The Quaker School at Horsham

IT Director

LOCATION
Horsham, PA

POST DATE
August 20, 2024

PRIORITY APPLICATION DEADLINE
September 22, 2024

VIRTUAL SEMIFINAL ROUND
Mid-to-late October

ON-SITE FINAL ROUND
Early November

DECISION ANNOUNCED
Week of November 15

REPORTS TO
Chief Financial Officer

SALARY
$110,000

START DATE
December 2024

THE QUAKER SCHOOL at HORSHAM

Ed Tech RECRUITING

Summary

Located about 40 minutes north of Philadelphia, The Quaker School at Horsham (TQS) champions learners with complex challenges, building individualized paths to futures filled with possibilities for students with ADHD, learning disabilities, autism, expressive and receptive language disorders, and anxiety disorders. TQS serves just under 100 students from kindergarten through grade 12, along with a Real-World Ready program for students 1-2 years out of high school. TQS is a place where students who struggle in mainstream environments shine; students find the right-fit path forward to fulfilling their full potential.

Over the years, TQS has recognized the need to responsibly and appropriately invest in technology, in a way that complements its student-centered, high-touch educational program. TQS deploys MacBooks to its faculty, and iPads and Chromebooks to students depending on the grade level. Meanwhile, classrooms have digital whiteboards and other adaptive, assistive, and instructional technologies.

TQS seeks an IT director, a new position that will oversee and manage all IT/IS operations, systems, and support. The IT director is taking over from a third-party managed services provider (MSP), which has been supporting the school for many years but will be departing at the end of this calendar year. This is a hands-on leadership role with no direct reports, but the school understands the need to leverage outside support for major system upgrades and installations. The IT director will report to the CFO. The school is eager for the new IT director to start late fall of 2024, so that a graceful handoff can occur with the outgoing MSP.

Our Philosophy

The Quaker School at Horsham is a compassionate community that builds trusting relationships among students, parents, therapists, faculty and staff.

The students at TQS have struggled in traditional schools and come with a pressing need for a safe learning environment where they can confidently face the challenges of learning. These students have a mix of disabilities: ADHD, learning disabilities, autism, expressive and receptive language disorders, and anxiety disorders. At TQS, we use the latest findings from educational research to guide our curriculum and nurture our students' inherent curiosity and desire to learn.

TQS equips students with the skills needed to develop fulfilling personal relationships and lead meaningful lives. The underlying basis for all things at TQS is the fundamental Quaker belief that there is the Light of God within every person, and that we are meant to share that Light through our efforts, our gifts, and our actions.

History

In 1982, George Rowe (then Head of School at Buckingham Friends School) and special education teacher Beverly Morgan founded The Quaker School at Horsham to serve bright students with language-based differences such as dyslexia.

George Rowe was inspired by one of his students, who he felt had great potential but could not find success. George wanted to create a school where the needs of this student, and others like him, were understood and appreciated.

The school was originally described as the "Pipe Dreams Friends School" and opened with three students and two teachers in the basement of the Horsham Monthly Meeting House of The Religious Society of Friends.

At that time, the school began to evolve to better meet the needs of our families, focusing on embracing and celebrating children with complex challenges. However, the school's original purpose — to be a place for students whose gifts are not appreciated elsewhere — will always remain.

TQS Today

What began as a small school dedicated to meeting the learning needs of children with complex challenges has evolved into an expansive, innovative community that truly changes the lives of K-12 and 18-22-year-old students and their families.

This growth stems from a constant drive to provide the absolute best research-based education and support our TQS community while staying true to our mission and Quaker values.

Through program expansion, a stronger curriculum, research and leadership, and capacity building, we grew into a school offering business literacy and real-world work experiences, additional support services, a new school win, and a refreshed campus.

Leading the Change

While there's much to celebrate across our school's history, we believe we are responsible for doing more as a school that aims to be the category leader in educating and supporting students with complex challenges.

