

Chinquapin Preparatory School
2615 E. Wallisville Road Highlands, Texas 77562

Notice of Position Opening: Executive Director / Head of School

Please be advised that Chinquapin Preparatory School seeks immediate applications for the Executive Director / Head of School (“Director”) position. The new Director would transition with the current Director on a mutually agreed upon schedule and assume permanent leadership of the school beginning in the 2023-24 school year. Interested candidates should submit their resumes to jobs@chinquapin.org and the Board of Trustees President, Marcella Watkins, at mw@marcellawatkins.com.

Included along with this Notice are the Job Description and School Description. Compensation is competitive based on experience and includes customary benefits, as well as on-campus housing and meals.

Chinquapin Preparatory School
Executive Director Job Description
2023

Qualifications

Required:

- Experience in school administration, preferably school leadership and/or boarding school administration
- Classroom teaching experience, preferably teaching middle and high school students.
- Experience with professional development and pedagogy programming

Preferred:

- Experience working with governing boards, personnel, school communications and public relations, budgeting, and development operations
- Advanced degree in education
- Experience working in multicultural settings
- Current certifications and credentialing
- Willingness to live on campus in the Director's Residence

Considered:

- Spanish or other second language

Job Description

As head of school the Director leads the educational mission of the school, fosters and maintains the quid pro quo (something for something) culture on campus, nurtures and expands school relationships, and supports the promotion of school awareness in the community. The Director is employed by and is accountable to the Board of Trustees (the Board) and is responsible for daily operational management of the school, including but not limited to curriculum and instruction, student life, business affairs, admissions, and advancement, subject to the Board's governance policies and oversight. The Director is a key spokesperson for the school, whether directly or through designees, with primary responsibility for communications with the Board, students, parents, faculty, staff, recruits, agencies, accrediting organizations and vendors, and co-responsibility variously with the Board (and its functional committees) and Development Director, for communications with alumni, donors, and the community. The Director is expected to model integrity and be an accountable, collaborative, and transparent leader.

Board Relations

The Director informs the Board concerning school operations and consults with and advises the Board on strategic and policy matters but is not responsible for school governance. The Director, Development Director and Board form a partnership in running and funding the school. For example, the Director:

- Keeps the Board informed of all matters relating to the school through monthly reports at Board meetings, and through immediate communication with the Board President, to confer or report (as appropriate) concerning non-routine issues consistent with customary historical practice, or as otherwise expressly requested by the Board
- Prepares a draft annual budget for the school
- Makes recommendations to the Board concerning major school initiatives, goals, and objectives, as well as Board member recruiting and retention
- Provides information to support Board committees and may participate in same
- Jointly sets annual performance goals with the Executive Committee

The Director is an ex officio, non-voting, member of the Board.

Curriculum and Instruction

The Director is primarily responsible for determining the curriculum and has oversight for student instruction. For example, through personal efforts and appropriate delegation including to the Dean of Instruction, the Director:

- Fosters a challenging educational environment that strives to support, care for, and nurture each student and helps develop each student's academic, moral, physical and emotional growth.
- Works with faculty department chairs to develop/determine curriculum.
- Supervises class schedules, curriculum, student and faculty assessments, and graduation requirements, among other aspects of the school's academic program.
- Stimulates and participates in the dialog about teaching and learning at the school, making regular classroom visits to all teachers.
- Leads the accreditation process and helps to ensure the school's professional standing.

Human Resources

The Director is primarily responsible for Human Resources with respect to faculty and staff. For example, through personal efforts and appropriate delegation including to the Business Manager and front office staff, the Director:

- Leads efforts to recruit, motivate and support an outstanding and diverse faculty and staff.
- Fosters professionalism, collegiality, and ethical conduct in the faculty, regularly updating the staff handbook, and addressing issues proactively.
- Generates, analyzes, and reports data to support continuous process improvement for the school.
- Encourages and assures the professional development of the faculty.
- Oversees annual performance reviews for all staff.

Student Life

The Director is primarily responsible for Student Life. For example, through personal efforts and appropriate delegation to the Director of Residence Life and the Heads of the Upper and Middle School, among other faculty and staff, the Director:

- Models and sustains a culture of quid pro quo, community service, empathy and rigor at the school, creating a fun but firm and fair culture.
- Organizes and approves student activities and extracurricular opportunities.
- Administers the school's disciplinary system and enforces the school's standards of conduct.
- Organizes and supervises the school's support systems including, for example, counseling, academic support, the Residence Life program, college or secondary school counseling, and health and wellness.

