



HEAD OF SCHOOL
July 1, 2012

THE ELISABETH MORROW SCHOOL
Englewood, New Jersey
www.elisabethmorrow.org

MISSION

The Elisabeth Morrow School pursues the highest educational standards in a supportive, creative and nurturing environment. We challenge our students' intellects, promote academic excellence, encourage independent thinking, and cultivate individual talents. Our students are taught moral growth and social responsibility through our dedicated and experienced faculty. In our culturally diverse community, we value tradition and innovation and the joy of lifelong learning.

CORE VALUES

- An educational environment committed to academic excellence and child-centered learning.
- An educational process symbolized by the Four C's (courtesy, consideration, cooperation and compassion) that focuses not only on the intellectual, but also upon the social and character development of children.
- A passion for learning and knowledge.
- A strong sense of community among students, teachers, families, administrators and staff.

VISION

- The Elisabeth Morrow School will educate three-year-olds through eighth graders in a supportive, child-centered environment of small class size.
- The Elisabeth Morrow School will prepare students to be proficient academically and of strong character.
- The Elisabeth Morrow School will attract, develop and retain the highest quality faculty, staff and administration.
- The student body and professional staff will reflect diversity of ethnicity, heritage and economic status.

HISTORY AND LOCATION

Elisabeth Morrow, the daughter of Dwight Morrow, financier and the Ambassador to Mexico, and Elizabeth Cutter Morrow, was passionate about the education of children. Throughout her adolescent years, she envisioned a school where students would develop academically, socially, and ethically within a supportive environment. Upon completion of her education at Smith College and along with classmate Constance Chilton, Elisabeth's long-awaited dream of providing a quality education in early childhood became a reality in 1930.



With smiles and outstretched hands, Elisabeth and Constance greeted forty students along with the children's parents at the doorstep of The Little School located in a home on Linden Avenue in Englewood.

In 1936, the school moved into its new residence at 435 Lydecker Street in Englewood, the site of her childhood home. Since the relocation, the school has expanded to 440 children from age three through grade eight. Today, the school maintains a fourteen-acre campus along with six buildings, four state-of-the-art computer labs, two gymnasiums, three science labs, three excellent libraries, an athletic field, nature trails, working gardens and three playgrounds.

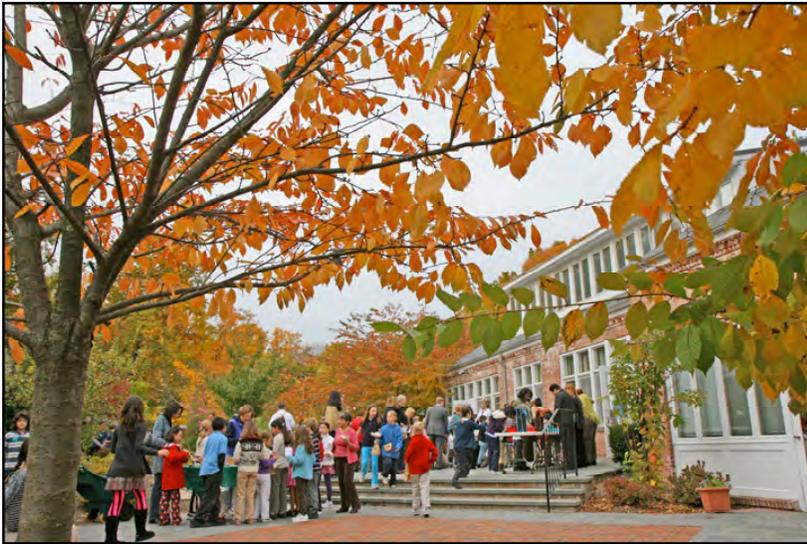
The Elisabeth Morrow School originally was comprised mostly of Bergen County residents. Today, our students come from Rockland, Passaic, Morris, Essex, Union and Hudson counties, as well as New York City. This geographic expansion is thanks, in part, to the private and public school bus options available to our families. The school has made a concerted effort to increase transportation options for its families to broaden the communities from which it draws students.

