

BERKELEY HALL SCHOOL

Director of Campus Operations

LOCATION

Los Angeles, CA

FINAL ROUND

Late April / Early May

REPORTS TO

Head of School

POST DATE

March 7

DECISION ANNOUNCED

Mid-May

SALARY RANGE

\$110,000 - \$125,000

APPLICATION DEADLINE

April 7

START DATE

Early Summer 2023





MISSION

To empower children to fulfill their unlimited, God-given potential as fearless scholars and conscientious citizens.

SUMMARY

Sitting atop 66 acres of the Santa Monica Mountains, Berkeley Hall School is the oldest PS-8, coeducational independent school in Los Angeles. Its campus is a serene retreat from the bustle of nearby neighborhoods, and embodies what Berkeley Hall School offers its 260 students – a safe, supportive, and close-knit community where each child is empowered to become a fearless scholar and conscientious citizen. Students enjoy an abundance of outdoor learning areas, in addition to robust athletic facilities and a recently designed wellness center. The campus is truly an extension of Berkeley Hall's programs, and the school plans to embark upon a number of campus improvement projects including renovating its athletics facilities, expanding the use of outdoor learning spaces, and installing campus-wide technology upgrades. With these

exciting initiatives on the horizon, Berkeley Hall is now seeking a director of campus operations who can take the lead on ensuring the success of these projects, in addition to reimagining campus operational processes from security to technology. Through the creation of this new role, an existing facilities team will take the lead on managing day-to-day facilities needs, while the incoming director of campus operations will ensure that both large projects and ongoing campus improvements are strategically aligned with the school's overall goals and academic programs. The director of campus operations will provide community-minded operational leadership, and serve as a strategic partner to the interim head of school and the rest of the Berkeley Hall community. The incoming director of campus operations will report directly to the head of school and will start in the summer of 2023.



VALUES & HISTORY

The Foundations of Berkeley Hall

Values

RESPECT

Behaving with dignity toward oneself and others (including property).

HONESTY

Communicating with integrity and showing moral courage.

RESPONSIBILITY

Making good choices and always using the Golden Rule of treating others the way we want to be treated.

COMPASSION

Expressing empathy and kindness for the rights and feelings of others, while accepting and appreciating differences.

Motto

“No Limits, No Labels, Lots of Love.”

Golden Rule

Treat others as you want them to treat you. This universal tenet is central to our community life.

History

Founded in 1911, Berkeley Hall is the oldest, co-ed independent school in Los Angeles. Its commitment to education is rooted in the vision of the school's founders, Leila and Mabel Cooper, who as educators and Christian Scientists were dedicated to promoting the unlimited, intelligent nature of all children as expressions of God.

The founders' legacy is reflected in Berkeley Hall School's mission statement, and continues to guide the community in taking every opportunity to cultivate the core values of **respect, responsibility, honesty, and compassion** within themselves. Today, the school considers these founding principles to be universal truths that are integral to the Berkeley Hall experience and its inclusive community that embraces families from diverse religious and cultural backgrounds. Berkeley Hall also believes that these values allow children to grow into self-confident and compassionate stewards of their world, and encourages them to explore their own values while respecting each person's individuality and set of beliefs.



DEIB AT BERKELEY HALL

Berkeley Hall's goal is to approach teaching and learning in ways that are enriched by the variety of backgrounds and perspectives each student brings. Berkeley Hall strives to create a community built upon relationships of awareness and trust.

A number of school programs are addressing implicit bias, equipping the community to fight racism, fostering student intelligence in multiculturally sensitive ways, and enriching and strengthening a curriculum that is inclusive and equitable. But just as important are the less formal steps—the teachable moments Berkeley Hall experiences every day, in which teachers and students practice seeing and celebrating each individual for their unique gifts.

For 112 years, Berkeley Hall has embraced the ideal of fairness. The school knows that achieving that ideal is a continuous work in progress, and the process of striving toward it is also deeply instructive.

