



DCDS At A Glance

Founded: 1914

Type: Co-ed Independent
Day School

Grades: PS - 12th

Enrollment: 1,510

Faculty with Advanced
Degrees: 69%

Tuition:

Preschool 3-4 -

\$10,980 (half-day);

\$20,525 (full-day)

Grades K-2 - \$ 24,220

Grades 3-5 - \$ 25,660

Grades 6-8 - \$29,850

Grades 9-12 - \$32,200

Annual Budget:

\$39,838,800

Financial Aid:

23.2% of students

Professional Affiliations:

Member of the National
Association of

Independent Schools

(NAIS), Accredited by the

Independent School

Association of the Central

States (ISACS), Association

of Independent School

Admission Professionals

(AISAP)

Detroit Country Day School Head of School Search

22305 West 13 Mile Road | Beverly Hills, Michigan

Applications Due: March 31, 2019

Independent Day School: Co-ed

For July 1, 2020

OVERVIEW OF THE SCHOOL

Detroit Country Day School (also known as DCD, DCDS, or Country Day) was founded in Detroit in 1914 by F. Alden Shaw, who was inspired by the Country Day School movement. Until 1940 DCDS was strictly a boys' school. Girls were first admitted to Grades K-6 in 1940 but were not allowed admission to the Upper School until 1972. The school has been non-denominational throughout its history.

With time and expansion, the school moved from beginnings in various Detroit locations to its modern setting in the attractive western residential suburbs of Detroit. The school's VIVID Capital Campaign has supported significant new construction and renovation resulting in reconfigured campus arrangements. With completion scheduled for late fall of the 2019-2020 academic year, the Upper (Grades 9-12) and Middle (5-8) Schools will share adjoining campuses in Beverly Hills, where the Operational Offices are also situated. Located approximately three miles away in Bloomfield Hills, the Maple Road Campus will be home for Preschool-Grade 4.

Detroit Country Day School offers a strong and varied program that provides numerous opportunities for students to demonstrate their individual strengths and develop their potential. At the core of its academic program is the instructional philosophy of EPIIC – Experiential, Participatory, Image-Rich, Interdisciplinary, and Connected. DCDS students achieve state, regional, and national recognition for their accomplishments in academics, the arts, and athletics, as well as their participation in community service. With a faculty and staff of 269 men and women, students benefit from small classes and close individual attention. Sixty-nine percent of faculty members have earned advanced degrees.



MISSION & MOTTO

Mission

Detroit Country Day School provides a superior college preparatory education for the scholar, athlete, and artist.

Motto

Mens Sana In Corpore Sano - A Sound Mind in a Sound Body

ACADEMICS

Lower School

DCDS Lower School culture establishes a loving and caring environment. Beginning in the early childhood programs, each child is given the tools and support to grow to his or her potential. Children are encouraged to express their own ideas and needs as well as show respect for others. From the very earliest grades, children engage in science, math, computer skills, French, history, art, music, English and physical education. They are provided with life-long academic and social tools to develop self-confidence and an enthusiasm for learning.

The goals of the Detroit Country Day Lower School are to develop:

- Self-esteem and mutual respect
- A well-rounded child with an enthusiasm for learning
- Social, physical and intellectual awareness and responsibility
 - A mentally resourceful child who demonstrates the physical confidence and skills to make the successful transition into any competitive sport or dance program
 - An awareness of health and safety principles
 - A feeling of pride in appearance and appropriate behavior



Junior School

At Detroit Country Day Junior School, caring and knowledgeable teachers who are experts at keeping students excited about learning. The nurturing that begins at Detroit Country Day Lower School continues, tailored to the children's maturity level. Students explore the process of experimentation, begin testing the laws of nature, delve deeper into language and mathematics, and further expand their creative minds.



Detroit Country Day Junior School students discover more than the sum of their academic experience. They discover confidence, personal responsibility and an increased independence.

