POSITION STATEMENT

MARY INSTITUTE AND ST. LOUIS COUNTRY DAY SCHOOL

ST. LOUIS, MISSOURI



DIRECTOR OF ENROLLMENT MANAGEMENT SEARCH

START DATE: JULY 1, 2026

MICDS

RG 175
Change as Opportunity

OVERVIEW

Founded from the merger of two historic institutions—Mary Institute (established in 1859) and Saint Louis Country Day School (established in 1917)—Mary Institute and Saint Louis Country Day School (MICDS) offers a coeducational, holistic, and student-centered education for JK-12 students in the Ladue neighborhood of St. Louis, Missouri. The School enrolls approximately 1,250 students across its Lower, Middle, and Upper Schools. Students are supported by a long-tenured and highly qualified faculty, 78% of whom hold advanced degrees.

MICDS provides a rich academic program with extensive opportunities in the academics, arts, athletics, and extracurricular activities. While the School offers exceptional STEM programming at every level, it also offers robust humanities and world language courses. These programs thrive within state-of-the-art facilities that feature collaborative learning spaces, arts studios and theaters, modern aquatic and tennis centers, and athletic fields for a wide range of sports.

The School is deeply committed to a student-centered philosophy that cultivates students' intellectual, social-emotional, and leadership capacities. MICDS encourages students to pursue diverse interests and grounds its mission in "preparing the whole person"—a graduate who embodies critical thinking, compassion, and meaningful service in a diverse and evolving world.

A vibrant and inclusive community, MICDS welcomes all families and supports every child. Students come from a wide range of backgrounds and neighborhoods across the St. Louis area, with a significant portion identifying as students of color. The School intentionally fosters empathy, belonging, and a broad worldview.



MISSION, HISTORY, AND STRATEGIC VISION

In 1859, William Greenleaf Eliot, a visionary Unitarian minister and co-founder of Washington University in St. Louis, launched the Mary Institute for girls in memory of his daughter, Mary Rhodes Eliot. The school flourished quickly, eventually moving to a spacious new campus in Ladue in 1928, thanks to generous contributions from the school community.

Also in the early part of the 20th century, Washington University had established a department devoted to the teaching of boys, which evolved into Smith Academy and served hundreds of students before closing in 1917. As the national "country day school" movement was gaining momentum, local leaders harnessed their energies and resources to establish St. Louis Country Day School, a rigorous boys' school that effectively served as a counterpart to Mary Institute.

Over the decades, the two schools deepened their collaboration, gradually aligning programs and mission. In 1992, this intentional partnership culminated in a full merger, uniting Mary Institute and St. Louis Country Day School into MICDS, a single coeducational institution with a shared board, faculty, and curriculum. Today, MICDS stands among the nation's leading independent schools, continuing its long tradition of academic excellence and shaping new generations of accomplished graduates and future leaders.

The mission of MICDS is a vibrant guidepost for the community it serves, recognizing the purpose and power of the School and its graduates to be a force for good well beyond the borders of the beautiful campus. It is a call to the school community to develop and embrace the highest version of itself.

More than ever our nation needs responsible men and women who can meet the challenges of this world with confidence and embrace all its people with compassion. The next generation must include those who think critically and resolve to stand for what is good and right. Our School cherishes academic rigor, encourages and praises meaningful individual achievement, and fosters virtue. Our independent education prepares young people for higher learning and for lives of purpose and service.





Consistent with its clear mission and vision, MICDS has harnessed the energies of its community to generate a bold new strategic plan. Launched this year, the plan is centered around three key and evergreen priorities: Provide Opportunity, Build Character, and Inspire Lives of Purpose and Service. The MICDS community has embraced these priorities, and the recent Head of School search was an opportunity to reinforce the plan's importance and ensure continuity during the upcoming leadership transition from Jay Rainey to Michelle "Chelle" Wabrek.

