



HEAD OF SCHOOL

July 1, 2018

TRINITY SCHOOL
Menlo Park, CA
trinity-mp.org



MISSION

Founded in 1961, Trinity School is a coeducational Episcopal day school in Menlo Park, CA. Trinity's culture embraces the values of Episcopal school education and identity. The school is a warm and inviting place where optimism and energy reign. Trinity places a high emphasis on diversity, inclusivity and welcoming of students and families of all religious traditions, faiths and backgrounds.

Situated on two secure school campuses, Trinity serves an array of children and families reflective of the geographic areas of Menlo Park, Palo Alto, Atherton, Los Altos Hills, Redwood City, Portola Valley and Woodside. The Upper Campus currently houses 104 Kindergarten through Grade 5 students on the beautiful 5-acre campus at St. Bede's Church and the Lower Campus. Early Childhood Program (ECP) serves 23 three- and four-year-olds on a lovely one-acre campus at Trinity Church. United by common purpose and philosophy, both campuses capture the essence of the school's mission:

Trinity gives each child a voice.

We guide children to self-discovery.

We celebrate the child's growth in critical thinking, character development and social responsibility. Trinity School encourages Preschool to Grade 5 children from all backgrounds to love learning. We foster rigorous academics grounded in child-centered content and innovative practices.

Trinity upholds the values and tradition of the Episcopal Church and honors the role of the family in educating children.

The legacy of a Trinity education is a curious mind and a discerning heart.

Paramount to the school's philosophy of teaching and learning is the notion that intelligence is neither a fixed nor an unchanging commodity. Trinity students are afforded a program that intentionally expands each child's capacity for learning in thoughtfully designed environments where children are not just "taught;" but are encouraged to explore, to investigate, to work collaboratively, and to probe and serve the world. Critical is the school's pledge to inculcate a commitment to ethical behavior and an abiding appreciation for the differences that mark each human being as an individual of inestimable worth and dignity.



Located in the heart of Silicon Valley, Trinity School is a joyful Episcopal School enjoying a unique and enduring church/school relationship. All children and families are welcome. In addition, vital to Trinity School are the strongly held relationships between the two parishes and the school, between the head of school and the two rectors, and between the school board and the vestries of the two parishes. Often dual campus/church relationships with distinct parishes can prove cumbersome, but the strong support of each church's leadership and the presence of two impressive and supportive rectors have enhanced and sustained the separately incorporated school.

Trinity School is fully accredited by the California Association of Independent Schools, the Western Association of Schools and Colleges and the National Association for the Education of Young Children. The school is also a member in good standing with the National Association of Independent Schools, the National Association of Episcopal Schools, and the Educational Records Bureau.

COMMUNITY OF THE SCHOOL

The respect for inclusion and thoughtful engagement defines the Trinity School community and its culture. Students enthusiastically speak of the support and love they feel from their teachers. Students feel accepted for who they are, and there is a palpable sense of collaboration in the friendly, very close-knit community. This atmosphere, in turn, encourages students to take appropriate risks to pursue new adventures and to encourage fellow schoolmates to do the same.





Student voice is valued at Trinity. Students know that their opinions are heard and are taken seriously, and all maintain a deep respect for their teachers and the administration of the school. Evident is the close connection of students and their teachers.

A robust parent body is devoted to the school and there is no question that the parents love, care and support the program. Families seek strong instruction and expect grade level and enhanced competencies. Continued matriculation to the finest independent and private schools in the area is expected, although the Menlo Park City School District and Palo Alto Unified School District offer high quality instruction at all grade levels. Along with the highly respected preschool through grade 5 program, Trinity offers after school care at both campuses.

The strong sense of welcome, the energy of the students, and the close-knit ties of school constituencies define Trinity's success. An open door welcome

characterizes the current head of school's effective and long tenure. Teachers and staff work collaboratively in an atmosphere of trust, caring and engagement with each other. As one staff member remarked, "The community of Trinity is my extended family. We care for one another and because the school is a small one, we trust and know each other pretty well." Teachers appreciate the intellectual freedom they have to pursue areas of student interest and engagement. Each possesses a strong voice in curriculum and pedagogy and is supported in ongoing professional development.

STUDENTS

Trinity students hail from neighborhoods of Menlo Park. Primarily Caucasian and Asian, there are also Latino and mixed race students. At Trinity, all family configurations and all faith traditions are welcome. Families value strong education and are committed to independent school academic rigor. Approximately 20% of the student body receives some form of financial assistance.