- Berkeley Hall is diverse in many ways: ethnically, religiously, culturally, and socioeconomically, even internationally (with 6% of students being non-U.S. citizens).
- Berkeley Hall celebrates and experiences its diversity through intercultural events spanning the year— from Black History Month and Lunar New Year, to Diwali and Persian New Year.
- Through an evolving curricular audit, Berkeley Hall is examining its curriculum through an equity lens to be sure to include content that represents a more global perspective and cross-section of all cultures and backgrounds.
- Through a responsive classroom model, students work together to identify their strengths and articulate goals for their growth as fearless scholars and conscientious citizens. In doing so, they model and practice skills of inclusion and fairness every day.



KEY STATISTICS

FOUNDED IN

1911

CAMPUS

66 acres
in the Santa Monica
Mountains

7
buildings and
an amphitheater

ENROLLMENT

260 students

GRADES

PS – Grade 8

DIVERSITY

54%
of students
are of
non-majority
backgrounds.

STUDENT/FACULTY RATIO

8:1

AVERAGE CLASS SIZE

18 students

FACULTY

34 full-time faculty
members

12 special subject
teachers

61% of faculty hold
advanced degrees

MEMBERSHIPS

NAIS
CAIS
CSSE
LAIS

ACCREDITATION

CAIS
California
Association of
Independent
Schools

WASC
Western
Association
of Schools
and Colleges

SPORTS FACILITIES

- Football, soccer, and baseball fields
- 1/4 mile track
- Sport Court and four tennis courts
- 75 ft. outdoor pool

ENDOWMENT

\$4M for 2022-23

CAPITAL IMPROVEMENTS BUDGET

\$1M for 2022-23

OPERATING BUDGET

\$8M for 2022-23

FINANCIAL AID

24% of students are awarded
need-based grants

www.berkeleyhall.org



THE PS-8 MODEL

By bringing together students from age 4-14, Berkeley Hall creates an environment beautifully suited for each of them to thrive.

It provides space for children at each age to be themselves, in an age-appropriate way. It gives each age group room to shine while allowing for inspiring connections between older and younger students.

One of the clearest advantages is for 7th and 8th graders, who have exceptional opportunities to step into roles of leadership and to gain recognition and respect. Rather than struggling for a sense of identity in the shadow of high school students – or emulating overly mature behaviors – these young adolescents can come into their own at Berkeley Hall.

For younger students, the middle-graders become wonderful role models. Whole-school activities, as well as peer tutoring and other buddy programs, create a solid structure for relationships to form and grow.

- Preschool and Early Kindergarten children attend plays and performances presented by older students, and older students attend their shows as well.
- In contrast to large, multi-division schools where lower, middle, and upper schoolers each inhabit their own worlds, Berkeley Hall's small size allows for vibrant cross-connection.
- Because Berkeley Hall's middle school does not feed into a single high school, faculty members work rigorously to prepare graduates for success in a range of secondary settings—from top boarding schools to the best high schools across Los Angeles.
- Approximately 90% of Berkeley Hall 8th graders gain entry to their top-choice high school.



SEL AT BERKELEY HALL

Berkeley Hall sees social-emotional learning as equally important to a rigorous academic curriculum. Berkeley Hall places an emphasis on nurturing the whole child, and creates an inclusive culture of collaboration on campus. The school teaches children how to harness a growth mindset, and provides support and resources to all students through its campus wellness center. Berkeley Hall aims to empower students to take risks and discover their passions through graduation and beyond.



Depth of Study Program

Berkeley Hall faculty members share a commitment to ongoing academic improvement. Through the Depth of Study program, the school's teachers put that commitment into action.

Depth of Study faculty teams work together in an ongoing, structured way to strengthen specific aspects of teaching and learning at Berkeley Hall. Teachers analyze student data to identify facets of the curriculum and student experience that could benefit from improvement and then bring together their best ideas to make it happen.

In a profession where most practitioners work in isolation, Depth of Study is boldly collaborative. It results in better day-to-day instruction and in systemic improvements, too — continuity from grade to grade, shared vocabulary and standards

among faculty, and an elimination of gaps and redundancies. The result is a more powerful learning experience for every student.

This systematic approach ensures that programs such as Columbia University's Teachers College Reading and Writing Project and the Singapore math program are taught deeply and effectively, and that the school's implementation of these research-based programs stays true to their original design.

