

Lyndon Institute

Head of School for July 2022

*Lyndon Center, Vermont
Independent Town Academy, co-ed Day and Boarding
410 students in Grades 9-12*



Lyndon Institute located in the historic Northeast Kingdom of Vermont seeks a Head of School for July 2022, the start of its 152nd year. One of only twenty-one classic public/private academies in the country, Lyndon seeks a leader who will fully embrace the Institute's history, mission, core values and position as a Vermont school of choice and a pillar in the life of the community. Mirroring the LI motto - *Per Aspera Ad Astra*, "through hard work you reach the stars" - the next Head of School must be prepared to be a dynamic presence and a collaborative, authentic leader. A leader who embraces both the private and the public nature of this historic, forward looking and innovative academy as it moves into the second half of its second century.

Founded in 1867, [Lyndon Institute](#) (LI) is dedicated to providing a unique educational experience for students that leads to a lifetime of learning and good citizenship. LI is a New England academy in the time-honored sense of the phrase. LI embraces both an independent and a public purpose crucial to Lyndon Center and the [Northeast Kingdom](#). As Twildawn Perry, the current Head of School has eloquently stated, “We provide our students with a learning environment that encourages creativity, critical thinking, inquiry, and reflection, allowing them to find their passion in a caring and supportive environment.” It is Lyndon Institute’s purpose to help all students reach their intellectual, creative, and physical potential.

Lyndon Institute is an independent and comprehensive high school for grades 9 – 12, offering a [150-course curriculum](#) specializing in core and honors academics, technical and career programs and fine and performing arts. Lyndon Institute seeks a vibrant, collaborative and authentic educational leader to join them fully in that work as Head of School.

LYNDON INSTITUTE IS A TOWN ACADEMY

Lyndon Institute is an independent school that serves a fundamental public purpose in the Northeast Kingdom of Vermont. LI’s special status as a town academy means it is an independent high school that serves Lyndon Center, many towns in the Northeast Kingdom and across the world through the international program. Historically, these towns have not had or built a public high school, rather the towns have opted to retain school choice and pay tuition for students to attend a school of their family’s choosing. Vermont is a school choice state, and most families in the towns closest to the school send their children to LI. Other Vermont students choose to travel a greater distance to LI rather than attend a school closer to home.

In support of Lyndon’s mission, the dedicated and creative faculty work with a wide and diverse student body. Numerous academic programs serve both college bound students and those who will work in local services and industry.



MISSION

Lyndon Institute inspires our students to become accomplished learners, creative thinkers, and compassionate community members.

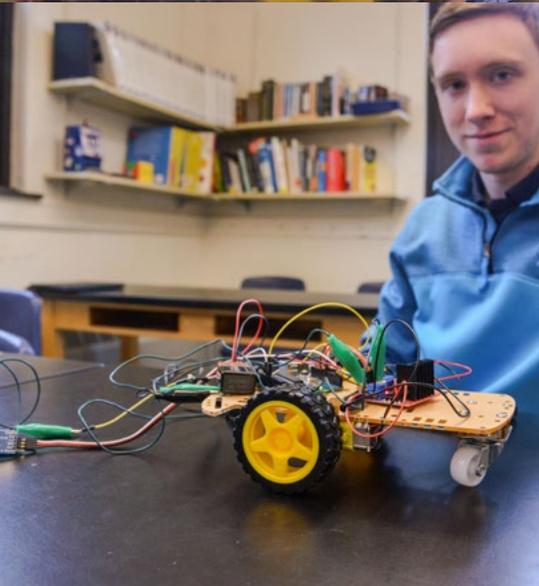
VISION

- An academically challenging program that inspires lifelong learning.
- An engaging and empowering academic environment that nurtures the interests and respects the needs of each student.
- A safe and caring community that instills a sense of belonging in every student and supports individual growth and exploration.
- Diverse curricular and co-curricular opportunities for students to develop their personal strengths.
- A treasured network linking students, teachers, and staff with alumni, parents, and members of the broader community locally, nationally, and across the globe.

ACADEMIC PROGRAMS

Lyndon Institute recognizes that student interest and motivation are vital to educational success. Therefore, school should be both a challenging and enjoyable experience. The LI faculty and staff believe that the talents, needs and passions of each individual student drive the learning process. LI's dedication to differentiated instruction, quality professional development and genuine collaboration between teachers, specialists, administrators and parents substantiates the tenet that all students can learn and achieve high standards.

