

Head of Upper School Search Information for Candidates



6905 Given Road, Cincinnati, OH 45243
www.CountryDay.net • (513) 561-7298
 Anthony T. T. Jaccaci, Head of School

Independent, Coeducational, Day School
 Early Childhood (18 months) to Grade 12
 Applications due November 27, 2017

Mission

Cincinnati Country Day School provides each student with superior preparation for success in college and life. We inspire a passion for learning and independent thinking through a steadfast commitment to academic excellence, personal integrity, and service to others.

School Profile

FOUNDED: 1926

ENROLLMENT:

Lower School: 352
 Middle School: 220
 Upper School: 298
 Total: 870

STUDENT DIVERSITY:

Ethnic/Racial: 30%
 International: 2%
 Geographic: 38 OH, IN, and KY school districts
 70+ zip codes
 Socioeconomic: 29% need-based assistance

FACULTY/STAFF:

Full-time faculty: 79
 Part-time faculty: 29
 Full-time staff: 41
 Upper School faculty with advanced degrees: 97%
 All-school faculty with advanced degrees: 72%

STUDENT-TO-FACULTY RATIO:

Lower School: 6:1 younger children/
 9:1 older children
 Middle School: 9:1
 Upper School: 8:1

AVERAGE CLASS SIZE:

CLASS OF 2017 COLLEGE PLACEMENT:

100% matriculate to college
 Private Institutions: 54%
 Public Institutions: 46%
 In-State: 54%
 Out-of-State: 46%

CLASS OF 2018: 76 students

ATHLETICS:

22 teams
 66 Conference Championships
 26 Sectional Championships
 22 District Championships
 11 Regional Championships
 17 State Championships
 93% US students compete in athletic programs

FACILITIES:

62-acre campus
 8 buildings
 outdoor education area
 outdoor performing arts area & amphitheater
 2 libraries
 2 gymnasiums
 530-seat theater
 state-of-the-art science laboratories and telescope
 visual arts studio with darkroom & digital imaging area
 conference and meeting space
 wireless campus & classrooms
 6-lane swimming pool
 7 athletic playing fields
 track
 7 tennis courts and pavilion
 4 playgrounds

ACCREDITATIONS/AFFILIATIONS:

American Montessori Society
 Cum Laude Society
 Independent School Association of the Central States
 Miami Valley Conference
 National Association of College Admission Counseling
 National Association of Independent Schools
 Ohio Association of College Admission Counseling
 Ohio Association of Independent Schools
 Ohio Department of Education
 Ohio High School Athletic Association

At-A-Glance

INTRODUCTION

Cincinnati Country Day School offers a rigorous, yet joyful, learning environment that challenges students to excel inside and outside the classroom. Students are nurtured by caring teachers who encourage them to explore their interests and find their passions, whether it's engineering, photography, or football.



At Country Day, education is enhanced by state-of-the-art technology with each student in grades 5-12 using the latest tablet PC's. Students embrace the value of diversity in their classmates - the same diversity they'll find in college and the workplace.

The school's beautiful 62-acre campus in Indian Hill offers a picturesque, pastoral setting - a perfect backdrop for a world-class education like no other. The school day often includes exploration of the natural campus surroundings, local community, city and even a virtual field trip abroad.

Equipped with knowledge, confidence, grit, integrity, and inventiveness, students move on to the best colleges in the country and the world. From Ivy leagues to prestigious, small liberal arts schools and highly-rated, selective public institutions, Country Day graduates are ready for success in any world.

HISTORY

Cincinnati Country Day School was founded in 1926 as a college preparatory school for boys. Country Day founders envisioned a campus that would provide all students with

beautiful surroundings so they could benefit from clean air and large playing fields while pursuing rigorous academic work. In 1953, CCDS became coeducational with girls admitted through sixth grade. The need for a middle school was evident, and a program was established in 1962. Girls were admitted through 12th grade in 1974. And, in 1984 an early childhood program was established for toddlers.

Today, the school enrolls more than 870 students from 18-months to 18 years, in 70+ zip codes throughout the Greater Cincinnati area, is known as a global leader in using technology as an educational tool, and maintains superb learning facilities on the original site where it was founded.