In many ways, Berkeley Hall teachers' commitment to Depth of Study means that each student experiences a depth of understanding.

The Wellness Center

The Berkeley Hall Wellness Center, under the guidance of the director of student wellness and the assistant head of school for programs and DEIB, promotes the health and well-being of the community through a variety of programs. These include, but are not limited to, health and medical needs, COVID-19 protocols and procedures, outdoor education trips, student council, community time, after-school enrichment programs, extended daycare, bus programs, academics, social-emotional learning, restorative practices, diversity, equity, inclusion, and belonging, and wellness time (formerly known as advisory).

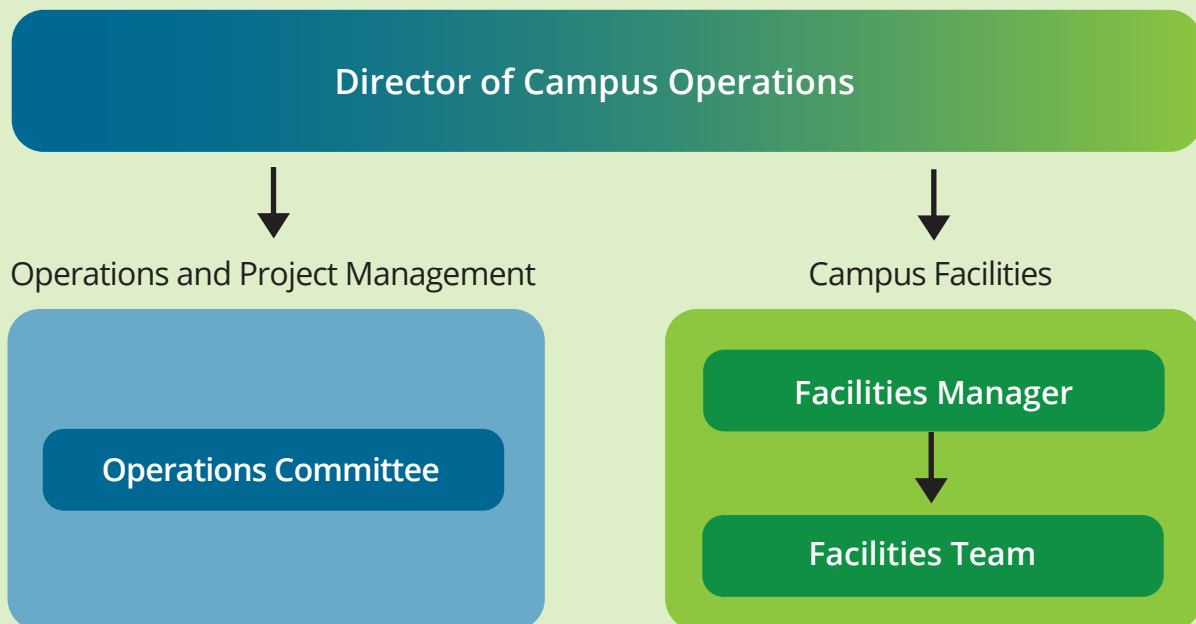


TWO BIG AREAS OF FOCUS

The director of campus operations oversees two areas of non-academic affairs.

Operations and Project Management encompasses processes, procedures, and systems that support the day-to-day workings of the school. To that end, the director of campus operations must function like a proactive, hands-on project manager on the lookout for improvement opportunities. The director of campus operations will serve on the operations and safety committees, which bring together operationally focused employees from different departments who plan events, oversee contractors, ensure safety and security compliance, and coordinate logistics.

Meanwhile, Facilities encompasses buildings, grounds, custodial, landscaping, and perimeter safety. The day-to-day operations of the Facilities Department are led by a facilities manager, who in turn supervises the other members of the team. The facilities manager also manages several outsourced contractors that provide campus-wide cleaning, security, and landscaping services. The director of campus operations is less involved in daily facilities affairs, but by the same token is essential in support of long-range campus master planning, vendor management, and major construction oversight.



