

December 3, 2007

Dear Sion and Donna,

I write to formally accept the offer to become the next Head of School at Berkshire Country Day School. I was thrilled and honored to learn that I had been selected and enthusiastic about the prospects of working with such a talented and dedicated group of educators, trustees, and parents. This position excites me more than any other during my career thus far. Please relay my gratitude and appreciation to everyone involved in what was for me a thorough, professional, and meaningful search process.

BCD's reputation, extraordinary programs, and demonstrated commitment to excellence in academics, performing and visual arts, and athletics attracted my interest and were affirmed during my visits to the school. I value that BCD strives to provide a learning environment that emphasizes a vigorous approach to learning across many disciplines while fostering creativity and originality and promoting self-awareness and self-expression. I, too, believe that it is important to set high expectations for personal achievement while developing a respect for oneself and others. Equally important to me is the school's attention to recognizing and nurturing each student's individual spirit and talents amidst a caring community where strong parent-school partnerships are encouraged.

I am raring to go and ready to learn more to ensure the creation of a smooth transition plan, to participate in conversations that reveal and express a shared vision for the future of the school, and to focus our collective attention on the present and emerging challenges and opportunities that the school faces. Margaret and I are excited that our family will be joining the BCD community and plan to visit as often as we can during the next several months. We look forward to a fruitful and lasting relationship.

Sincerely,

Paul

BERKSHIRE COUNTRY DAY SCHOOL BOARD OF TRUSTEES ANNOUNCES NEW HEAD OF SCHOOL

Nationwide search brings Paul Lindenmaier to BCD and the Berkshires

Stockbridge/Lenox, MA, December 3, 2007.....The Board of Trustees of Berkshire Country Day School, an independent school serving Pre-kindergarten through Grade 9, is pleased to announce the appointment of Paul Lindenmaier as the new Head of School.

Paul is currently Head of Lower School at Moses Brown School in Providence, RI, an independent coeducational day school of over 775 students in Grades N – 12, where he has been since 1999. As Head of Lower School, Lindenmaier plays an active role throughout the Moses Brown school community, serving as a member of the Administrative Council, Division Heads Committee, Cross-Divisional Program Review Committees, Chair of the All-School Diversity Committee, Academic Long Range Strategic Planning Committee, Co-Curricular Program Balance Committee, Head's Admissions Review Team, and the New England Association of Schools and Colleges Self-Evaluation Steering Committee, among other committees.

Prior to Moses Brown School, Lindenmaier spent six years as Head of School of The School in Rose Valley in Rose Valley, PA, and before that in an elementary education teaching position at Germantown Friends School, an independent day school in Philadelphia, PA, and at a public school in Vermont. Lindenmaier has a Masters in Educational Leadership from Arcadia University, Glenside, PA, where he graduated with Distinction in 1997, and a BA from Goddard College in Plainfield, VT, where he received his Elementary Teaching Certification.

Lindenmaier will take up his new position as BCD's Head of School on July 1, 2008, succeeding Rob Peterson. He will be relocating to the Berkshires with his wife, Margaret, 15-year-old daughter, and seven-year-old son, who will enter BCD's third grade class in the 2008/09 school year.

"Lindenmaier's unanimous selection as BCD's next Head of School follows a comprehensive four-month nationwide search process which attracted a number of strong candidates interested in our school," says Sion Boney, President of BCD's Board of Trustees. "We all feel strongly that Paul embodies the combination of experience, vision, and energy that we as a community are looking for in a Head of School to build on the 60 plus years of tradition and educational excellence that has made BCD such a unique and outstanding independent school."

"I was honored to learn that I had been selected as the next Head of School at Berkshire Country Day School and am enthusiastic about the prospects of working with such a talented and dedicated group of educators, trustees, and parents," says Lindenmaier. "BCD's reputation, extraordinary programs, and demonstrated commitment to excellence in academics, the performing and visual arts, and all other aspects of learning attracted my interest and were affirmed during the search process."

ABOUT BERKSHIRE COUNTRY DAY SCHOOL

Founded in 1946, BCD is an independent school serving Pre-kindergarten through ninth grade. BCD is an academically rigorous school with a caring community in which students and teachers share in the process of learning. Steadfast in its commitment to learning in the spirit of inquiry and discovery, the school community is dedicated to encouraging academic excellence at the highest level, advancing each student's unique potential for well-rounded development, and fostering responsive and responsible citizenship. More information can be found at www.berkshirecountryday.org.

PAUL LINDENMAIER

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EDUCATION

Arcadia University, Glenside, PA, M.Ed. – Educational Leadership, Graduated with Distinction, 1997
Goddard College, Plainfield, VT, BA – Elementary Teaching Certification, 1981
Philadelphia Association for Psychoanalysis – Philadelphia, PA – Fellowship, 1997-1998

EMPLOYMENT

Moses Brown School, Providence, RI, 1999 – Present

Independent coeducational day school, 790 students, N-grade 12

Head of Lower School: Report to the Head of School and responsible for all lower school programs and operations: hire, supervise, and evaluate teachers and support staff; direct and articulate the future vision for the educational program; lead committee work and faculty meetings; participate in the admissions process and on the Lower School Admissions Committee; oversee division budget and contribute to the all-school budget process, including the development of a new faculty compensation model; and work with the division heads and the Academic Dean to review and coordinate school programs, all-school faculty meetings, and diversity initiatives. Chair of the All-School Diversity Committee.