- Oversees and approves the school safety programs, including building security, emergency procedures, transportation regulations, tornado and fire drills, etc.
- Promotes a healthy student culture in and out of school.
- Organizes and approves school gatherings, including assemblies, sporting events, performances, etc.
- Oversees and approves character education and ethical teachings in keeping with the mission of the school.
- Reports student progress to parents on a timely and helpful basis.

It is strongly preferred that the Director live in housing provided by the school on campus.

Business, Finance and Campus Operations

The Director is primarily responsible for campus operations. For example, through personal efforts, cooperation with functional Board committees (including Buildings & Grounds, Finance and Audit) and appropriate delegation including to the school's Business Manager and front office staff, the Director:

- Executes efficient management of the school, with regard to educational philosophy and fiscal responsibility
- Oversees the business functions of the school including, e.g., employment, orientation, compensation and benefits, finance, budgeting, record maintenance, routine contracting, payments and collections
- Coordinates with and supports the Finance Committee and Audit Committee with respect to financial and tax reporting, and material accounting practices and controls
- Ensures the school meets all regulatory requirements and the highest level educational standards
- Effectively assesses and mitigates risks that could impact the school
- Oversees and arranges routine campus property, plant and equipment maintenance, and coordinates with the Buildings & Grounds Committee on more significant capital expenditures for acquisitions and repairs

Admissions

The Director is primarily responsible for student recruiting and admissions. For example, through personal efforts and appropriate delegation to the Director of Admissions, the Director:

- Oversees and assists with the admissions functions of the school, including recruitment programs, marketing, external outreach, information dissemination, and applicant testing and interviewing
- Oversees and participates in the admissions decision-making process

Community Relations, School Advancement and Fundraising

The Director, along with the Development Director and Board, partner in their efforts to develop and maintain community relations, advance the school, and raise funds to operate and maintain the school. The Director leads the school staff and faculty in community and advancement efforts and supports the Development Director and Board Development Committee in raising funds and other development efforts. For example, the Director:

- Represents the school at community and professional events
- Cultivates effective relationships with all constituents of the school
- Oversees the school's relations with its alumni in conjunction with the school's alumni organization, including maintenance of the alumni database, communications programs, and special events
- Oversees and approves volunteer efforts in support of the school including, e.g., volunteerism by school-affiliated organizations such as the parents' association, booster clubs, and alumni council (all of which report to the Director or delegated designee), as well as other volunteers including individual and corporate volunteerism through workdays, substitute teaching, college counseling, administration, and student mentoring, among other areas
- Supports the Director of Development and the Board's Development Committee planning and implementing the school's fundraising programs including, e.g., the annual fund, capital campaigns, planned giving, and major events
- Supports the school's development efforts identifying, cultivating, thanking, and communicating with past and prospective donors

Communication

The Director is primarily responsible for official school communications, working in conjunction with senior staff and faculty as well as Board committees where appropriate based on the subject matter of the communication. For example, the Director:

- Cultivates and maintains effective, constructive communication with all constituents, including the Board, faculty, staff, parents, students, alumni and community
- Coordinates and assists with effective marketing, communications, and outreach through web, print, and social media to maintain and increase the school's visibility
- Communicates achievements, progress, and milestones to the school community through routine internal and Board communications, and assists in similar external

communications based on coordination with the Development Director and Board committees

- Oversees all internal school communications to foster an atmosphere of team building and inclusivity

SCHOOL OVERVIEW

Founded in 1969 by a former Chair of the English Department at Houston's St. John's School, Chinquapin Prep is a nonprofit college-preparatory school. More than 150 academically promising and motivated Houston-area students from under-served communities comprise the 6th through 12th grades. All students are admitted through a competitive process and they must perform at an acceptable level to retain their place at the school. High school boys are required to live on campus (boarding Monday through Friday), and most high school girls choose to live on campus. Some middle school boys choose to live on campus, and middle school girls may be allowed to live on campus in extenuating circumstances with school approval. All other students are transported daily to and from centrally located bus stops throughout the Houston area.

As greater Houston's first private college-preparatory school for underserved youth, Chinquapin has a 50-year proven track record of successfully preparing able and motivated students for college and beyond. The school's rigorous curriculum meets and usually exceeds state requirements in every subject and is enriched by numerous elective and extracurricular offerings. Acceptance by at least one four-year college or university is a graduation requirement. Chinquapin graduates attend the nation's finest colleges and universities, including Columbia, Duke, Harvard, Notre Dame, Rice, Smith, Stanford, Texas A&M, and the University of Texas, among others. Over eighty-five percent of the school's alumni have graduated from a four-year college or university in the last three decades.

Chinquapin's 60-acre campus, situated 25 miles from downtown Houston, provides a homelike setting that includes daily meals with faculty and staff. Almost all full-time faculty and many staff live on campus. In keeping with the school's motto – *quid pro quo*, or “something for something” by earning what one receives – students help to maintain the buildings and grounds during daily chore periods.

