



## The White Mountain School At-A-Glance

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Founded: 1886

Affiliation: Episcopal

Grades: 9th–12th, PG

Enrollment 2022-23:

97 (capacity of 140)

80% Boarding Students

20% Day Students

Tuition:

Boarding—\$71,620

Day—\$38,036

Faculty: 28—50% hold  
advanced degrees

Average Student-to-Teacher  
Ratio: 5:1

Average Instructional Class  
Size: 10 students

Accreditation: New England  
Association of Schools  
and Colleges

Professional Affiliations:

NAIS, NAES, TABS, AISNE,  
SSATB, SBSA

# The White Mountain School Head of School Search

371 W Farm Road | Bethlehem, New Hampshire  
Co-ed, Independent Boarding & Day School  
Applications Due: May 31, 2023  
For July 1, 2024

## HISTORY AND OVERVIEW

The White Mountain School was founded in 1886 as St. Mary's School, an Episcopal school for girls, by The Rt. Rev. William Niles, Bishop of the Episcopal Church of New Hampshire. Opening its doors in Concord, St. Mary's School welcomed eight boarders, 14 day students, and six teachers.

Nearly 50 years later, the School's inspired headmistress, Dorothy E. McLane, outlined her plan to move the School to the White Mountains. "Aunt Dot," a firm believer in the importance of academic and athletic challenge, as well as a lover of the outdoors, held the 50th Commencement exercises of St. Mary's-in-the-Mountains at the newly purchased "Seven Springs Estate" formerly owned by Eman and Mary Payne Beck in Bethlehem. The School was renamed The White Mountain School in 1972 and went from single-sex to co-ed.

## ACADEMICS

### *Students in the Driver's Seat*

The White Mountain School embraces student-driven inquiry as the driving philosophy behind their approach to teaching and learning. Students learn best when they are invested and find purpose in what they are studying and when their work has an authentic audience. WMS believes that each student has strengths that, when identified, can be harnessed, allowing each student to engage and find success in work that matters to them. Students are encouraged to boldly pursue new and exciting lines of thinking, pushing and inspiring them to live and grow into their creative and intellectual potential. This is done in many ways, most importantly, through relationships.

### *A School Built on Relationships*

WMS knows—from experience and research—that students who have strong relationships with their teachers are more likely to succeed. With the capacity for 140 students, WMS values the teacher and student relationships through absolute numbers rather than ratios. Students are known—and known well—by everyone in the community. Teachers and students intersect throughout the day in multiple dimensions, from dorm life to work jobs, from athletic and co-curricular programs to the classroom.

Through building a caring and intentional community, the School has created a student culture that is healthy and joyful, curious and kind. This cultural piece matters because when students feel safe and known and are grounded and feel joyful, they are better poised to think and learn with creativity, clarity, and confidence. Furthermore, when teachers know their students—and students know themselves—learning can become authentically student-driven.

### **CURRICULUM**

#### *Purposeful Learning Through Inspiring Curriculum*

At The White Mountain School, they believe that true education should do more than inform: it should inspire. While aligned with a college preparatory curriculum, courses extend beyond the classroom and into the world around us. Students can master their Spanish on the annual international service trip, or practice forest stewardship as they help to manage the School's 240-acre campus property, or learn to measure slopes in advanced algebra while designing their own trail projects. Ultimately, at White Mountain, it's not about the required courses students must take that makes their educational experience special. It's the breadth and depth of their experiences.

WMS teachers know that in every interaction with a student, there is a chance to motivate, mentor, and challenge; they teach at the School because they truly want to share their lives and passions with young people. These components of the academic program balance rigor and relevance as students are prepared for college and, ultimately, for lives beyond formal academics.

[Click here](#) to view current course offerings.



