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CONSULTANCY



Jacksonville, Florida

Head of School

Introduction

The Bolles School is a nationally renowned, independent day and boarding School serving 1,680 students in Pre-K through grade 12 on four campuses in Jacksonville and surrounding communities. A leader in academics, arts, and athletics, the School is firmly rooted in the principles that have characterized its community and traditions for nearly 80 years: pursuing excellence through courage, integrity, and compassion. The vast resources and expert instruction available to students as they explore and hone their individual interests and strengths are embodied in the School's motto -- *All Things Possible* -- and students eagerly embrace the myriad of opportunities available to them both in and out of the classroom.

The Bolles School was established in 1933 as a military day and boarding School for boys in grades 7 through 12. The School dropped its military affiliation in 1962 and became coeducational in 1971. After the merger with the all-girls Bartram School in 1991, Bolles created a separate middle School facility for grades 6 through 8 and a girls boarding program. The School opened a campus in Ponte Vedra Beach in 1999 to serve students from the Beaches area in Pre-K through Grade 5.



Academics

Bolles employs more than 400 full and part-time faculty, staff, coaches, administrators, and seasonal employees -- including 147 full-time teachers -- all of whom are integral to providing an exceptional educational experience. The School's outstanding faculty are experts in their respective fields; more than 90 faculty members have master's degrees, including 11 faculty who have received a Ph.D. In addition, the average experience of the teaching faculty is 14 years. Average class sizes of 15 and a student-to-faculty ratio of 11 to 1 allow for individual attention and support. With teachers serving as their instructors, guides, and mentors, students

THE BOLLES SCHOOL
Head of School

at The Bolles School participate actively in their education through hands-on experimentation, field trips, research, debate, competition, and classroom learning. In the fall of 2013, the Board of Trustees approved a multi-year, ambitious technology initiative. A Chief Technology Officer with extensive experience in educational technology was hired to lead the multi-million dollar project. The goal is to place Bolles at the forefront of educational technology to enhance students' experience and understanding of technology and to better prepare them for college and life.

The **Lower School**, which encompasses pre-kindergarten through fifth grade, serves a total of 458 children on two campuses -- one on twelve acres in Ponte Vedra Beach and the other, Whitehurst, adjacent to the Upper School's San Jose campus. Lower School teachers create an intimate and innovative learning environment in which students build upon their natural sense of exploration and begin developing the personal values that will guide them as they progress through school and life. Students receive a firm foundation in reading skills, writing, math, science, and social studies with further enrichment in foreign language, physical education, the arts, technology, and library skills. Notably, the School recently implemented *Science and Technology for Children*, a new curriculum that focuses on using real-world experience to discover scientific concepts and develop skills, as well as the *Best Practices Using a Workshop* model, a language arts program that blends direct instruction in language arts with greater opportunities for students to practice skills. Furthermore, in 2009-2010, Bolles was the first school in the area and among the first in the state to adopt *Singapore Math*, and has been a resource for other schools in the area implementing the Singapore Math program.



Recent enhancements to both the curriculum and classrooms have been made with an eye toward ensuring that courses are age-appropriate, particularly with regard to the ways in which pre- and early adolescents learn best. In addition, a new language lab has provided additional computers for all classes and served as a platform for delivering *Schoolshape*, a web-based language lab, to Bolles students, who are the first in the nation to use the program.

Mission Statement

The Bolles School prepares students for college and life by inspiring achievement, integrity, confidence, and compassion in an academic community dedicated to nurturing mind, body, and soul.

Accordingly, Bolles provides an unequaled breadth of opportunities and experiences which enable every student to optimize his or her unique interests, abilities, and talents.

