

AT A GLANCE

Founded: 1938

Community:

- Kingsbury Day School (KDS)
Coeducational school
for students ages 5 through
Grade 12
- Diagnostic and Psychological
Services (DAPS)
- Kingsbury Tutoring Services
(KTS)

Campus:

57,000-sq. ft. building located on a
city block in residential
Washington, DC

Number of students: 214

Total Faculty: 149

Number KDS Faculty: 63
Number of Psychologists: 12
Number of Tutors: 74

Tuition:

Private Pay Students \$34,797
Publicly Funded
Students \$31,122

Accreditation:

Middle States Association of
Colleges and Schools

Memberships:

Association of Independent
Schools of Greater Washington



The Kingsbury Center

Washington, DC

www.kingsbury.org

Professional Opportunity
for

CEO/Head of School

Kingsbury is the oldest non-profit educational institution in the District of Columbia devoted to students with learning differences. It was founded in 1938 by Marion Kingsbury who saw the need for resources to help students with reading difficulties and learning problems. The center's original focus was providing tutoring services for these children.

By 1946, along with the tutoring program, Ms. Kingsbury had established diagnostic evaluation services for clients. The team approach to assessment used then is still in practice today, applauded for its effectiveness in determining the needs of the whole child — academic, social, and emotional well-being. During the late 40s, Ms. Kingsbury formed the National Association for Remedial Teachers in order to guide those instructing learning-disabled students. In 1964, after a career of notable contribution to working with learning disabilities, Ms. Kingsbury retired, and the organization she had developed was named in her honor — The Kingsbury Center.

Mission

Kingsbury actively engages in research and practice to create leading-edge education and assessment of individuals with learning differences. Building on this foundation, Kingsbury educates children and adults with learning disabilities in a supportive environment of personalized teaching and instructs educational professionals in pedagogical practices.





The Kingsbury Center is comprised of three divisions: Kingsbury Day School (KDS), Diagnostics & Psychological Services (DAPS), and Kingsbury Tutoring Services (KTS). KDS is an independent day school enrolling 214 students ages five through grade twelve. DAPS provides psychological and evaluation services to Kingsbury students as well as students in the local community. KTS offers tutoring in all subject areas to both students and adults. Kingsbury is a member of the Association of Independent Schools of Greater Washington (AISGW).

The significance of Kingsbury's involvement in the lives of its students is affirmed continually by the accomplishments of its students. For example, Kingsbury was recently recognized as "DC's First Promise Place." Founding Chairman General Colin Powell and current Chair Alma Powell announced Kingsbury as its first "Promise Place" initiative for Washington, DC, noting that "A Promise Place is a school, community center, place of worship, business, or organization that provides all Five Promises — caring adults; safe places; a healthy start; an effective education; and opportunities to help others — to youth."

Philosophy

Kingsbury's philosophy is based upon the following tenets:

- Individuals with learning differences can be taught effectively only when instructional methods and curricula are tailored to each student's unique learning needs.
- A variety of instructional techniques and methods are needed, based on the belief that no one system is ideal for all children.
- Study and organizational skills are embedded in the curricula to promote self-reliance and future academic success.

- Students develop an internal sense of organization and motivation through choice-making, experiencing the needs of hard work, and academic inquiry.
- Focus is on how each child learns best rather than on having the group "cover" a specific quantity of materials.
- Consultation and collaboration between classroom teachers, assistant teachers, and other specialists is continuous so that each child's program can be modified to meet his or her specific needs.
- Parent involvement is essential for the child to receive the support he or she needs.

"As a model establishment, Kingsbury represents the collaboration of several different sectors of the community and provides all Five Promises in one place."

— Promise Place Recognition

Campus

Located in the Carter Barron area of Washington, DC, at 5000 14th Street, the school enjoys a prime spot in this residential area which is conveniently situated four miles from the center of the city. In close proximity are the Maryland suburbs of Chevy Chase and Bethesda. Occupying a city block, the school's campus is centered around a 57,000 square-foot brick structure, originally known as the Dickson Mansion. Built in 1912, it was purchased by Kingsbury in 2000 and renovated to meet its needs as an instructional center.