QUICK FACTS

- 1,236 students attend the School, including 220 in grades JK-4, 405 in grades 5-8, and 611 in grades 9-12.
- 43% of MICDS students trace their ancestry to nations and continents beyond Europe.
- Students hail from 73 zip codes and 109 feeder schools, and 27% receive financial assistance.
- MICDS employs 171 faculty members, 78% of whom have advanced degrees.
- 9,835 alumni live in 48 states, 36 countries, and six continents.
- Most notable traditions include Homecoming Weekend, Turkey Train, Pond Toss, Middle School Talent Show, Lower School Skate Week, May Day, and Reunion Weekend.
- Niche ranks MICDS Best Private K-12 School in Missouri.
- Key memberships include ISACS, NAIS, ISSL, and INDEX.



SIGNATURE PROGRAMS

At MICDS, the Signature Programs embody the School's mission to develop the whole child—intellectually, socially, emotionally, and ethically. These initiatives are intentionally designed to spark curiosity, nurture character, and create meaningful connections across disciplines and divisions.

Winter Term
Each January, Winter Term pauses the traditional academic schedule and opens a two-week window for deep, hands-on, interdisciplinary exploration. Students dive into everything from forensic science and digital fabrication to guitar building, marine biology, printmaking, and journalism. In the Lower School, mixed-age groups foster community and collaboration, with older students guiding younger peers through daily adventures. Middle School students engage in hands-on, team-based learning, while Upper School juniors and seniors step into real-world experiences through internships, independent studies, and study abroad opportunities.

Lower School Theme Weeks
During Theme Weeks, every discipline in the Lower School rallies around a shared concept, allowing teachers to design creative, developmentally aligned learning experiences that bring the theme to life in age-appropriate ways. The result is a joyful, community-wide exploration that helps students make connections across subjects.

STEM Program
STEM at MICDS is a robust, vertically-aligned program that spans all three divisions. Lower School students are introduced to robotics, coding, and design, including a dedicated coding theme week. Middle Schoolers expand their understanding through hands-on engineering challenges—such as building hydraulic arms from wooden components—while Upper School students deepen their skills in design, prototyping, CAD, 3D printing, and problem-solving. Throughout, students learn to think creatively and critically as they design solutions to real challenges.



The Bridge Program
Recognizing that Middle School is a major entry point into MICDS, the School created the Bridge Program to ensure that new students feel welcomed and confident from day one. Across two summer weeks, incoming students meet classmates and faculty, explore campus, learn their schedules, and get a preview of Middle School life. By the time school begins, students already feel at home and are ready to dive in academically and socially.

Faculty Professional Development
MICDS invests deeply in the growth of its educators. The School begins Wednesdays with a late start to provide dedicated time for faculty and staff to engage in divisional and departmental meetings as well as cultural competency courses focused on history, culture, and contemporary social issues. This shared professional development experience builds community and sets a clear expectation for adults to lead with curiosity, empathy, and self-reflection.

Character Education
Character formation is a cornerstone of an MICDS education. From the Responsive Classroom approach in the Lower School to numerous leadership and mentorship opportunities in the Upper School, students develop essential social-emotional skills—including compassion, cooperation, integrity, and self-control—within a supportive and mission-driven community.

CHALLENGES AND OPPORTUNITIES

MICDS is embracing the search for a new Director of Enrollment Management both to reinforce current strengths and to consider new paths for growth and learning, including the following:

- Today's independent school applicants present more diverse learning profiles and levels of academic preparedness. MICDS teachers are committed to being student-centered in their classroom teaching and practices. Students who are new to the School would benefit from earlier and closer coordination between the Admission Office and the academic support team so that they are even better prepared once they matriculate at MICDS.

- MICDS is thriving in St. Louis' competitive independent school market and yet can become overly focused on areas for improvement and/or peer schools. The new director has the opportunity to communicate the School's many strengths and distinctive programmatic opportunities effectively to external constituents and the internal community alike.