THE BOLLES SCHOOL
Head of School

BOLLES AT A GLANCE

Enrollment: 1,671
Upper School: 789
Middle School: 424
Lower School: 458
Boarding: 90 students

Campuses:

San Jose Upper School and
Whitehurst Lower School (52 acres)
Bartram Middle School (24 acres)
Ponte Vedra Lower School (12 acres)

Faculty:

275 full- and part-time faculty & staff
147 full-time teachers

More than 90 faculty members have
master's degrees; 11 faculty have
received a Ph.D.

Average Class Size: 15

Student-to-teacher ratio: 11 to 1

Tuition:

Upper: \$22,050
Middle: \$21,400
Lower: \$9,250 - \$16,900
Boarding: \$45,030

Financial Aid: \$3.5 million, plus \$1.1
million in faculty and staff remission

Budget: \$36 million

Endowment: \$16 million

Annual Giving: \$1.35 million

The **Upper School**, with 789 students on the San Jose Campus, is the culmination of all that Bolles offers in educational excellence and college preparation. Within the accelerated and demanding academic environment, students are challenged to excel and experience the satisfaction of personal achievement. Advanced Placement courses are available in more than 20 areas, and honors courses are offered in each discipline as well. Specifically, the Upper School teaches courses in six languages including Chinese and Japanese, science courses such as physical science and neurobiology, and mathematics from algebra to robotics engineering. Upper School technology facilities include a multimedia room, two computer labs, science labs and lecture hall, and the Internet Room. Bolles graduates consistently place in the top 10% of Advanced Placement scores achieved throughout the country. In 2010, Bolles students exceeded the School's historical average with an overall pass rate of 97%, and 51% received a score of 5. For the classes of 2011 through 2013, the middle 50 percent of scores for the SAT range from 1620 to 1970, and the middle 50 percent of ACT scores vary from 23 to 29. Since 2007, 44 Bolles students have been named National Merit Finalists, with 17 of those students earning National Merit Scholarships for their success on the PSAT. Bolles has also produced Morehead-Cain and Jefferson Scholars, and recently, our first Rhodes Scholar.



One hundred percent of Bolles graduates go on to attend a four-year college or university. The School provides a comprehensive college counseling program that begins in the ninth grade and is committed to helping students connect with institutions of higher

THE BOLLES SCHOOL
Head of School

education that will be the best fits for their aspirations, interests, and skills. Juniors take tests such as the Myers-Briggs Type Indicator and the Strong Career Inventory as part of the process of discovering themselves and becoming empowered to make wise decisions about their futures.

Bolles alumni matriculate to a number of the top-ranked colleges and universities in the country. Colleges with multiple enrollments over the past four years include Auburn, Florida State University, University of Florida, University of Georgia, University of Alabama, Georgia Tech, Davidson College, Duke University, Vanderbilt University, University of Virginia, University of Southern California, University of Pennsylvania, and Harvard University, to name a few. The Class of 2013's 192 graduates and one post-graduate student were accepted to 174 colleges and universities and are now attending 85 different colleges and universities around the country. Together, they were offered, or qualified for, more than \$2.7 million of merit-based scholarships for their first year of college, amounting to nearly \$11 million over the course of their four-year college careers.



Arts, Athletics, and Other Activities

The Bolles community believes that traditional academics are only one component of the educational experience and development of the whole child, and every day the School is alive with activities in arts, athletics, service, and student clubs.



The Arts. Exploration of the arts is encouraged through both academic classes and extracurricular programs in the areas of instrumental and vocal music, dance, drama, and visual arts. Approximately 85% of the Bolles student body participates in over 100 performances and gallery shows within the fine and performing arts department each year. Lower School students are exposed to general instruction in music, drama, and art, and Middle

Schoolers' pursuits gradually become more focused and specialized as they progress through the division. Bolles Upper School students perfect their command of technique and theory while experiencing the joy of self-expression and self-discovery. Visiting artists, field trips locally and out of town, and invitations to perform at prestigious events and venues such as Carnegie Hall and The Kennedy Center broaden the scope of the arts experience at Bolles.