The goals of the Detroit Country Day Junior School are to develop:

- Independence, accountability and leadership ability in the pre-adolescent child
- A sense of responsibility and self-discipline, respect for others, and pride in oneself and one's accomplishments
- The basic skills introduced in the Detroit Country Day Lower School, challenging each individual student to reach his/her potential
- Further knowledge through a variety of extracurricular after-school activities
- An enthusiasm and a love for learning
- A path toward life-long learning
- A well-rounded, productive citizen who can meet the challenges of an ever-changing society
- A well-adjusted child by providing opportunities for intellectual, social, psychological, and physical growth

Middle School

The Detroit Country Day Middle School is truly a lively and engaging place. During the middle school years, emotional and social development is inextricably entwined with intellectual development. Programming is designed around that understanding, allowing students the opportunity to build their academic skills, delve into interpersonal issues, engage in athletics, and express themselves creatively, all within the school day.

Academically, teachers strive to capitalize on the students' academic, social and physical skills, resulting in students learning in a wide variety of ways. The goals of the Detroit Country Day Middle School are to develop and promote:



- A positive self-image in order to cope with the many emotional, social and physical changes inherent to this age group
- Greater individual responsibility, leadership skills, and social and moral awareness
- Creative, responsible and independent thinkers
- Organizational, problem-solving, and study skills to facilitate the acquisition of knowledge in the appropriate content areas
- A positive well-being through such programs as physical education, health awareness, and competitive athletics
- Proper student deportment and respect for others

- An enthusiasm for learning and intellectual curiosity
- An academic and study skills foundation in preparation for the Detroit Country Day Upper School curriculum
- Well-rounded individuals through a variety of experiences beyond the academic classroom
- A sensitivity to the effect of human activities on the environment
- An appreciation for the fine and performing arts
- Proficiency in the utilization of computer technology



Upper School

The Detroit Country Day Upper School offers a strong and varied program that provides numerous opportunities for students to demonstrate their individual strengths and develop their potential. The rigorous college-preparatory program, which includes Honors and Advanced Placement courses in each discipline in addition to a diverse selection of electives, prepares students for the college and university setting.

The Upper School curriculum is designed to inform, challenge, and stimulate students as they are being prepared for college and lifelong learning. The focus is not only on the content of the liberal arts, but also on the acquisition of skills that will enable young people to solve varying problems in an ever-changing world. Courses are designed to actively engage students in the learning process, to build ongoing relationships with faculty and peers, and to achieve academic independence as a hallmark of their endeavors.



The Detroit Country Day Upper School strives to develop:

- An enthusiastic student with a high level of intellectual curiosity and a love for life time learning
 - A well-prepared student with highly developed study skills, one that can adjust to the expectations and rigors of college, career and community
 - A perceptive student with an understanding of technology and its applications to each academic discipline
 - A global student with an appreciation for different cultures and a respect for individuals
- An ethical student with a strong sense of personal integrity and a willingness to lead
 - A healthy student with a commitment to athletics and physical fitness
 - A strong commitment to the psychological, social, athletic and aesthetic development of the student

EPIIC

EPIIC is DCDS’s teaching and learning philosophy—that goes beyond what students learn to focus on how students learn.

EPIIC is Experiential, Participatory, Image-Rich, Interdisciplinary, and Connected learning. It is the framework for building creative problem solvers and leaders in a global landscape and develop the complex, collaborative, and creative skills needed for future careers.

For more information visit their webpage [here](#).



ARTS

The Visual, Performing and Communication Arts Department at Detroit Country Day School provides a comprehensive arts program, pre-Kindergarten through Grade 12, to support the school's commitment to superior education. Drama, music—both vocal and instrumental—visual arts, literary arts, and dance courses enable students to reach their full potential and encourage them to experiment with and develop creativity. Student skill development is encouraged through the integration of production, aesthetics, history and criticism.

In music, DCDS performing groups are annually recognized as among the finest programs in the state. The department of theatre and dance offers experiences and facilities that are more commonly found at the college level. The visual arts program produces outstanding young artists, some of whom have exhibited on the national level.

