

Head of School

Leadership Opportunity
July 2012

Nashoba Brooks School

**AN INDEPENDENT SCHOOL
FOR BOYS AND GIRLS, AGE 3 – GRADE 3
FOR GIRLS, GRADES 4-8**



Carney, Sandoe  Associates

800-225-7986 ▼ www.carneysandoe.com

Concord, Massachusetts

297 students

www.nashobabrooks.org

THE POSITION

Nashoba Brooks School in Concord, Massachusetts, seeks a Head of School to lead a community of approximately 300 students and 57 faculty members at an exciting point in the School's history. Although only thirty years old in its current form, Nashoba Brooks is characterized by an innovative curriculum, bright, confident learners, an outstanding and passionate faculty, a strong administrative team, a cohesive board, and a healthy financial condition. Unique among NAIS schools for having a co-ed lower grades and an all-girls upper grades (one of a very few all-girls academic programs for girls in the Boston area), Nashoba Brooks is well positioned to maximize the opportunities that its structure and mission provide to students in the elementary and middle school years.

The next leader will be charged with moving the School forward to take full advantage of its unique position in the marketplace, while continuing to ensure excellence in an already strong program and every aspect of the School's operation within the context of the school's mission. The next Head will chart the school's path in an increasingly complex and dynamic economic and educational environment, by nurturing the school's culture of innovation and collaboration and seeking the optimal balance of endowment growth with ongoing capital, marketing and instructional needs, including the introduction of new technologies in the classroom.



Nashoba Brooks benefits from two decades of superb leadership from Head of School Kay Cowan. She has led the School through three significant capital improvements which have resulted in doubling the size of the school building, acquiring nine additional acres of land, overseeing the construction of several new key buildings, and raising a modest endowment to over \$8 million. Her many achievements have moved Nashoba Brooks to where it is today and prepared it well for the future.

THE SCHOOL

Nashoba Brooks School is an independent school with grades preschool through eight. Mission-driven, Nashoba Brooks educates children for a life of continuous learning, accomplishment, and leadership. A Nashoba Brooks education combines the core skills of reading, writing, mathematics, and science with the fundamental knowledge to understand cultures around the world. Critical thinking, risk-taking, and assumption of leadership are also vital ingredients. The school's developmental approach to learning acknowledges the many different learning styles of its students and allows each child to

Mission

Nashoba Brooks School educates children for a life of continuous learning, accomplishment, and leadership in a diverse and changing world. The School nurtures students' talents and character, while fostering the development of each child's personal excellence in academics, athletics, and the arts.



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succeed. This approach helps both boys and girls to develop a strong and flexible foundation for academic and personal growth when many factors in society complicate that growth.

Nashoba Brooks traces its origins to 1928 when the Brooks School of Concord was founded as a coeducational school from preschool to fourth grade. In 1958, Nashoba Country Day School was formed as a girls' school when Concord Academy discontinued grades four through eight. Brooks and Nashoba merged in 1980 on the Nashoba campus. The student structure in place at the time of the merger (co-educational for age 3-grade 3 and all girls in grades 4-8), a combination that is supported by educational research on gender and social/academic development, has been kept intact.

Nashoba Brooks produces graduates who are confident and competent, and they take the lessons of their character education with them. Ninety percent of third-grade boys continue at The Fenn School (also in Concord), a school for boys in grades 4 through 9, where they are frequently recognized for their leadership and character as well as academic achievements. For girls in the upper grades, the single-gender environment supports rigorous study, development of strong leadership skills, and a commitment to service. Eighty percent of graduating eighth graders continue their education at independent secondary schools, including the most highly selective secondary schools, where they frequently assume positions of leadership in academic as well as extracurricular pursuits.



Nashoba Brooks is accredited by the Association of Independent Schools of New England (AISNE) and is a member of the National Association of Independent Schools (NAIS), AISNE, and the National Coalition of Girls' Schools.

CAMPUS, SETTING AND LOCATION

Located two miles from the center of Concord, the Nashoba Brooks campus includes 30 acres of woodlands, ponds, and fields that had been farmed by Concord's earliest families and marched across by Revolutionary Minutemen. Indoor space of 93,000 square feet includes two science centers, three technology labs, two gyms, a dining-meeting commons, and a dedicated arts building with visual arts studios, music labs, and an auditorium with performance stage. A significant renovation to all the lower grades classrooms and a small number of upper grades classrooms is expected to be completed in 2012. A decade ago, Nashoba Brooks completed two upper grades science labs, a lower grades science lab, a math room, a regulation-size gymnasium, a dining commons and kitchen as well as other renovations. There are large athletic fields, four tennis courts, a variety of playgrounds, woods with nature trails - an apt "green" setting for the friendly arrangement of buildings that open onto the outdoors.