BRIGHAM HILL CONSULTANCY

THE BOLLES SCHOOL
Head of School



Athletics. With over 50 teams at the middle school, junior varsity, and varsity levels, Bolles offers a full complement of athletic opportunities through which students develop into well-rounded individuals. At Bolles, participation and camaraderie are as important as competition and success in the overall educational aspect of the athletic program, and the student body regularly approaches or exceeds 80 percent participation in one or more sports. The important lessons of

leadership, self-discipline, and teamwork are the lasting rewards made possible through sports, but at the same time, the School takes pride in its athletic achievements. As of January 2014, Bolles teams have claimed 110 state titles and 78 state runner-up finishes in 17 different sports, and the School's athletic program has been recognized as among the best in the country by ESPN RISE, Max Preps, and *Sports Illustrated*. In Florida, Bolles continues to earn recognition as the best in its classification, earning an All-Sports award for the past 33 years. Notably, the School has had a total of 48 swimmers represented at the Summer Olympics since 1972, and alumni include 10 Olympic medalists, who have won a total of 13 medals.

Service. Community service is not required at Bolles; instead, students are taught from a young age the importance of giving back. Through implicit and explicit character education, they develop the ethical principles and respect for themselves and others that result in the intrinsic motivation to help others and tackle the problems of their community and the world. In every division, Bolles students are involved in activities that serve others. Lower Schoolers raise money for worthy organizations through walks and runs; Middle Schoolers stage food and clothing drives and are leading the "greening" of the Bartram campus; and Upper Schoolers host festivals for local children, participate in international relief efforts, and direct a number of fundraising initiatives. In fact, since 2007, Bolles Upper School students have contributed over \$123,000 to numerous charities.



Clubs. With more than 80 clubs in the Upper School alone, Bolles has something to offer every student. Service groups comprise the majority of clubs and focus on issues ranging from the environment to fundraising for health care to working with children and families in need. Special interest clubs include the Current Politics Club, the Video Game Creation Club, Food of the World, and Global Jax, to name a few. Other options in the arts, academics, and sports abound.

THE BOLLES SCHOOL
Head of School

Boarding

Today, Bolles is the only school in Northeast Florida that features a Residential Life Program and is home to 90 boarding students from eleven states and 23 countries. The boarding program dates to the School's founding and has always been an important component of Bolles. Boarders enhance the student body by bringing a diverse set of viewpoints and experiences and providing an opportunity for all community members to develop an appreciation of people from varied regional and cultural backgrounds. In turn, boarders gain a sense of responsibility, self-reliance, time management abilities, and leadership skills. The San Jose Campus has residence halls for 60 male students, while approximately 30 female boarders reside on the Bartram Campus. Resident faculty provide boarding students guidance, discipline, and familial intimacy, and the Resident Ambassador Program (R.A.P.) pairs boarding students with Bolles families living off-campus, thus giving them the chance to form strong familial bonds while they are away from home.



Community and Culture

A sense of connectedness across the years and between constituencies is the hallmark of the Bolles culture. A number of alumni have returned to the School as parents, teachers, and board members. Many alumni are also often parents of current students, and several families have been associated with Bolles for decades. The continuity represented in the School's multigenerational heritage, the dedication to ensuring that students feel known and appreciated, and the underlying humility of the constituents all sustain and enhance the relationships that mark the community. A recurring refrain on campus is the reference to Bolles as a large and tightly knit extended family, and it is in many respects a "family school," albeit one that is nevertheless selective and demanding. The uniqueness of each individual is prized, and the faculty acknowledge the range of capabilities among the student population, all the while encouraging their interests as part of preparing them for life. An underlying theme in the School is that constituents seek to excel, but the quality of the Bolles experience itself and the growth of the student are prized over seeking preordained outcomes. Accordingly, the School provides multiple venues in which students can discover personal happiness and future accomplishment. Faculty as well feel joy in working at Bolles and value their freedom in the classroom, the high degree of professionalism among their cohort, and the environment that allows them to grow together in their respective crafts and to trust one another in their daily interactions.



