



HEAD OF SCHOOL
July 1, 2012

SAYRE SCHOOL
Lexington, KY

THE SCHOOL

Sayre School is located in central Kentucky in the beautiful and vibrant city of Lexington, which has a population of approximately 270,000 residents. Founded in 1775, Lexington is noted for its beauty, the friendliness of its citizens and exceptional educational and cultural opportunities. Located at the crossroads of I-75 and I-64, Lexington is easily accessible and boasts an efficient airport and over ninety flights daily. Known as a famous thoroughbred horse training and breeding area, Lexington is also the home of the University of Kentucky and Transylvania University, two major and highly respected centers of higher learning. The University of Kentucky College of Medicine is an exceptional resource in Lexington, known as a national leader in research and health education. Facilities include a new hospital to open in 2011, the only Level 1 trauma center in the area, and state of the art pediatric and adult care centers. Further information is available at www.mcuky.edu/medicine.

Lexington, often called the Horse Capital of the World, is nestled in the heart of Kentucky's famed Bluegrass region. Home to 450 horse farms, the 1200 acre Kentucky Horse Park and Keeneland Race Course, the region is characterized by the beauty of pasture and rolling fields. Ashland, the home of famous 19th century statesman Henry Clay, is located on a beautiful twenty-acre estate with an English garden, a short distance from downtown Lexington. Extensive information about Lexington can be obtained at www.visitlex.com.

Sayre School, a coeducational institution including grades preschool through 12th grade enrolls slightly under 600 students and is known for its outstanding academics, facilities, and faculty. It is located in the historic downtown area of Lexington and is surrounded by a fascinating mixture of galleries, parks, restaurants and charming residential neighborhoods. History abounds in Lexington and presents the fascinating story of the city since its founding in 1775. For example, Transylvania University is the oldest university west of the Alleghenies. Of interest to history buffs is the Mary Todd Lincoln House, the nation's first shrine to a First Lady.

The traditional products and economic industries in Lexington include horses, bourbon, tobacco and handcrafts, with a diversity of products and services which create a healthy economy. Major employers in addition to the universities, include General Electric, J M Smucker, Lexmark International, United Parcel and Toyota Motor Manufacturing, to name a few. Light industry is strong and active in the area.

MISSION STATEMENT AND PHILOSOPHY

Sayre School's mission was crafted by David A. Sayre in 1854 and states that the school's purpose is to provide an "education of the widest range and highest order." The school today remains committed that mission by enabling students to become knowledgeable, productive, and contributing members of the community. Sayre strives to promote intellectual, emotional, physical, social and aesthetic growth in every student. Goals are to foster an enthusiasm for learning, embrace the unique contributions of its members, cultivate personal integrity and equip students for fruitful lives.

The rigorous curriculum and extensive program offerings promote academic discipline, creativity and broad knowledge to build the foundation for higher education. The school is committed to differentiated instruction and the development of analytical thinking and effective written and oral communication skills.

Woven throughout all of Sayre is the objective of character development and ethical growth. Integrity, accountability and good citizenship are hallmarks of a Sayre education along with a commitment to lifelong learning. Equity, social justice, and diverse perspectives in a multicultural world are core values in a community which both honors traditions of the past and embraces the innovations of the future.

PRIORITIES FOR NEW LEADERSHIP

As is the case in many institutions, the school's most pressing needs in the next several years are primarily financial. The current head of school is retiring after twenty-two successful years of service, and he has led the school extremely well into the current day.

Enrollment peaked at just over 650 in 2006-2007, and now stands at 553. This decline is manageable in the short term, but not sustainable in the long term. The next head will need to guide the school through enrollment growth, with continuing careful attention to program, marketing, "right-pricing" of tuition and "right-sizing" of financial aid. Faculty and staff compensation needs to be sustained at competitive levels.

Successful fund-raising for annual and capital purposes will continue to be critical. It is also important that the new head of school develop relationships with the University of Kentucky and Transylvania and the political, civic and social leaders in Lexington.



HISTORY

In 1854 David A. Sayre, a silversmith turned successful banker, became convinced of the need for education of young women and founded a school dedicated to that purpose. He purchased a five acre tract on Limestone Street in 1855, and to this day the school is in that location in downtown Lexington. The school has continued to grow since that time and survived periods of crisis in the Civil War and the late 1940's. In 1876 boys were admitted to Sayre. The school established one of the first kindergarten programs in the state of Kentucky. For a period of time, Sayre became a junior college granting a two-year degree (1908-1922) along with the regular high school diploma. As a result of the Great Depression and declining enrollment, the high school and the boarding program were discontinued in 1947.