That's why TQS is now focused on Leading the Change — thinking outside the box and developing groundbreaking practices to make critical strides for our students and all individuals with complex challenges.

Our goals are ambitious and audacious - but we've seen the power of our community in action before, and we know that when we shine together, we can achieve amazing things.

Quakerism

A Quaker school education is based on the beliefs and testimonies of the Religious Society of Friends (Quakers).

Quakers embrace the principles of tolerance, equality and spirituality. They believe the Inner Light, or God, is in each of us. Quaker schools reflect these philosophies in the classroom, creating a learning environment that is flexible, challenging and understanding.

Each Quaker school has its own unique style and personality. However, they all have a common purpose: to provide a rich and rewarding education, and to foster community, spirituality, responsibility and stewardship.

Why a Quaker School?

Attending a Quaker school, also known as a Friends school, can be extremely rewarding. Hallmarks of The Quaker School experience include:

- The belief that each child has unique gifts and talents
- Open-mindedness and understanding
- An emphasis on service, social action and learning by experience
- Commitment to community, responsibility, stewardship and environmental sustainability

Do I have to be Quaker?

No you don't. Nor do Quaker schools seek to convert others to the Friends religion. Quakers deeply value a diverse religious atmosphere.

At most Friends schools, Quakers make up only a small portion of the student body. The Quaker school environment helps children refine their own moral positions and consider their spiritual roots.

QUAKER SPICES

At TQS, we follow the Quaker SPICES, commonly referred to as testimonies, as guidelines for how we want to be treated and how we should treat others. Our TQS community defines each testimony as follows.

Simplicity
Peace
Integrity
Community
Equality
Stewardship

Academic Programs

What began in 1982 as a small school dedicated to meeting different learning needs has evolved into an expansive, innovative community that truly changes the lives of K-12 and young adult students and their families. Today, we provide four distinct programs to fit the needs of our unique learners:

Sassafras Program

A SAFE, HAPPY SPACE FOR K-6 STUDENTS WITH AUTISM

A highly structured, self-contained K-6 classroom that focuses on behavior regulation and social skill acquisition for students whose autism is more challenging than the school's general population.

K-8 School

BUILDING CONFIDENCE & COMMUNITY FOR KIDS WITH COMPLEX CHALLENGES

Our lower- and middle-school-aged students grow into their personal, academic, and social potential while learning in a supportive community that makes each child feel like they belong.

Upper School

PREPARING YOUNG ADULTS FOR BRIGHT FUTURES

TQS is the ideal place for students in grades 9-12 to transition into adulthood; become confident in their potential; and explore opportunities in the workforce, continued education, college, and independent living.

Real-World Ready

POST-GRADUATE EDUCATION FOR STUDENTS WITH SPECIAL NEEDS

Students with special needs ages 18-22 gain the skills required for community, college education, and employment paths, based on their individual goals.

Through groundbreaking research-based education, clinical services, and the unwavering dedication of exceptional faculty and staff, TQS empowers all students to belong in a community created just for them; blossom socially, behaviorally, and academically; and build a future of previously unthinkable possibilities.

Strategic Plan

Leading the Change

BOLD LEADERSHIP

The Quaker School's Board of Trustees and executive team have always played a pivotal role in setting and striving for our strategic vision — and we see this leadership becoming even more critical as we expand our position as a category innovator.

Through Board development, governance, and leadership, we will maintain and grow outstanding programs, broaden our reach, increase diversity, and assure our ongoing sustainability.

AUTHENTIC ENGAGEMENT

All TQS community members should feel seen and supported throughout all of their experiences and interactions with our school while understanding their own roles and responsibilities.

We will enhance community engagement with clear communications, increased fundraising programs, and more opportunities for families to participate in their student's learning.

EMBOLDENED PEOPLE

Our people are what differentiate and define The Quaker School, and we are committed to attracting and retaining the best.