BRIGHAM HILL CONSULTANCY

THE BOLLES SCHOOL Head of School

A diverse group of students, families, teachers, staff, and alumni is the heart and soul of the Bolles community. The School admits students without regard to gender, sexual preference, religion, race, creed, or national or ethnic origin and desires students who represent diverse backgrounds, which promotes global context, cultural richness, and diversity within the School community. In particular, to foster socioeconomic diversity within the School, Bolles provides \$3.5 million in financial aid each year in addition to the \$1.1 million of tuition remission given to faculty and staff. In addition, international exchange programs with schools in France, Spain, China and Japan -- as well as international boarders -- enhance cultural awareness within the Bolles community.



The Bolles Parent Association works diligently to enrich students' and parents' experiences and support the work of faculty and staff. Committees of parents from the School's four campuses volunteer more than 10,000 hours and sponsor more than 400 events every year. While the Bolles Parent Association is a large and dynamic organization, its structure of 16 committees in areas such as communication, Grandparents Day, grounds, new parents, arts, and more enables all parents to contribute.

Bolles alumni remain passionate about and committed to the School long after their graduation. The Alumni Board is a group of committed and engaged alumni dedicated to fostering alumni relationships through social events, outreach initiatives, and reunion planning, among other things. The Alumni Board is also instrumental in providing support to the development office through various fundraising initiatives and encouraging classmates to give back. The Alumni Board meets on campus every two months with committee meetings taking place in-between. Members of the Alumni Board are nominated and selected by a nominating committee of the Board and serve three-year terms.

In 1990, the Bolles Board of Visitors was established. This group of dynamic and diverse alumni from all over the country and abroad meet twice a year in Jacksonville and offer counsel on key issues currently impacting the School. Members of the Board of Visitors are appointed by the Bolles administration and serve three-year terms.

Finances and Fundraising

The Bolles School enjoys a level of financial health that many organizations would find enviable. An operating budget of \$36 million is funded through both tuition and the Annual Fund, which is expected to reach \$1.35 million and achieve a high level of participation in 2013-2014. An endowment of \$16 million supports financial aid, faculty salaries, programs, and other aspects of school life.

BRIGHAM HILL CONSULTANCY

THE BOLLES SCHOOL
Head of School

Governance and Accreditation

A Board of Trustees, comprised of 27 voting individuals and several emeriti members, governs The Bolles School. Members include current and former parents, alumni, and other community members, and are eligible to serve a maximum of two 3-year consecutive terms. The Board operates through a system of committees, including Finance, Audit, Programming, Development, Diversity, Strategic Planning and Trusteeship.

Bolles is accredited by the Southern Association of Colleges and Schools, the Southern Association of Independent Schools, the Florida Council for Independent Schools, and the Florida Kindergarten Council. The School holds memberships in the National Association of Independent Schools and the Council for the Advancement and Support of Education, among others.



The Opportunity

The Bolles School has enjoyed a tradition of long-tenured Heads of School. Harry de Montmollin served as Head of School from 1976 to 2001, following several years as a faculty member and administrator at the School. He was succeeded by Dr. John Trainer, who was Head until his retirement in 2012. Brian Johnson headed the School for the 2012-2013 school year, and following a mutual decision to part ways, Brad Johnson, a Bolles alumnus, was named interim Head of School. Bolles is looking forward to the leadership that its next permanent Head of School will bring as the School enters an exciting point in its institutional life cycle. The most recent vision document was completed in 2011, and the School is embarking on the process of defining its new strategic plan for the next approximately five years. Areas for key consideration include the following:

Program and Culture. The Bolles School prides itself on its tradition of excellence in education and its ethos of supporting all students in discovering their interests and talents and reaching their individual potentials. The School's breadth of academic and extracurricular offerings will remain integral as it continues to nurture student artists and student athletes. At the same time, Bolles understands that it must continually reflect on both its curriculum and programs and its pedagogical techniques in order to ensure that it is best serving its students in preparing them for the demands of college and the challenges of an ever-changing, global world.