MISSION

Country Day serves students from early childhood (18 months) through 12th grade. The school is known for its rigor, but balances the students' day with a healthy mix of academics and activities, hard work and play in a joyful environment. Along with educational excellence, we continue to emphasize character development and celebrate diversity. Country Day's culture is one where opinions are heard and respected, where pushing boundaries comes naturally and where the curious are motivated to learn more, jump-starting a lifelong love of learning.

Cincinnati Country Day School fulfills its mission with superior faculty and staff who have a fierce passion and a strong commitment to educating tomorrow's movers and shakers. Using cutting-edge practices and techniques, our teachers provide a balance of traditional and innovative classwork. They are known for their ability to turn dry textbook material into informative, but fun, hands-on activities and projects that





add up to memorable learning experiences. They focus on individual learning styles and levels. They help students find their own niche and appreciate each one's unique talents.

Learning doesn't just happen in the classroom or the library. Upper School students can be found studying outdoors, on the Dining Terrace and in the commons. Working alone or in teams, students willingly help each other and contribute their unique strengths to study sessions.

Graduates leave for college with confidence. Country Day has instilled in them the courage to take risks and try new things. They know how to learn, think and self-advocate. They can adapt to changing environments. They are fluent in technology. They are grounded and well-rounded. They are prepared for college, career, and beyond. They are ready for the world.

SETTING AND FACILITIES

Located in the beautiful suburb of Indian Hill, Cincinnati Country Day School is 25 minutes from downtown Cincinnati. Students enjoy rich academic opportunities, state-of-the-art technology and competitive sports on the 62-acre campus.

Country Day offers a 530-seat theater with a set shop, professional lighting and stage-rigging pit; a dramatically designed visual arts studio and loft equipped with darkroom and digital imaging area; state-of-the-art science labs; and a wireless campus. Our facilities enable all sports practices and home games to be held on site, utilizing our seven playing fields, two gymnasiums, six-lane swimming pool, seven-court tennis complex, track and football field.

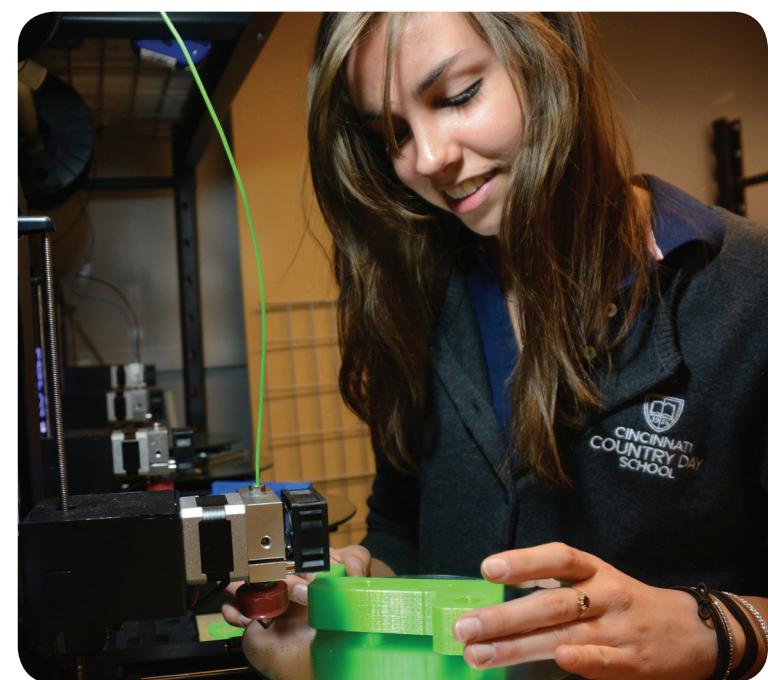
Students soak up nature through our environmental education

program that includes nature study, outdoor education, recreation education and conservation study. In our Lower School, we have an outdoor education specialist who takes classroom learning outside to our fields, woods, bird blind, pond, and playscape.

