

POSITION STATEMENT

BEAVER COUNTRY DAY SCHOOL

CHESTNUT HILL, MASSACHUSETTS



HEAD OF SCHOOL SEARCH
START DATE: JULY 1, 2027





OVERVIEW

Beaver Country Day School is a gem. The ethos of the School is securely rooted in student agency and innovation. Recognized regionally and nationally as an innovative independent day school for students in grades 6 through 12, Beaver is located on a 17-acre wooded campus in the village of Chestnut Hill, Massachusetts, just west of Boston. The School serves approximately 461 students across its middle and upper schools, bringing together a diverse community from more than 60 towns in the greater Boston area.

Beaver blends a rich tradition with forward-thinking pedagogy, challenging students to question the “why,” explore the “how,” and discover the “what” across disciplines with a strong real-world focus. Beaver’s innovative spirit is reflected in its collaborative environment, integration of emerging technologies, and signature experiential programs such as Student Directed Projects (SDPs) as well as the Hiatt Center, and Research and Design Center. Hands-on, project-based learning is a hallmark of the program. The curriculum is deliberately designed to cultivate key skills including creative problem-solving, collaboration, tech and media literacy, and

global awareness—preparing students not only for college but for leadership and adaptability in a rapidly changing world.

The culture of the School is one that honors not only exploration and curiosity, but also student health and well-being. Students at Beaver are happy. Despite a dynamic and robust program, the student stress so commonly seen at other independent schools is largely absent here.

Beaver has a long and distinguished history dating back to its founding in 1920. Originally established in Boston as an elementary school and an all-girls’ high school by a group of parents interested in progressive education and the Country Day School movement, Beaver was built on the ideals of experiential, student-centered learning from the very beginning. The School’s early leaders, influenced by reformers like John Dewey, emphasized thoughtful inquiry, creative problem solving, and a broader view of education that went beyond rote memorization. Over the decades Beaver grew and expanded, relocating to its Chestnut Hill campus in the mid-1920s, transitioning to co-education in 1971, and continuously adapting its curriculum and programs to support deep intellectual engagement and community involvement.

MISSION

Beaver puts the development of each individual at its core. With a strong commitment to student agency, teachers strive to foster an actively collaborative environment in which students develop intellectually, socially, and personally. Beaver encourages learners to identify and build upon their strengths, engage with real-world challenges, and act effectively within a diverse cultural and social framework. Student directed projects (SDPs) are a hallmark of the program in the Upper School. The result of this approach is student empowerment and ownership for learning and preparation not just for college, but for thoughtful, impactful lives beyond graduation.



WHAT BEAVER VALUES

These values are reflected in Beaver's vision, mindset, and the skills it prioritizes for students:

- Expanding the nature of school: encouraging innovative and forward-thinking approaches to education.
- Individual growth and potential: supporting each student to understand themselves, their strengths, and their path.
- Real-world engagement: tackling authentic challenges and questions that matter beyond the classroom.
- Diversity and inclusion: fostering effective action within diverse cultural and social frameworks.
- Creative problem-solving: building students' capacity to think critically and inventively.
- Collaboration: learning and working together constructively.
- Tech and media literacy: integrating technology thoughtfully into learning.
- Global perspective and empathy: emphasizing understanding of broader contexts and compassionate engagement.
- Communication and presentation skills: developing clear expression and confident sharing of ideas.



FAST FACTS

Year Founded: 1920

Grade Levels: 6-12

Enrollment: 461

% Students Receiving Financial Aid: 27%

% Students of Color: 31%

Campus Size: 17 acres (180,000 square feet of building space)

Programs of Distinction: Research + Design, Hiatt Center, Student-Directed Projects

Accreditation: AISNE

PROGRAM

In the Middle School (grades 6-8) at Beaver Country Day School, students engage in a dynamic and exploratory academic experience that goes well beyond memorization and high-stakes tests. The curriculum encourages learners to think deeply and express their understanding in varied ways—from essays and tests, blogs, workshops, and podcasts to presentations and creative projects. Students explore concepts collaboratively and individually, asking questions, trying new methods, making mistakes, and learning from them in a supportive environment that values risk-taking and growth. This approach helps students develop confidence in communicating their ideas, solving problems, and working with others, setting a strong foundation for Upper School and beyond.

The Middle School curriculum at Beaver Country Day School is skills-focused, grounded in core academic areas that emphasize inquiry, collaboration, and applied problem solving. More information about program specifics is available here: <https://bcdschool.org/the-work/middle-school>. Feedback about student progress for parents/guardians follows an innovative structure. In the fall and spring, parent-student-teacher conferences are focused on the skills, habits, and tools developed by students. (See this link for info on that: [BVR STUDENT RUBRIC 23-24 - Google Slides](#).)