TQS faculty and staff are incredibly dedicated to their professions, and they deserve to be fully empowered. To maintain our category position, enhance the student experience, and create a superb faculty culture, we must provide these professionals with best- in-class support and professional development.

UNPARALLELED PROGRAMS

The best student programs are never static. They are shaped by experience, enhanced by the latest research, and tested with new ideas.

To develop a nationally-recognized, research-based program for children with complex challenges that spans from kindergarten through post-graduate years, we must continually enhance our programs through growth and design thinking.

AUDACIOUS INNOVATION

At TQS, we are not satisfied with the best of what's available today — we are committed to exploring and creating the best of what's next for individuals with complex challenges.

Our goal is to expand programs and opportunities to underserved children and families, and to provide broad-reaching support outside of core "education" — because students with complex challenges require more than classroom learning to shine as their full selves.

Key Statistics

FOUNDED IN

1982

LOCATION

Horsham, PA

CAMPUS SIZE

~10 acres

STUDENTS

92
students

K-22
grades/ages served

4:1
student/teacher ratio

36
school districts in the Delaware and Lehigh Valley region

MEMBERSHIP ORGANIZATIONS

NAIS, NBOA, ADVIS, Pennsylvania Association of Independent Schools (PAIS), Philadelphia Area Independent School Business Officers Association (PAISBOA), Friends Collaborative, Greater Philadelphia Diversity Collaborative (GPDC), Association of Tech Leaders in Independent Schools (ATLIS), Friends Council for Education (FCE), Independent School Management (ISM), Council for Exceptional Children (CEC)

