



Renbrook
School

**Director of
Development**
Leadership Opportunity
July 2012

Renbrook School



Carney, Sandoe  Associates

800-225-7986 ▼ www.carneysandoe.com

West Hartford, Connecticut
PK-9, 435 students
www.renbrook.org

THE POSITION

Renbrook School in West Hartford, Connecticut, seeks a Director of Development to lead and manage all aspects of a comprehensive development program including fundraising, communications and constituent relations. Renbrook is a pre-eminent PK-9 school that has traditionally sent its students on to the leading independent day and boarding schools in the greater Hartford area and the Northeast, respectively. The Renbrook experience is defined by a high degree of academic rigor, personalized attention as a result of small class sizes, a nurturing environment, and an emphasis on values and respect among and for all members of this tight-knit community.

Armistead C.G. Webster, Ph.D., joined the Renbrook community as the school's eighth head of school in July, 2010. Dr. Webster is a graduate of Phillips Exeter Academy and Princeton, where he majored in religion. He earned his doctorate in Educational Administration, Supervision and Curriculum at the University of Colorado, and holds a Master of Arts in Deafness Education from New York University. During his Colorado years, he worked as both a teacher and a principal in pre-high school settings and in both public and private schools. He came to Renbrook from the Norwood School in Bethesda, Maryland, where he served as head of the Lower School division. Armistead summarized one of his first impressions of Renbrook as follows: "One thing that came through loud and clear is how much our faculty and staff enjoy working with each other, seeing each other each day at school, working in teams, learning from each other. A learning community is different from a school and I've learned that Renbrook is both a school and a learning community."

Mission

- *Renbrook is an independent day school for children age 3 through Grade 9. Our mission is to help all of our students fulfill their unique potential.*
- *We provide a rigorous enriched program of academic excellence in which students from diverse backgrounds can develop skills in a supportive and nurturing environment.*
- *Our students strengthen their sense of self through many kinds of achievement; they learn to take appropriate risks and to respect the rights of the individual as well as the needs of the group.*
- *We value strong relationships between the school and its families, a sense of community within the school, and a tradition of service to others.*



Renbrook is experiencing an interesting time in its history. Having celebrated its 75th year of existence, the School turned the reins over to Dr. Webster after an extremely successful 20-year stint under Jane C. Shipp. Renbrook nimbly made the transition through the technological and financial idiosyncrasies of the past two decades, and the School is now in the midst of a comprehensive strategic planning process, led by



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Dr. Webster. The immediate challenges facing the School include: finding the appropriate size of the School for the greater Hartford marketplace; and recruiting talented young faculty members to ultimately take the place of a well-seasoned and dedicated corps of teachers now on the eve of retirement.

Renbrook at a Glance

Divisional structure:

Beginning School: Beginners, JK, K;

Lower School: Grades 1-5;

Upper School: Grades 6-9

Enrollment: 435

Student-Teacher Ratio: 6:1

28% of student body of color

55% of faculty hold advanced degrees

Annual operating budget: \$13.4 million

Value of endowment: \$11.2 million

THE SCHOOL

Founded in 1935, Renbrook was first known as the Tunxis School and was housed in an aged Victorian home at 1234 Albany Avenue in West Hartford. With three teachers and 17 students (nursery school age through grade four), the school grew under the guidance of Florence Greene, who would serve as the school headmistress for the next 32 years.

During the 1940's and 1950's, the school grew steadily stronger, despite the hardships of World War II and the post-war years. By 1956, the school was bursting at the seams with 240 students enrolled, and a waiting list of over 100. At that time, the estate of Frederick B. Rentschler, founder of Pratt & Whitney Aircraft, announced it would lease its family home to a worthy not-for-profit institution. Thanks to Faye Belden Rentschler, Mr. Rentschler's wife and an ardent supporter of

children's early education, the school was awarded the rental of the Albany Avenue home at \$1.00 annually. In appreciation, the school renamed itself "Renbrook," the original name of the Rentschler estate.