KEY PARTNERSHIPS

As mentioned on the previous page, this role combines two important domains: management of campus-wide projects and operations and oversight of the facilities department. Below are two key stakeholders for each domain. Sarah Colmaire runs the academic program and is seeking an outstanding project manager for non-academic operational initiatives. John Niemans is the facilities manager and is seeking an outstanding supervisor to work with him on major facilities projects and provide additional behind-the-scenes support.

Dr. Sarah Colmaire

Assistant Head of School for Teaching and Learning



Dr. Sarah Colmaire is the assistant head of school for teaching and learning at Berkeley Hall. Sarah works to enhance the educational experience of each student at Berkeley Hall, and enjoys finding new ways to utilize the school's campus to expand learning opportunities. In envisioning her partnership with the incoming director of campus operations, Sarah hopes to work with an individual who can focus on the big picture of tasks, and establish best practices that support the Berkeley Hall academic experience. While facilities management is also important to her, she values the ability for the person in this role to adopt a project-management mindset regarding the school's operations. She is looking forward to welcoming a visionary and strategically-minded director of campus operations to Berkeley Hall.

John Niemans

Facilities Manager



John Niemans was recently promoted to the facilities manager at Berkeley Hall. In this role, John is responsible for supervising the two additional facilities team members, outsourcing contracting partners as needed, and managing the tactical day-to-day needs of the school and its campus. Now in his fourth year at Berkeley Hall, John feels grateful to be part of the friendly community, and enjoys coming to work in the beautiful, natural environment each day. One of his dearest memories includes constructing a memorial bench dedicated to the previous head of school. He is looking forward to welcoming a relational and motivated director of campus operations to Berkeley Hall, and will continue to invest in making the campus a safe and welcoming space for students to learn and grow.



UPCOMING PROJECTS

Head of School House

Berkeley Hall plans to add a new on-campus house for its head of school. Once complete, this building would serve as the living quarters for the head of school, as well as a much-needed gathering space for community-wide events.



OPERATIONAL COMPONENT

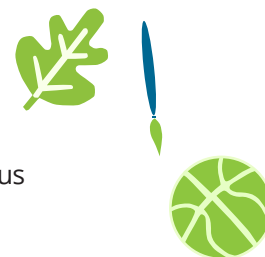
The director of campus operations will help manage the event schedule for the head of school house. This individual will collaborate with faculty and staff on ways to best utilize the non-living space in the building, or renting the space to other community partners. It will be important for the director of campus operations to partner with the head of school to strategically plan how the space may be used to generate income for Berkeley Hall.

FACILITIES COMPONENT

The director of campus operations will work collaboratively with the Mulholland Drive board to oversee the project's final approval and issuing of construction licenses and permits. Furthermore, this individual will oversee the project's timeline, while managing third-party contractors and effectively communicating with the head of school regarding the building's progress through completion.

Campus Updates

Berkeley Hall constantly evolves to meet the ever-changing needs of its student population. Campus facilities are routinely updated to provide safe and modernized spaces for students to learn and pursue their educational goals each day.



OPERATIONAL COMPONENT

The director of campus operations will prioritize campus improvements over a multi-year period. Furthermore, this individual will work alongside the technology department to strategize on how classroom spaces can be updated to accommodate newer technologies and evolve with educational technology trends.

FACILITIES COMPONENT

The director of campus operations will routinely assess and recommend necessary campus improvements, including surface-level improvements to interior and exterior spaces. With these structural and design improvements, it will also be important to regularly update the campus blueprints and brainstorm ideas to improve the energy efficiency of each building.





Safety and Security

Berkeley Hall recently completed a campus security audit through an external vendor to assess potential areas for improvement. The school prides itself on providing a well-maintained campus that stays up to date with security and safety measures.

OPERATIONAL COMPONENT

As a member of the safety committee, the director of campus operations will take the lead on directing regular school safety drills, as well as regularly reviewing and making improvements to Berkeley Hall's crisis and emergency management plans. This individual will also be expected to periodically communicate with faculty and staff to outline changes and safety considerations.

FACILITIES COMPONENT

After assessing the most pressing needs, the director of campus operations will manage the implementation of many of the security audit recommendations. One of these projects includes overseeing the replacement of the wooden seats in the school's outdoor amphitheater with concrete stadium seating, which will contribute to the school's existing fire-mitigation strategies.