In the Upper School (grades 9-12), Beaver offers a college-preparatory curriculum across multiple core academic disciplines and elective areas. The program blends rigorous,

broad-based coursework with authentic examples, inquiry-driven learning, and student voice. In classes, students actively listen, write, debate, revise, and collaborate with peers and teachers, fostering an environment where ideas are shared and challenged constructively. The curriculum is intentionally flexible and personalized with a balance of core classes and electives. Each student works with an advisor to construct a well-rounded course plan that aligns with their interests, passions, and future aspirations. This individualized guidance helps students prepare for the intellectual and practical demands of college and life after graduation.

The Upper School schedule is built on a trimester system where students take six major courses—English, history/social science, modern language, math, science, and arts—spread across the year. Each trimester “holds” four blocks and each block is dedicated to one of the six areas. Beyond classes, the schedule includes X-Block and Office Hours periods for feedback and support, giving students dedicated time to check in with teachers, collaborate with peers, or work independently. This schedule allows students to participate in one of Beaver’s many signature programs, and in 40 different extra-curricular clubs.

The following link will take you to more information about the Upper School program: <https://bcdschool.org/the-work/upper-school/#courses>. Perusing the course catalog (available here: <https://bcdschool.org/the-work/upper-school/#courses>) gives one a sense of how learning is linked to world issues. Beaver presents an exciting array of courses from which students choose, and students are both grateful for and energized by the options available.

Beaver’s Arts programs are very well regarded and cited as a strength of the school. Appreciation and engagement of the arts starts in the Middle School. Students in each grade take a semester of visual and theatre arts in



addition to a full year of music, in which students develop instrumental or vocal skills by exploring and selecting instruments, participating in differentiated ensembles modeled on orchestral and choral collaboration.

In the Upper School, 9th and 10th grade students take two trimesters of arts each year. Eleventh and twelfth grade students may continue to take arts electives and most do. In addition, students have the opportunity to participate in three full theater productions and six choral and instrumental concerts per year.

The Arts facilities are exceptional. The location of the Victorian Griffin Gallery at the front of the school sets the tone of the importance of the arts program. Studio space for the visual arts is ample and light filled. Support for the performing arts is equally impressive. Housed in the Visual and Performing Arts Center (VPAC) are a Black Box Theater, a Design Lab, a Lighting Lab, Scene Shop, Green Room, acting classrooms, a dance studio, and more. These spaces have the latest technology with professional-grade equipment and software.

Participation in athletics is important at Beaver and the options are impressive. This link [TEAMS & SCHEDULES - Beaver Country Day](#) takes you to a listing of the 29 teams from which students can choose, including the famed 13.1 Project, in which students train together for a half marathon. Beaver teams consistently post strong records in the Eastern Independent League (EIL).

Beaver has impressive athletic facilities--both on and off campus. In addition to two gymnasiums, you'll also find a weight, athletic training, and spin rooms in the Athletic Center. Outside, the upper field has multiple turf fields outfitted with portable live streaming equipment. These fields are home to Beaver's soccer, field hockey, lacrosse, and baseball teams. The lower field is home to the softball diamond. Additional grass space is used for soccer, flag football, and lacrosse. Beaver makes good use of its location and partners with top athletic facilities in the area for golf, tennis, squash, and boating.

SIGNATURE PROGRAMS

BVR-X elective courses are a distinctive part of the Upper School curriculum that reflect the school's commitment to interdisciplinary, inquiry-driven learning. Course offerings, co-designed with student input, explore complex questions that intersect multiple fields—such as business, psychology, social justice, engineering, and wellness—by integrating insights from disparate disciplines like media, science, art, and design. Examples range from exploring socio-economics in sports and social entrepreneurship to courses on everyday life skills or social psychology, each emphasizing hands-on learning and collaboration across disciplines. You can look at BVR-X courses here:

<https://bcdschool.org/the-work/upper-school/bvr-x/>



BVR Student-Directed Project (SDP): An intensive, semester-long project where students, with a faculty coach, explore a passion topic, leading to unique outcomes like 3D software models, podcasts, or Virtual Reality games. Approximately 30% of upper schoolers participate in at least one SDP in any given year.

