faculty and staff. Working with a dynamic and engaged faculty, the High School Principal is charged with overseeing the day to day operations of the High School as well as articulating a clear and compelling vision for the future. With a top notch faculty, fully enrolled student body, committed parents, and outstanding facilities, GDS is in a uniquely attractive position, with a deeply-felt and lived history, clear mission and genuine openness to the possibilities that lie ahead. The exciting challenges and opportunities will require sound judgment, imagination, and a thorough understanding of the educational needs of intelligent, alert, and inquisitive high school students. The next leader of the high school will ensure the continuing excellence of all aspects of the division's operations. Tom Yoder, the Asst. Principal, is currently acting Principal; long-time faculty member, Kevin Barr, the former Principal, is now serving in the K-12 Director of Studies role.

THE SCHOOL

Nationally recognized for its leadership in progressive education, Georgetown Day School remains true to its founders' deeply held values of social justice, equity, diversity and student-centered learning. Over the past 65 years, GDS has grown from an elementary school of twelve students to a pre-kindergarten through twelfth grade school enrolling more than 1,000 students and a faculty of 165 on two separate five-acre campuses. The 2010-11 school year is the first for GDS's Head of School, Russell Shaw, who is the school's fifth leader. Russell has brought tremendous energy, vision, and excitement to GDS and is an immensely capable leader with a collaborative, open style, clear sense of process, and exceptional communication skills. He has a very strong leadership team.

Georgetown Day School first opened its doors in 1945 as the first integrated school, public or private, in a segregated city. The School was founded by seven families who wanted to create a school committed not only to academic excellence and educational innovation but also to a value system emphasizing appreciation and respect for others. As they wanted children of all races and religions to learn together, the founders established GDS as a school where all would be welcome. They continue to honor that important tradition.

Mission

Georgetown Day School honors the integrity and worth of each individual within a diverse school community. GDS is dedicated to providing a supportive educational atmosphere in which teachers challenge the intellectual, creative, and physical abilities of our students and foster strength of character and concern for others. From the earliest grades, we encourage our students to wonder, to inquire, and to be self-reliant, laying the foundation for a lifelong love of learning.



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Today, the School's philosophy and goals strongly reflect its history and the deeply rooted conviction that a diverse student body strengthens the quality of education. Committed to fostering the intellectual, ethical, and spiritual dimensions of its students' lives, GDS encourages respect for the variety of beliefs represented in the student body. The



School celebrates a series of school wide holidays and celebrations that reflect shared community values: gratitude at Thanksgiving; peace at Christmas; equity and justice at Martin Luther King, Jr. Day; freedom at Passover, and respect for the uniqueness of all individuals at the Free To Be Me/Gay Pride celebrations. Within the School, two K-12 co-directors of diversity work closely with teachers, students, the administrative team, the parents, and affinity groups and culture clubs on a wide array of diversity efforts. One-third of faculty, student, and staff groups at the school are persons of color; the administrative leadership team is diverse in terms of gender, ethnicity and sexual orientation.



The School's Equity Collaborative, an annual summer workshop promoting leadership in multicultural education, enrolls participants from public, private and charter schools nationally who are interested in embedding values of equity and justice within their schools. In 2004, GDS received the NAIS Leading Edge Award for Equity and

Justice.

The School is governed by a 21-person Board of Trustees with a \$10.2M endowment and a \$34.1M operating budget. Financial aid awarded this year totaled 4.6 million and was awarded to approximately 19% of the student body. GDS is accredited by the Middle States Association of Colleges and Schools and the Association of Independent Maryland Schools. During the current 2010-2011 school year, the School's is conducting a self-study in preparation for an AIMS/Middle States accrediting team visit in the fall of 2011.



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THE ACADEMIC PROGRAM

Georgetown Day School students receive a comprehensive education designed to prepare them for a lifetime of learning and a healthy appreciation of their world and their opportunities. GDS believes that the educational development of the whole person requires rigorous study of academic subjects, in-depth exposure to the arts, regular



opportunities for physical education and athletics, and involvement in extracurricular activities and community service. Believing that each young person is unique and has special gifts, the School recognizes that identifying and fostering the growth of these individual talents is one of its most challenging responsibilities. Graduates are well prepared for the rigors of the nation's finest colleges and universities. Roughly a third of the senior class typically qualifies as National Merit finalists, semi-

finalists, or commended scholars. Students are deeply engaged at the school and leave with a strong sense of their capacities and their obligations to each other and the society as a whole. Open, honest, smart, and passionate about the school, the students see themselves as keepers of the GDS mission. The atmosphere at the High School is electric and alive.