Today, Renbrook enrolls 435 students from 35-plus cities and towns in Connecticut and Massachusetts. Enriched by the racial, cultural, national, religious, ethnic and socio-economic diversity of the school community, Renbrook prepares its students for success in the global future which awaits them: 28% of the student population includes students from biracial, Asian, African-American, Caribbean-American, Latino/a, and Middle Eastern backgrounds. Enrollment includes a fairly equal mix of boys and girls. Renbrook is a founding member of the SPHERE multicultural consortium of independent schools in the greater Hartford area. Twenty-three percent of the student body receives a little more than \$2.1 million of financial aid in grants of all sizes. Renbrook students are accepted at many of the nation's top secondary schools. In



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2010, 90% of ninth grade graduates and 87% of departing eighth graders were accepted at their first- or second-choice schools.

Renbrook is accredited by the State of Connecticut and is a member of the National Association of Independent Schools and the Connecticut Association of Independent Schools.

THE CAMPUS

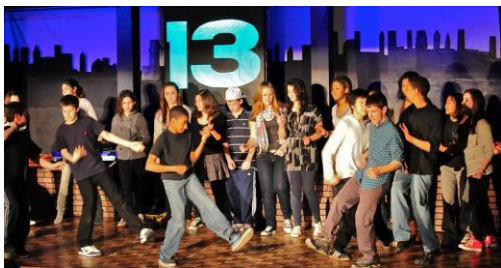
Renbrook is situated on 75 acres of woodlands, wetlands, fields and gardens atop of Avon Mountain, just five miles from downtown Hartford. The campus includes four athletic fields, high- and low-ropes courses; outdoor swimming pools; three playgrounds; and a natural pond for science study. Academic spaces are comprised of 11 buildings, 10 math, science and technology labs, seven music and art studios, two theaters, a dining commons, a unique Middle School Mathematics Center, and a Library & Technology Center, heated and cooled with geothermal technology.

Renbrook's Library & Technology Center is a 16,600 sq. ft. complex dedicated in 2009 holding 31,000 volumes in print and electronic media. Its construction allowed the school to transform the old library into the Mathematics Center. Unique in the region, this suite of classrooms, offices, computer labs and tutoring space is dedicated exclusively to the science and art of mathematics for students in Grades 6-9.



Renbrook is a fully connected campus, maintaining a high-speed Ethernet network and Internet connection. Apple and PC systems are used across campus, and computers are in all classrooms. Four fully equipped technology labs, wireless mobile labs and SMART Board installations enrich the teaching and learning experience. Students regularly run Geometer's Sketchpad, graphing calculators and other advanced educational software.

THE ARTS AND ATHLETICS



The arts are integral to the School's curriculum from the preschool years through graduation. Music and art classes begin in the Beginning School and continue through all divisions. The Lower School music program develops through the Orff Schulwerk approach. In Upper School, the program includes general music, music appreciation, choral and instrumental music.



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Students participate in a full physical education program based on a progressive curriculum of sportsmanship and skill-building from the preschool years through Grade 5. The interscholastic sports program includes Grades 6-9 and gives all students the chance to play the sport of their choice.

RENBROOK STUDENTS TALK ABOUT COMMUNITY

“When do I feel most a part of the Renbrook community? Always.”

“I have been here for six years. If there is a new student, I’m the one who can help that student learn more about Renbrook.”

“I’m friends with everybody.”

“We are all a community. We work together, learn together, and help each other.”

“The two things I love about Renbrook are: how you know everyone, and everyone knows you.”

OVERVIEW OF THE POSITION

The Director of Development is responsible for the strategy and organization of the policies and programs related to the Annual Fund, major giving, planned giving, constituent relations, special events, volunteer coordination, records management and long-range development planning. S/he will oversee a professional staff of five (three full-time; two at 80%) and play an instrumental role overseeing communications, publications, press and media relations, and social networking efforts. The director will have additional responsibility for the School’s archives.