ADMINISTRATION, FACULTY AND BOARD OF TRUSTEES

Trinity School senior administration consists of the Head of School, the Academic Dean, the Lower Campus Director, the Chief Financial Officer, the Director of Admissions, the Technology Director and the Technology Integrator. The administrative staff is lean, yet it is a collaborative one, and each member is dedicated to the mission and philosophy of the school.

Faculty and staff at Trinity are truly devoted to the school and to its students and their families. Teachers relish the freedom to create their classroom and work environments, to use their imaginations to engage students, and to express their opinions freely to each other and to the administration. In keeping with Trinity's open style, teachers value intellectual freedom and the classroom autonomy that the school promotes. Teachers use their creativity to engage students and to help them become life-long learners. At the same time, the strong teacher-student relationships make it easy for teachers to encourage students to take risks and to develop their talents.

Teachers work collaboratively in an effort to be consistent across grade levels. The faculty is supportive of school-wide initiatives, evidenced by their commitment to professional development, innovation in their classrooms, and their participation in all-school events and activities.

The 19-member Board of Trustees is devoted and committed to the long-term health of the institution. It is composed of the rectors of Trinity Church and St. Bede's Episcopal Church, three parishioners from each parish, nine at-large members, (one of whom is the president of the Trinity Parents Association), the head of school and an outside educator. Partnering with the administration of the school, much has been accomplished in the last few years, including the adoption of a strategic plan, a clear church/school use agreement, the preparation for administrative/leadership change, and full term CAIS, WASC and NAEYC accreditations. The school also benefits from the strong working relationship between the head of school and the board.





teachers. It is an effective and well-balanced program for the youngest members of the school community.

The program is housed in two lovely classrooms on the second floor of a relatively new church building and there is a clear sense of safety, security, welcome, and love that permeate all of the instructional spaces and the indoor and outdoor play areas. The neat, clean, and child-centered environment is

well stocked with an abundance of materials and equipment.

Preschool teachers provide ongoing feedback to parents and maintain strong relationships with all families served. The presence of a competent and effective on-site Director who knows and understands each child and each family makes for a very well-regarded and greatly appreciated program. ECP teachers and staff are skilled in the curriculum and are professionally trained in current and progressive early childhood practices.

The board maintains strong fiduciary oversight of the school's \$4.0 million dollar budget and has been effective in their governance and leadership responsibilities.

Ten percent of tuition-related income is allocated to financial assistance. The board designated reserve and the financial assistance reserves together exceed the amount of debt the school retains as a result of the building addition to the Upper Campus.

The Trinity Parent Association (TPA) is an integral and dynamic voluntary support group. The Association encourages participation in a myriad of activities and events throughout the school year.

EARLY CHILDHOOD PROGRAM

The Early Childhood Program (ECP) is grounded in the core values of the elementary program. At the heart of the program is an inquiry-based program based on constructivist theories and inspired by the work of the Reggio Emilia philosophy. The curriculum is well defined, intentional, emergent and project-based, fostering curiosity and provoking learning for both students and



ELEMENTARY PROGRAM

The school's educational program—its curricular and many co-curricular offerings—clearly reflect and embody the values and purpose articulated in the school's mission. The faculty and administration take the lead in shaping the program, and it is designed to engage students in Kindergarten through Grade 5 to develop the capacities and acquire the knowledge that will prepare them not only for their future education, but also for constructive and fulfilling lives. The school's Episcopal identity is open and honest. Chapel, a distinguishing feature at Trinity where children lead and participate eagerly, is held daily on the Upper Campus and weekly at the Lower Campus.

There is one class per grade level in Kindergarten through Grade 5. The small class sizes enhance learning. Each child is known, loved and understood. Learning is exciting, engaging, and is delivered in whole groups and small groups.

Cooperative learning is constant during the instructional day. These instructional groupings can be found in all curricular areas and are fluid. Learning occurs not only in the core curricula areas, but also in Art, Music, Chapel, Science, Physical Education, Spanish and other specialty classes. In addition, the academic experiences are enhanced by active service learning opportunities. Classes are staffed by a full-time teacher and an assistant teacher or paraeducator.