Similarly, the school emphasizes the importance of volunteerism and giving back to the community through frequent service projects.

Chinquapin is almost entirely funded by donations from individuals, organizations, and foundations. Parents pay a token sliding scale tuition that, on average, covers about 3 percent of the annual cost of educating each student.

Founder Bob Moore retired as the school's Director in 1983 and was succeeded by Bill Heinzerling, a former St. John's student and a graduate of Stanford and Harvard. At their retirement in July 2009, Bill and his wife, Kathy – his Co-Director – had served the school with distinction for more than 30 years. The school has benefitted from this long history, with several alumni now serving as faculty or Board members.

SCHOOL MISSION

Chinquapin Preparatory School was founded to provide a high-quality college-preparatory education to able and motivated youth from low-income families in the greater Houston area. Through its rigorous curriculum and an emphasis on community service and earning what one receives, Chinquapin aims to produce responsible, well-educated citizens who will become constructive leaders in the community.

THE SCHOOL AT A GLANCE

Founded:	1969
Location:	60-acre rural campus in Highlands, Texas, 25 miles east of Houston
Enrollment:	150+, ~55% girls, >50% of students boarding
Ethnicities:	~80-85% Latinx, ~5-10% African American, ~5-10% Other
Faculty:	25 FTEs; 67% with advanced degrees
Endowment:	~\$10 million
Indebtedness:	None
Operating budget:	\$3 million (2022-23)
Funding sources:	Private donations/events: 60% Endowment: 15% Designated funds: 15% Tuition: 3% Corporations: 3% Other: 4%
Percent of students receiving aid:	100%
Board of Trustees:	~35 (min. 10, max. 50 per by-laws)
Accreditation:	Texas Alliance of Accredited Private Schools
Member:	Texas Association of Private and Parochial Schools (athletics/academics), Boarding Schools Association, Center for Spiritual & Ethical Excellence

DEFINING STRENGTHS & UNIQUE ATTRIBUTES OF CHINQUAPIN PREP

In 2019 Chinquapin celebrated its 50th anniversary and, in reviewing its first five decades, unequivocally demonstrated that it has fulfilled the dual goals of its founders: to unlock the untapped potential of bright students from economically disadvantaged backgrounds and to inspire those students in turn to use their educational advantages to improve the lives of others. The 60-acre campus – attractive and well- equipped, but not opulent – is the setting for a warm, familial community that alternately challenges and supports students as they learn to care for others and aspire to excellence.

The Student Body

Chinquapin actively recruits students from dozens of schools in Houston and surrounding districts, seeking able and motivated youngsters from families who have not experienced the benefits of a first- rate education. At least eighty percent of the school’s families have incomes

below the poverty level. All students at Chinquapin are on scholarship, paying only a small fee based on family income. Nearly 80 percent of the students pay only \$40 per month. Those unable to pay the minimum tuition work additional hours apart from their daily chore requirement.

The school has a full-time admissions director who markets the school by visiting with interested students and parents at Houston's public schools and community organizations. Applicants are tested and interviewed at the school. From this group, some students who show outstanding potential are accepted for Early Admission. Most students are asked to attend a one-week, on campus summer tryout. From the summer group, the school invites the best qualified students to join the early admits at Chinquapin Prep in the fall. The school typically has ~four applications for every opening. Chinquapin looks for students who are scoring at or above grade level on standardized tests; it does not admit youngsters with serious disciplinary problems or learning disabilities.

Alumni

Since its first graduating class of six students in 1975 (one of whom currently serves on the Board of Trustees along with two other school alums and the school's second director), Chinquapin has produced more than 550 alumni, nearly all of whom have gone on to college and over 85 percent of whom have graduated from a four-year college or university. Many have completed advanced degrees as well. Just as the school's founders had hoped, Chinquapin alumni are now well represented in positions of leadership and service in business, education, engineering, law, medicine, social work, and the military. Members of the growing Alumni Association continue to reflect the ideals of *quid pro quo*, raising college scholarship funds for graduating seniors, mentoring current students, and functioning as ambassadors for the school in the Houston community.

The Faculty

As classroom teachers, tutors, advisers, mentors, coaches, dormitory supervisors, surrogate parents, and friends, Chinquapin's faculty transforms young lives with dedication and care. Most of the full-time faculty members live on campus. The faculty includes a mix of veteran teachers as well as newcomers to the profession. All wear multiple hats, and senior faculty members assume many administrative responsibilities. Dedicated funds for faculty enrichment support diverse professional development initiatives.