Signature programs can be found in both the college preparatory and career and technology programs. [January Term](#) provides students with an intensive two to three week course or an internship opportunity between the first and second semesters. Engineering and [STEM](#) courses in partnership with PLTW (Project Lead The Way), provide LI students with a hands-on and project-based curriculum that emphasizes real world experiences using state of the art tools. The unique [Ecology Summer Semester](#) combines rigorous classroom and lab study with wilderness skills in order to learn what it means to be a field scientist. A partnership between LI and Northern Vermont University (NVU) created the [Lyndon Learning Collaborative](#) which provides the opportunity for eligible LI seniors to obtain a full year of college academic credit through college-level courses offered by NVU. Highly personalized and flexible learning opportunities for every student can be found in [FLIP](#) (Flexible Lyndon Institute Pathways), an alternative degree platform that embraces all types of learning.



The LI academic team offers a [multi-tiered instructional framework](#) that offers a multitude of resources to address each individual student's' academic needs. The supports vary in intensity allowing for timely interventions for each student. Through personalized learning plans, the team strives to provide targeted and differentiated instruction at the earliest indication of student need at a level of engagement that is responsive to that need.

During the 2020 - 2021 school year, LI created a [hybrid schedule and modified protocols](#) in response to COVID-19 with an option for students to remain completely remote. In order to manage social distancing, classes in person were held with a portion of the student body on campus at any given time. Students were divided into 4 groups and information about the schedule was communicated through My Backpack. All students were provided a digital device to assist with remote learning and collaboration on campus. LI's fiber optic network backbone provided high-speed internet with wireless access across campus and in the resident life dorms. All course material for the 2020 - 2021 school year is available on the Canvas LMS.

LI seeks an academic leader to help it realize its true potential as an educational pillar of the life in the region, and to be recognized as a state leader in comprehensive and college preparatory education based in a long history of collaboration, innovation and best practices.

ATHLETICS & CO-CURRICULAR ACTIVITIES

While COVID has made lives more complicated, it has not extinguished the need to work and play together. The Lyndon Institute Vikings are proud to offer twenty-two varsity level teams in fifteen Division II Vermont inter-scholastic sports through a wide ranging program of competitive [athletics](#). Student-athletes of all abilities are encouraged to participate and compete for the maroon and white. LI recognizes that athletics provide opportunities and challenges for personal growth and development for students. Through team building and competition, students learn the value of discipline and respect for the rules of play. LI believes that athletics can be a model for good citizenship and individual achievement.

LI students to are active participants in the twenty-four [co-curricular opportunities](#) offering clubs and activities appealing to a diverse student body. From the Mountain Bike Club to Viking SAGA, from the Dance Club to the Sustainability Club, student organizations present possibilities for LI students to learn more about themselves while exploring their passions, expanding their goals and developing new leadership skills.

THE COMMUNITY

LI is proud to be a [learning community](#) in the center of life in this region of the [Northeast Kingdom](#). Learning is not limited to the school day and the community is not limited to the physical boundaries of the campus. Learning happens in the resident halls, on the playing fields, on the stage, during recreation time, when students are with their families and friends or out in the community providing service.

The intimate size of LI encourages students and faculty to form strong relationships that last well beyond the four years of high school. All members of the community have a strong sense of belonging and credit their success in later life to the things they learned and experienced at Lyndon.

The word cloud below was created when the Search Committee surveyed the LI community at the start of the Head of School search process. The most prominent descriptor of LI as voiced by nearly 300 students, parents, faculty, staff, alumni and trustees who participated is “community”, followed by “welcoming”, “caring”, “fun” and “helpful”. The pride in and commitment to the LI community by its constituents is both palpable and consistent. One of the very first tasks of the new Head of School will be to fully engage with this powerful community and become a member.



QUICK FACTS

Enrollment

- 410 Students
- 15 boarding students from 12 countries

Faculty & Staff

- 110 employees
- 40 teaching faculty
- 17 yrs. avg tenure at LI
- 55% have advanced degrees

Campus

- 130 acre campus, 34 buildings including the 650-seat Alumni Auditorium, the Elliott Memorial Library, the John L. Norris, Jr. Center for the Arts, the Monahan Academic Commons, and seven dormitories
- Gateway House, the Head of School residence

Programs

- 150 course comprehensive program
- International program and ESOL
- STEM, and a wide range of AP courses and arts courses
- January Term
- Lyndon Learning Collaborative for college credit
- Four partner schools in Shanghai, Shaoxing, Heifei, and Fuzhou, China



LI welcomes over 400 students from 12 countries, several U.S. states and over 24 area towns. The [international program](#) and the [residential life program](#) are integral to the diversity and strength of the student body and the community. The amazing array of students creates a community that embraces and is strengthened by difference within a broader community that takes pride in its rich history and fierce independence. Many of LI's international students are befriended by area families and this offers a unique opportunity for our international students to experience life in America, and for our local residents to get a glimpse of other cultures and peoples.