There is unmistakable student engagement when one walks into classrooms. Teachers and students are actively involved in a variety of project-based learning activities, a greater movement from traditional teaching to constructivist leanings, and a wide range of instructional modalities to accommodate learning. Differentiated instruction, rotation

activities, cross-age teaching and learning, hands-on projects, multimedia presentations and independent writing are some observed examples of student engagement/ learning activities.

In addition, clearly the small class size and low teacher-student ratio of 1:7 supports the positive student learning experiences. Students are served by faculty who know each child and meets them where they are.



Technology is used extensively and is incorporated in Trinity's academic program, both to leverage student productivity and voice, and to purposefully extend instruction and learning. Each classroom has a Smartboard, a document camera, a camera, 1:1 iPads and additionally, on the Upper Campus, access to laptop computers. Situated in the midst of educational technology innovation, Trinity has and continues to work with technology experts to support and extend the school's curriculum.

The Upper Campus provides rich learning environments in addition to the grade level classrooms. These include fully equipped art, science, music, and Spanish dedicated rooms, a garden, extensive indoor and outdoor play areas, a MakerSpace, and a nature path which allows students lots of opportunities for dedicated learning and important engagement. The library purposefully supports students' love of reading by providing a rich and welcoming environment of books and digital resources.



The faculty is constantly refining the curriculum and identifying areas for growth and improvement to ensure that student needs are met. With the dynamic nature of education in the Silicon Valley, the school is committed to continuing professional development, curricular workshops and the constant revisiting of student needs, motivations, and achievement expectations.

OPPORTUNITIES AND CHALLENGES FOR THE FUTURE

The opportunities at Trinity are virtually unlimited for an energetic new head who will bring dedication, competent leadership and creativity to the school. The school is financially strong, yet growing the school's enrollment to capacity and maintaining effective retention in all grades are vital to the school's sustainability.

Serving as the "face of the school," the new head is expected to be actively involved in internal and external community engagement. In addition to maintaining the strong academic program, the new head must prioritize marketing and fundraising and articulate the value of independent school education in a competitive public and private school market. The new head must be comfortable and ready to describe the intentionality and the strong unified vision of preschool through elementary Episcopal education

on two campuses. The next head will also need to maximize school effectiveness by leading the school in maintaining strong matriculation in the area's independent middle and high schools as current families seek continuing private education in highly competitive school environments.

Silicon Valley may pose a challenge to residency and relocation for the new head and his/her family. Local area median prices for homes for 2017 is approximately \$875.00 per square foot in an active real estate market.

It will be essential for the next school leader to be articulate and to offer inspiring leadership to the entire staff and church communities. The new head must be adept in current school leadership, independent school practices and governance, be comfortable in the use and assessment of rigorous school curricula and programming, be able to attract and retain competent and effective personnel, and must be knowledgeable and informed about effective pedagogy and instruction.



QUALITIES AND ATTRIBUTES OF THE NEXT HEAD OF SCHOOL

- A love and respect for young children.
- A deep commitment to quality education of children, preschool through Grade 5.
- Ability to communicate and partner with parents to serve the educational needs of their preschool through Grade 5 children.
- Inspire, lead and sustain a cohesive faculty and staff.
- An inspiring and articulate vision that will lead and propel Trinity forward into the next decade and beyond, including the ability to bring new ideas, to lead strategically and to execute clear decisions.
- Strong listening and discerning skills.
- Ability to sustain strong school enrollment and student retention.
- An educator who upholds the values of Episcopal schools and the identity that the church brings to education.
- Practical and demonstrable experience with marketing, school finance and fundraising
- An ability to work effectively with the board of trustees, church leadership, parents, alumni, parishioners, donors and community leaders.
- A strong communicator, an articulate speaker and a compelling writer who is able to engage the school and church community and lead the marketing and communication efforts of a small school in a competitive school environment.

APPLICATION PROCEDURE

Interested candidates should send—in ONE electronic file—to the search consultant, no later than **Friday, July 7, 2017**, an application consisting of the following:

- Cover Letter
- Resume
- Statement of Educational Philosophy
- No fewer than three (3) current references

Send to: Doreen Oleson, Ed.D.
Resource Group
doreenoleson@gmail.com

Trinity School does not discriminate on the basis of race, ethnic origin, national origin, ancestry religion, creed, gender, gender identity or expression, disability, marital status, sexual orientation, military status, or economic or social circumstances.