The building's four floors provide space for classrooms, a library, two computer labs, a multipurpose room, conference rooms, and teaching areas for music and art. The building also provides offices for administrators, tutors, occupational and physical therapists, speech and language specialists, and psychologists. The area surrounding the building has a soccer field and a playground. Additional facilities and physical space for the athletics and arts curricula would be particularly desirable.

Kingsbury Day School (KDS) Programs

Kingsbury Day School is the heart of the Center's mission. It offers bright, talented students the opportunity to study in an environment which acknowledges and understands their learning needs, provides a personalized program, and supports them through the academic experience. It is also committed to the development of socialization skills, reinforcing a positive self-image, and providing experiences which will help in successfully transitioning its students into further study or a career.

A special program, Gifted and Talented Learning Disabilities (GTLTD), was introduced last year. The program provides an enriched curriculum for those students who are both gifted and learning disabled.

“One of the real strengths of the school is its teacher quality. The teachers bring a dedication which you rarely see in any organization.”

— Kingsbury Parent

Lower School

Kingsbury’s Lower School includes students ages 5 through 12. The Lower School is non-graded and structured so that students progress at their own pace. It involves students in experiential, hands-on learning, stressing the basic skills in reading, writing, math, social studies, and science. Developing social skills, personal independence, organizational skills, decision-making skills, and confidence are other major goals for each child. The day begins at 8:30 a.m. and continues until 3:05 p.m. Classes on Wednesdays throughout the three divisions of the school end at around 12 noon.

Middle School

Ages in Middle School span 12 through 14. Similar to Lower School, Middle School is ungraded. Its project-based, interdisciplinary approach includes a number of teaching methods so that each child can be successful. Language Arts is a major emphasis, with great care given to reading skills, literacy, and written expression. The DC Standards and the Maryland Voluntary State Curriculum are guidelines used in both the Lower and Middle Schools to assess student needs and map instructional activities. For Middle Schoolers, the class day starts at 8:05 a.m. and ends at 3:05 p.m.



Upper School Logo

Upper School

As students progress to Upper School, they begin a graded, diploma program. By the end of twelfth grade, students are prepared to enter college or a vocational program. Academics continue to focus on basic studies, specifically language arts, reading, and mathematics. In addition to offerings in social studies and science, students are involved in art, music, drama, computer graphics, and study skills. Occupational therapists, tutors, speech and language specialists, the school counselor, and the Dean of Students are attentive to student needs and intervene as required to further student success. One of the special support groups in Upper School is the student advisory. Each student joins an advisory group of five or six students led by an adult member of the Kingsbury community. The advisor monitors and advocates for his or her advisees and supports the students in their Upper School experience.

While club activities and athletics begin in Middle School, Upper School expands these offerings significantly. Among extracurricular options are clubs for the literary magazine, fitness, skiing, cooking, film-making, and drama. Athletic offerings include soccer, softball, basketball, track, and flag football.

Student leadership is fostered through student government. School leaders work with the school administration to offer activities and raise funds for special events and community service. Upper School students are expected to complete 120 hours of community service for graduation.

Understanding the possible difficulties that all students have upon completion of their secondary education, Kingsbury offers Transition Classes to assist its graduates with these challenges. Transition Classes provide exposure to various careers and help students identify their interests and special talents. An Internship program is also offered in the Upper School. The Upper School schedule starts at 8:05 a.m. and instruction ends at 3:30 p.m.

Kingsbury Tutoring Services (KTS)

From Kingsbury's beginnings, tutoring has been an integral part of its offerings. KTS addresses the needs of students with special disabilities as well as those who wish to enrich or strengthen their education. Tutors are competent in addressing issues such as attention deficit disorders, dyslexia, and auditory and visual processing. Also, options for test preparation tutoring are offered for tests such as the SSAT, SAT, GED, and LSAT. In addition to Kingsbury students, KTS is available to children and adults in the greater DC area.