All efforts are designed to increase engagement with Renbrook and provide sustained voluntary support to help the School fulfill its mission. The School’s constituency numbers 5,000 and includes current and past parents, current and former faculty, and alumni/ae (3,000). Annual giving for the most recent fiscal year totaled \$640,000, with current parent participation at 78% and alumni/ae

SECONDARY SCHOOL PLACEMENTS – 2010

Loomis Chaffee (18)
Miss Porter’s School (10)
Suffield Academy (4)
Westminster School (3)
Choate Rosemary Hall (3)
Kingswood-Oxford School (3)
Avon Old Farms School (2)
Deerfield
Taft
Middlesex
St. Paul’s School
St. Paul’s School for Girls (MD)
Derryfield
Westover
Ethel Walker School
Tabor Academy
The Master’s School
Public schools (5)



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participation at 12%. Renbrook is in the process of concluding a \$12 million endowment campaign and will wrap up the appeal at the end of FY2012.

The Director of Development will forge a close working relationship with the Head of School and members of the Board while managing and nurturing members of the development staff in their respective capacities. The successful candidate will be looked upon for the development of annual and long-term advancement initiatives and priorities.

SPECIFIC RESPONSIBILITIES

Goals, Strategy and Accountability

- Develop a comprehensive advancement plan geared towards securing voluntary support for annual, capital and endowment giving
- In conjunction with the Head of School and Board of Trustees, determine fundraising priorities and the resultant goals, along with the strategies to reach them
- Devise regular reports to the Head of School, Board of Trustees and volunteers that convey measurable progress towards goals

Management and Systems

- Hire, manage and mentor a team of five within the Development Office who are charged with the implementation of programs and events designed to achieve the School's development goals
- Involve the entire school community in the responsibility of cultivation and stewardship of the entire array of constituents
- Devise systems and strategies that will elevate constituent engagement with the School and result in increasing levels of support

Fundraising

- Personally solicit donors for annual and major gifts
- Oversee the cultivation, solicitation and stewardship of a stable of top donors and prospects, utilizing the Head of School, trustees and other volunteers where advantageous

Board and Volunteer Support

- Serve as chief liaison to the Board and its members for all cultivation and fundraising matters
- Serve as chief staff support to designated Board committees
- Assist and direct the Parent Association and all other volunteer organizations involved in the advancement of the school



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Communications

- Manage the creation of core messages and collateral materials related to the advancement effort
- Work closely with the Director of Admission to ensure consistency of messaging and provide support to the overall enrollment function

Administration

- Serve on the Renbrook senior administrative team
- Regularly meet with the Director of Admission and Head of School to ensure synchronization of activities and messages
- Develop and manage the operating budget for the Development Office

QUALIFICATIONS

Renbrook is seeking an individual who has the capacity to build deep relationships within and without the School to further its mission. The ideal candidate has worked in development for a minimum of five years in a variety of roles, including major gift work. Particular weight may accrue to the candidate who possesses a good knowledge of the greater Hartford area and its philanthropic community of donors and institutions. In addition s/he will possess the following:



- A belief in the mission of Renbrook
- Excellent communication skills – as a writer and public speaker; a mentor and listener
- A collegial mindset – the ultimate team player who can implement, pay attention to details, and work productively with staff and volunteers
- Skill at building relationships – a people person
- Technical knowledge – specifically about Raiser’s Edge, social networking, general planned giving techniques
- An outgoing personality – positive, fresh-thinking, full of energy, flexible, imaginative, warm, sense of humor

COMPENSATION

Renbrook is committed to attracting and retaining outstanding employees through competitive compensation and is an EOE. Salary for this position will be very attractive and commensurate with experience. Additional benefits include medical, participation in TIAA-CREF, and tuition remission. The School provides a strong professional development program including funding for conferences, advanced education and other professional opportunities.



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TO APPLY

Submit electronically and as separate documents the following materials:

- Cover letter expressing interest in the Renbrook School position
- Current résumé
- Statement of educational philosophy and practice
- List of 5 references with name, phone number, and email address of each to:

John G. Clark
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