Serve as a member the following administrative groups: Administrative Council, Division Heads Committee, Cross-Divisional Program Review Committees, Academic Long Range Strategic Planning Committee, Co-Curricular Program Balance Committee, Head's Admissions Review Team, and the New England Association of Schools and Colleges Self-Evaluation Steering Committee. Chaired Cross-Divisional Academic Dean Search Committee and Director of Development Search Committee. Attend Board meetings and Administrative/Board retreats as well as the Buildings and Grounds Committee and Religious Life Committee of the Board.

The School in Rose Valley, Rose Valley, PA, 1993 – 1999

Independent coeducational day school, 130 students, N-grade 6

Principal/Head of School: Reported to the Board of Directors and was responsible for directing all school programs and operations: hired, supervised, and evaluated teachers, administrators, and support staff; projected a long-range plan for the school; directed admissions; oversaw and participated in development and fund-raising activities; prepared budgets, managed school financial resources and endowments, and developed a long-range financial plan; supervised the camp director and oversaw the camp program; planned for the renovation of existing facilities and the physical plant, including the development of a campus master plan; and prepared for and initiated a capital campaign.

Served as a member of the Board of Directors and ex-officio member of all Board committees: Executive, Directors, Finance, Development, Capital Campaign, Facilities Planning, Buildings and Grounds, Diversity, Public Relations, and Family Events.

Germantown Friends School, Philadelphia, PA, 1985 – 1993

Independent coeducational day school, 900 students, K-grade 12

Teacher - Grades 2&3: Developed and implemented innovative programs in language arts, mathematics, and multiple intelligences. Served on curriculum, faculty meeting agenda, concerns, and PAPAS self-evaluation committees; assisted teachers in the areas of writing, math manipulatives, spelling,

computers, and class management with individualized programs; and coordinated Lower School assemblies. Interviewed prospective parents and led open house tours for the Admissions office.

Rumney Memorial School, Middlesex, VT, 1981 – 1985

Public coeducational day school, 165 students, K-grade 6

Teacher - Grade 2: Developed individualized curriculum model and implemented new programs in math, language arts, and science. Coached soccer and created a math materials resource center and woodshop for the school.

Rumney Memorial School, Middlesex, VT, 1981

Long-Term Substitute Teacher - Grade 2: Assumed full responsibilities as lead teacher while completing undergraduate program.

OTHER EMPLOYMENT

Real Estate Investment Network, Philadelphia, PA, Summers and part-time, 1987 – 1989

On-line commercial real estate and finance company

Assistant Development Manager: Researched markets, developed new screen formats, created a central research library, and coordinated mass mailings. Wrote reports for the business plan, researched joint venture partners, and developed proposals for the marketing team.

Butcher, Price & Company, Philadelphia, PA, Summer, 1986

Merchant Banking Company

Consultant: Conducted market research for partners in a variety of industries. Provided reports and financial projections for business plans.

Central Vermont Community Action Council, Barre, VT, Summer, 1983

Organization managing several Federally funded programs

Weatherization Operations Specialist: Performed detailed energy audits, estimated project costs, and wrote job specifications for three crews renovating homes in Washington County, VT. Responsible for all job-related applications and documentation.

RELATED EXPERIENCE

Washington Central Teachers' Union – Executive Board, Montpelier, VT, 1984 – 1985

Board representing teachers from six area public elementary and secondary schools

Vice-President: Co-chaired meetings, prepared budgets, edited monthly newsletter, and participated in contract negotiations.

New School Summer Program, Plainfield, VT, Summer, 1984

Twelve-week camp program owned by an independent coeducational day school

Co-Director: Hired staff, prepared budget, developed activities, coordinated trips, created and supervised programs in swimming, visual arts, theater, woodworking, and ceramics.

REFERENCES

A list of references is available upon request.

Statement of Educational Leadership Philosophy

Prepared by Paul Lindenmaier

October 2007

I believe that it is the work of educators to recognize and nurture the individual qualities and spirit of each student while providing a challenging educational framework that fosters community and the importance of service to others. As students naturally bring their quest for self-awareness and achievement to their work at school, it is essential to the preparation for their success as lifelong learners to identify and develop their talents and abilities in multiple areas. It is my experience that independent schools provide students with the very best educational environment for shaping character, strengthening independence, and promoting originality as they progress through the predictable stages of growth from preschool to their senior year.

The fundamental belief that guides me as an educator is that every person possesses unique qualities and aspirations worthy of respect and recognition. I value excellence in scholarship, personal integrity and resourcefulness, and the ability to understand, appreciate, and support others equally. I endeavor to search for new ideas and embrace change while being dedicated to providing educational experiences that create opportunities for all members of the school community to best know themselves and to hold others in high regard. It is my belief that as we seek excellence in our work as educators, we define ourselves and strengthen and inspire our community.

My management style is to regularly seek the input of others. I work to establish forums where strategic forecasting, collaborative planning, and consensus building may occur. To create a context in which a common vision will have the greatest potential for success, I involve those responsible for implementing decisions in thoughtful and inclusive decision-making processes. I strive to be visible, approachable, and accessible to others throughout the school. Watchful for areas in need of immediate improvement or change, I encourage others to engage in an open dialogue about their current concerns and visions for the future. I endeavor to be a careful listener, to include differing viewpoints in discussions, and to speak with a respect for audience. I try to be patient in demanding interactions and to be sensitive to the needs of individuals and the interests of the various constituencies that form the school community. I enjoy articulating the goals of the programs and the successes of faculty and student experiences.

As an educational leader, I work to focus the collective energy and resources of the institution toward areas affecting the present health and future vitality of the school. I feel it is the responsibility of the Head of School to communicate the vision for the future of the school, the course of direction to be taken, and the standards to be met. I consider a leader in a school community to be a role model for others as the quality of their relationships and interactions directly affect school culture.