Our entire community is involved in activities that connect all life in local and global environments. Over the past several years, the Country Day campus has seen the addition and renovation of grounds and facilities, including a new Lower School Commons and library, 7-court tennis complex, maintenance facility, campus green and outdoor theater, 3-acre playscape, Early Childhood Center, and indoor athletic facility including a new pool.

COMMUNITY

At the heart of our school is a close-knit community. Trust and respect are the norm. Teachers encourage students, who, in turn, support one another. Faculty and staff are viewed as trusted resources—never as adversaries—and students actively seek their opinions. We also know that understanding and embracing diversity is critical in today's global economy. Students, parents, faculty, and administrators of different backgrounds, perspectives, and talents strengthen and enrich the Country Day experience.



CHARACTER DEVELOPMENT

Cincinnati Country Day School fosters an environment where students are infused with character lessons starting at an early age. The result? They politely open doors for visitors. They embrace diversity. They do the right thing when no one is watching.

In the Lower School, the character virtues of respect, responsibility, integrity, courage and compassion are taught in the classroom and modeled in the community. Throughout the Middle and Upper Schools, students continue to mature into young adults by developing these traits in their daily lives and through such groups as the Honor Council and Students Helping Students.



DIVERSITY

Country Day explores, respects and celebrates diversity while also recognizing the common goals, principles and beliefs that we share. Twenty-five percent of the Country Day student body is racially/ethnically diverse.

We believe students of all ethnic and economic backgrounds should have access to the quality education that we provide. In turn, a diverse student body enriches all students' lives and introduces them to the increasing diversity they'll find at college and in the workplace.

The School offers clubs and organizations that appeal to our diverse study body, including Diversity Club and International Club.

UPPER SCHOOL ACADEMICS

The Upper School curriculum includes computer science, English, fine arts, health and physical education, history, math, modern languages (French or Spanish) and science. Students must take 22.5 credits, including electives, in order to graduate. The rigorous curriculum is enhanced with 13 Advanced Placement (AP) courses and 17 Honors level classes in every subject area. The goal of the Upper School is to

prepare each child for the next level of learning - college, career, and life.

Programs in the grades 9-12 curriculum is designed to prepare students to successfully continue their education at the college level with an emphasis on critical thinking, problem solving and applying knowledge to new situations.

TECHNOLOGY

Cincinnati Country Day School is known world-wide for its technology. The school carries the distinction of introducing the first laptop computer program in the nation. CCDS has state-of-the-art equipment with a 1:1 wireless Tablet PC program for students in grades 5-12. Younger students are introduced to computers through shared tablets from carts.

What matters most, though, is how teachers and students use their laptops for teaching and 21st-century learning. Teachers integrate technology into the curriculum, asking students to use the method that makes the most sense for the assignment: type it, ink it up, grab some images, use audio or video. The school doesn't just embrace technology for technology's sake. When the traditional way of learning makes more sense for a particular assignment, teachers ask students to set their laptops aside.



ATHLETICS

Sports help build well-rounded students that colleges covet, as well as promote physical activity and wellness. Here at CCDS, sports are an important part of education in grades 1-12. Students in grades K-6 can compete on teams that include

students from surrounding communities. Competitive sports begin in seventh grade. Our no-cut policy for programs allows all students to participate. CCDS competes in 24 sports with more than 50 teams in the Miami Valley Conference. More than 90 percent of the student body will participate in at least one sport during the year, and 25 percent of seniors will participate in at least eight seasons during their high school career.



COLLEGES

Today's search for the right college is highly competitive, so Country Day offers highly personalized college counseling, beginning in ninth grade. Students take advantage of information nights, test preparations, college fairs, student/parent meetings and the senior college retreat. Three college counselors help students gain a competitive edge through individual coaching for college visits, interviews and essays. Over the course of the year, students can meet with nearly 90 different college representatives on our campus. In the early fall, the School hosts one of the city's largest college fairs attended by more than 200 colleges. At CCDS, 100% of our graduates attend four-year colleges and universities. Here is a partial list of colleges where our students have matriculated over the past five years, including Amherst (3), Brown (3), Cornell (1), Dartmouth (7), Duke (4) Georgetown (3), Harvard (5), Penn (3), Stanford (2), Tufts (4), Vanderbilt (2), University of Virginia (1), Washington University (6), Yale (2).