Finances and Fundraising

Since its creation, Chinquapin has relied upon a core group of individuals, families, foundations, and corporations to keep the school alive and constantly improving. The dedicated Board of Trustees has long set the pace for giving; 100% of the board members participate in the school's various fundraising opportunities. Board members recently led the charge by giving and raising nearly \$10 million to build a long-needed girls dormitory and a new cafeteria-multipurpose room, as well as improve other buildings on campus. The sixth-grade program was added in 2005 with the support of a \$400,000 grant from The Brown Foundation, Inc., which is the same organization that funded the creation of the school with a \$250,000 grant 50 years ago. An earlier three-year endowment campaign (2004-2007) raised \$3 million to underwrite the future costs of the additional grade. An accompanying capital campaign enabled the school to construct a new

fine arts building, a girls' day facility, and the school's first LEED-certified "green" building – a much needed faculty duplex.

The generosity of many donors, combined with the frugal stewardship of the school administration, has enabled Chinquapin to remain debt-free. Students do their part through the daily chores program, mowing lawns, cleaning classrooms, and working in the kitchen and gardens. The school employs no janitors and only one maintenance person.

HIGHLIGHTS OF THE EDUCATIONAL PROGRAM

Chinquapin Prep's rigorous curriculum has consistently produced SAT scores above both the national and Houston public school averages. Trained professionals from Advantage Testing have been providing a weekly SAT prep course since 2011. Free of the constraints of public standardized testing requirements, the Chinquapin faculty has the flexibility to design courses focused on preparation for college and life. The curriculum aims to develop students who can reason carefully and logically, think creatively and sensitively, and communicate precisely and articulately. The program promotes curiosity, openness, and the joy of discovery that leads to a lifelong enthusiasm for learning. The 8:1 student- teacher ratio ensures that every child receives close attention to his or her needs, both academic and personal.

Because many students come to the school with relatively weak English skills, every student takes two courses each year devoted to reading and writing in English. The Language Arts curriculum promotes an understanding of the writing process and the power inherent in written communication, sensitivity to the nuances of language and vocabulary, and an appreciation for standard usage and grammar. It also introduces students to effective research skills. The English curriculum seeks to foster a love of reading, to teach careful strategies for effective comprehension, and to engage students in critical thinking about both literature and their lives.

Electives vary yearly and have recently included Debate, Robotics, STEM, Street Law, Guitar, Choir, Studio Art, Ceramics, and Yearbook. Technological resources include Chromebooks for each upper school student, Internet access and computers for all students to use in the computer room, library, and dormitory. The life skills curriculum covers topics including communication skills, résumé writing, job interviewing, family planning, ethics, and manners. Juniors and seniors receive individual college counseling, including support in the application and financial aid processes.

Enrichment Offerings

Both on and off the Chinquapin Prep campus, students have the opportunity to broaden their horizons through an exceptional array of enrichment programs. Seniors spend a week in Washington, D.C., with the Close Up Program, learning about the workings of the U.S. government. Through a mentoring program, juniors and seniors are paired with Houston-area professionals –many of them, Chinquapin alumni – who have careers in line with the students' interests.

Through dedicated scholarship funds, a number of Chinquapin Prep students participate in some of the nation's best summer enrichment programs, including The Woods Project, The

Experiment in International Living, the Student Conservation Association, Outward Bound West, National Outdoor Leadership School, and the Glacier Institute Wilderness program in Montana.

Quid Pro Quo in Action

Chinquapin Prep's motto – *something for something* – permeates nearly every aspect of life on campus. In addition to the daily 45-minute chore assignments, students undertake monthly Saturday service projects. Although each student is required to participate only once a year, many do far more.

Chinquapin's Interact Club, which is sponsored by the Highlands Rotary Club, has been performing service projects for more than 30 years, helping to build a strong bridge between the school and the Highlands community. The spirit of *quid pro quo* also manifests in the peer mentoring program, through which older students help support and integrate younger ones into the school family.

The long lasting effects of *quid pro quo* cannot be underestimated. Chinquapin Prep graduates learn personal and material responsibility and a respect for education that differentiates them from peers in private or public schools. The school philosophy is a critical piece of the character development aspect of this immersive program that is beyond measure.

Athletics and Physical Education

Although the focus of Chinquapin is academic, athletics are a valuable component of the school program and help students learn about competition, leadership, teamwork, sportsmanship, and self-confidence.

Faculty members coach most sports, further strengthening faculty-student relationships. Chinquapin is a member of the Texas Association of Private and Parochial Schools (TAPPS) and, while sports offerings change over time, Chinquapin currently fields JH and/or Varsity teams in the following sports: volleyball, soccer and flag football, basketball, cross country, tennis, and track and field. The few students who do not participate in team sports take physical education classes.