ADMISSION, ALUMNI AND DEVELOPMENT

Admission functions are primarily focused on the Admission staff. Day student enrollment comes from the local sending schools and from Vermont towns that have opted for school choice. The day and boarding populations have seen a decline in recent years. LI is taking steps to address the demographic trends in the region and to bolster both the international and domestic boarding enrollment. Financial assistance is a bit different from what one might find in a typical independent school. Day students from sending towns do not need financial aid as their tuition is paid by the town. Financial assistance is currently offered to boarding students and a few day students who do not reside in a sending town. The Admission Office is staffed by the Admission and Marketing Coordinator, the Admission Coordinator and the Admission Administrative Assistant.

Alumni are fiercely loyal to Lyndon and proudly recount the generations within their families who have attended. It is not unusual for an alum who has grandchildren attending today to be able to trace their history back to a great grandparent who attended one hundred years ago. Many alumni serve or have served on the Board of Trustees over the decades. The Independence Fund is LI's annual fund and primary giving priority which raises funds for ongoing needs such as scholarships, programs, supplies, and unrestricted funding that can be used where the need is greatest. The Independence Fund goal for 2020-2021 is \$320,000 in addition to \$100,000 for infrastructure improvements, \$68,000 for a new Lewis Field scoreboard and Alumni Auditorium sound system.





GOVERNANCE AND OPERATIONS

Lyndon Institute is governed by an independent, self-perpetuating [Board of Trustees](#) and Board of Corporators. There are currently twenty-two trustees and a limit of twenty-seven. Trustees are elected by and from the corporators to three-year terms of office. A trustee may serve three consecutive terms and must then roll off for at least one year before serving again. A slate of officers is elected annually and include the president, vice president, secretary and treasurer. The Executive Committee is made up of the officers and two trustees at large. Standing committees include Education, Development, Finance, Buildings and Grounds and the Committee on Trustees. Each Committee can be made up of both trustees, corporators, faculty or community members. The Head of School Search Committee is an ad hoc committee of the Board of Trustees.

The [Senior Administrative Team](#) is made up of the Head of School, the Assistant Head for Advancement, the Assistant Head for Student Affairs and the CFO. The administration covers all of the operational and academic functions of the school and is headed by eight individuals. The [administration](#) and Finance Committee develop the annual budget and tuition rates are set by the Board of Trustees. A highly collaborative group, the recent and very successful adaptations to COVID-19 are a testament to the skills and nimbleness of the LI administrative team.

LOCATION

Divided into three counties (Caledonia, Essex and Orleans), the Northeast Kingdom encompasses 48 towns, one city, and one municipality comprised of six unified towns and gores, with a land area of 2,027 square miles (5,250 km²), about 21% of the state of Vermont.

The term “Northeast Kingdom” is attributed to George D. Aiken, former Governor of Vermont and a U.S. senator, in a 1949 speech. The area is often referred to by Vermonters simply as “The Kingdom.” The Kingdom offers breath-taking scenery, outstanding lodging and dining, ecotourism and agritourism, Vermont-made products, and recreational opportunities such as Burke Mountain and the Kingdom Trails have gained the Northeast Kingdom national and international recognition.



OPPORTUNITIES AND CHALLENGES FOR THE NEW HEAD OF SCHOOL

The new Head of Lyndon Institute will be seen as a leader of the school and the community. Considerable change at LI coupled with regional demographics shifts have created new challenges and opportunities for LI to partner more closely and effectively with a wide variety of institutions and businesses within the wider community. As one of the critical institutional pillars of the region, Lyndon Institute is called upon to serve its independent and public purpose by providing effective learning opportunities and a responsive learning environment for all of its students and families. The new Head of School will have the prospect over the next decade to profoundly impact Caledonia County and the Northeast Kingdom.

The opportunities and challenges for the new Head of School fall into three broad categories: Community, Program and Sustainability. Specific goals and objectives for the first year will be set with the Board of Trustees during the transition.

Community

- Fully engage in the daily life of the school and the community to understand the truly unique culture, climate and nature of Lyndon Institute and the Northeast Kingdom.
- Develop authentic, open, positive and supportive relationships with administrators, faculty, trustees, students, parents and community leaders.
- Imbue a culture of responsiveness, fairness, inclusion, candor, collaboration and responsibility rebuilding trust among and between the faculty, students, parents, trustees and the Northeast Kingdom constituency.