ACTIVITIES

Getting involved in extracurricular activities is key to a successful school career and provides another building block of the well-rounded student. Country Day offers a smörgåsbord

of more than 50 clubs school-wide. Choices range from academic and leadership organizations to athletic and special interest clubs. In the Lower and Middle Schools, many clubs meet after school. In the Upper School, group meeting times are scheduled during the school day.

SERVICE

It's imperative that our students give back to the community and those less fortunate. All students perform community service, from the Lower School Service Learning Day to raise money for a worthy cause to the Middle School canned food drive to the Upper School, which requires 90 hours of community service before graduation. Most students well exceed that number.

Their work continues even after a volunteer shift is over. Upper School students engage in service learning days, which provide time for reflection through writing and discussions about their outreach experiences.



ARTS

We value the important role the arts play in giving our children a well-rounded education. It is an integral part of the learning landscape that helps students develop their creative and cognitive skills. While art initiatives are disappearing at some schools, we believe they are essential in helping our students find their voices and grow into confident and accomplished individuals.

From Early Childhood through 12th grade, students are exposed to the visual, performing, and literary arts. They are encouraged to find their niche while exploring cutting-edge

practices and techniques. Opportunities abound for students to experience the arts as part of our academic program, but they also can participate in extracurricular theatrical productions, choir, band, yearbook, or writing for The Scroll, our student-run newspaper. In past years, students have been locally, regionally and nationally recognized for their accomplishments in the arts.

ADMISSION

Country Day seeks to enroll academically qualified students who represent a variety of interests and backgrounds. Because the school strives to maintain a diverse student body, it takes into account not only an applicant's academic qualifications but also personal qualities and extracurricular involvement.

The school serves students from average to exceptional ability who can contribute to and benefit from its educational programs. Admission decisions are based upon multiple criteria, including academic readiness and qualification, diversity and gender balance, academic recommendations, and appropriateness of the match between family and school. Evaluation, observation, and/or testing are required for admission.

As demand in many of our grades and programs continues to grow, the number of applications received outnumbers the spaces available. Thus, we admit students based on a timeline that best allows us to maximize enrollment. Each year, a timeline for admission and tuition assistance is made available on our website.

In the 2016-17 academic year, All-School enrollment reached a high of 870 students.



SUMMARY

Students will be known and nurtured. They will pursue their unique gifts and seek answers. They will discover talents, serve others, and live with integrity. Country Day students approach learning with determination.

Faculty will advise, engage, and inspire. Our facilities are spacious, modern, and well-equipped. Our impressive setting inspires a passion for learning and fosters a community of inclusivity. Country Day students approach learning with enthusiasm.

From day one to graduation, students will grow in confidence and in character. They will be ready for the next year, next chapter, next challenge. They will find success in college and life. Country Day students will be ready for any possible future.





Head of Upper School Position Announcement

Cincinnati Country Day School
Head of Upper School
Position Announcement

Title: Head of Upper School

Salary: Commensurate with experience; Competitive

Category: Division Head/Principal

Location: Cincinnati, Ohio (Indian Hill)

Type: Full-time (12-month)/Administrative

Education: Master's Degree preferred

UPPER SCHOOL DESCRIPTION

Country Day's Upper School enrolls approximately 300 students in grades 9-12. There are 40 faculty and administrators in the Upper School. The Upper School student-to-faculty ratio is 9:1, and the average class size is 14. The Head of Upper School reports directly to the Head of School and is a member of the senior administrative team for the entire school serving approximately 870 students, early childhood (18 months) – grade 12. The Head of Upper School serves as the primary point of contact for the entire school when the Head of School is not available and oversees several all-school related projects and functions.



The CCDS Upper School is housed in a facility built in 2000 and includes classrooms, laboratories, art studios, a makerspace, administrative offices, bookstore, and a commons area. Upper School students also use the entire 62-acre campus, which includes a media center (library), 530-seat theater, a large amphitheater, music and vocal rooms, dining facility, two gymnasiums, pool, track, tennis courts and numerous outdoor recreation areas and sports fields.