BACKGROUND AND OPPORTUNITIES

A Jewel of a Campus in Los Angeles

Los Angeles is famous for its interconnected freeways and towns. But in fact scattered across this large metropolitan city are special places that sit near open spaces, parks, mountain ranges, or scenic overlooks. Berkeley Hall School is one such example that has all those elements on its nearly 70 acres of beautiful land near the Santa Monica Mountains. A stroll on one of the many trails of Berkeley Hall would likely include an encounter with wildlife and undoubtedly include a sensation of calm and serenity.

Sitting near the 405/101 interchange, Berkeley Hall is proximal—including in some cases adjacent—to several other independent and public schools. Yet just four miles from The Getty Museum and 17 miles from LAX, Berkeley Hall is not that far from many diverse communities and suburbs, including Encino to the north, Hollywood to the east, Calabasas to the west, and Santa Monica to the south. Berkeley Hall began in the flatlands of Los Angeles and moved to its scenic indoor/outdoor campus several decades ago.

Founded over 100 years ago to empower children to fulfill their unlimited, God-given potential as fearless scholars and conscientious citizens, Berkeley Hall is the oldest co-ed, independent, K-8 school in Los Angeles. Families come to Berkeley Hall because it does not sacrifice community and kindness in its effort to deliver a top-notch academic program. Families also are thrilled that their children can learn outside and among nature as they step on to this oasis of campus that also boasts tennis courts, multiple fields, and a swimming pool. To that end, many other schools, neighbors, and camps seek out partnerships with Berkeley Hall to rent its facilities.

Two Key Elements to the Role

Facilities is in fact one of the two cornerstones of the director of campus operations role, a position for which Berkeley Hall is now hiring. This is a newly defined role that evolved from a director of facilities position, which opened up earlier this year. In mid-January, the highly-respected director of facilities retired, having served the school tirelessly for six years following a long career as a college facilities professional. The director of facilities brought an enterprise mindset, a commitment to preventative maintenance, a willingness to be hands-on with repairs and technical work, and a passion for serving the needs of teachers and students.

Two key changes have occurred that helped to trigger a redefinition of the role. First, the lead facilities technician was promoted to facilities manager. He is now managing the other two members of the department, along with the external vendor crews that provide custodial, landscaping, and security services. Second, the CFO, who has already been remote 50% of the time, will soon move to 100% remote once a director of campus operations comes onboard. This change is important because for many schools the size of Berkeley Hall, the CFO often plays a dual role leading various aspects of operations. Thus, with a capable lead of the facilities unit in place, and with an upcoming need for a de facto head of operations, the Berkeley Hall leadership team has thoughtfully reimagined its heretofore director of facilities role into a director of campus operations. As part of that change, the position will no longer report to the CFO but instead directly to the head of school.

In some sense, these two aspects of the new role—facilities and operations—are really two sides of the



same coin. Facilities and operations are non-academic aspects of a school designed to support the program and ensure a smooth experience for students, teachers, and parents. To that end, the director of campus operations should view anyone who comes on campus as a client, and be focused on ensuring and improving the customer experience. That experience could involve an aspect of facilities, be it a classroom, field, or external learning space. But it could also involve a purely operational element, from carpool and safety to project and event management. Thus, Berkeley Hall needs its next director of facilities think like a project manager and be proactively attentive to needs involving process, systems, and workflow. These added elements are why the role will report to the head of school and steer the operations committee, which brings together a team of people from different departments to coordinate campus-wide operational matters.

Nuanced Needs and Thinking Ahead

Each aspect of the role has its nuances. On the facilities side, the school does not need the director to be as hands-on with technical maintenance or day-to-day facilities operations as the previous facilities director was. The newly-promoted facilities manager will assume those responsibilities. If additional help is needed, the school can seek out temporary, outside technical vendors, or potentially explore the creation of an entry-level facilities technician role. On the operations side, the school does want the director to be hands-on with designing, communicating, and evaluating campus-wide processes, systems and workflows. At the same time, this is a director-level position, which means that the ability to proactively manage projects, oversee change management, and coordinate with employees in other departments are all essential skills.