Faculty and Staff. The strength of the Bolles program is a result in large part of the School's outstanding faculty and staff members, many of whom have spent the majority of their careers at the School. Like other independent schools across the country, Bolles will be experiencing a number of faculty retirements in the next five to ten years.

THE BOLLES SCHOOL
Head of School

Accordingly, the School will be faced with the challenge of retaining institutional memory in the midst of turnover and the opportunity to hire new teachers and staff who are philosophically aligned with Bolles and bring the benefit of diverse experiences and perspectives.

Endowment and Fundraising. Bolles and its students have benefited greatly from the generosity of parents, grandparents, alumni, and other donors over the course of its history. The School has developed a robust Annual Fund and has enjoyed success in capital campaigns. That being said, the School's endowment is relatively low given its size and age, and there is also room for growth in the Annual Fund. One challenge that Bolles encounters with regard to fundraising is the misperception -- rooted in the School's strong brand, excellent facilities, and broad range of offerings -- that Bolles is not in need of significant financial support. Philanthropic education will be an important part of growing the School's donor base, as will continued outreach to alumni. Future campaigns will focus on the growth of the endowment as well as the continued development of facilities.

Admissions and Brand. The Bolles School undoubtedly remains the best-known and most highly regarded independent school in North Florida. For many years, it was considered to be not only the best but the *only* option for families in the Jacksonville area. With more families moving to the region from across the country, the concomitant growth of the beach communities, and the increased options in independent education and high-performing public schools, Bolles finds itself in an increasingly competitive admissions situation. Enrollment has remained strong, but as part of ensuring that the School continues to attract a broad range of students, Bolles will have to design and execute a more proactive approach to marketing its value proposition to prospective families.

Responsibilities

Reporting to the Board of Trustees, the Head of School will bear chief responsibility for ensuring that The Bolles School continues to flourish in every regard. Seven senior administrators currently report directly to the Head of School, including the top staff members overseeing Academics, Admissions & Financial Aid, Advancement & Development, Finance & Operations, Human Resources, Student Life, and Technology. Specific duties include the following:

- In partnership with the Board of Trustees and with input from other key constituencies, establishing a vision and strategic plans to guide the future direction of the School while honoring and preserving its traditions.
- Cultivating and stewarding the close-knit, family culture of The Bolles School, in which people feel valued as individuals and motivated to reach their unique potentials.

BRIGHAM HILL

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THE BOLLES SCHOOL Head of School

- Serving as a role model for the entire school community and embodying the School's values of achievement, integrity, confidence, and compassion.
- Hiring, mentoring, and supporting excellent faculty and staff members, and fostering a high-functioning team through delegation and motivation.
- Guaranteeing the smooth and effective operations of the School by determining and establishing an ideal administrative structure, clarifying the roles and responsibilities of staff members both school-wide and by division, creating processes and opportunities for faculty and staff advancement and initiating succession planning for key positions.
- In concert with other key administrators, regularly reviewing and enriching the School's academic and extracurricular offerings and methodologies to ensure that it continues to provide a world-class educational experience while at the same time remaining loyal to its core values.
- "Telling the story" of The Bolles School -- including speaking compellingly about its history, its present, and its aspirations -- both to current stakeholders and to the local Jacksonville community in order to generate excitement about the School's direction and to promote awareness of its value proposition.
- In partnership with the Vice President of Advancement and The Board of Trustees, actively cultivating and soliciting donors both on an ongoing basis and as part of a forthcoming comprehensive campaign for endowment and facilities.
- Stewarding the resources of the School through sound fiscal management and planning and prudent oversight and development of facilities.