ATHLETICS

Detroit Country Day School's Athletics program is an integral part of the school's total educational experience. Their athletic philosophy emphasizes the development of student-athletes physically, psychologically, socially and personally, while teaching them to strive for excellence, and to understand that adversity and defeat are merely opportunities for personal growth. A broad range of athletic activities for both male and female students provides each with the opportunity to participate in interscholastic sports.

Vital to the success of the athletic program is the ability to develop healthy lifestyles and encourage the "pursuit of physical well-being." They strive to teach commitment, self-discipline, self-sacrifice, self-respect, sportsmanship, cooperation, leadership, responsibility, loyalty, and pride in one's self and school community.

The Detroit Country Day School's Athletics program is dedicated to the development of the entire student-athlete: mind, body and spirit. Young men and women who experience interscholastic competition command an understanding of life that will help shape their own personal philosophies and enhance their lives in the future.

The Detroit Country Day School mascot is a yellow jacket, but they are the Yellowjackets.

CAMPUSES AND LOCATION

Upon completion of new construction on its Maple Road Campus (scheduled for the fall of 2019), Detroit Country Day School's facilities will be situated on two campuses approximately three miles apart and less than one half hour from the center of Detroit. The Maple Road campus in Bloomfield Hills will house Preschool 3-Grade 4 in a modern facility designed especially for the teaching of young children, including specialized instructional spaces for science, music, arts, and physical education.

The Middle and Upper School campuses adjoin one another in Beverly Hills, where the school's Operational Offices are also located. A visitor cannot help but be impressed by the extent and quality of the facilities available to Country Day students and faculty. Among the most notable of these are a newly expanded and redesigned Middle School; the 700-seat performing arts center; a black box theater; studios for drawing/painting, ceramics, woodworking, and metal works; an 88,000-square foot field house; two gymnasiums; and artificial surfaces for all outdoor field sports.

Both Bloomfield Hills and Beverly Hills lie within Oakland County, which has the highest per capita income of any county in the state of Michigan. According to 2017 estimates, the city of Detroit had a population of 673,104, making it the 23rd largest city in the United States. The metropolitan area is home to 4.3 million people, with Chicago as the only larger metropolitan area in the Midwest.



ADMINISTRATION

Mr. Glen Shilling has served as Headmaster since 2007 and plans to retire at the end of the 2019-2020 school year after a career at DCDS expanding over four decades as a teacher, coach, and administrator.

The senior administration of the school is comprised of fourteen individuals who report to Mr. Shilling and together form the school's Executive Leadership Management Team (ELMT). These positions are categorized into three essential functions:



- Education (Academic)
 - Lower School Director
 - Junior School Director
 - Middle School Director
 - Upper School Director and Chief Academic Officer
 - Director of Professional Development
 - Director of Information Technology
- Education (Athletics/Arts/College Counseling)
 - Executive Director of Athletics
 - Executive Director of Visual, Performing and Communication Arts
 - Director of College Counseling
- Operations
 - Chief Advancement Officer
 - Chief Financial Officer
 - Director of Human Resources
 - Director of Security and Safety
 - Director of Campus Operations

FINANCES

The financial picture at Detroit Country Day School is a very healthy one. For the 2018-19 fiscal year, the operating budget anticipates Total Revenue of \$39.8 million, of which 89% comes from net tuition revenue. The total of assets for the year ending June 30, 2018 was \$130,333, 974. The market value of the endowment as of December 31, 2018 was \$31,993,810.

GOVERNANCE

Detroit Country Day School is governed by a twelve-member Board of Trustees comprised of alumni, current and former parents, and community leaders. Members are elected to three year terms and may serve up to five consecutive terms. The full Board typically meets seven times per year. Much of the Board's work is done by its six Committees for: Advancement; Buildings, Grounds and Safety; Finance, Investment and Audit; Strategic Planning; Human Resources, Organization and Compensation; and Nominating and Governance.