THE HIGH SCHOOL (485 STUDENTS IN GRADES 9-12)

The GDS High School offers a varied and demanding academic program with over 100 courses listed in the [curriculum guide](#). While most required courses are semester long, there are numerous one semester electives available to juniors and seniors. The High School cultivates in its students a deep appreciation of the humanities, mathematics and science, and the arts. Block scheduling, Advanced Placement (AP), honors and extended courses in nearly all disciplines, and the opportunity to shape their program provide students with significant opportunity for academic exploration and challenge. Course offerings which range from the traditional to the cutting edge include Chinese, astrophysics, multivariable calculus, number theory, the sociology of hip-hop, constitutional liberties, the literature of war, the age of Shakespeare and directing for the stage. Nearly all students commit themselves to a schedule that goes well beyond the minimum graduation requirements.

The High School boasts dozens of extracurricular clubs and activity groups. Once a week the High School community

Georgetown Day Numbers:

Grades: PreK-12
Enrollment: 1,060
High School enrollment: 485
Faculty: 136
Faculty w/ advanced degree: 70%
Student-faculty ratio: 7.5:1
Students of color: 40%
Faculty of color: 28%

Operating budget: \$34.1M
Endowment: \$10.2M

Tuition 2010-11: \$32,450
Financial Aid: \$4.6M
Students receiving aid: 19.5%



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gathers for class meetings, all school town meetings, and assemblies featuring local and international authors, speakers, and activists. GDS teams compete in two leagues in 18 varsity and junior varsity sports for girls and boys. The Debate and It's Academic/Quiz Bowl teams rank among the finest in the nation. A superb college counseling office, two learning specialists, and a licensed social worker augment the work of the advisors and the teachers. Students are trusted to manage their schedules (and lives) on an open campus. The following highlights of specific areas of the curriculum and of certain school-wide programs and activities have been selected to give a sense of the richness and depth of the Georgetown Day program:

Arts

Known for its exceptional arts program, GDS offers students extensive courses in both studio and performing arts that allow for general exploration in the world of the arts as well as in-depth study. Each student is required to take two years of arts courses, one year in the performing arts and one in studio arts. The theater program is a particular point of distinction, run as a guild company and noted for its astonishingly sophisticated and professional productions. The School's black box theater is the site of fall, winter, and spring productions. Today, GDS alumni may be found in virtually every art field, from working artists to museum curators and gallery owners, from set designers to film and stage actors, playwrights and directors.

Athletics

Athletics at GDS are an integral part of the educational experience. All students are encouraged to participate in the athletic program at the level most challenging to them. Coaches work with individuals and teams to improve and promote good character and leadership and encourage personal and athletic growth through competitive athletics.

- Fall: cross country, crew, golf, soccer, tennis, volleyball
- Winter: basketball, indoor track & field, wrestling
- Spring: baseball, crew, lacrosse, softball, tennis, track & field

As a result of recent renovations and addition to both campuses, the school has exceptionally good facilities for individual and team athletics and fitness.

Community Service

Community service and service-learning are integral components of every GDS student's education. By participating in service projects throughout their school careers, students enhance their capacities for compassion and empathy, establish a lifelong commitment to personal altruism, and form a civic awareness that leads them to search for social justice and to work for social change. Service-learning exemplifies experiential education. Students connect what they learn in the classes to their work in the community and then

bring that knowledge back into the classroom. Once provided with these tools, students leave GDS equipped to work for equity and social justice. High School students are required to complete 60 hours of approved community service.

COMMUNITY

Noted for the depth and breadth of their knowledge and for their personal concern for the students they teach and advise, teachers are essential to the GDS ethos. When hiring faculty, the school looks for men and women who embody its values and who spark enthusiasm for learning. It's a school which always, as one teacher expressed it, "feels out of the edge; which is always asking, 'What next?'" Within a carefully designed and coordinated curriculum, teachers have considerable freedom to create and maintain the best atmosphere and structure for learning in their individual classrooms. Though informal and open, the relationships among students, faculty, and administration are predicated on respect and honesty. Recognized as individuals, students are granted a great deal of freedom yet are expected to live up to the standards and values that permeate and define the school. GDS students speak up, engage you, challenge you, and the depth of inquiry in classes is impressive. Students blossom through the sense of independence and self-reliance fostered by the school and by the school's emphasis on educating the whole child.



