



The Park School

Director of Development Position Statement

Brookline, Massachusetts

Start Date: July 1, 2022



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INTRODUCTION

The Park School seeks a Director of Development to begin July 1, 2022. The Director of Development (DOD) reports to the Head of School and is a member of the Senior Leadership Team responsible for leading the strategic and operational components of annual giving, capital giving, stewardship, and alumni relations for the School.

The DOD is responsible for ensuring an integrated approach to the School's fundraising and external relations operation — including donor solicitations, volunteer engagement and management, development publications and outreach, donor stewardship, engagement events both intimate and school-wide, board relations, and alumni relations. The DOD partners with the Head of School on a variety of initiatives and is singularly responsible for sustaining and strengthening awareness and

understanding of Park's distinctive annual and capital funding needs.

The Park School is a Pre-K to Grade 8 independent school in Brookline, MA dedicated to excellence in education. The cornerstone of Park's program is academic excellence, combining both high standards of scholarship and the encouragement of each child to develop to his or her greatest potential. Our school community fosters a nurturing environment in which children develop curiosity, express creativity, appreciate the value of hard work and discipline, and experience the joy of learning. Park's faculty encourages each student to strive for intellectual, physical and moral growth, and to become contributing members of the community. At the Park School, faculty, staff, and administrators engage respectfully with families and demonstrate sensitivity to cultures, values, configurations, and beliefs.

OVERVIEW

Founded in 1888, The Park School has been a fixture on the independent school landscape in the Boston area ever since. Known for the warmth of the community and strength of its academic program, the motto, *simplicity and sincerity*, speaks to the School's approach to childhood. In all aspects of the program, students' developmental needs are centered. Beginning with a play-based approach in the youngest grades and building toward the rigorous application of knowledge and skill in the upper grades, Park teachers challenge and support student growth in an inquiry-based program that engages students, inspires collaboration and community building, and emphasizes personal reflection and metacognition. The faculty and curriculum do an incredible pedagogical feat in graduating students who know how to learn on their own: an incredibly

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difficult task but profoundly rewarding in its results. The six aspects of the schools' character that addresses "What Makes Park, Park?" can be summarized as: Resilient, Welcoming, Flexible, Committed, Engaged and Responsive.

Community is a hallmark value at Park. Faculty, staff, students, and parents all note the importance of relationships that are formed within the School among the aspects of Park they most treasure. Diverse by any measure, Park families hail from Brookline, Boston, and many of the surrounding cities and towns. Believing that strong social-emotional skills are critical to a child's success in school and in life, the adults at Park endeavor to create community where children feel seen, understood, comfortable, and empowered to take intellectual risks. The experience of students and families is enhanced by a vibrant Parents' Association that promotes community among all at the School. Even during COVID a real effort has been made to keep people connected and preserve the rich sense of community that is a hallmark of Park.

The Park School's commitment to diversity, equity, and inclusion has been long-standing and critical to instilling in its students, as noted in the mission statement, "an appreciation of similarities and differences of perspective and the interdependence of all people."

Understanding that the physical environment has great impact on students learning, Park's 34-acre campus in suburban Brookline, MA has been developed over the years to serve the specific needs of students 4-14 years old and their families. The Main and West buildings house Kindergarten through Grade 8 and include classrooms and science labs, performing and visual arts spaces, a state-of-the-art Maker Space, and gyms for physical education and athletics. The Pre-Kindergarten is housed in a separate building on campus. The outdoor spaces include 6 playing fields, 3 playgrounds, a tennis court, and the Outdoor Learning Garden. The thoughtfully designed campus provides a fantastic learning environment and welcoming place for family and community gatherings throughout the year. The Library is in many ways the beating heart of the School community, supporting students, teachers, and families as well as Park's work toward becoming an equitable and inclusive community.



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MISSION

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Park is committed to being a metropolitan, coeducational, day

school of diverse races, religions, cultures, and backgrounds. Central to its mission is an appreciation of similarities and differences of perspective and the interdependence of all people. As a family school, Park is a community in which the dignity of each child, teacher, and parent is respected.