The Board of Trustees is serving as the Search Committee for the next head of school. Mr. Donald Stebbins, Chairman of the Board, will lead the search process.

FUTURE LEADERSHIP OF THE SCHOOL

Interview Base

The Board of Trustees of Detroit Country Day School is conducting a national and international search to identify its next head of school. To that end, and to assist them in clarifying the opportunities and challenges the school will face, John Mackenzie and Marcus Hurlbut of Educators' Collaborative received input from more than 300 individuals during an on-campus visit and by means of an electronic survey. Those interviewed and surveyed included faculty, administrators, staff, parents, trustees, alumni, and students. Based on this input and the impressions of the consultants, as well as input from the Board of Trustees, the following represents a summary of Country Day's strengths, the challenges it faces in the next three to five years, and the qualities and traits the trustees and the school seek in the next head of school.



Strengths of Detroit Country Day School

Detroit Country Day School is well-positioned for a leadership transition. The tenure of current Headmaster Glen Shilling will conclude with the school in a strong and stable position. The next head will inherit an institution with impressive attributes, buoyed by financial health, impressive facilities, honored traditions, a spirit of innovation, and a talented group of students and adults.

The following strengths were most frequently mentioned:

1. Detroit Country Day School benefits from a dedicated, passionate, and long tenured faculty that cares deeply about the quality of its teaching and the well-being of its students.
2. Students are engaged, talented, respectful, and appreciative of the breadth of opportunities afforded them. The student body is diverse in its ethnic composition as well as in its range of personal gifts and interests.
3. The facilities are remarkably impressive. Few schools can match DCDS in terms of the quality of its teaching and learning spaces for academics, arts, and athletics. Thoughtful design has enabled the school to maximize the use of available land and to consider the needs of students across the range of ages it serves.

4. The school takes pride in its tradition and culture of achievement. DCDS is non-apologetic about believing in the value of rigor and competition as educationally beneficial for its students. Yet it is also attentive to offering social-emotional support and guidance for its students along this path.
5. Stable leadership has been a hallmark of the school. Current Headmaster Glen Shilling is only the fifth person to lead the school since its founding in 1914.
6. A strong sense of community exists at Detroit Country Day School. Highlighting this are the trusted relationships between faculty and students. Small class sizes, the advisory programs, the commitment to the teacher-coach model, and caring administrative support are among many factors that enable students to feel well-known and cared for.
7. The program offerings for students across all grade levels are abundant and impressive. In and out of the classroom Country Day students are provided with numerous opportunities and choices through which they can broaden their talents and discover their personal strengths.
8. The respect for tradition at Detroit Country Day School is balanced by a commitment to innovation. There is trust offered to faculty members that they are knowledgeable in their crafts, and they are encouraged to explore new methodologies to improve the already high quality of their teaching.
9. Ample resources provide many competitive advantages. The school is financially stable and able to provide substantial professional development support, competitive compensation packages for faculty and staff, and updated supplies and equipment for program offerings.



Challenges and Opportunities for Detroit Country Day School and its Next Head of School

The responsibilities of the head of school are many and varied. With them will come the inevitable challenges that are common to many independent schools as well as some that are unique to Detroit Country Day School at this point in its history.

The following will likely be the primary focus areas for the school and its next head:

1. Attending to its financial model: Detroit Country Day School currently enjoys a strong enrollment profile. As with many independent schools, however, the intersection of demographics and rising tuitions will likely become less favorable in the future. Working with the Board, the new head of school will need to find innovative ways to maintain healthy budgets and address issues of access and affordability.