GDS is a school where teachers and students see themselves as full partners in keeping GDS true to its past and alive to its present and future. In face to face meetings, on electronic bulletin boards, and in student commons and the hallways, people talk about the school, about themselves, and about the world and how they can make it better. Faculty and students prize the "way people talk to each other – that we are a community of learners –together." It's a real home for its students and, as one teacher put it, a place which is "pretty loose and pretty forgiving." Believing in their own capacity to make a difference in the world, GDS graduates, regardless of the careers they choose, continue to live out the ideals of the school's founders long after they graduate.



In a highly competitive independent school environment, GDS is among the most sought-after schools in the DC area. About 140 new students are admitted each year from an applicant pool of over 800. A class starts with about 20 children in Pre-K and typically



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grows to almost 125 by grade 12. A recent zoning change has permitted the High School to increase enrollment from 465 to 500 students which they are close to achieving. GDS draws students from the District of Columbia and from numerous adjacent communities in Virginia and Maryland. While other area schools have experienced some enrollment decline, GDS has seen an uptick. Parent satisfaction is extremely high (93% in a recent survey).

CAMPUS AND SETTING

The well-maintained High School building (first constructed in 1987) sits on six acres just off Wisconsin Ave. near Friendship Heights. It was expanded and renovated to 168,000 square feet in 2007. The campus now includes 35 classrooms, multiple labs, dance and visual art studios, a theatre, and a double gymnasium with locker rooms, a wrestling room, an indoor track and a weight training facility. The complex, which also contained parking, is topped by a regulation turf field. A new multipurpose student forum has become the central gathering place for the High School community. The



campus in Northwest Washington is in the Tenleytown neighborhood, three blocks from the Tenley Circle station on the Metro's red line and a quick drive from both Bethesda and Chevy Chase, Maryland. The school is on a side street in a residential area, a short walk from restaurants, shops and movie theaters. The K-8 campus is located on MacArthur Blvd., a short drive away and closer to Georgetown University and the Potomac River.

GOVERNANCE AND FINANCE

Georgetown Day School is a parent-owned nonprofit school, governed by a Board of Trustees elected by the parent body. The Board governs the affairs of the School in close partnership with the Head of School and the School's senior administrators. Although it is not involved in day-to-day management of the School, the Board ensures that GDS operates in a financially sound manner and adheres to the values described in its mission statement. The majority of Board members are current GDS parents, but up to three non-parent members may be appointed to serve. At the Parent Corporation meeting each spring, parent members of the Board are elected to overlapping three-year terms.

OPPORTUNITIES FOR THE UPPER SCHOOL PRINCIPAL

The new Principal will lead a seasoned, accomplished faculty chosen for their intelligence, exceptional teaching ability, and deep passion for working with students. Ideally, the Principal will lead the faculty in further strengthening the culture of the High School as a professional learning community where teachers work across disciplines, consider new pedagogies and methods of assessment, and encourage each other's professional development. While helping to preserve the best of the High School's traditions and beliefs, the new Principal will have considerable opportunity to work with



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the faculty and the rest of the administrative team as they consider how best to make the High School a flagship for 21st century educational practices and innovations.

QUALIFICATIONS

GDS is looking for a Principal who will combine diplomacy, firmness, humor, tact, candor, a lively intelligence and timeliness when working with parents and faculty. S/he will possess: an outstanding background as an educator, involving teaching and reflecting increasing responsibilities as a leader; an ability to work with all constituents and a proven interest and experience in working in a diverse, multicultural environment; an energetic, organized and impressive work ethic. Accessibility, visibility, and a belief in the value of open and clear communication and process will be among the chief virtues of the successful candidate. Additional qualities are likely to include the ability to:



- Connect with young adults
- Foster community along with intellectual and academic excellence
- Make timely, fair and clear decisions
- Follow through
- Organize and manage a large division
- Listen and communicate well both verbally and in writing
- Create positive momentum
- Understand how best to meet the emotional, social and academic needs of adolescents

At the heart of the GDS experience lies its faculty. The successful candidate will bring to the School a love of learning, a commitment to teaching, and the ability to deftly balance the needs and expectations of all three constituents of the school - the faculty, the students, and the parents.

COMPENSATION

The school is committed to offering a package of compensation and benefits which will ensure it can hire a strong, experienced leader.



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TO APPLY

Interested and qualified candidates should submit electronically and as separate documents the following materials:

- *cover letter expressing interest in the Georgetown Day School position*
- *current résumé*
- *statement of educational philosophy and practice*
- *list of 5 references with name, phone number, and email address of each to:*

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