FAST FACTS

563 Students in PreK-8
165 Faculty and Staff
41% Students of Color
28% Faculty and Staff of Color
\$4.25 Million in Financial Aid Grants
22% Students on Financial Aid
53 Zip Codes Where Students Live





GOVERNANCE AND LEADERSHIP

The Board of Trustees works alongside the Head of School to craft and oversee the school's statement of vision and its short and long-term strategic goals, review and support important school policies and plans, ensure resources are adequately provisioned and effectively managed for the short and long-term, establish and maintain bylaws and ensure the School's compliance with applicable laws and regulation, and promote and advance the School's mission. Trustees do not have authority over the day-to-day operations of the school.

The Board of Trustees meets regularly throughout the academic year. In addition to attending Board meetings, members typically serve on two to three Board committees. Trustees are expected to contribute actively to the work of the Board, attend meetings, and provide guidance and expertise as needed. As leaders in the School community, Trustees are expected to support the School through their advocacy and ambassadorship, their time and expertise, and their philanthropic efforts.

Trustees may serve up to two consecutive three-year terms, and the officers (Vice Chair, Secretary, and Treasurer) are elected each year. Board membership may include current parents, parents of alumni, alumni, and representatives from outside the Park community. In addition, the president of the Park Parents' Association serves as a Trustee during their two-year term, as does a representative from the Park Alumni Association. The Head of School and Assistant Head of School for Finance and Operations serve *ex-officio* to the Board.

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The Park School Board Chair is Joe Robbins. There are 25 members of the Board.

The Head of School is Scott Young. Scott received a ScB in Neuroscience from Brown University and an EdM in School Leadership from Harvard University. Prior to joining The Park School community, Scott spent seven years at Marin Academy in San Rafael, CA where he served in the roles of Dean of Faculty and Academic Dean. During that time, Scott co-authored the School's ten-year strategic plan, facilitated and supported the design, construction,

and fundraising of Marin Academy's \$19 million Science + Innovation Center, and built critical systems to support teaching and learning. In addition, Scott taught 9th Grade Biology and 11th & 12th Grade Neuroscience, advised 9th graders, led backcountry trips, and coached men's lacrosse.

Before Marin Academy, Scott was the Upper School Dean of Students and Academic Dean at the Potomac School in McLean, Virginia. During his time at Potomac, Scott taught a senior science elective in neuroscience and advanced ninth-

grade biology. Before attending graduate school, Scott was Science Department Chair and a physics instructor at the Rocky Hill School in East Greenwich, Rhode Island. During his time at Rocky Hill, Scott designed and directed two Association of Independent Schools of New England conferences on teaching and learning with technology and started the school's summer academic program.

Scott, his wife Katie, their son Peter and their daughter Caroline live on campus at Park.



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FINANCES AND FUNDRAISING

The school's budget is \$29M with approximately \$4.25M of that designated for financial aid. Tuition currently ranges from \$39,600 for Lower Division to \$48,000 for Upper Division. All eighth graders participate in a trip to either China, France, Italy or Spain as a capstone experience which is included in the tuition.

80% of budget comes from tuition; endowment provides 10%; the annual fund provides 9%; with the remaining 1% coming from auxiliary programs. Long-term plans for salaries and benefits and understanding the school's overall fundraising capacity are strategic initiatives that lie ahead.

Park's next DOD will inherit the leadership and management of Park's \$32M SPARK Capital Campaign. SPARK is currently in its second of three phases with nearly \$11M dollars raised to date with a strong possibility of another \$2M being realized before the end of the fiscal year.

This second phase goal is \$12.8M with transformative capital projects that include improvements to the Middle School, science wing, wood shop, turf field and diversity initiatives. Phase 3 will be \$15M for a new Dining Commons and renewal of the Upper School to be achieved in the next 3-5 years.

Annual Giving has been in the \$ 2.1-2.3M range for the past four years due in part to the pandemic. There is potential and capacity for growth in annual giving. Efforts to engage parents of alumni more fully could be an area of growth. Total giving last year was \$3.3M. The school is carrying \$20M of debt and has a \$63M endowment.