ANNUAL FINANCIAL AID ALLOTMENT 23-24 SY

$500K

OPERATING BUDGET (NOT CAPITAL) 23-24 SY

$6.5M
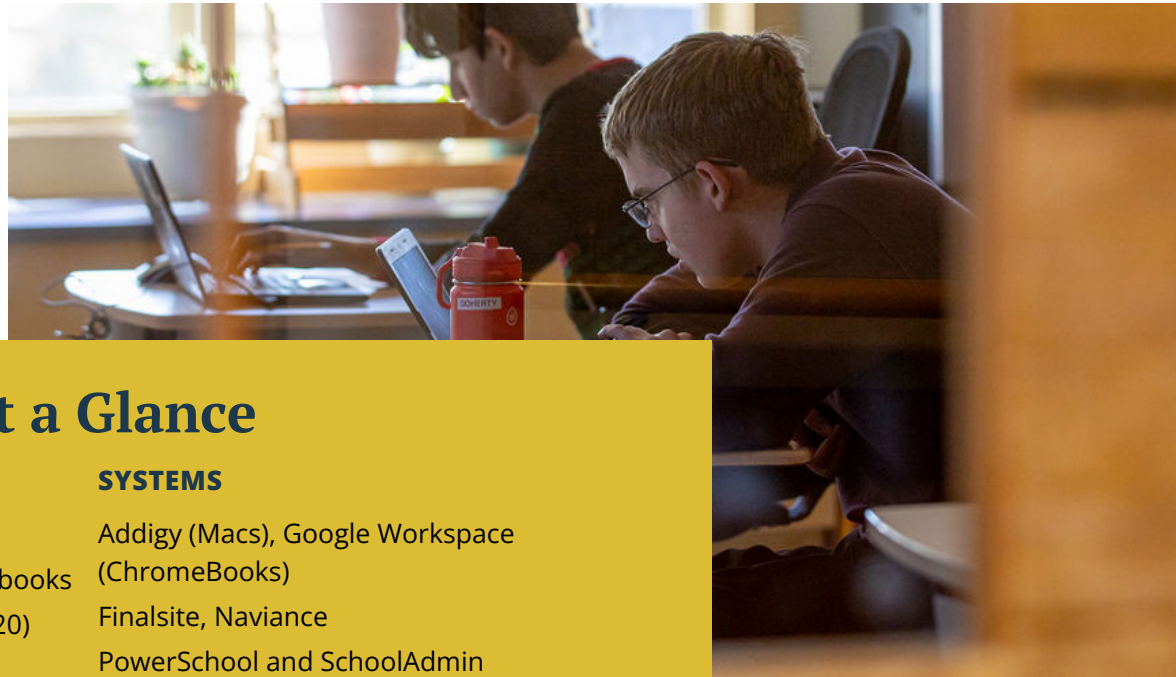
Technology at a Glance

HARDWARE

Staff: MacBooks

Students: iPads and Chromebooks

Meraki network, Aruba APs (20)

Cisco/Netgear switches (7)

Barracuda NextGen firewall

SYSTEMS

Addigy (Macs), Google Workspace (ChromeBooks)

Finalsite, Naviance

PowerSchool and SchoolAdmin (future transition to other SIS)

Google Workplace for Education

www.quakerschool.org

Community Profiles

MIYOUNG GLENN

Assistant Head for Faculty Development and Culture

MY TEACHING PHILOSOPHY

For our students to know and feel how much they are valued. Every student has a right to learn in a way that works best for them. They should feel that the adults in their lives are working to support them and finding ways for them to achieve success. Students should feel they are part of a community and they are contributing members to that community.

WHAT I ENJOY MOST ABOUT TQS

Every single person that is part of TQS. The teachers and staff, students and their families are what make TQS such an amazing place. I always tell people, the "secret sauce" at TQS is the people. This school isn't just for the students but their whole family. I truly enjoy getting to know all of them.

NORI WEILER

Licensed Clinical Social Worker

MY TEACHING PHILOSOPHY

I believe in the importance of understanding and fostering each child's social-emotional development. I work with students from a holistic approach, meeting each child where they are at. I strongly believe in the value of developing relationships with students and their families and the impact this positive relationship can have.

WHAT I ENJOY MOST ABOUT TQS

Collaborating with teachers and families to best meet the needs of students, as well as the relationships built with students, their families, and teachers. I enjoy the small moments each day that are part of each student's journey in reaching their goals and developing a strong sense of self.

TAMYRON KURILLA-MOORE

Teacher

MY TEACHING PHILOSOPHY

I believe that all children are unique and must have a stimulating educational environment where they can grow physically, mentally, emotionally, and socially. My passion is to create this type of atmosphere where students can meet their full potential. I will provide a safe environment where students are invited to share their ideas and take risks. We all learn together! One family!

WHAT I ENJOY MOST ABOUT TQS

The flexibility to create the best and most comfortable environment for the students to learn and grow.

Background & Narrative

Not too far north from downtown Philadelphia lies a K-12 school that has been changing lives since 1982. The Quaker School of Horsham (TQS) began as a school serving students with language-based differences, such as dyslexia. As its name implies, TQS was founded as a Quaker school and has ties to the Horsham Friends Meeting, from which TQS leases its land and some classroom space — though TQS owns its main building outright.

Over time, the school has evolved its mission to serve children with complex challenges. TQS is a place where students who struggle in mainstream environments shine; where children with ADHD, learning disabilities, autism, expressive and receptive language disorders, and anxiety disorders find the right-fit path forward to fulfilling their full potential. Fast forward to today, and TQS is an innovative, unique learning community that supports just under 100 students from kindergarten through age 22. TQS is also a breath of fresh air for the families of those well deserving yet traditionally underserved students, for whom TQS can feel like an educational oasis, where the adults that work there truly "get," "know," and "understand" their kids. These are families that have been exhausted by the frustrations of traditional schooling, and that love the combination of high-touch student support with the commitment to the Quaker testimonies of simplicity, peace, integrity, community, equality, and stewardship.