The 4 C's

The Elisabeth Morrow School is a strong knit community of students, faculty, administrators, staff, parents, students and alumni, all of whom value an excellent education as fundamental in the lives of children and the adults they will become. The keystone of the School is the "4 C's."

Cooperation
Consideration
Compassion
Courtesy





The School community is comprised of many different cultures, through which the students learn to appreciate the differences amongst people that contribute to their lives. At the beginning of the day each student is greeted with a personal handshake upon arrival at school. Beyond the 4 C's the School also values: setting high standards in all endeavors; the central role of honesty in relationships; the importance of taking responsibility for one's own conduct; and the worthiness of service to others.

The Best of the Old and the Best of the New

Throughout its history, the School has remained firmly committed to Elisabeth's principle of "The best of the old and the best of the new." That simple sentence holds the key to the enduring success of The Elisabeth Morrow School and its students. It roots us in the practices of the past which have proven valid time and again. Simultaneously, it compels us to look forward and embrace change in a way that recognizes that there will always be more effective ways to bring young people to the next level of growth.

The power of this School lies in its resolve to be a humanistic, caring community that expects the best of all its members, while recognizing that the ways of doing that will, inevitably, shift and change through the years. She would be pleased with her school if she spent a day here. She would find outstanding teachers working creatively and professionally in a wonderfully diverse environment.

She would find a place where each student is recognized and respected, where learning is infused with a sense of joy and excitement, where the Four C's of Cooperation, Consideration, Compassion and Courtesy lead to success, and where success is defined differently for each of our students. She would see a school that cares as much about the heart as it does about the mind, knowing the two are linked eternally.



Early Childhood Program

Age Three through Kindergarten at Chilton House

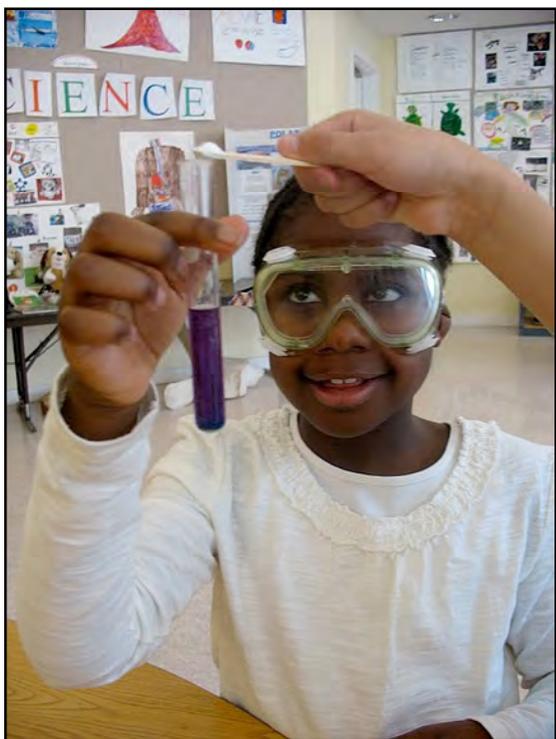
Children ages three, four and five quickly become explorers and adventurers in our bright, open classrooms and beautiful country campus. Chilton House is home to our youngest group of students. The comprehensive curriculum paves the way for endless concrete, hands-on experiences in environmental science, math, art, language, writing, music and social learning. Classroom work is complemented with library time, outdoor play, gardening and physical education. With guidance and nurturing support, our students are provided with small class sizes and a safe environment where they learn about their world.



Elementary School

First through Fourth Grade at Little School

Little School is home to our elementary students where they continue to receive a personalized education. Building on the foundation of Chilton House, our elementary school faculty established small reading and math groups within the classroom. The students' academic classes along with physical education, science, music, art, Spanish, computer and library complete their comprehensive educational experience.