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Nashoba Brooks purchased nine acres of contiguous property in 2006 to expand its present campus. Following that purchase, the board adopted the broad outlines of a campus master plan. The initial phases of implementation of the plan have included the construction on the “new land” of a regulation-size playing field, four tennis courts, a three-bay garage/shed, and expanded parking. The resulting reconfigured traffic flow and forty additional parking spaces have provided a safer and more convenient experience for the entire school community.

Nashoba Brooks at a Glance

Grades: coed PS-grade 3; girls grades 4-8

Current enrollment: 297

Faculty: 57

Faculty with advanced degrees: 74%

Student-Teacher ratio: 7:1

Operating budget: \$8.5 million

Indebtedness: \$3.8 million

Endowment: \$8.1 million (12-31-10)

Annual Giving: \$609,000

Parent participation in Annual Fund: 92%

Capital Giving, most recent year: \$911,000

Financial Aid: \$915,000

Students receiving need-based aid: 17%

Students of color: 14%

Faculty and administrators of color: 14%

As good Concord neighbors, Nashoba Brooks recognizes its responsibility as stewards of the environment, and in February 2009 the Board voted to place a conservation restriction on five acres of the new land. The School also made a substantial commitment to landscaping the new field and parking so that Nashoba Brooks would continue to blend in with the pastoral setting of Strawberry Hill Road.

STUDENTS

Nashoba Brooks School welcomes students with a variety of abilities, backgrounds and interests. Students live in over 35 towns from southern New Hampshire to the north, Wellesley/Natick to the south, Harvard/Groton to the west, and Cambridge to the east. The School is committed to maintaining a balance between the number of boys and girls in preschool through grade 3. Last year, 135 students

applied for 62 openings, and 72% of students who were offered admission enrolled. Approximately 17% of students receive some form of financial assistance from the School.

FACULTY

The outstanding faculty of Nashoba Brooks is committed to a student-centered program in the coeducational lower grades which is central in helping students develop healthy habits of mind and character. The developmental approach allows boys and girls to learn according to their varying levels of readiness. In the upper grades, the special attention given to educating young women develops character and confidence and hones leadership skills. Teachers recognize that any individualized program must radiate from a solid foundation of skills. Nashoba Brooks teachers value academic excellence and act as role models not only in the classroom but also by their own participation in professional development and as leaders among their peers from other schools.



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The faculty at Nashoba Brooks consists of 57 full-time and part-time teachers, 74% of whom have at least one advanced degree. Fourteen percent of faculty and administrators are of color. The team structure, interwoven with the department structure, emphasizes an integrated curriculum, and requires a mastery of subject. Faculty relationships are based on strong professional respect and genuine affection. Collaboration, support, sharing resources, and caring characterize the community. Humor is a staple and an uplifting aspect of the school culture. The faculty feel recognized and appreciated for their excellence. Professional development is a core value at Nashoba Brooks. Teachers are encouraged to visit each other's classes, and the evaluation process is viewed as a supportive time to partner with a personally selected colleague on a specific topic. Faculty appreciate this evaluation time for reflection, guidance, and renewal. Participation in professional workshops and conferences is encouraged and the School offers mini-sabbaticals. Funding for professional development is provided annually through operations as well as from endowment sources. Faculty and students are connected at all grade levels. Teachers act as guides, mentors, coaches, and facilitators as students develop their talents, character, and academic abilities. The low student/faculty ratio throughout the School and close collaboration between faculty and parents strengthen these relationships.

ACADEMIC PROGRAM

In small classes, and even smaller groups, students partake in a challenging, interdisciplinary and integrated curriculum developed by a faculty with deep knowledge of their academic discipline. Units of study in every grade involve coordination across every discipline and close collaboration among faculty; a study of the Renaissance, for example, involves not only exploration of history but portraiture in art classes and performances of scenes from Shakespeare plays in drama class. Kindergarten and first grade teachers work together to guide their young students through an exciting period of growth by providing engaging learning experiences, individualized attention, and encouragement. Their goal is for each student to leave first grade with a healthy self-concept and a deep love of learning and school. The second and third grade students are encouraged to expand their abilities as they transition from focusing on their individual needs to thinking about the group and world around them. They develop knowledge, skills, and strategies which help them solve problems independently and collaboratively.