In 1961 the Board of Trustees saw the need for a coeducational, college preparatory school in Lexington and began a campaign to renovate and expand the campus. A gymnasium and classroom buildings were added, and in 1965 the first high school class of the so-called "New Era" was graduated. Further additions to the campus included the Mary Louise Whitney Lower School (1972), the Edward F. Simms Library (1973), classrooms, a garden, playground, dining hall called The Buttery and the state of the art wireless Upper School (2003). Sophisticated technology facilities were added to the campus in 1996. In 2005 Sayre purchased 50 acres of land near Athens, Kentucky and developed a large athletic complex, primarily for field sports and tennis.

Since 1965 Sayre School has graduated over 1800 young men and women who attend colleges and universities all over the nation. In 1990 Clayton Chambliss was appointed as the 20th head of school.



SCHOOL AT A GLANCE

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| Enrollment 2009-2010 | 553 |
| Full Time Teaching Faculty | 76 |
| Part Time Teaching Faculty | 0 |
| Teaching Assistants | 5 |
| Hold Advanced Degrees | 77% |
| Student to Teacher Ratio | Approximately 7 to 1 |
| Campus | 9 buildings on approximately 6 acres plus athletic facilities on satellite complex |
| Annual Budget | \$11 million |
| Annual Giving in '10 | \$650,000 including auction |
| Endowment | \$6 million |
| Memberships | NAIS, ISACS, NBOA, NACAC, SSATB, CSEE |
| Website | www.sayreschool.org |
| Tuition Remission | Need-based financial aid |

COMMUNITY OF THE SCHOOL

The school's constituent groups, consisting of faculty, administration, staff, students, trustees, parents, and alumni/ae are unified in describing the salient characteristics of the school. They appreciate the fourteen-year, preschool- grade 12 span, high academic standards throughout, and the college preparatory curriculum. They cite an educational program that is broad, deep, and extremely challenging, and yet capable of being very personalized and responding, one on one, to students' individual needs and talents.



The school is given great credit not only for what it does, but how it does it. Excellence and rigor are often-heard terms, but qualitative themes are frequently identified as deeply valued strengths that need to be preserved in a leadership transition. Faculty and administration are repeatedly described as committed, caring, enthusiastic and involved in the life of the school.

Sayre School enjoys a strong sense of community often described in the language of family. There are repeated references to the mix of expectation, love of learning, connection to committed faculty, good humor, and excitement. It is lauded as a school that lives and models its mission and values well. While communication is good across the board; many would like to know the Board of Trustees better. People are willing to roll up their sleeves and do what needs to be done. There is striving for excellence, not perfection. It is described repeatedly as a strong, rigorous, friendly and supportive environment that includes a great deal of good will and mutual understanding as well as community involvement.



Administration-faculty interactions, faculty-student interactions, and adult-student interactions significantly define the culture of any school. These relationships are consistently reported as being positive and respectful. However, as in many pre-k-12 schools, it is a challenge for the divisions and faculty and staff to interact as much as many would wish.

Students commented that they feel at home and supported. Faculty and administration cited the good feeling among themselves and their colleagues and the support of the parents. There is agreement that Sayre knows every member of the school community well. Respect extends beyond teaching, to strong interaction among students and the importance of their academic progress and their unique learning styles. There is a distinct appreciation of the social and emotional dimensions of the students' lives. Faculty like the fact

that they can watch students over the years, and in the Middle and Upper divisions, teach them in multiple classes and/or other activities. This approach contributes to a climate of warmth and shared vision, and the sense of traveling somewhere important together.

PARENTS

Sayre serves families living in the greater community of Lexington and its surrounding counties. The school works hard to support the school-parent relationship, and it enjoys a very active, effective, and strong

Parents Association. Liaison to the PA is provided through the Development Office, which works with the PA leadership and a host of parent volunteers to raise funds, foster good communication and public relations, and sponsor a wide variety of special events, including a very successful auction. While several of these are special fund-raising events, but the PA hosts regular meetings on educational topics of general interest, and its leadership meets regularly with the head to serve as a thoughtful sounding board on issues as they arise. Parents are encouraged to become involved in the life of the school in whatever ways are of interest to them.