2. Improving processes and efficiency of decision making: In this large school with many on-going activities and a wide range of student ages, it will be incumbent upon the next head to provide transparency as to where the locus of decision-making lies and how responsibilities are defined.
3. Evaluate the potential advantages of more centralized processes for managing enrollment and diversity. DCDS currently enjoys healthy enrollment overall and a diverse student body. More clearly defined leadership in these areas may help sustain this favorable admissions picture, improve the diversity of the faculty and staff, and strengthen programming about multiculturalism and inclusion.
4. Continue efforts to establish “one Country Day.” On-going attention will be needed to assess where the school can benefit from sharper alignment of programs and policies and where appropriate divisional differences should exist. This challenge will come at a time when four school divisions consolidate into three on two campuses and when both the Lower and Middle Schools will be redefining themselves after the realignment of grades takes place.
5. Reassess and reaffirm the school’s alliance with parents and alumni as partners: A thorough assessment of “best practices” among independent schools for healthy engagement with these important constituencies, as well as with donors, may benefit the school.



6. Seek opportunities to assert the school’s leadership regionally and nationally: So much being achieved by DCDS teachers and students can serve as a positive example to other schools. DCDS is primed to be more outward facing about its place in the broader educational community.
7. Explore the opportunity to extend the school’s identity as Detroit Country Day School: There may be potential for Country Day students to take greater advantage of the city’s renaissance and contribute to it. In addition, the school may be able to more fully extend its outreach to capable students throughout Southeast Michigan.

Qualities and Characteristics of the Next Head of School

The next head of Detroit Country Day School will be an experienced leader who understands, values, and is committed to preserving the special traditions of the school today and possesses the creativity, perspective, vision, and entrepreneurial spirit to move the school even further forward to new levels and/or new directions consistent with the school’s mission.



The following descriptors most aptly fit the successful candidate:

1. An individual of exemplary personal characteristics such as honesty, integrity, accountability, concern for others, authenticity, warmth, sense of humor, etc.
2. An educational leader with a passion and drive for understanding trends in areas such as technology integration, differentiated instruction, etc. and with an ability to discern which ones will best serve DCDS.
3. A champion of learning and child development across the school's full age and grade range, who supports all teachers at a comparable level and provides all with the resources to excel.
4. An effective team builder who believes in distributive leadership by appropriately delegating responsibilities to others while simultaneously assuring shared commitment to the same goals.
5. A highly visible and "all in" advocate for Detroit Country Day School, both internally and externally. The head will be the primary face of the school and will be enthusiastic about developing world class programs through engagement with donors as well as with local businesses and higher educational institutions.
6. A person who recognizes and understands his/her own personal limits in the context of expectations of the head of school that can be overwhelming, unless one maintains a healthy work/life balance and manages time effectively.
7. A leader who builds trust by being both a listener and a decision maker; in essence, a person who is authoritative without being authoritarian.
8. An individual who values and actively cultivates a school environment where diversity and inclusion are honored.
9. One who excels in clear and transparent communication, by means both written and oral. The head must have a practical understanding of the most effective communication tools across campuses, age ranges, and with parents and alumni.
10. A disciplined steward of DCDS's financial health whose acumen about the key drivers of the budget will enable the school to maintain its signature strengths in academics, arts, and athletics.



SUMMARY OF THE SEARCH PROCESS

Candidates interested in this position are asked to submit the following materials by March 31, 2019 (in one continuous Word or PDF document):

- Educators' Collaborative Candidate Summary Sheet and Disclosure Form (contact John Mackenzie or Marcus Hurlbut for those documents)
- Letter of Interest addressed to the Search Committee
- Current résumé
- Personal Statement or Statement of Educational Philosophy
- A list of five or more references with contact information (including phone numbers and email addresses)
- Up to three letters of reference (optional)

Please address any inquiries, application materials, or expressions of interest to:

John Mackenzie, Partner, Educators' Collaborative, LLC
jmackenzie@educatorscollaborative.com, 614-207-1006

OR

Marcus Hurlbut, Partner, Educators' Collaborative, LLC
mhurlbut@educatorscollaborative.com, 949-279-3084

The Search Committee aims to complete the search by the end of the current academic year but will extend as necessary to find a worthy leader. Salary and benefits are highly competitive. Detroit Country Day School is an equal opportunity employer.