In grades four, five, and six students build upon their learning and are eager for more responsibility. Their teachers nurture skills in academics, athletics and the arts while guiding students toward becoming organized and independent learners, with the confidence to take risks, to express themselves creatively throughout the rich and diverse curriculum, and to be both leaders and good citizens. By seventh and eighth grades, the girls assume a great deal of



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responsibility for their individual learning and contribute to the overall life of the school as confident student leaders. The goal in these final years is for the girls to solidify their academic, artistic, and athletic skills; to gain self-knowledge; to deepen their love of learning; to enhance their appreciation for and understanding of the world beyond Nashoba Brooks; and to strengthen their voices as young women. The school website, www.nashobabrooks.org, offers more detailed information about the academic program for each grade.

Extracurricular academic offerings serve to enhance the academic program and provide enriching opportunities, particularly in the upper grades. The School fields a competitive math team in the upper grades, one of a very small number of all-girls' math teams.

Nashoba Brooks students learn at the earliest ages to be comfortable speaking and performing in front of an audience. By the eighth grade, students possess unusual poise and confidence in speaking in front of large audiences. The School offers an extra-curricular, competitive forensics program in the upper grades as well as non-competitive forensics workshops, where girls can develop confidence and skills in public speaking. Nashoba Brooks students are frequently recognized in many categories in forensics competitions.

THE ARTS

The arts are an integral part of the Nashoba Brooks curriculum. Every student is given generous access to the world of music, drama, and visual arts in order to explore their curiosity and express their creativity.

The music program includes choral performances at every grade level, mastery of hand bells in grades four and five, an instrumental ensemble group for grades four through eight, and a seventh and eighth grade chorus which practices weekly and performs regularly throughout the year. The drama program, which allows students of all ages to be on stage, includes mime, puppetry, Shakespeare, a musical performed by the third and seventh grades together, and an eighth grade musical performed with boys from The Fenn School. The visual arts program includes two art studios, each equipped with three sinks, generous work tables, and drying racks, and sharing a sculpture closet and a kiln. Even the youngest preschoolers come to one of the studios and work on projects in their classrooms with an arts teacher. Whether painting or singing or taking a role onstage, students are experiencing a creative process from start to finish, one that includes opportunities for assessment and reflection. Work in the arts is valued as a process rather than as a means to a final product or performance.

ATHLETICS

As part of the School's mission of educating the whole child, students take part in an expansive athletics program which promotes team building and sportsmanship and encourages personal and social development. All Nashoba Brooks students participate in a high quality physical education program, which typically includes three classes each week and balances skill development and



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fitness. Among the unusual curricular offerings for the upper grades are orienteering and kayaking, taking advantage of the woods and waterways that are features of the Nashoba Brooks campus and environs. Sample units of study for these older girls include Heroes in Women's Sports, Renaissance Games and Dances, and Adapted Sports Awareness, with visits from wheelchair athletes to offer students a glimpse into the experience of a person overcoming physical disabilities through sports.

Nashoba Brooks offers a rich extracurricular athletics program. Students in grades one through three may participate in a weekly "Fun and Fitness" program that focuses on cooperative activities and games. A weekly intramural program, offered to fourth and fifth graders, provides a bridge between the learning of skills and tactics in physical education and athletics and prepares students to play competitive sports in subsequent years. An interscholastic athletic program for grades six through eight offers a wide array of sports choices. The school fields 14 teams in soccer, field hockey, cross country, basketball, lacrosse, track and field, softball, squash and tennis. Over 90% of the girls in grades six through eight play on at least one team.



SERVICE LEARNING

Service learning is embedded in the curriculum at every level and students are actively engaged in making connections to the community. A service learning coordinator helps teachers develop and sustain meaningful projects such as volunteering at a shelter in Lowell, Massachusetts, reading to book pals at a school in South Boston, or sponsoring school children in Ilorin, Nigeria. Third graders take a leadership role in organizing and running the school-wide recycling program. Girls in the upper grades spend class time each year working at Gaining Ground, a local farm devoted to providing fresh fruits and vegetables to local food pantries. Student leaders in grades four through eight serve as community service officers for their grades, choosing, with faculty advisors, grade-wide service projects and planning and executing them. Throughout the year students present their class initiatives to the rest of the school. The Thanksgiving "in-gathering" assembly is devoted almost entirely to the school's commitment to service. Learning that they can make a positive difference in the world, students develop self-esteem as well as compassion.