Parents praise the school for combining high academic and personal expectations for the students and for its ability to help them maneuver through all the myriad academic requirements while meeting their individual needs. They report that Sayre challenges students academically, encouraging participation in athletics, arts and many other extracurricular programs. Parents are proud of the school and respect the tireless work of administration and faculty. They see children happy to go to school, who are supported, and who do well.

STUDENTS AND ENROLLMENT

Sayre's current model is two sections in Grades 1 through Grade 5, three sections in Grades 6 through 8, and four sections in Grades 9 through 12. Though it will accept students at all grade levels, the key entry points are at Preschool, Kindergarten, 1, and then at 6 and 9 where additional sections add spaces. The major attrition occurs after 8th grade. Most students come to school via car.

Currently the Preschool and Lower School program is hampered by a perception outside the school that the program could be more rigorous and suffers from facilities, which, while more than adequate, need improvement. This area of the school needs to be carefully studied and strategically supported for the future. The administration and faculty will welcome the involvement and fresh ideas of the new head who can work to craft a compelling and distinctive new vision. Competition from the public sector schools, parochial schools, and another independent school is having an impact.

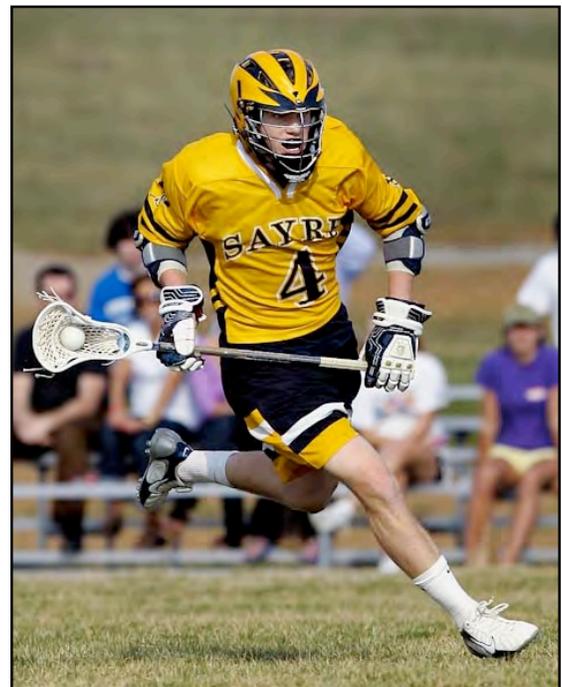


As a general description, Sayre draws its students from the top half of the public school achievement and ability spectrum. A student of average measured ability and achievement in his or her public school, who will make the effort to meet Sayre's expectations and is willing to work hard, should find success. So, too, will a student of truly superior ability and achievement, as well as all those in between.

The school might have maintained its higher enrollment of a few years ago by admitting a broader range of students. Instead, it chose to maintain its qualitative admissions standards and to allow enrollment to decline, while keeping all elements of its rich program. Looking ahead, realistic options would be to restore enrollment to healthy levels, or consider cuts in program. The school is confident that with the recession receding and effective marketing, it can achieve the former. The Admissions Office is conservatively projecting an enrollment of 549 for the 2011-2012 school year but hopes to exceed that number.

According to their leaders, students across the three divisions value the small class size, the Preschool to 12 grade levels, and knowing classmates and friends across grade levels. They value their community and know that its benefits are defined and exceptional. They cite as an example the importance of pairing Lower School students with older ones. They value their connection with teachers and the respect and trust teachers give them. Students cite the friendliness of the campus and value of knowing everyone. Students also expressed that they like the laptop program beginning in the 9th grade and feel that technology is strong and allows them to communicate effectively with their instructors. They expressed great pride in the buildings and the location where older students can gain privileges to go out in the downtown community. There is extra help when students need it. Adults listen and respond to individual needs. Students appreciate the many clubs, athletics, and activities that exist across the grade levels, and they know that these offerings take extra faculty time and energy to provide. Perhaps most importantly, as one student said, "Teachers help us fulfill our academic promise." Middle School students want their new head to be "open to new ideas," friendly, and visible...and to know their names! Self-respect and respect for others are grounded in community service opportunities that begin in the Lower School and extend all the way through the Upper School.

Students feel that Sayre prepares them for the "real world" and as one said, "It is not a fantasyland here."



An Outreach Committee, which consists of faculty, staff and administration, is in place to monitor communication, marketing and public relations. Publications, the website and community perception of the school are areas of focus for this group.