- The Admission Office is a well-oiled machine with longstanding practices that have positioned MICDS well vis-a-vis a strong school peer group. Looking ahead, changing demographics both nationally and regionally require strategic thinking and innovation. Whether leveraging the capabilities of the recently adopted Veracross system or new possibilities with AI, the new director has the opportunity to engage the Admission Office with a fresh perspective and lead the staff forward.

- Potential applicants with special talents and interests, particularly in an increasingly competitive athletic environment, want to better understand what MICDS offers to them and their families. More effective and targeted communications regarding the specific artistic, athletic, service leadership, and academic opportunities at MICDS will potentially bring greater alignment between the applicant pool and the School's priorities.

- Given the lengthy tenure of the current director and longstanding relationship with MICDS, the new director has the opportunity to bring a new lens to the School and the admission process and the challenge of a steep learning curve related to the exceptionally strong and distinctive history, culture, and community of MICDS.



LEADERSHIP ATTRIBUTES AND QUALIFICATIONS

Deep Appreciation for the School and its Culture: MICDS seeks a leader who will embrace and honor the culture of the School —its values, its aspirations, and its people. The Director will celebrate the School's successes, navigate its challenges thoughtfully, and invest deeply in its future.

Exceptional Relationship Builder and Community Connector: The Director will be an authentic, warm, and visible presence who builds trust with students, families, faculty, staff, and the broader St. Louis community. They will extend the reach of MICDS by forging new relationships with feeder schools, neighborhoods, and underrepresented communities while nurturing strong internal partnerships across the JK-12 program.

Strategic Thinker with Strong Data Fluency: The ideal leader will bring sophisticated understanding of enrollment trends, demographic dynamics, and market realities in St. Louis. They will use data effectively —leveraging Veracross and other tools—to inform projections, guide strategy, and uncover emerging opportunities, all while balancing analytics with strong instincts and relational awareness.

Inclusive Leader with Strong Cultural Competence: MICDS seeks a Director who leads with empathy and cultural humility, builds authentic relationships with families of color, and supports families unfamiliar with independent schools. The Director will understand varied cultural, linguistic, and educational backgrounds and model inclusive practices that promote belonging and access for all families.

Collaborative Leadership Style and Exceptional Team Management Skills: The Director will be an effective manager who mentors and empowers the Admission Team while serving as a trusted partner to Division Heads, Student Support, faculty, and the Senior Leadership Team. A naturally collaborative leader, the Director values others' expertise and fosters shared ownership of enrollment strategy and outcomes. The Director of Enrollment Management position is a direct report to the Head of School.

Compelling Communicator and Ambassador for MICDS: As the first face and voice of the School for many families, the Director must be an exceptional communicator—clear, warm, and honest in all interactions. They will partner closely with the Marketing and Communications Office to elevate MICDS' story and highlight the School's distinctive strengths and signature programs.

Professionalism and Integrity: The Director will handle sensitive information, complex family situations, and mission-critical decisions with discretion, fairness, and impeccable ethical standards. Their leadership will reflect humility, professionalism, and a deep respect for the trust that families place in the School.



APPLICATION PROCESS

MICDS has retained Resource Group 175 to support its search for a new Director of Enrollment Management. If you wish to submit your application, you may do so at: **https://rg175.com/candidates/signup**

An application includes:

- Letter of interest (cover letter)
- Resume or CV
- An educational or leadership philosophy statement
- A writing sample of choice
- Names of five current references and contact information for each (the references will not be contacted until the finalist stage of the process.)

This opportunity begins in July 2026. Qualified applicants will hold at least a bachelor's degree, preferably an advanced degree, and bring a minimum of five years of enrollment management experience and educational leadership experience.

The deadline for receipt of application materials is **January 21, 2026**.

For any questions or further information about the position, please contact Molly King at molly.king@rg175.com, 774-286-0114 or Joe Coleman at joe.coleman@rg175.com, 540-409-1692.

MICDS does not discriminate on the basis of race, color, religious affiliation, national or ethnic origin, sex, gender identification, or sexual orientation in the administration of its educational policies, admissions policies, tuition assistance program, athletic program, and other school-administered programs.