Middle School

Fifth through Eighth Grade at Morrow House

Morrow House offers a competitive and challenging educational environment with a rigorous academic curriculum for our older students. Resources include science labs, computer labs, classrooms, a library, gymnasium, theater, music and art rooms. Middle school students receive a comprehensive education that expands beyond academic learning to include an advisory system, time management skills, problem solving and excellent preparation for secondary school placement. An EMS education prepares students to succeed.

PARENTS

The purpose of the Parents Association is to promote the goals of The Elisabeth Morrow School by working with the parents, faculty, students, administration and Board of Trustees for the benefit of the School and the children. The PA board has regular communication with the administrators in order to plan activities, share news, and communicate suggestions. The role of the PA is to host events and provide services that enhance the School's programs. Their largest undertaking is the annual Book Fair each fall. The PA sponsors other activities such as the New Family Picnic, hospitality, and the Faculty Luncheon. The PA sponsors parent educational workshops throughout the year. Class parents work closely with teachers to arrange social events and holiday celebrations, to provide parent chaperones to accompany class field trips or help with any other special arrangements. With the monies raised throughout the year, the Parents Association is able to present a significant gift to the school to enhance programs and provide equipment.



OPPORTUNITIES AND CHALLENGES

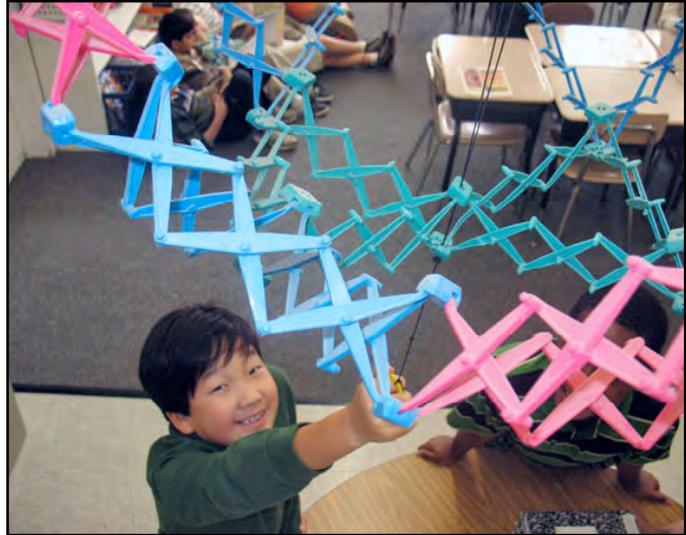
1. Enrollment

Elisabeth Morrow School is an excellent school with a fine reputation, but current market forces and a changing local demographic are impacting the school's traditional enrollment and pool of applicants. This is an appropriate time for the school to refine its identity as well as its strategy for attracting and retaining students in light of these external changes. The next head will have a golden opportunity to help the school assess the reality of the market and then, subject to the school's high academic standards, gauge the best options for expanding the school's pool of applicants. The next head will also need to examine what kind of services are needed to assure all students' success and what additional services will appeal to parents as they decide if Elisabeth Morrow School is a suitable match for their children (e.g., transportation options and academic and auxiliary programming). This analysis should also look specifically at what is needed to attract and retain an appropriate balance of boys and girls at all levels of the school and to ensure that as many of our enrolled students as possible matriculate from Chilton House to Little School and then to Morrow House, eventually becoming Elisabeth Morrow School graduates. The next head will need to work with the Admissions and Communications Departments to determine and implement best practices to market the school, internally and externally, in order to expand our pool of applicants and retain as many of our enrolled students as possible.

2. Attract and Retain the Best Faculty

The Elisabeth Morrow School has always been known for its dedicated and talented faculty and the next head will be entrusted with the responsibility of ensuring that that legacy will be an enduring one. The current faculty is described as great teachers by both parents and students. Many faculty

members have been at the school for twenty years or more. The faculty members are justly proud of the work they have done and the way the school has developed. They frequently mention the mantra, “The Best of the Old and the Best of the New.” However, as the best of the new is ever-evolving, sometimes there are challenges to be overcome in integrating the best of the new with the best of the old. The next head will need to have respect for what has succeeded at the school and the fine work the faculty has accomplished, but will also need to lead the faculty in adapting effectively to changes that are rippling across all independent schools (including curriculum mapping and faculty growth and renewal evaluations). Such leadership will include listening to the concerns of the faculty and developing and implementing a plan which accomplishes the school’s goals in a manner that is befitting of the 4 C’s.