FACULTY

“The teachers are talented, dynamic, and committed.” This or similar language starts virtually every discussion about Sayre. Teachers are hired for expertise in subject areas, but they are also expected to love kids and love the process of teaching. Overall, teachers at Sayre are very experienced. There are few teachers just out of college or graduate school and starting their careers; there are many who are mid-career or who are seasoned pros.



In addition to their regular work, faculty are commended for their willingness, even eagerness, to provide extra help as needed during the day or after school. They are flexible in responding to students’ needs, whether they are for remediation or enrichment. Teachers are seen enjoying kids. Faculty members appreciate the freedom to teach as their first priority but also participate in service learning and community and extra-curricular activities. They point out that the administrators do not micromanage but are supportive. With an occasional exception, kids come to school prepared, and faculty members greet them, similarly prepared.

Everyone appreciates the rigorous and rich academic program. They, and all other employees, have generously responded to the pressures of reduced enrollment with their own reserves of time, energy, and good will. However, they hope for a return to higher enrollments and a more sustainable pace. The drop in enrollment has forced some difficult retrenchment and cuts, but faculty seem to understand and hope to see reinstatement soon. Faculty are understandably both excited and anxious about the departure of a respected head and the arrival of a new leader. They expressed the hope that the new head would respect the traditions and history of the school while developing innovative plans for the future.

ADMINISTRATION

Sayre’s administrative structure is strong and effective and will serve as a support for the new leader. The Head of School is supported by three division heads, a two-person business office, two-person admissions and financial aid office, and a three-person development office. The Head has a full time executive assistant, He



does not teach on a regular basis. The Middle and Upper School Heads have teaching assignments appropriate to their division and credentials. The Director of Athletics oversees all sports and scheduling and coaches himself. There is a full time experienced college counselor, a seasoned professional who has excellent contacts with colleges and universities. Students attend outstanding colleges and universities and find themselves very well prepared for the academic challenges in postsecondary education.

With rare exceptions, Sayre administration gets very high marks for excellent performance and responsiveness. There is a new but experienced division head in the Preschool and Lower School. People report that, "Very little goes unaddressed. Things get resolved and there are immediate responses." The administrators meet regularly with each other and with the head of school where matters of scheduling, calendar and significant issues are discussed. It is made clear where decision lie and responsibilities are clear. The head of school is involved and informed but does not micro-manage his administrators.

An important aspect of the Sayre culture is that the faculty – administration relationship is cited as being positive and respectful. There can occasionally be a bit of "we – they" tension, a recent development and likely related to the difficult adjustments which have had to be made because of the recession and the resultant decline in enrollment. Most administrators have been classroom teachers as well, so perceived barrier or rank become immaterial. Collaboration is an important element of the spirit of community and regular meetings are held within divisions and departments.



Decisions are seen as mission-guided and made in the school's overall best interests, even if somewhat difficult at times.

GOVERNANCE

Sayre School is a 501(c) 3 non-profit organization incorporated under the laws of the state of Kentucky. It is governed by a twenty-two member Board of Trustees, that, in accordance with the bylaws, could grow to twenty-four. There are seats on the Board of Trustees for the President of the Parents' Association and the Alumni Council for the duration of their terms.

Since its earliest days Sayre has enjoyed effective governance. The term of the chair of the board is two years. There is an active Executive Committee comprised of officers of the board, including the chair, vice-chair, secretary and treasurer. A number of past board chairs remain active and interested in the progress of the school, including the search process. There is effective and important institutional memory at the board level.

The school enjoys well-written bylaws that have been periodically reviewed by expert counsel. The existing bylaws are up to date, having been reviewed and revised in December 2010. There are active committees in place. The bylaws include a detailed description of the role of the head of school as well as that of the members of the Board of Trustees.

As is the case in many independent schools, the Board is composed mostly of current and past parents who are committed to the school in many ways. Alumni also bring a valued perspective and institutional memory to the work of the trustees.



At times there have been issues and conflicts as is often the case with independent school boards. The Board has been effective in resolving conflict and keeping the school on the proper path without undue distraction. Enthusiastic commitment to the search process is evident by both the board leadership and the full board as well. The board chair will be ending his term in 2012.

ALUMNI AND ALUMNAE

Sayre has an active Alumni Council which meets regularly. The president of the Council serves on the Board of Trustees. The Council is committed to the school and looks forward to assisting the new head of school in meeting and getting to know the community of graduates. They are proud of the school and their involvement is strong; they support the change which will come with new leadership.