GOVERNANCE AND DEVELOPMENT

The board of trustees typically consists of approximately 20 members, with a maximum of 23. The trustees, who currently reside in nine different towns, represent a wide range of skills and perspectives and include current parents, past parents and, from time to time, representatives of other independent schools in the local area. Trustees generally serve two three-year terms. Trustees work respectfully and collaboratively with each other, and they enjoy a similarly close, cooperative and dynamic relationship with the Head of School. The board is characterized by a high degree of trust as well as a shared passion for Nashoba Brooks. As a result, trustees devote



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numerous hours on behalf of the school in a variety of tasks that include not only finance and development, which are annual as well as long term priorities, but in supporting the administration in such matters as strategic planning and evaluation, campus improvements, communications and marketing.

A decade ago, the *Building New Connections* capital campaign (1999-2002) raised \$9 million for two new science labs, a new gym, dining commons and kitchen. In 2008, following the development of the campus master plan, the board adopted a set of capital campaign goals which were revised in January 2010 in order to move the School forward with an appropriate balance of priorities for the school's finances and facilities in a radically changed economic environment. Appropriately named *Expanding Boundaries*, the current campaign focuses on building the endowment and improving the School's facilities to meet current and future needs. The first "chapter" of the campaign earned \$4.5 million and funded the construction of a new regulation-size playing field and four tennis courts, reconfigured traffic flow, added parking, and built a maintenance garage with bathrooms adjacent to the field and tennis courts. The second "chapter" is ongoing, with \$2.8 million raised as of February 2011 toward a goal of \$6 million. This campaign will fund a reconfiguration and expansion of the lower grades spaces, the renovation and enlargement of the smallest classrooms in the upper grades, a redesigned entry way, as well as technology and infrastructure updates throughout the School.

The top priority and explicit goal of the second chapter is the substantial growth of the endowment. The School's financial condition is strong, and student enrollment and faculty retention remain high. However, as a tuition-driven school, Nashoba Brooks functions with 87% of operating revenue contributed by tuition and 73% of expenses attributable to compensation. The Board has committed to a 15-year plan to grow the School's endowment so that ultimately it will equal three times the School's operating budget, or \$25 million compared with this year's budget. The goal is ambitious, but the Board has set a course to build an endowment that will provide additional revenue for operations, be a cushion for the operating budget, serve as a source of funding for long-term debt, and be a means to reduce the need for frequent capital campaigns. Currently, the campaign and the contemplated renovations are expected to be completed in 2012.

PARENT COMMUNITY

Nashoba Brooks enjoys strong support from an active and close-knit parent community that understands the importance of the school-family partnership. The Parents Association organizes programs and activities that support the school financially, enhance the spirit of community, promote the school's emphasis on service learning, and provide cultural and educational enrichment. The president of the Parents Association is a trustee pro tem during the one-year term of the president's service.



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CONCORD AND BOSTON

Incorporated in 1635, Concord is the oldest inland town in the country. Concord may be best remembered as the site of the Battle of Lexington and Concord at the onset of the Revolutionary War. Concord also was home to Transcendentalists Ralph Waldo Emerson, Nathaniel Hawthorne, Bronson Alcott and Henry David Thoreau. With this great literary history in mind, Henry James called Concord “the biggest little place in America.” Concord still reflects its important Revolutionary War history. Museums include the Concord Museum, the Old Manse, the Old North Bridge, Orchard House, Minuteman National Historic Park, Emerson House, and the Sleepy Hollow Cemetery. Within commuting distance of Boston, Concord today has a population of 17,000 and residents are primarily employed in professional and managerial occupations.



Concord is a resource-rich environment for both children and adults. The Concord Art Association and the community arts center, Emerson Umbrella, host visual art exhibits throughout the year. The Concord Orchestra, the Concord Band, and the Concord Players all perform at the Performing Arts Center in Concord. Keenly aware of environmental issues and conservation of the natural world, Concord has preserved much of the town’s open space. Walden Pond is now an accessible state park and offers a variety of recreational opportunities including swimming, picnicking, hiking, canoeing and rowing, fishing, cross-country skiing, and snowshoeing. The Sudbury and Assabet rivers meet in Concord to form the Concord River which flows north to the Merrimack and also offer many recreational advantages.