In terms of change, several initiatives are on the short-, medium- and long-term horizons, both for facilities and operations.

IN THE SHORT-TERM

- *Facilities:* Building a new deck or implementing phase two of a remodel to the innovation center
- *Operations:* Taking leadership of the operations committee

IN THE MEDIUM-TERM

- *Facilities:* Overseeing construction of a new head of school house and improvements to the athletics complex
- *Operations:* Implementing aspects of a security audit and identifying opportunities to improve campus operations

IN THE LONG-TERM

- *Facilities:* Helping the school plan and execute major interior remodels to its many classroom facilities over a period of several years
- *Operations:* Developing and executing a plan for ensuring minimal disruptions to classroom instruction and space scheduling during that multiyear period of construction

All in all, this is an exciting opportunity for someone who has experience and interest working in two parallel areas: facilities and operations. The next director of campus operations should understand that excellent, well-maintained facilities support efficient day-to-day operations. And well-organized, proactive operational plans are essential for a campus that has some legacy infrastructure and for a school that does not have a huge budget or endowment.

Throughout it all, excellent communication and EQ skills will be essential attributes for the director, who needs to keep others informed and maintain positive relationships with everyone on campus. Berkeley Hall is excited to welcome its new director of campus operations to this community in the beautiful hills of the Santa Monica Mountains early this summer. The director will find a kind, caring, and supportive community, on occasion an unexpected animal of nature, and on a daily basis a beautiful, peaceful, and scenic landscape at the doorsteps of this very special school.



ADDITIONAL INFORMATION

Adjectives to Describe the Director of Campus Operations

COMMUNITY-MINDED

VISIONARY

ACTIVE LISTENER

SYSTEMS-THINKER

PATIENT

COLLABORATIVE

MISSION-ALIGNED

RELATIONAL

DETAIL-ORIENTED

Leadership Transition



Dr. Nikki Gamrath
Outgoing Head of School



Dr. Sarah Colmaire
Assistant Head of School for
Teaching and Learning (2022-23)
Incoming Interim Head of School

Berkeley Hall is currently under the leadership of Dr. Nikki Gamrath, who has been a champion for enhancing and investing in school operational management. Nikki is leaving Berkeley Hall at the end of this year and is preparing to hand the reins over to Dr. Sarah Colmaire, who is currently the assistant head of school for teaching and learning at Berkeley Hall. Sarah will serve as the interim head of school during this period of transition. As an alum of the school, Sarah shares Nikki's commitment to the mission and recognition of the importance of operational leadership, and she is very excited for this new role.

We invite you to watch our [INTERVIEW](#) with Nikki and Sarah, who talk about the warm and welcoming community at Berkeley Hall. They both share insights on why this new role is so important to the student experience at Berkeley Hall, as well as examples of upcoming projects that the director of campus operations will be supporting.



DUTIES

Facilities Oversight

- Supervise the facilities manager to ensure continuity of facility operations, which comprises buildings, grounds, maintenance, security, and custodial.
- Support the facilities manager as needed in hiring, training, supervising, and evaluating facilities employees.
- Develop and manage the annual operating budget for facilities, as well as capital equipment and improvement budgets.
- Oversee contractual relationships with, and RFP processes in search of, outsourced facilities vendors, for which day-to-day supervision comes from the facilities manager.
- Liaise with department heads, leadership team members, and other faculty and staff to discuss end-user facilities needs, and with the facilities manager to set priorities and project plans that address those needs.

General Leadership

- Participate as an active and engaged member of the Leadership Team.
- Communicate regularly and effectively with all constituents to ensure that teaching, learning, and all other aspects of the school's program, as well as scheduled events, are being addressed from both a facilities and operations standpoint.
- Perform other duties as assigned.