The Development Office serves as the liaison to the Alumni Council and there is a Director of Alumni Relations who has been at the school for many years. The Development Office is spending a great deal of time communicating with alumni/ae and keeping them informed, and those events developed for them have been well received. Electronic communications, in general, have made it much easier for alums to remain connected with both Sayre friends and former teachers and staff.



There are children of alumni/ae enrolled in the school. The alumni/ae care about the program, the curriculum, athletics and the arts and want to preserve the strong traditions of the school. There is some concern about the amount of financial indebtedness but a willingness to help the school as it moves into a new era. As one alumnus said, "This is not a school you go to for a while; when you come, you never really leave. It is not only a prep school, but it is also a way of life."

PROGRAM

The school's many offerings are fully described on the school's website: www.sayreschool.org. Numerous pages will provide a great deal of detail about the full array of academic and extra-curricular activities, and the support services also available. Candidates are encouraged to peruse the website in full.

Even while enrollment has declined, program has been strengthened and expanded. In the academic curriculum this has happened primarily in the sciences, where advancing the science



sequence by a year has opened up a number of AP courses. This change was also made more feasible by the construction of the new Upper School, where the state of the art classrooms, laboratories, and common areas support all aspects of the curriculum.

Sayre's athletic program has experienced exceptional growth. With the addition of the fields and facilities, it has become easier to expand the offerings. A resident manager is located at the facility to oversee maintenance and security. Teams include lacrosse, tennis, soccer, track and field, and cross country among others. The school is a member of the Kentucky High School Athletic Association.

If college acceptances are one measure of a school's overall success, then the college matriculation list is compelling proof of Sayre's ability to add value; to help students discover their talents and needs and then apply to the competitive colleges and universities which best match them. The school profile indicates the outstanding list of college acceptances and matriculation. The school is proud to announce that in this school year three **National Merit Finalists** have been named.

TECHNOLOGY

Sayre is advanced in terms of commitment to and use of technology throughout the school. In Lower and Middle Schools, students have access to both MacIntosh and PC platforms through labs and in class computer laptop carts. Smartboards are used in various classrooms quite effectively, and plans are underway to expand the hardware and training of faculty. In the Upper School students have laptops in a one to one program.

The Sayre technology department has been administratively supported in its belief that technology is the wave of the future and as result, the school should be preparing students to work successfully in that rapidly evolving environment. High-speed wireless gives any computer anywhere on campus, including "guest" laptops, controlled access to the network.

The Technology Department's approach is designed to provide the best, not the trendiest, programs for all students. They want to be sure that students and faculty have access to the right technology for the job at hand. Their philosophy is that of a service department.

A relative weakness in the program is not having enough hardware in all the right places. Another issue is that faculty use is still inconsistent. Teaching methodology – and therefore student empowerment through technology use – is still not all it could be.

BUILDINGS & GROUNDS

Sayre enjoys significant leadership from its Director of Finance, whose careful hiring and supervision of the buildings & grounds staff shows the instant one drives onto campus and enters a building. Grounds are beautifully maintained, buildings are clean, and floors shine. The department pays unusual attention to all relevant matters of regulatory compliance and stresses a very proactive position on matters of preventive maintenance and safety.



FINANCES

Financial oversight at Sayre is tight and effective, beginning with the Board of Trustees and its Finance Committee. Day to day management is in the capable hands of the Business Office, led by an experienced Director of Finance. There have been small operating deficits in the last two years, and another is anticipated for FY '11. There are reserves that can cover these, but the school hopes that an economic turnaround and more aggressive student recruitment will lead to increases in enrollment and tuition revenues and a return to balanced budgets. Management of the debt is careful and planned by the Board of Trustees, but the new head will need to be involved.

MAJOR CHALLENGES AND OPPORTUNITIES

Sayre is academically well-defined, so while there are programmatic and facilities issues to address, they are refinements to sound and established offerings, and will be more feasible as enrollment rebounds. These include, among others, additional AP courses and expanded offerings in the arts and foreign language.

The immediate challenges and opportunities lie in the following areas:

- **Restoring Enrollment to Previous Levels**

Lexington and Sayre have been impacted by the current economic recession. Parents seeking alternatives to traditional public schools have more options than ever before. The recession will pass; the family demographic able to consider independent education may be growing, and Sayre has a compelling story to tell about the value it adds. It must be told as effectively as possible.