The giving levels at the school include: the Puddington Associates at \$50,000, Kennard Associates at \$35,000, Goddard Associates at \$25,000, Caroline Pierce Associates at \$15,000,



Walnut Street Associates at \$10,000, Julia Park Associates at \$5,000, Charter Oak Associates at \$2,500, and an Acorn Associates (for young alumni) at \$100 and above.

The advancement office has a strong team of four professionals. Donor support is considerable and there is significant capacity. The advancement office needs to navigate the terrain of changing demographics, high expectations, and where Park School is headed into the 21st century. **This position is not just about raising money.** It is being an active part of the community and collaborative conversations to keep Park School at the forefront of education in the Boston area.

It should be noted that there is only one building on the campus that bears a family name. While it is not ironclad, there is a fairly deep-rooted inclination to not provide naming opportunities for buildings on campus for donors.



Roles and Responsibilities:

- Serve as an active member of the School's Senior Leadership Team representing the development needs of the School in relations to the overall leadership of the institution
- Create annual goals for the Development Office that are in concert with annual goals of other major areas of the School
- Collaborate with the Head of School to set philanthropic and strategic goals for the School
- Oversee capital giving, annual giving, alumni relations, stewardship, planned giving, and research and lead and support the Development Office staff to reach annual goals in each of these areas
- Produce frequent analyses for the Head of School, Development Committee, and the Board of Trustees
- Create a productive and positive office environment for Development staff, inclusive of regular team meetings, individual meetings with staff, retreats, supervision and evaluation, and professional growth
- Solicit top annual gifts from a portfolio of prospects, mainly \$25,000-\$50,000 and above
- Solicit a portfolio of capital campaign gifts in the range of \$50,000 to \$5 Million
- Serve as liaison to top campaign and annual volunteers in their role as solicitors
- Oversee New Parent Leadership gift drive each year and support Admission Office in new family onboarding and orientation
- Staff and recruit the Major Gift Committee
- Oversee all capital campaign activities, including selection and support of the campaign planning/steering committee, volunteer management, campaign expenses, funding priorities, volunteer training, etc.
- Work in partnership with the Director of Strategic Marketing & Communications to create Campaign communications, the Annual Report and other development-related publications
- Produce capital campaign analyses and goals for Head of School and Board of Trustees
- Serve as direct liaison with the Business Office and Assistant Head for Finance and Operations on all items related to campaign funding and expenses
- Provide materials, collateral, strategy, and support around all of the Head's donor prospect meetings, attending donor meetings as needed
- Manage weekly agenda for 1:1 meetings with Head of School
- Advise the HOS on speaking points at development events, cultivation and solicitation meetings with development prospects, capital projects, trustee development work, strategic planning, campaign strategy, Annual Fund, alumni relations, special events
- Serve on the BOT Development Committee, including all meetings, analysis, presentations, and solicitation functions
- Attend select meetings of Board of Trustees and make development presentations as needed
- Serve as a liaison to the BOT Committee on Trustees – supports in recruitment of new trustees and training in development functions
- Participate in the New Trustee Orientation
- Oversee Trustee Annual Fund solicitation every year as well as capital solicitations of trustees
- Remain up-to-date on major issues in the School to be able to serve as an ambassador
- Support fellow Admin Team members in their goals and aspirations
- Serve as a leader for the school community participating in daily life and operation of the school in a present and hands-on manner extending oneself beyond the responsibilities of the role
- Assist Head of School with other duties as assigned

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Qualifications:

- Bachelor's degree required; Master's degree preferred
- Minimum 5 years of development/institutional advancement management experience and a strong understanding of the factors that create transformative philanthropic outcomes
- Proven track record of thriving on and contributing to teams
- Strategic thinker and creative problem solver with the ability to see the big picture
- Demonstrated dedication to multiculturalism, equity, and inclusion in school settings with a record of accomplishment
- Superior communication skills both written and spoken
- Superior interpersonal, organizational, leadership, and managerial skills
- High level of energy, flexibility, warmth, and a ready sense of humor
- Significant experience using technology including databases, spreadsheets, and Google tools
- Comfortable with the use of data to drive decision making
- Ability to work effectively with multiple constituencies
- Experience in PreK-8 independent school is preferred

ARE YOU THE RIGHT PERSON FOR THIS POSITION?