Diagnostic and Psychological Services (DAPS)

DAPS opens Kingsbury's resources of psychologists, neuro-psychologists, and educational diagnosticians to those who have learning differences/difficulties. DAPS is available to Kingsbury students, students at other area independent schools, and those within the public schools. DAPS provides a thorough evaluation of the needs of the individual. Assessment begins with a client conference and interview. Cognitive, neuropsychological, and educational assessments are administered. At a concluding conference, a written assessment is shared with the client along with specific recommendations for remediation and action.

In addition to conducting such assessments, DAPS offers various Community Outreach programs, including the Pediatric Mobile Clinic; Testing & Tutoring for Economically Disadvantaged Students (TTEDS), which is administered in conjunction with KTS; and Training for Area Professionals.

"We set high standards for our students and ourselves. But through our team approach for assessing students' needs and our work together in addressing them, we experience lots of success."

— Kingsbury Faculty Member

Extended Day

To accommodate student and family scheduling needs, Kingsbury offers an Extended Day program. From 7:00 a.m. until school's opening and from the conclusion of the structured day until 6:00 p.m., academic and recreational activities are provided to participants. Among the offerings are field trips, crafts, outdoor activities, and games. A study hall period is also available.

Kingsbury Community Students and Families

Just as disabilities know no bounds as to race, ethnicity, or socioeconomic levels, so the students and families of Kingsbury are equally diverse. The one student commonality is an average to above-average intelligence with language-based learning disabilities, attention deficits, organizational difficulties, or processing issues.

Kingsbury students do not have significant behavioral issues. They come from the public and private schools in DC, northern Virginia, and Montgomery and Prince George's counties for personalized attention, academics, and remediation. They benefit from an individualized program. The student-teacher ratio is 5:1, with a lead teacher and an assistant in each classroom.

A profile of the KDS student population is as follows:

2009 Total Enrollment

Lower School	67
Middle School	63
9th Grade	27
10th Grade	25
11th Grade	18
12th Grade	14

Admissions Information for 2009

Inquiries	501
Applications	209
Acceptances	75
New Student Enrollments	33

Students Receive Tuition Support

Financial Aid	11
Employee/Multi-Sibling	
Student Discounts	6
Publicly funded through IDEA	169

New Students Enrolled in 2009

Lower School	12
Middle School	13
9th Grade	5
10th Grade	1
11th Grade	2
12th Grade	0

2009 Diversity Profile

African American	46%
Caucasian/White	28%
Hispanic	4%
Multiracial	4%
Asian/Pacific Islander	1%
Other	17%



Financial Information

Kingsbury is a tuition-driven institution. While some students' families pay full tuition, 79% of students are funded by the District of Columbia and other counties through their identification as students with disabilities entitled to special education under the federal Individuals with Disability Education Act (IDEA). All students may apply for financial assistance. To the remaining 21% of the total student population, \$216,323 was awarded for the 2009-2010 school year. Income to Kingsbury is received from four sources: 80% from the KDS tuitions and an additional 20% from a combination of DAPS, KTS, and development revenues. Last year the Annual Fund generated approximately \$147,200 in income. An auction netted \$83,679. Kingsbury has no endowment.

When the school bought its current facility, it secured a bond in the amount of approximately \$7.3 million, the principle of which is due in 2025. An additional loan of approximately \$2.3 million was secured to renovate the building. This loan will be due in 2012.

Tuition for the 2009-2010 school year is \$34,797 for private-pay students and \$31,122 for publicly funded students. The school's operating budget is approximately \$10.1 million. The campus is valued at approximately \$11.8 million.

The DC Community

Kingsbury sits in the heart of the Nation's capital with its campus only four miles from downtown Washington. A diverse city of approximately 600,000, the greater DC area numbers 5.3 million. The metropolitan area offers extraordinary opportunities. It is truly a beautiful city with wonderful monuments, parks, and public buildings. The energy and excitement of the federal government and the city's political climate add to the uniqueness of living in the District of Columbia.