Boston and Cambridge, which lie only 20 miles east of Concord, serve as vital parts of an extended “classroom” for Nashoba Brooks, and the School takes advantage of the wealth of educational and cultural resources throughout the Greater Boston area. One of the world’s premier cities, Boston and its metropolitan area are home to the Museum of Fine Arts, the Boston Symphony Orchestra, the Boston Ballet, numerous theatrical groups, and dozens of colleges and universities, with institutions such as Harvard, Tufts, the Massachusetts Institute of Technology, Boston University, Boston College, Brandeis, Berklee College of Music, Northeastern, New England Conservatory and Wellesley College contributing to the area's intellectual and cultural vitality, economic well-being, youthfulness and pride. Rich in history and central to the birth of our nation, Boston also gave us the nation's first college, secondary school, public park, public municipal library, subway and periodic newspaper.



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THE OPPORTUNITY

Nashoba Brooks School finds itself at an exciting and opportune moment in its history and is seeking an exceptional leader to provide critical stewardship in the years to come. The School enjoys significant strengths in key areas, among which are:

- The quality, passion, expertise, and collaborative nature of the faculty
- A low student:teacher ratio that promotes an authentic, whole-child approach to teaching and learning
- An acclaimed program that has proven to prepare students well for their futures by skillfully applying the best of progressive practice and high academic standards
- A unique profile of educating both boys and girls in the early childhood years and providing single sex education of girls in the middle school years
- Capital improvements and the recent property acquisition that have significantly enhanced the quality of the students' experience
- A strong sense of community across constituencies
- Two decades of exemplary leadership
- A high-functioning Board that is committed to the mission of the School, provides outstanding support to the School's leadership and faculty, and understands and acts upon best practice

That said, even schools as healthy and vital as Nashoba Brooks have their challenges and opportunities. Prominent among these are to:

- Comprehensively review programs to ensure all students receive the skills and content knowledge that best prepares them for their future
- Provide the necessary time and resources that will enable the faculty to remain current and foster 21st century skills, content, appropriate uses of technology, and pedagogies
- Review and revise as needed a comprehensive faculty and staff performance review program
- Increase diversity among faculty, staff, and families
- Implement a well-coordinated, comprehensive plan for marketing and communication that reflects the School's mission and core purpose, place in the market, and vision
- Raise the endowment to three times the operating budget by 2025
- Develop a higher profile for the School both within and beyond Concord
- Overcome demographic, tuition, financial aid and other admission challenges in order to maintain enrollment at optimal numbers
- Nurture the school community's culture and values through open lines of communication



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DESIRED EXPERIENCES AND QUALIFICATIONS

- First and foremost an educational leader
- Master's degree or equivalent
- Classroom and administrative experience at the preschool – 8 level
- A commitment to improving curriculum and teaching methods continuously through best application of current research
- Belief in and experience with the education of girls in the middle school years
- Experience with next-school placement
- A demonstrated commitment to diversity and inclusion
- A track record of excellent hires, high retention, and robust staff development
- Understanding of classroom and administrative technologies
- A commitment to and enthusiasm for fundraising
- An understanding of brand imaging, marketing, and communications
- Experience managing substantial budgets
- Ability to establish priorities among initiatives and allocate resources accordingly

LEADERSHIP AND PERSONAL QUALITIES

- Is both a visionary and a strategic thinker
- Is attuned to and creates community
- Is able to manage and work well with multiple constituent groups
- Allows for open communication and is comfortable with ambiguity
- Values a transparent decision making process and invites participation
- Artfully balances consultation, collaboration, delegation, and decisiveness
- Is unafraid to ask for help
- Has excellent presentation and communication skills
- Has a strong sense of humor
- Is dynamic, charismatic and inspires everyone to move forward together
- Is fair, just, compassionate, and honest
- Loves children
- Is passionate about education in the preschool through middle school years



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Interested candidates are invited to submit electronically a cover letter describing how their experiences and talents match the profile and needs of the position, a current resume, a statement of educational philosophy and practice, and the names and contact information for five references to:

Charles M. Burdick or Aggie Underwood
Senior Search Consultant / Vice President, Managing Associate

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Nashoba Brooks School does not discriminate on the basis of race, national or ethnic origin, religion, family structure, or any other classification protected by law in the administration of its educational policies, financial policies, or any other school policy or program.



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