Hiatt Center for Leadership & Civic Engagement is a long-standing, school-wide initiative focused on leadership, civic engagement, and social justice. In addition to offering specific programming, the Hiatt Center is a resource for both students and faculty, as it partners with teachers to facilitate classroom experiences, including speakers, special projects and field trips. Beaver students appreciate, and frequently cite, the efforts of the staff to make them informed of offerings both on and off campus. Specific programming run by the Center includes:

- Middle School Leadership Institute with workshops on values, communication, and social issues.
- Hiatt Summer Fellowship offering funded student internships or project work with nonprofits.
- Off-campus conferences and community partnerships that deepen civic learning and student impact.
- Additional information about the Hiatt Center can be found here:
<https://bcdschool.org/the-school/the-hiatt-center/>

R + D Center: The R + D Center at Beaver is both a place and mindset. Located at the heart of the school, it opened in 2017. Serving students and faculty, the building brings together two distinct but complementary levels designed to support interdisciplinary work. The Research Level is home to the Hiatt Center, the School's library collection, the IT Help Desk, and a multi-



functional space that serves as a learning and event hub for the school community. The Design Level houses the physical and digital fabrication tools, a materials library, recording studios, classrooms and collaboration spaces. Together, these two levels create an environment where research, creativity, and design naturally intersect.

In addition to being a physical space, the R+D Center is a team of people dedicated to helping students and faculty bring their ideas to life. R+D Center team members bring their skills and experience across a wide range of disciplines, from Computational Thinking, Artificial Intelligence, and Engineering to Entrepreneurship, Design, and Technology. Whether a teacher or student needs research support in finding or evaluating sources, collaboration on coding, help developing a physical prototype with laser cutters or 3D printers, or creating digital designs and producing audio/visual media, the R+D Center team is there to help.

Finally, R+D is also a mindset at Beaver. At Beaver, it's common belief that all students and educators are researchers and designers. This approach is central for creative and innovative problem solving - core to Beaver's DNA.

This link <https://bcdschool.org/the-school/the-campus/research-design-center/> will give you more specifics about the center.

**Other programs of note include:**

Senior Experience, a required program allowing Upper Schoolers to design a project, engage in deep community service, or complete an internship (internal or external); and,

Global & Course-Connected Travel. Beaver has long-standing programs in Cuba, China, Spain, and Quebec, providing immersive, real-world experiences.

Many off-campus options include Harvard Medical Science Program, Advanced Engineering, a design course focused on solving practical challenges for seniors at Hebrew Senior Life, and the signature Theories of Punishment class that visits MCI Norfolk and then presents to the school community on criminal justice reform.

PEOPLE

Beaver's student body is intimate, diverse, and regionally broad, with about 145 students in the Middle School (grades 6–8) and 315 in the Upper School (grades 9–12). Students come from over 64 communities around the Boston area and speak around 20 different languages at home,

reflecting a wide geographic and cultural reach across many zip codes in the region. Approximately 31% of students identify as students of color, contributing to a community with varied backgrounds and experiences, and about 27% of students receive need-based financial aid, supporting access for families with a range of financial circumstances. This blend of size, diversity, and support underscores Beaver's commitment to fostering an engaged and inclusive academic community.

Beaver's faculty is well-rounded, experienced, and deeply engaged in continuous learning. Students and parents describe them as extraordinary and as mentors and collaborators. Indeed, they are practitioners of innovation. The 120 faculty members, teaching across Middle and Upper School classrooms, bring a wide range of expertise to students' academic and co-curricular experiences.

A significant majority (78%) of faculty hold advanced degrees and roughly 25% identify as people of color. This combination of academic qualifications and diversity supports a learning environment where students are guided by knowledgeable, reflective, and culturally responsive educators. Teachers at Beaver are committed to evolving their practice through regular professional learning, reflection, and innovation – part of an intentional culture that values growth and responsive teaching.

Beaver is governed by a Board of Trustees that consists of 21 voting members and 1-2 constituent (non-voting) members. All but two trustees are current or past parents. Three alums of the School sit on the board. The Board utilizes the following committee structure: Executive, Governance, Development, Capital Projects, and Finance. An Investment Advisory Council is part of the Finance Committee.

FACILITIES, FINANCES, AND FUNDRAISING

Beaver sits on an attractive, 17-acre campus in Chestnut Hill, MA. The main building houses both middle and upper schools. The campus features bright, flexible classrooms with mobile furniture, writeable surfaces, and integrated technology that encourage collaboration and creativity throughout the day. In addition to these core academic spaces, the School's Visual & Performing Arts Center (VPAC) supports a rich arts program with a Black Box theater, design and lighting labs, photography and digital arts studios, music rooms, and a dance studio — all equipped with professional-grade technology. A dedicated Science Wing with multiple lab-style classrooms and collaborative workspaces supports inquiry-based learning across scientific disciplines. The R + D Center, opened in 2017, sits at the heart of the campus and is designed to support interdisciplinary work. (For more information about the R + D Center, please see the section on Signature Programs.) The School's Athletic Center houses two gymnasiums, a weight room, training facilities, and offices, while outdoor fields with turf and grass support soccer, lacrosse, baseball, softball, and more, complete with modern live-streaming capabilities.