Operations and Project Management

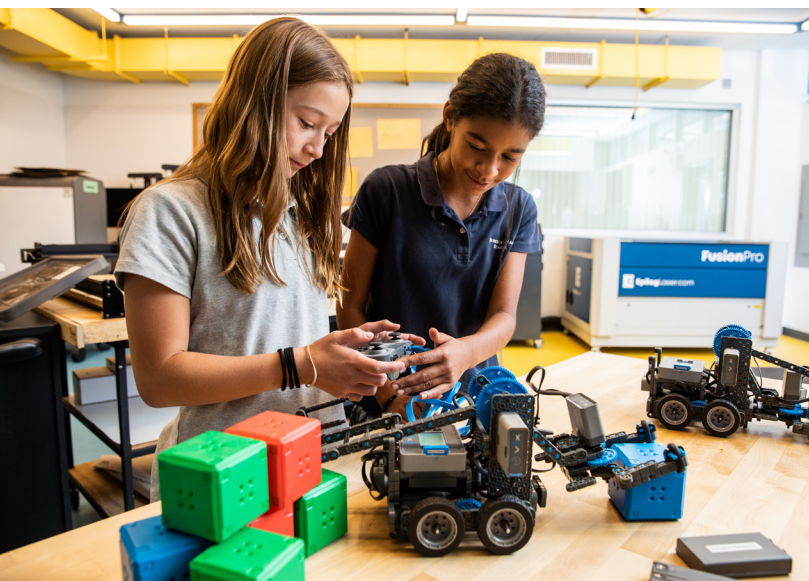
- Ensure successful performance of several operational services, including: transportation, emergency notification, safety, event services, and general project management.
- Establish policies, systems, and procedures that are harmonious with school culture to ensure effective operations and improve operational efficiency.
- Run the Operations Committee, which meets weekly and includes operationally focused employees from different departments.
- Oversee external and auxiliary programming on campus.
- Manage major capital construction projects, which includes: overseeing and coordinating contractors, subcontractors, and owners representatives; ensuring compliance with codes and regulations; and ensuring contractual fulfillment.



QUALITIES, QUALIFICATIONS, AND PHYSICAL REQUIREMENTS

Qualities and Qualifications

- Possession of a bachelor's degree from an accredited college or university
- Visionary and servant approach to meeting the facilities and operational needs of a fast-paced, innovative school environment
- Proven skills in the areas of diversity, equity, and inclusion, with experience and commitment to leading and supporting a diverse array of constituents
- Demonstrated success coordinating organization-wide facilities or operations initiatives, ideally within an educational or non-profit organization
- Knowledge of design, construction and renovation protocols
- Exceptional fiscal management, organizational, and planning skills
- Experience supervising individuals and teams effectively
- A collaborative leader and worker with internal motivation, follow-through, and executive functioning skills
- Outstanding verbal and written communication skills
- A willingness to connect, to listen, and to empathize with others in times of need
- A proclivity for establishing, implementing and maintaining operational policies, procedures, controls and standards in a complex environment with multiple demands and on time and attention
- Demonstrated strategic and long-range planning skills
- Creativity and innovation
- Enthusiasm for students and teachers to pursue their passions, talents, and interests, both in and out of the traditional classroom
- A love of learning and being in a school environment, and a willingness to support unique and unpredictable learning journeys of both young students, and staff



Physical Requirements

- Daily desk work including significant amounts of telephone and computer time
- As part of daily routines, the ability to move around a large campus with uneven pavement and managing stairs
- Able to walk inside and outside in order to respond to campus issues and/or check on various departmental progress
- Able to operate vehicles and machines



HOW TO APPLY

12M Recruiting is acting on behalf of Berkeley Hall School to identify exceptional operational leaders to fill this extraordinary opportunity.

DIRECT INQUIRIES TO:
jobs@12MRecruiting.com

Applications will be considered through April 7, 2023.

All applications must be submitted online:
www.12MRecruiting.com/jobs/BerkeleyHall

An application requires submitting four PDFs:

- Cover letter introducing yourself to Berkeley Hall School 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:

This role combines two important domains: oversight of the facilities department, and management of campus-wide projects and operations. In approximately 250 words, describe an initiative that you led or a role that you had that involved both these domains, and how you worked to achieve successful outcomes for the constituents that you served.

Berkeley Hall School provides equal employment opportunities to all qualified individuals without regard to race, color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state, or local laws. Equal opportunity includes, but is not limited to, hiring, training, promotion, demotion, transfer, leaves of absence, and termination.