3. Communications

Communicating effectively with all constituencies is a challenge in most schools. Elisabeth Morrow School is no exception. Elisabeth Morrow School is comprised of three divisions separated physically on its 14 -acre campus. Each division has a strong, independent culture as well as their own independent physical facilities. There is a great desire on the part of the faculty in all three divisions to have more communication with those in the other divisions. Team building, a more transparent decision-making process, and more two-way communication are desired by some in the faculty. The support staff in the three divisions also asked for more opportunities to get to know the faculty from the other divisions.

Furthermore, there is also a desire among parents to have effective communication. With advances in technology, the school is now communicating with parents in new ways. Communications via email, the EMS blog and the EMS website have replaced letters home in many instances. The next head will need to assess the effectiveness of the school’s communication with parents, working with the Communications Department to increase the timeliness and efficacy of multi-directional communication so that parents and faculty feel their opinions and questions are heard.

4. Strategic Plan

A new strategic plan will be in place by the time the next head arrives. The next head should feel free to comment upon and augment the plan that addresses some of the school’s challenges. The approved plan will specifically outline the Board of Trustees’ commitment to address strategic issues. The next head will develop the plan to implement the board’s strategic plan.



5. Fund Raising, Facilities, and Technology

Elisabeth Morrow School is fortunate, indeed, to have no debt and a sound financial footing. Yet, fund raising will provide the resources for the school to implement certain aspects of its strategic plan that will require capital investment, including new facilities and additional technology. The next head will be the primary spokesperson for the school, working in concert with the Board of Trustees to make the case for the capital investment that will be needed to ensure the school's future. This will be a great opportunity for the person with the appropriate skills.



SCHOOL AT A GLANCE

At-A-Glance:	The Elisabeth Morrow School is a co-educational, country day school.
Founded:	1930 (named in honor of its founder, Elisabeth Morrow)
Setting:	Suburban, 14-acre wooded campus. Nearest major city: New York City (5 miles away)
Enrollment:	Approximately 450 students from three-year-olds through grade eight
Teaching Faculty:	72 (68% hold advanced degrees)
Student/Faculty Ratio:	7.1
Dress Code:	Yes
Secondary School Counseling Available:	Yes
ESL Available:	Yes
Seasonal Athletics:	Yes (fall, winter and spring seasons)
Accreditation and Memberships:	NJAIS (New Jersey Association of Independent Schools) NAIS (National Association of Independent Schools) ISAAGNY (Independent School Admissions Association of Greater New York) CASE (Council for the Advancement and Support of Education) ASCD (Association for Supervision and Curriculum Development) Parents League of New York Educational Records Bureau Early Steps AISAP (Association of Independent School Admission Professionals)

THE CANDIDATE

Professional Qualifications

The next head of school should possess excellent professional experience and credentials including the following:

- MA or the equivalent
- Administrative experience in a K-6 or K-8 school
- Classroom experience
- Development experience preferred
- Understanding of child development
- Business knowledge/ experience

Personal Qualities

The next head of school should possess the following personal qualities:

- Visionary
- Intelligent; wise; insightful
- Approachable
- Enthusiastic; Energetic
- Collaborative; team player
- Confident
- Charismatic
- Articulate communicator, orally and in writing
- Good listener
- Effective problem solver
- Able to be firm when necessary
- Tech savvy
- Sense of humor
- Respectful

APPLICATION PROCEDURE

CANDIDATES SHOULD SEND A COVER LETTER, RESUME, STATEMENT OF EDUCATIONAL PHILOSOPHY, AND A LIST OF REFERENCES WITH CONTACT INFORMATION TO:

Roger J. Bass
Search Consultant
Resource Group 175
rbass@qwestoffice.net
Telephone: (206) 441-4112