- **Managing Financial and Plant Resources**

Lexington is its own unique business environment. Tuition is considered rather high, and it will be important to articulate the value of the excellence of the Sayre education. The major competition is with another independent school, several large religiously affiliated schools and a strong public school system. Right pricing of tuition and tight management of operations are constant challenges for Sayre's head and Board. Financial aid management is an important and complex part of this challenge.

Fund-raising is critical for operations, and for all capital purposes including renovation, new construction, debt reduction, and endowment. The school has completed many of its building needs successfully, but now the new head will determine with the Board of Trustees the strategic vision for the future, including attention to facilities for the Lower School. Emphasis will also be directed toward endowment fund raising, which is as hard as it is crucial. The new head of school will be involved in all aspects of advancement and cultivation for the purpose of raising the funds to execute the future plans and projects identified by the Board of Trustees and other constituents.

- **Providing Leadership and Vision, both Internal and External**

Sayre is central to the Lexington community because of its excellent reputation, facilities and consistent leadership. The new head of school will need to become a part of Lexington as quickly as possible, getting to know not only the current school constituents but also the external community. He or she will be involved in civic organizations, social activities, community service and other aspects of being a leading citizen of Lexington. As in many schools like Sayre, the new leader will be expected to be the voice of the school.

The head needs to articulate the school's strengths and priorities with clarity and passion, conveying a vision that inspires the school's constituents and educates those who don't fully understand or see the value of it. It will also be important to work closely with the faculty and administration to continue the development of the curriculum, activities, and to represent the essential uniqueness of Sayre.

It is also essential that the head of school work effectively with the board of trustees, getting to know them quickly. Leadership and partnership with the board chair is key to future success. The head of school should encourage effective trusteeship and assist in providing professional development for the trustees.

- **Managing Faculty Resources and Needs**

In the next several years, a number of the school's most senior and experienced faculty members will retire. The next head will need to devote considerable time and energy to attracting the right candidates and replacing great veterans with the next generation of great teachers.

For Sayre's current and future teachers, the next head will need to continue refinement of professional development and professional evaluation systems as well as compensation strategies.

THE CANDIDATE

Professional Qualities

Sayre has had twenty heads in 157 years, and the current head of school has had a long and successful tenure. The Board of Trustees hopes to attract a new leader who will come to love the school and commit to leadership in a special place worthy of a long stay. The next head should possess excellent professional experience and credentials that include the following:

- A relevant advanced degree
- Significant work in a comparable independent school setting
- Experience in the classroom and in coaching or other extra-curricular activities
- A record of modeling high standards and being worthy of intellectual respect
- Demonstrated successful experience in management and delegation, including:
 - Experience in hiring well; an instinct for seeing “the fit”
 - Strong communication skills
 - Experience in admissions & public relations
 - Experience in fund-raising, both annual and capital
 - Familiarity with the business side of independent schools
- Familiarity with K-12 curriculum; expertise in at least one of three divisions
- Awareness of the unique issues and needs of the Lower School
- Global perspective on education
- Comfort with advanced school applications of technology
- Common sense and approachability

Personal Qualities

The next head of school will ideally possess many of the following personal qualities, as expressed by a variety of teachers, parents, and students:

- First and foremost, model the school’s core values
- Be comfortable and enthusiastic in articulating the school’s plans and vision
- Be respectful, responsive and easily engaged
- Be present, open, accessible, enthusiastic, and positive.
- Be sensitive to the impact of change of leadership and skilled in managing that change
- Trust and be respectful of those already at Sayre
- Be energetic and motivated
- Be emotionally, enthusiastically, and visibly invested in school’s success
- Know how to deal with people from all backgrounds.
- Be decisive, yet know when to be patient or negotiate further.
- Be fair and firm around complex disciplinary issues.
- Possess a ready sense of humor.

APPLICATION PROCEDURE

Candidates should send a cover letter, resume, statement of educational philosophy, and a list of five references to **BOTH consultants listed below**:

Thomas M. Evans
Resource Group 175, LLC
90 Great Western Road
Harwich, MA 02645
774-237-0349
tmevanscca@comcast.net

Linda MacMurray Gibbs
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3203 Bayshore Boulevard, Unit 1501
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For additional information about the school, visit its website:
www.sayreschool.org
Sayre School does not discriminate in its policies based on race, religion,
national origin, sexual preference, or age.