Beaver has an operating budget of \$33M, endowment of \$27M, and long-term debt of \$22M. As with many independent schools, Beaver is tuition dependent, and this results in pressure on both enrollment numbers and operating expenses. The School raises approximately \$2 million in annual fund giving with 100 percent trustee participation. From 2015 to 2025, Beaver raised a total of \$52 million.

NOTABLE STRENGTHS

Beaver has an ambitious, forward-thinking approach to education, one that sparks student curiosity, imagination, collaboration, and deep learning, all of which lead to outstanding student outcomes. Many graduates go on to some of the most selective colleges in the country. These colleges are drawn to the unique qualities of Beaver graduates- self-awareness, creativity, resourcefulness, and intellectual curiosity. Beyond the college list, the breadth and depth of opportunities for students to pursue passions distinguishes Beaver in a competitive market.

Central to the secret sauce at Beaver Country Day School is a strong commitment to student agency with a myriad of opportunities for the application of knowledge and student-directed exploration into real-world problems. The Research and Design Center, Hiatt Center, and Student-Directed Projects are but a few examples of Beaver's belief in student agency as a critical element in student engagement. This commitment leads to graduates confident in charting their own respective journeys in college and beyond.



Of course, the magic of Beaver comes from its dedicated faculty who care deeply about the growth of students and expertly utilize this knowledge to help each student realize their potential. As is the case with many independent schools, faculty know their subjects, but what distinguishes Beaver teachers is the extent to which they go beyond that knowledge and use their creativity to deepen student learning. There are no formulaic homework assignments or projects; the teachers ask students to bring their entire selves to the challenges put before them. The results are spectacular.

Inclusivity defines the Beaver culture. As a result, students feel that they can be their authentic selves, that they can pursue a passion without judgment, and that they can advocate for a cause they strongly believe in. The Beaver culture invites students to make inclusion a lived experience instead of an abstract concept.

The Beaver Board of Trustees generously gives of its time and expertise to advance the school. Beaver trustees believe fervently in Beaver's approach to education; they tell stories that reflect their pride in what the students are achieving. It is clear that they are single-minded in wanting the very best for the School.

CHALLENGES AND OPPORTUNITIES

Beaver plays a crucial role in the landscape of independent school education in the Boston area. However, a significant challenge for the School is to clarify its central message and ensure that stakeholders are on the same page about what the School is, what it aspires to be, and how it makes a dramatic difference in the lives of its students.

In recent years, unclear internal communication and ambiguity around administrative roles and responsibilities have led to some confusion within the School. The next head will need to build on the interim head's progress by strengthening communication protocols and systems that align faculty and administrative actions with the school's vision and mission.

As is the case with many schools, Beaver Country Day School must pay attention to financial sustainability. With long-term debt, a softening independent school market, and deferred maintenance, the School will need to develop sophisticated financial and enrollment models and continue to emphasize fundraising in order to successfully navigate the future.



KEY QUALIFICATIONS

- An educator who embraces the Beaver philosophy of forward-thinking education, innovation, challenge, exploration, and the intentional development of student curiosity.
- A strategic thinker who can work with stakeholders to create a shared vision.
- A bold and effective communicator who can speak compellingly to the unique value the school offers; an effective storyteller.
- A confident and collaborative manager who can clarify roles and responsibilities, set up systems and structures to enhance internal communication, and align practices to ensure that the School's initiatives and daily operations are well coordinated.
- An adept change agent who can manage both the pace and scope of change and inspire stakeholder buy-in.
- An educational leader who is also comfortable with the business of operating a non-profit, especially in the areas of finance, marketing, and fundraising.



APPLICATION PROCESS

In order to be considered, a candidate must submit the following:

- A cover letter detailing your interest in the School and the qualifications that make you a compelling candidate
- A resume
- A statement of educational or leadership philosophy
- Two references with contact information (Note that if you advance to the finalist stage, you will be asked to submit an additional three references.)

Candidates should upload their applications on the RG175 website:
<https://rg175.com/login>

The application deadline is **Friday, May 15, 2026**. Semifinalist interviews will be held on **June 17-18, 2026**. Finalist visits to campus will be in September 2026.

For more information, please contact RG175 consultants:

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