Some small schools that serve students with special needs have for many years eschewed technology altogether. Not so at TQS, which deploys MacBooks to its faculty, and iPads and Chromebooks to students depending on the grade level. Meanwhile, classrooms have digital whiteboards and other adaptive, assistive, and instructional technologies. For a long time the school had an administrator in the development office who doubled as a technology liaison to a third-party managed service provider. With the support of that administrator and the MSP the technology program grew in size, scope, and impact. Thus, over the years TQS has recognized the need to responsibly and appropriately invest in

technology, in a way that complements its student-centered, high-touch educational program.

What is new to TQS is this role: IT director. The aforementioned administrator, who was serving as a de facto, part-time instructional technology coordinator, left this past June. At the end of this calendar year, the school will be moving on from the MSP relationship to bring IT/IS management in-house. As a result of these two changes, a new north star for the school has emerged. TQS is at an inflection point, in which daily, on-site, presence of technology management is essential. The more the school invests in technology, the more important it is that an experienced, full-time, IT/IS professional be an integral part of the school community.

Community presence at a small school rooted in community is paramount. This paradigm shift of technology administration is not tied to an endless list of "schoolwide technology brokenness." Rather, as needs shift the school needs someone who can serve up and down the vertical of technology administration. On the one hand, the school needs a strategic thinker who sees where technology is headed, and who can plan and project manage large-scale upgrades. At the same time, the school needs a creative problem-solver, who can take full ownership of an IT environment and be ready to troubleshoot and implement small configuration changes to meet the nuanced needs of the learning program. And finally, the school needs an "I-got-it" mindset and an "I'll-be-there" response from the technology office, whether that's supporting A/V for events, data administration for a growing suite of systems, or training for faculty and staff that have different comfort levels with technology.

Make no mistake about it: this position seeks an IT/IS professional with experience in system and network support and administration. This is not a director of educational technology in disguise, who would be asked more to innovate rather than administer. That said, at any school employees are there in service to the academic program. Thus, the right person is someone who is motivated to support education, particularly at a place like TQS, with its unique mission serving a unique

population of students. And because of the small size of this school, undoubtedly there would be a chance for an "all-in" minded IT/IS professional to eventually have direct touchpoints with students in support of classroom instruction.

It's also important to underscore that this position will not coincide with a regular MSP engagement. Administrators, faculty, and staff are ready for a full-time IT/IS professional, so the school is reapportioning its technology budget to invest in an FTE position rather than a third-party contract. That said, the head of school and the CFO understand the value of smart technology planning. As such, there will continue to be room in the budget for leveraging third-party engineering partners for major upgrades, installations, and capital improvements — so that year-over-year improvements get off on the right foot.

Speaking of the head of school and CFO, this new role reports directly to the CFO, who in turn reports to the head of school. Although the new IT director will not be a part of the head's cabinet, the head of school is heavily invested in the success of the IT program, and he is ready to have the IT director help influence future decisions and interact with senior leadership. One of the early lanes in which that will likely happen is data/systems management and planning.

Lots of great things are happening at the school right now, making it the perfect time for a new IT director to join the mix. The school just expanded its footprint into leased space down the hill at the Horsham Meeting House. The school has been expanding its programming and profiles of students served, which will lay the foundation for future admission growth. But some great things are also a result of what's not happening: TQS has enjoyed stable leadership at the top and has a high-functioning, collaborative, and engaged administrative team.

That team, and the rest of the faculty and staff, are eager to find a present, visible, and experienced IT director with a can-do attitude to provide consistent support and leadership of a program growing in importance each year. As a department of one, the IT director will be many things to many people, and will undoubtedly have to roll up sleeves to solve technical problems, but also step back from the day-to-day to manage the big picture. TQS is eager for the new IT director to start late fall of 2024, so that a graceful handoff can occur with the MSP, which is departing at the end of December. If this opportunity feels aligned with your personal mission, passion, and experience, TQS would be excited to receive your application!