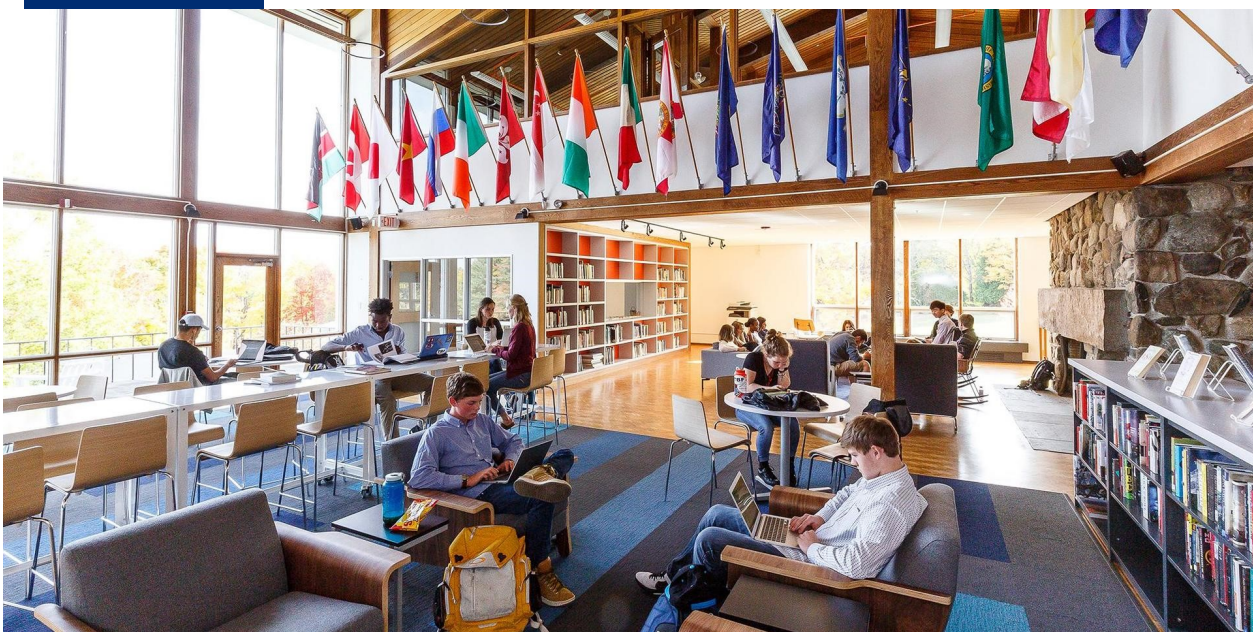
## LASR PROGRAM - LEADERSHIP, ARTS, SERVICE & RESEARCH

At The White Mountain School, all students complete an independent project through the LASR Program. The general categories of Leadership, Arts, Service, and Research demonstrate the range of projects that students choose to undertake. This program is a way of emphasizing that curiosity and student interests matter.

The LASR Program is emblematic of the School's goal to help students develop proficiency in Essential Skills and Habits for Academic Success. Engagement in the LASR Program encourages students to think about learning not in the traditional way—where the teacher determines the topic, content, skills, scope, and sequence—instead, a learning model where students develop questions rooted in their own interests and then pursue projects that flow from these. Through the LASR Program, students will come to:

- Grow as independent thinkers and learn to ask great questions.
- Strategically find and use resources.
- Deal effectively with ambiguity.
- Manage their time well.
- Communicate clearly and effectively.

LASR projects focus squarely on these skills. Furthermore, in their commitment to inspiring curious, courageous, and compassionate learners, LASR projects are designed to add value to the world in some form; White Mountain students work to make a positive contribution to society.





## FIELD COURSES

Field Courses at The White Mountain School demonstrate their commitment to learning outside the classroom. Students at White Mountain immerse themselves in a week-long, off-campus Field Course each semester. These unique programs allow for in-depth, academic exploration of a specific topic in an authentic setting. Our field courses offer a rich variety of selections in outdoor education, language immersion, social justice, culture and the arts. Each Field Course provides an incomparable opportunity for students to explore and develop interests and passions beyond the walls of the traditional classroom.



Each year White Mountain traditionally offers 24 different Field Courses—12 per semester—in a variety of local, regional, national, and international settings.

For examples of field course offerings, [click here](#).

## OUTDOOR EDUCATION

Living and learning in the breathtaking White Mountains allows the Outdoor Education Department (OED) to further the mission of The White Mountain School by enhancing students' relationships with the natural, human, physical, and spiritual environments that surround them. Utilizing

experiential methods, OED equips students with the knowledge, skills, and sensitivity required to facilitate safe and enjoyable outdoor experiences in a variety of topographic settings. Through Orientation Trips, Field Courses, and other short or extended outdoor trips, students are aided in nurturing a love for the outdoors, developing a lasting concern for the Earth's ecosystems, and personal self-discovery.

