



BULLIS SCHOOL

POTOMAC, MD

HEAD OF SCHOOL

START DATE: JULY 1, 2020

WWW.BULLIS.ORG



**Carney
Sandoe
& ASSOCIATES**

BULLIS

Mission

Bullis School provides a student-centered balanced experience in academics, arts, athletics, and community service. Bullis uniquely prepares all students to become caring citizens and creative, critical thinkers who will thrive in tomorrow's world.

Fast Facts

School Type: K-12, coeducational
Year Established: 1930
Total Enrollment: 818
Student/teacher Ratio: 8:1 Average Class Size: 15
Faculty with Advanced Degrees: 69%
Number of Faculty: 99
Faculty of Color: 16%
Percent of Students of Color: 37%
Percent of Students Receiving Aid: 34%
School Property: 102 acres
Endowment: \$10 million plus \$10M of new land purchased value
Annual Operating Budget: \$32M
Motto: Caring, Challenging, Community

OVERVIEW

Founded in 1930, Bullis School is an established and acknowledged national leader in K-12 independent education. Situated on a stunning 102-acre campus in Potomac, Maryland just outside of Washington, D.C., and serving more than 800 students, Bullis is a highly innovative school that focuses on excellence, from extraordinary educational opportunities to the supportive, caring environment in which its students and community thrive. The balanced and experiential curriculum at Bullis fosters caring citizens and critical thinkers, and the School's impressive signature programs in STEM, Entrepreneurship, Humanities and Global Studies, and the Visual and Performing Arts, along with its outstanding athletic programs and more, are essential components of that. Bullis is also a member of the new Mastery Transcript Consortium; a group of forward-thinking schools focused on creating a high school transcript that reflects the unique skills, strengths, and interests of each learner. It is no wonder that Bullis School was recently named (not for the first time) "Best Private School for Academics" and "Best Private School for the Arts" in prestigious *Bethesda Magazine's* annual poll.

Currently Bullis School seeks a dynamic leader to serve as its next Head of School beginning in July 2020. The successful candidate will be an experienced leader devoted to the School's mission and programs. The Head of School at Bullis has oversight of all organizational activities and serves as the School's academic leader, fostering a climate of excellence and ethical growth among students, faculty, and staff. This is an exceptional opportunity to lead a nationally prominent, high-quality independent school and to further its unwavering commitment to excellence.



SCHOOL HISTORY

In 1930, Commander William F. Bullis, a 1924 graduate of the Naval Academy and a preparatory school teacher, and his wife Lois Hoover Bullis, a schoolteacher, founded Bullis School in Washington, D.C., to prepare young men for service academy entrance exams. The School opened in September 1931 as a one-year preparatory boarding school for high school graduates. By spring 1932, 19 students — both day and boarding — were enrolled. As the School's fine reputation and its enrollment continued to rise, Bullis School relocated to a "country setting" of 4.5 acres in Silver Spring, Maryland.

By 1948, the curriculum included 9th through 12th grades with expanded academics and athletics programs intended for a more general population of boys. The School also continued to offer a post-graduate naval preparatory program.

By 1962, the flourishing School had outgrown the Silver Spring campus. The Board of Trustees purchased 80 acres of farmland with three farmhouses on the property in then-rural Potomac, Maryland. South Hall, completed by 1964, contained eight classrooms, an office and a dining hall/auditorium. Students were bused between the two campuses for several transitional years; once North Hall was ready by 1969, all classes were held in Potomac. Moving the Silver Spring goalposts to the Potomac campus in 1971 marked the full transfer to the new campus. Fifth and 6th grades were added by 1972.

The 1980s brought many "firsts" to Bullis, including a full arts program, the first computer lab, and the first female students, who enrolled in 1981. The School continued to grow physically and evolve academically through the 1990s and early 2000s. New construction included The Blair Family Center for the Arts (2002) and Kline Alumni Stadium (2004). Dr. Gerald Boarman became Head of School



in 2010, beginning a new era of campus-wide improvements and introducing new initiatives in the Bullis program. The School's signature programs were launched in 2013, and in 2018, Bullis opened the 70,000 square-foot Discovery Center, a LEED-certified, multi-use, 21st-century learning center that serves as the new heart of campus and the main hub of the School's outstanding programs.