- Do you want to help find the resources for Park School's educational programs, promoting pedagogical excellence and 21st century skill building? Are you committed to the notion of the "best is yet to come?"
- Do you have the vision and strategic thinking to be involved in leading, strengthening, and maximizing a superb school?
- Do you recognize the unlimited potential of young people to help shape our rapidly changing world?
- Are you committed to getting to know the children and the families well, i.e. on a first-name basis? Do you enjoy getting to know, meet, and engage families?
- Do you have the personality to embrace and support a dedicated and diverse community of faculty, staff, students, parents, and alumni?
- Are you an excellent listener? Can you show empathy and direct conversations to the appropriate person without becoming an "emotional sponge" to strongly held opinions?
- Do people enjoy spending time with you?
- Do you have a growth mindset? Are you comfortable with an experimental and entrepreneurial work environment? Do you think creatively and encourage innovation? Are you a curious person?
- What examples can you provide of how you have demonstrated forward-thinking abilities? How have you shown your mental nimbleness?
- Are you a person of strength, gentleness, and authenticity?
- Do you know how to prioritize your responsibilities? Do you know how to use technology to maximize your time?
- Are you willing "to roll up your sleeves" for all the work that is needed? Do you get things done?



- Do you understand the cadence and rhythm of a school year? What are examples of how you work with your colleagues in a collegial manner?
- Can you encourage and support change and innovation while retaining the core values and traditions of a school?
- Do you have a track record of success as a fundraiser? What is your level of experience in communicating the narrative of an institution?
- Do you have a mind-set to create a culture of philanthropy and have successfully solicited and closed major gifts (5- and 6-figure gifts)?
- Can you handle the considerable range of tasks—from major gift solicitations to helping with the smallest details of an event?
- Do you have business and financial savvy?
- What is your vision of independent school education, especially in the area of access and affordability?
- Do you have the ability to lead, develop and attract talented staff? Do you have the network to grow your staff? Can you manage well in all directions?
- Do you have you the collaborative spirit to work not only with your external relations teams and staff – but also within the context of a larger organization?
- Are you comfortable with dealing with the complexity of an incredibly diverse metropolitan center that is dealing with its own complicated history of race, diversity, equity, and inclusion as well as a school's own current work and dynamics?
- Do you have the humility, desire, and facility required for diversity, equity and inclusion work?

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Duties and tasks in this position are varied and complex. The position works on whole problems or projects. This position directs projects and the challenges are resolved with complex and precedent setting solutions. This position requires a high degree of collaboration. This position operates in a professional school environment. The functions of this position are performed in a typical office environment with no known hazards. This is a full-time exempt position that requires occasional evening and weekend work and requires active engagement in the life of the School community

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction.

Hearing: Hear in the normal audio range with or without correction.

Travel: Local and regional travel, as well as occasional out-of-the-area and overnight travel, is expected in this position. A valid driver's license and passport required.

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This job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee. Other duties, responsibilities and activities may change or be assigned at any time.

APPLICATION PROCESS

Deadline for Application is March 31, 2022

The Park School is an equal opportunity employer and does not discriminate on the basis of sex, race, age, national origin, ethnic, background, disability or any other characteristic protected by law. The successful candidate will receive a compensation package that includes a highly competitive salary plus generous health and retirement benefits.

Background Check

Prior to submitting your resume for this position, please read it for accuracy. RG175 verifies academic credentials for its candidates and conducts a thorough review of candidates' social media presence. The Park School will conduct thorough background checks prior to finalizing an offer.

Interested candidates may apply online at <https://rg175.com/candidate/signup>

The application includes:

- Cover letter explaining interest in The Park School
- A fully updated Resume/CV
- A writing sample that may be a personal statement, an article for a school publication, a recent speech or a submitted scholarly article—whatever can help inform the Search Committee of expertise, interests, academic focus and/or experience.
- Five current references

Please do not hesitate to call or email Jim Pattison, 805.708.4990 / jpattison@rg175.com with questions. We are grateful for your interest in The Park School and look forward to learning more about your background and experience.