WMS helps students achieve proficiency in the Leave No Trace (LNT) Principles, various modes of wilderness travel, first aid, other backcountry skills, and outdoor athletic and co-curricular activities. A focus on small-group dynamics and healthy student interactions also plays a crucial role in this process. OED also provides students with the opportunity to seek out a leadership role by becoming a student assistant or a student leader within Field Courses and sports programs.



## ARTS

The visual and performing arts are an integral part of academic and student life at The White Mountain School. Teaching and learning are united in an interactive process at White Mountain that creates high standards of critical awareness within each individual. By establishing a foundation for critical thinking, concepts, and basic skills based upon traditional and contemporary approaches to teaching in a studio atmosphere, White Mountain demonstrates that art

and creativity contribute to individual growth while nurturing an aesthetic awareness within the School and society. The visual and performing arts allow students to move beyond verbal language since many of our senses and abilities are involved in producing and experiencing works of art. The development of a visual vocabulary provides a balance within our verbally and textually-oriented society.

The School's visual and performing art offerings include studio art, ceramics, photography, dance, music, and theater. Students can participate in the arts formally or informally through academic courses (including AP courses), Field Courses, as a sport or co-curricular, or on evenings or weekends during free time. The School's incomparable setting in the White Mountains of New Hampshire has long attracted artists, musicians, actors, and filmmakers. There is a thriving community of artists of all kinds on campus and in the surrounding New England communities just minutes from campus.

## STUDENT LIFE

*More Than a Boarding School: White Mountain is Home*

Student life is the heart of the student experience at White Mountain, bringing together the people, places, and programs that support student growth and wellness. The tight-knit community and small size provide students with hands-on experiences, thoughtful guidance, and empowerment throughout their educational journeys, ultimately preparing them with the skills and strategies they need for success in college and beyond.

### *Uniquely White Mountain*

Morning Meeting, Orientation, Community Weekend; talk to any student or adult about their favorite parts of life at White Mountain, and one or more of these are sure to come up. In addition to major Student Life initiatives, White Mountain has several one- and multi-day along with yearlong traditions unique to their community. These “Uniquely White Mountain” aspects of Student Life at the School are designed to build bonds and create some of the year’s most memorable moments.

### **ATHLETICS & CO-CURRICULARS**

White Mountain supports a dynamic life of activities and opportunities for engagement outside the classroom. Students are required to participate in one sport per semester. They can select from adventure sports like

whitewater kayaking or snowboarding, traditional team sports like soccer or lacrosse, or other team-oriented activities like robotics or farm and forest.

At White Mountain, every student plays, and every student becomes an integral part of the team. Regardless of grade-level or previous experience or training, their safe and supportive team atmospheres allow students the flexibility to focus on a favorite sport or try something new! The result: new or improved skill sets, stronger bonds, and greater self-confidence.

For a list of sports offerings, [click here](#).



### **ADMISSION**

A three person team, led by the Director of Admissions, manages the admissions process from the initial inquiry through to students arriving for their first day on campus. The website and social media presence are currently undergoing a major upgrade, and form a core part of attracting potential students and their families to The White Mountain School.

The admissions team also work closely with Educational Consultants across the country and internationally, highlighting the benefits of the community and educational ethos. WMS seeks to enroll students who will thrive in an intentionally small community and who will benefit from experiential learning.



## ADVANCEMENT

The White Mountain School has maintained a comprehensive philanthropy program for decades with a range of options for donor engagement.

These include:

- Annual Fund: The Fund for White Mountain with two leadership giving societies—The Head’s Circle and the Fund for Young Alumnae/i Leaders, designed to encourage a tradition of giving among recent graduates.
- Planned Giving: The Bishop Niles Legacy Society, Donor-advised funds and charitable IRA roll-overs.
- Major Gifts.
- Corporate/Foundation Relations.

Annually, total philanthropic giving to the school is approximately \$1 million with about half generated through annual giving.

Giving for the 2021-2022 year was \$936,241.

The school’s most recent campaign—a three-year comprehensive campaign that included adding a new dormitory—was completed in 2019, raising \$7.3 million.