Program

- Collaboratively work to reaffirm the school's unique independent/public identity with the mission, core values, and vision of Lyndon Institute.
- Develop and empower an administrative team that works openly, collaboratively and closely with students, faculty, parents and the community in the advancement of the programs at Lyndon Institute.
- Clarify and align programs with the mission, core values, vision and purpose of Lyndon Institute while balancing tradition, innovation, a diverse student body with differing needs, best teaching practices and brain-based learning research.

Sustainability

- Engage with the board and create key strategic partnerships in the community to ensure the sustainability of Lyndon Institute.
- Work with the Finance Committee and administrative team to further develop long term fiscal sustainability efforts and operational standards.
- Analyze the residential program potential at LI assuring that it is mission aligned, accounts for national and international boarding trends, and develops realistic plans for moving forward.
- Develop a strategic fundraising plan with the Advancement Office and the Board that leads to a capital campaign in the future to include rebuilding the endowment.
- Explore and expand upon opportunities for increased ancillary income.



IDEAL CANDIDATE ATTRIBUTES AND EXPERIENCE

Candidates will be prepared to address a broad range of school matters and be able to demonstrate successful experience in many, if not all, of the following:

- Leading a student-centered academic community, including recruiting, developing, supporting and retaining a talented faculty and staff;
- Possessing the ability to develop and deliver a clear and comprehensive educational vision within a diverse and complex environment;
- Working collaboratively to clarify and speak clearly about Lyndon Institute's identity;
- Working in or having a clear appreciation of town academies and/or boarding schools;
- Forging relationships and partnerships with multiple constituencies;
- Demonstrating skills and success in building, empowering and holding accountable, high performing teams of teachers and administrators;
- Possessing a broad range of executive leadership and management abilities, including excellent organizational and interpersonal skills with exceptional follow up.

Candidates will possess a broad range of executive skills and embody the leadership traits of an authentic, collaborative leader including:

- Exceptional listening, verbal and written communication skills in a variety of settings and with an array of constituent groups;
- Establishing and maintaining a culture of transparent and responsive communication and accountability;
- Demonstrated ability to delegate and hold people responsible while building supportive and collaborative partnerships and ownership of program;
- Demonstrated capacity to be an educational thought leader and flexible strategic thinker;
- Clear evidence of inclusive and inspiring leadership that brings faculty, administrators and staff into the development of plans and programs in appropriate areas;
- A strong commitment to inclusion and diversity of all sorts;
- A history of commitment to the needs of the individual student's educational, social and emotional needs
- A commitment to excellence within traditional and non-traditional academic programs;
- An aptitude for prudent financial management and confident fundraising.

Personal qualities of the head of school at Lyndon Institute are important and the Head must be:

- An unrelenting believer in the growth, development, and learning of young people;
- Engaged, highly visible, warm and accessible;
- Passionate about independent education and the public purpose that Lyndon Institute serves in the region;
- Intelligent, collaborative, innovative, inspiring, and empathetic;
- Wise and consistently exercising sound judgment;
- An active listener with compassion, empathy and exceptional emotional intelligence;
- Someone who doesn't take herself or himself too seriously, appreciates and demonstrates good humor.



INFORMATION ON THE SEARCH PROCESS AND CALENDAR

A search is underway to identify a new Head of School by the end of October 2021. The new Head of School of Lyndon Institute will assume the position on July 1, 2022.

Lyndon Institute is a member of the National Association of Independent Schools and will follow NAIS Principles of Good Practice regarding Head of School searches. The School has appointed a Search Committee to conduct the search and has engaged a national executive search firm, Educational Directions Incorporated, to assist the Search Committee.

Candidates should express their interest and begin the application process as soon as possible.
Please direct all inquiries, applications, and nominations in confidence to:

Dr. John Watson, Partner
Educational Directions, Inc.
jwatson@edu-directions.com
239-293-1124

Candidates should submit:

- A letter addressed to the search committee explaining their interest in Lyndon Institute;
- A resume;
- A personal statement;
- The names, email addresses, and telephone numbers of five professional references. (Finalists will be expected to provide seven additional references);
- Reference letters sent directly to the search consultant are optional;
- Electronic submission of credentials is expected.

Calendar

Application Deadline	August 1, 2021
Candidates notified of status	August 14, 2021
Semifinalist Interviews	August 21 & 22, 2021
Finalist Interviews	September 15 - 24, 2021

The compensation package will be within the expected norms of comparable schools and includes a head of school residence.

*Lyndon Institute is an equal opportunity employer
and seeks a diverse and broad spectrum of qualified candidates.*