Preferred Candidate Qualities

Leadership

- One whose embrace of and commitment to the values and traditions of The Bolles School engenders the confidence of others and whose creativity and vision for the future of education inspire the entire school community.
- A visionary leader who is not satisfied with the status quo and who will prepare students for success in a technologically driven, rapidly changing world.
- An adept manager who communicates expectations clearly, respects and trusts colleagues, and delegates with comfort and ease.

THE BOLLES SCHOOL
Head of School

- A collaborative team-builder who gathers and respects input and generates a sense of common purpose while also displaying the clear sense of direction necessary to make difficult decisions and move an institution forward.
- A visible leader who balances the need to be engaged in the school community with the executive responsibilities required of the position.

Experience

- Background as a professional educator, either at the K-12 or collegiate level, or management experience in other educational contexts.
- Administrative experience that includes successfully managing a large division or organization through multiple layers of staff, ensuring that administrative roles and responsibilities are structured to optimize effectiveness, and supporting faculty and staff members.
- A history of collaborating with a board of trustees and other administrators on issues of strategic planning, program development, budgeting, and fundraising.
- A history that includes serving as the “public face” of an organization.

Skills and Knowledge

- Strategic planning skills that allow one to envision and guide the evolution of an organization while remaining true to its core values and honoring its culture and traditions.
- High emotional intelligence, an understanding of people and their motivations, and the ability to thoughtfully mediate the sometimes competing claims that arise in an independent school setting.
- A penchant for thinking in terms of systems and an understanding of the connections between the various parts of a complex organization.
- Broad and deep knowledge of traditional liberal arts education, current cognitive research, best practices in teaching and learning, and developments in educational technology; the foresight to envision future developments in education; and the ability to generate collaboration and creative thinking among faculty and staff members to ensure that Bolles continues to provide a first-rate educational experience.
- The personal gravitas and communication skills necessary to speak compellingly on behalf of Bolles one-on-one and in large groups in order both to generate excitement

THE BOLLES SCHOOL
Head of School

- about the School for fundraising and admissions purposes and to ensure common goals and a sense of shared purpose within the school community.
- Adept at hiring faculty and staff members who are experienced and aligned with the values of Bolles, and at creating avenues for professional growth within the School through effective delegation of responsibility in key areas.
 - The interpersonal skills necessary to build meaningful and productive relationships with a variety of constituents, including faculty, staff, parents, alumni, students, and local community members.
 - Expertise in designing and overseeing processes for the periodic review and enhancement of curricula, programs, and administrative functions.
 - Business acumen that allows one to manage budgets, to create and execute financial plans, and to oversee the continued development of the School's facilities.

Personal Attributes

- A straightforward person of honesty and integrity.
- One who seamlessly blends a forward-thinking approach to decision-making with respect for tradition and who does not seek change for its own sake but rather approaches the continual development of an organization with thoughtfulness and patience.
- An educator who is deeply vested in the growth and character formation of young people and who views the combination of academics, arts, and athletics as integral to a holistic education.
- A poised, articulate, self-aware, and confident professional who brings diplomacy, manners, and the ability to read social cues well.
- A "people person" who genuinely enjoys the company of others and is interested in their lives and work.
- An egalitarian leader who appreciates the contributions of all constituents and values all facets of the school community.
- A wise individual who has sound judgment and the courage of his or her convictions while also displaying the flexibility and adaptability necessary in a large and complex institution with a strong history and wide variety of stakeholders.
- A highly intelligent person who is accomplished in a variety of areas and, thus, is a role model for the entire Bolles community.

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THE BOLLES SCHOOL
Head of School

- One who will embrace Jacksonville and is excited about living in a large, Southeastern city with a small-town, family-oriented culture.

Other Considerations

<u>Compensation:</u>	Highly competitive with comparable schools.
<u>Travel:</u>	Minimal.
<u>Education:</u>	Minimum of a master's degree required; additional advanced degree(s) a plus.
<u>Website:</u>	www.bolles.org

For more information, contact:

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