In Washington, one crosses paths with dignitaries, national leaders, international citizens, artists, historians, musicians, professionals in all areas of service, and many, many tourists. For those devoted to cultural offerings, Washington enjoys a wealth of options, including the Kennedy Center for the Performing Arts; the Smithsonian Institution, with its 19 museums and nine research centers; and the National Zoo. Small galleries, theaters, and concert halls add to the appeal of areas such as Georgetown, Alexandria, and Bethesda. There are a number of major educational institutions — the University of Maryland, Georgetown University, George Washington University, Howard University, and American University, to name but a few.

Another advantage to Kingsbury's location is the excellent independent school community. Within minutes of the campus are exemplary institutes such as St. Alban's Episcopal School, National Cathedral School, Sidwell Friends School, Georgetown Day School, Beauvoir School, Bullis School, Landon School, and Holton-Arms School. The area is also fortunate to have strong public schools in the surrounding areas of Prince George's and Montgomery counties in Maryland.

Fairly moderate in climate, DC offers numerous outdoor, athletic, and sports opportunities. Beyond the city's professional teams, community recreational activities abound. For example, Rock Creek Park is only moments away from the campus with biking and jogging trails, and the Potomac River, Blue Ridge Mountains, and Chesapeake Bay attract many area residents because of their close proximity, beauty, and natural resources.

Washington, DC is an area of historical significance and appealing options for enriching one's day-to-day life. Kingsbury is positioned to enjoy it all, and regularly the school community takes advantage of the area's many attractions. For further area information, go to www.washington.org.



The Opportunity

Carolyn Thornell, long-tenured Director, retired in 2007. Eric Isselhardt followed Ms. Thornell. Following Dr. Isselhardt's departure, Richard Barbieri has assumed responsibilities as Interim Head of School and will continue in this capacity until the appointment of a new CEO/Head of School. The permanent appointment could be made for the 2010-2011 school year, although the school is being very deliberate in its search activities and will be guided by making the right decision rather than being led by any predetermined timetable.

Kingsbury is a mission-driven institution which does an outstanding job in meeting the needs of its students. Conversations with teachers, students, and parents speak consistently of the excellence of the school's programs and the success that students experience as they make their journey through the school. Maintaining the successful program is a key challenge for Kingsbury. The following input from Kingsbury's constituencies suggest the nature of the issues which face the school and will require exceptional leadership from the next CEO/Head of School:

Enrollment: *"Enrollment is a continuing concern. With the exception of autistic children, the numbers of identified learning disabled children are shrinking. New programs and for-profit institutions are entering our market as are charter schools. We all are competing for the same students."*

Marketing: *"Marketing requires much more attention. Some of our immediate neighbors may know the name of our school but are unaware of our mission and of the exceptional work we do with LD students."*

Alumni Development: *"We should be celebrating the successes of our alumni. Our students, current and past, are our best assets."*

Public/Private Partnerships: *"We need to reach out to the DC public schools and develop an even stronger relationship with them. The public/private partnership is critical in attracting students, dealing with political issues, and securing tuition support for our students."*

Facilities: *"While our campus has wonderful curb appeal and a great location, we are lacking some needed facilities — for example, more athletic and fine arts spaces. Unfortunately, our campus does not have a big 'wow factor.'"*

Professional visibility: *"Kingsbury has the opportunity to be more prominent in the professional community of LD educators. We should be known as a center for "best" practices. We should be out there educating teachers and families as to how to address the learning needs of LD kids."*



Development: *"Fundraising and developing a culture of philanthropy and giving are musts."*

Programs: *"While we are one of the oldest LD schools in the area, our Upper School is only a few years old, so there is a lot of room for growth."*

Finances: *"Finances challenge us all in an uncertain economy. We need not only to be attentive to the use of our resources but to bring more revenues into the institution."*