## GOVERNANCE

White Mountain Trustees are the custodians of the mission of the school and set the long-term direction of the school. The Board is comprised of 13-15 members, including Honorary Trustees, who are alumnae/i, parents, educators, and professionals in multiple fields—all volunteering their time to advance White Mountain’s mission. Trustees are carefully selected based on demonstrated service to the school and a clear commitment to its goals and philosophy.

## FUTURE LEADERSHIP OF THE SCHOOL

### *Interview Base*

The Board of Trustees of The White Mountain School is conducting a national and international search to identify a new Head of School. To that end, Deirdre Ling of Educators Collaborative surveyed all stakeholders via an electronic survey and interviewed direct reports to the Interim Head of School. Based on this work the following represents a summary of The White Mountain School's strengths, the challenges it faces in the next three to five years, and qualities and traits sought after in the next Head of School.

### **Strengths of The White Mountain School**

- The White Mountain School is a uniquely positioned small boarding school that enjoys an outstanding reputation for its focus on outdoor and experiential learning.
- The spirit of community is palpable and is based upon mutual respect and kindness among students and faculty.
- A physically beautiful campus setting inspires and promotes connection to the outdoors affording ample opportunities for academic and athletic programming.
- Class sizes are small—every student is known by caring and dedicated teachers who support them in their learning.
- The curriculum is student-driven and project-based—designed to encourage student engagement in every aspect of community life.



- The curriculum further stresses the development of essential skills and habits that will enable students to thrive as learners in college and beyond.
- The school's culture celebrates independent thinking and encourages lifelong learning.
- White Mountain's Episcopal heritage inspires a commitment to local and international community service.



## Challenges for the School and the New Head

- Define and market the value of a White Mountain education in the face of increased competition from other small boarding schools.
- Focus on enrollment management to recruit and retain students.
- Hire and retain faculty who are nimble and innovative educators.
- In partnership with the Board, create a financial plan that strengthens its financial sustainability.
- Promote excellent communication within the school community and externally.
- Attract new sources of revenue and support for strategic priorities—among them the repair and refurbishment of facilities.
- Maintain and enhance outstanding academic and extracurricular programs.
- Stay abreast of the evolving educational landscape, bringing best practices to White Mountain that are consistent with the school's foundational underpinnings.



## Characteristics of the Next Head of School

The next leader of The White Mountain School should:

- Be passionate about the mission and culture of the school, respecting its unique strengths and building upon them.
  - Understand the demographics of the students the school serves and be committed to the principles of equity, inclusion, social justice and belonging.
  - Engage actively in the day-to-day life of the school and be visible and accessible to students, faculty and staff.
- Be a tone setter, culturally fluent, empathic and emotionally generous.
  - Have a collaborative management style that fosters and respects input from others in his/her decision-making.

- Mentor teachers and administrators thereby supporting them in their professional development.
- Model excellent listening, oral and written communication skills
- Demonstrate sound fiscal acumen in the business and operational side of the school.
- Serve as the spokesperson for the school, building upon the community engagement initiatives under way--developing new relationships and strengthening existing ones.
- Embrace the challenges and opportunities of fundraising in partnership with the board.



## CONCLUSION

The ideal Head of School will be a leader who enjoys the day-to-day life of the school, is hands-on and committed to being a presence in the lives of students. S/he will celebrate academic excellence while continuing to strengthen the school's culture, mission and Episcopal heritage. Experienced in fiscal matters and enrollment management the new Head will partner with the Board to imagine a bright future for The White Mountain School.



## SUMMARY OF THE SEARCH PROCESS

Candidates interested in this position are asked to submit the following materials by May 31, 2023:

- EC Summary Sheet (Contact Deirdre for that document)
- A cover letter to the Search Committee
- Résumé
- Statement of educational leadership
- A list of five or more references with contact information (including phone numbers and email addresses)
- Up to three letters of reference (optional)
- EC Disclosure Form (Contact Deirdre for this document)

Application materials are to be sent, electronically via email, as a single WORD document to:

Deirdre A. Ling, Partner, Educators Collaborative  
daling@comcast.net

Candidates are encouraged to contact Deirdre at 508-423-1605 to schedule time for an interview.