ALEX BROSOWSKY
Head of School

GINNIE IM
Chief Financial Officer

"This new technology role comes at an exciting and important time for The Quaker School. At a day-to-day level, the IT director will be a critical partner to faculty and staff, who rely on our technology infrastructure and systems in so many different ways, both academically and operationally. And at a strategic level, the school has long-term goals that will require expert technology insight and project planning as new programs, initiatives, and even buildings come online in the years to come."

– Alex Brosowsky, Head of School

We invite you to **watch our video** with Alex Brosowsky, Head of School, and Ginnie Im, Chief Financial Officer, who talk about their background as school leaders, what brought them to TQS, the unique and rewarding mission of the school, and what they are seeking from an IT director as the school embarks on this pivotal hire.

Duties

Systems Management

- Oversee and evaluate the deployment of all hardware and software in terms of migration, rollout, customer satisfaction, performance, and asset management.
- Identify, suggest, and implement improvement to the application system environment, including processes, functions, and database structures.
- Administer the school's network, servers, data storage, phone system, A/V installations, printing systems, and other IT infrastructure, and ensure that these and other technology systems are delivering a reliable service and meeting the needs of faculty, staff, and students.
- Interface with other departments to provide essential data services and report management.

Faculty, Staff, & Student Partnership

- Serve as the school's technology project manager for upgrades and transitional initiatives, both school-wide and within specific departments.
- Design and deliver essential technology training for faculty, staff, students, and parents.
- Be a visible presence and hands-on support partner to ensure that requests for technology assistance are addressed in a timely and professional manner.
- Provide A/V planning and support for on-site events and meetings, some of which occur on the evenings and weekends.

Technology Leadership

- Under the direction of the CFO and in partnership with other school leaders, engage collaboratively with long-term technology planning and strategy.
- Evaluate emerging technologies in support of current, as well as future, academic and operational needs.
- Manage the technology budget and general operations of the technology program.
- Report directly to the CFO and perform other duties as assigned.

Qualifications & Qualities

Professional Qualifications

- Possession of a bachelor's degree
- Experience coordinating or managing technology projects and initiatives, preferably in an educational institution
- Experience administering data systems or enterprise applications
- Prior experience supporting IT operations, including: security, networking, backup, disaster and recovery planning, risk management, or hardware deployment

Leadership & Personal Qualities

- An eagerness to step away from the office and seek out colleagues across campus, in the spirit of cultivating meaningful and supportive relationships
- Curious passion for technology, and a highly skilled problem solver
- Excellent budgeting skills with the ability to plan strategically and cost-effectively, as well as prioritize resources
- Exceptional communication skills: written, verbal, presentation, and training
- An understanding of the unique technology needs of an independent school supporting students with complex challenges
- A commitment to the mission and core beliefs of The Quaker School at Horsham
- Capability to lift up to 25 pounds and access hardware in hard-to-reach spaces

How to Apply

Ed Tech Recruiting is acting on behalf of The Quaker School at Horsham to identify exceptional technology leaders to fill this extraordinary opportunity. Please direct any inquiries to:

jobs@EdTechRecruiting.com

Applications submitted by September 22, 2024 will receive priority review.

All applications must be submitted online:

www.EdTechRecruiting.com/jobs/TQS/technology

An application requires submitting four PDFs:

- Cover letter introducing yourself to the The Quaker School at Horsham search committee

- CV or resume

- A list of four references (include each person's name, current organization, title, phone number, email, and past connection to you — though we will not contact any references without obtaining your permission first)

- A response to the following prompt:

> *How comfortable would you feel leading a "department of one?" In what general areas of technology administration, if any, would you need additional support or training — and how would you go about obtaining that professional growth?*

The Quaker School at Horsham (TQS) does not discriminate on the basis of race, color, religion, creed, sex, sexual orientation, national origin, ancestry, age, physical or mental handicap/disability, citizenship, genetic information or any other characteristic protected by law in its programs, activities or employment practices.