Strategic Planning: *"Before we set a vision and shape the next generation of programs and outreach for Kingsbury, we need to do a market analysis — know our strengths and those weaknesses that keep us only at the 'status quo.' We see ourselves as a work in progress, and we want to take the school to the next level."*

Leadership: *"While we have had strong leadership, recently we have experienced short tenures in Heads and that has created some unease. We are all ready for consistent leadership."*

Faculty and Staff: *"Kingsbury has been blessed with caring, excellent teachers and professional staff. We must find ways to cultivate their continued loyalty. Retaining and recruiting faculty will be an ongoing challenge."*

Technology: *"We need to expand our use of technology — in the classroom and in administrative ways. Also, it would be good to expand our math intervention program."*

Communications: *"Better coordination between divisions would be helpful. Communication seems always an area for improvement."*

Parental Involvement: *"In our philosophy we talk about a partnership with our parents. At the moment there seems to be a lack of broad parent participation. A few people seem to shoulder most of the parent contributions."*

Professional Leadership and Administrative Skills

As expressed by constituencies at the school, the following are additional expectations and areas which will need to be addressed by the new CEO/Head of School:

Fundraising abilities: “We need someone who is an excellent fundraiser, someone who is comfortable in that role and who has the charisma to attract donors and friends to the school.”

— Board Member

Personal integrity and commitment: “Some of the personal traits that I think are important are honesty, integrity, unquestioned ethics, a good listener, a passion for this work, someone energized by kids, hard-working, and inspiring...and walks on water.”

— Faculty Member

Strong management skills: “Kingsbury is a complex organization with its three distinct services and academic divisions. The new CEO/Head of School must be an excellent manager who is not afraid to make decisions and stand behind them. He [or she] must set high expectations for all of us — faculty and students — and be good at managing expectations.”

— Faculty Member

Financial expertise: “While we are a school, we are also a business and need someone with a good financial background. This person must be able to provide careful oversight of our budgeting and resources.”

— Faculty Member

Educational leadership: “This person should be well-versed in special education and on the cutting edge of its methodology. Our faculty is strong and will want our Head to understand our work. We need to be encouraged in our own professional journey, and our Head should be an inspirational leader.”

— Administrator

Strategic thinking and planning skills: “The next CEO/Head of School should not just accept us as we are now, but take us to what we can be.”

— Administrator

Bold, creative thinking: “I’d like someone who will think out of the box. We need to seek new initiatives to meet the changing environment we face. She [or he] should be willing to take risks and inspire our creativity so that we will be more exciting and successful teachers.”

— Faculty Member

Strong personal presence: “We need someone who works well with us and knows us. But this person must also be successful in assuming a professional presence in the broader community — with LD professionals, with area independent school people, with our neighbors, and with our DCPS counterparts. Our Head must be comfortable navigating the sophistication of the DC area.”

— Faculty Member

Great people skills: “You have to really enjoy people to be a Head of School. Our new Head should relate well with all constituencies. He [or she] should have a great sense of humor and be visible and available. We are a diverse community, and respect for that is major.”

— Board Member/Parent

Collaborative leadership style: “We like to be heard, but the Head must also know when to listen and then when to act.”

— Administrator

Communication skills: “Our Head must be a good listener, speaker, and writer.”

— Administrator

Application Procedures

Materials required to complete application include a letter of interest, resume, philosophy/personal statement, and a list of five (5) references with contact information. We request that materials be sent electronically to:

Dr. Richard K. Jung
Education Access Strategies
dick@accesseduc.com
301-654-9732

or

Ms. Mary E. Kesler
The Education Group
services@educationgroup.com
800-369-9102

An advanced degree and study or experience in special education is essential. Credentials will be evaluated as received. The school is fortunate to have a strong interim head currently. While the search calendar allows for an appointment for the 2010-2011 school year, it is possible that the search will be extended to an appointment for 2011-2012. The school is committed to a thorough search with interest in finding the strongest talent rather than working toward a specific appointment date.

Kingsbury does not discriminate in the hiring, admissions, or administration of its programs on the basis of race, religion, gender, or ethnic origin.