The Upper School curriculum is designed to prepare students to successfully continue their education at the college level with an emphasis on critical thinking, problem solving, and applying knowledge to new situations. Faculty members are organized into school-wide academic departments offering students the opportunity to learn in an optimal teaching environment with an integrated, spiraling curriculum for early learners through grade 12. Students in grades 5-12 are equipped with tablet PC's, and the school is internationally known for its innovation in technology.

Country Day is in the early stages of implementing a five-year strategic plan: Country Day FORWARD. Innovative Learning and Teaching, Global Engagement, and Environmental Commitment are the three pillars of the plan, which is supported by a new fundraising initiative called Blue and White Triumphant.

CANDIDATE REQUIREMENTS

Duties and Responsibilities:

The Head of Upper School will:

- Commit to the mission, character virtues, and code of conduct of the school.
- Act as the educational leader of the Upper School, responsible for its daily operation with an emphasis on high academic standards.
- Direct activities of instructional and non-instructional staff in the division.
- Work with the Head of the School, divisional leaders, faculty, and staff to implement the school's strategic plan, Country Day FORWARD.
- Review and evaluate the division's academic program and lead the curriculum committee to ensure program is properly aligned for vertical and horizontal articulation, based upon the school's mission as well as divisional and departmental goals.
- Set and maintain the division's budget with emphasis on most effective and efficient use of divisional resources, and oversee the maintenance of the division's facility.
- Clearly set and articulate the division's philosophy of education, direction of strategy and expectations for conduct to all stakeholders, including faculty, staff, students and parents.
- Be a visible presence in the Upper School, other divisions, and community with an appreciation for a full calendar of activities.



- Lead division's co-curricular, extra-curricular, and support services programs.
- Work closely with school's enrollment and development offices to advance the needs of the school's growth, as measured by strong Upper School enrollment, retention, and fundraising goals.
- Provide support to faculty and staff in their pursuit of professional growth and development endeavors in all stages of their varied professional careers.
- Manage and support the demands, concerns, and ideas of an involved and engaged parent community, with an appreciation of and respect for the expectations of parents for their children's academic and personal development.
- Work with the Head of the School to find and retain the teaching faculty who will best "know and nurture" our students with student-centered and whole-child approaches to education.
- Analyze and interpret educational data and use that data to make programmatic changes and enhancements in curricular and co-curricular programs.
- Assume Head of School responsibilities as needed and other projects, functions, and duties as assigned.

Qualifications and Attributes:

The Head of Upper School should:

- Have a Bachelor's degree; Master's degree in education, curriculum design, or school administration preferred.
- Have 6-7 years of experience as a lead teacher (preferably in an independent school setting).
- Have 5 years of experience as a division head, assistant division head, or other Upper School administrator and a wide range of duties (preferably in an independent school setting).
- Show a genuine and authentic interest in the growth and development of young people and a joy in working with high school students.
- Have knowledge of and experience with Upper School curriculum, character education, advisory programs, technology integration, student activities, athletics, college admission, student health records, budgeting, and the social/emotional development of adolescents.
- Have experience in curriculum planning, curriculum mapping, curriculum articulation and curriculum change implementation.
- Demonstrate an understanding of adolescent education philosophies with an emphasis on the varied disciplines of an Upper School program.
- Demonstrate an appreciation and passion for working with adolescent students with varying abilities and needs.
- Possess a leadership style that is conducive to working with students, parents, faculty, and staff in the spirit of partnership.
- Possess an innovative vision for Upper School education (grades 9-12) which complements the school's mission for students in grades 9-12 and the strategic plan.
- Have a collaborative approach to working with the Lower and Middle School division heads as well other senior-level administrators.
- Communicate well with emphasis on writing and public speaking.
- Possess a good facility with the use of technology and an understanding of the ability to improve student learning through its use.

A cover letter, resume, and statement of educational philosophy should be submitted to:

Anthony T.T. Jaccaci
Head of School
Cincinnati Country Day School
6905 Given Road
Cincinnati, OH 45243-2898
HOUS@countryday.net

Interested candidates should apply by November 27, 2017.