THE SCHOOL

Bullis School has a fascinating history, evolving from a one-year program designed to prepare young men for military service exams to an all-boys high school, then a coeducational day school, and finally the topnotch K-12 school that it is today, preparing students for college, work, and life. Part of what makes Bullis stand out at every point in its evolution is its ability to transition and incorporate positive change and growth. Over the past two decades, Bullis has developed even further, becoming a leading 21st-century school that balances core academics with essential learning and life skills in a nurturing and supportive environment.

The School's core strategic plan intends to achieve its goals by focusing on the academic program, providing a balanced student experience, fortifying and expanding critical support for student success, and evolving institutional practices. The latter, forward-thinking concept is one of Bullis' many strengths. This level of collective drive for continuing excellence year to year is exceptional among independent schools.

The Bullis campus has remarkable state-of-the-art facilities. The School also offers a full range of online courses during the school year and summer. Technology is fully integrated into the program across all grade levels; enabling teachers to create blended learning opportunities as well as



flipped classrooms. This infusion of technology into the classroom, the utilization of a wide variety of software (Pear Deck, Flipgrid, EDpuzzle, etc.), and the one-to-one laptop/iPad program delivers an enhanced, dynamic student learning experience, empowering students across all three divisions—Lower, Middle, and Upper—with the resources they need, while allowing teachers to reach each student in multiple ways. The School even has a unique approach to snow days, turning them into distance learning online school days that call upon student responsibility while still allowing time for fun.

A notable and highly successful athletics program, an outstanding arts program, learning support teams in all divisions, and an active community service program all make it possible to “Achieve Excellence Through Balance” every day at Bullis.

A strong sense of school spirit and a closely-knit community lend Bullis School a caring and joyful atmosphere. Students enthusiastically participate in “Blue and Gold” dress days and spirited community competitions. Engaged and involved parents support the School via an active Parents Association that assists Bullis in many areas, such as faculty enrichment grants, parent mentors, community service, volunteering, fundraising, school promotion, and more. Faculty and staff are also very involved in the Bullis Community—many coach a sport, sponsor student organizations, collaborate in Professional Learning Communities, or have their own children attend Bullis. Visitors often remark on the simple things that make this school seem such a special place: students open doors for one another, for example, and smiles are abundant. “Kids seem happy here,” visitors have noted. From its first year, Commander Bullis and his wife gave their school a family atmosphere by sharing meals family-style with students and looking out for each student’s well being. Continuing those traditions today, Bullis can truly be described as a “family school.”

College Placement

Bullis School graduates attend some of the most selective colleges and universities in the nation. Graduates from 2014-2018 are attending the following, among others:

Boston College
Boston University
Brown University
Case Western University
Cornell University
Dartmouth College
Duke University
Elon University
Emory University
George Washington University
Georgetown University
Harvard University
Johns Hopkins University
Lehigh University
McGill University
Middlebury College
New York University
Northwestern University
Pennsylvania State University
Rensselaer Polytechnic Institute
Rice University
Santa Clara University
Syracuse University
Texas A&M University
Trinity College
Tufts University
United States Naval Academy
University of California, Berkeley
University of Chicago
University of Maryland, College Park
University of Michigan
University of Notre Dame
University of Pennsylvania
University of Southern California
University of Vermont
University of Virginia
University of Wisconsin
Wake Forest University
Washington University in St. Louis
Wesleyan University
Williams College
Yale University



Bullis is accredited by the Association of Independent Maryland Schools, the Middle States Association of Colleges and Schools, and the Maryland Department of Education.

ACADEMICS

In each division, Lower, Middle, and Upper Schools, Bullis offers an innovative course of study. Through an interdisciplinary approach, students learn traditional subjects while building developmentally appropriate skills — including critical thinking, collaboration, creativity, communication, independence, and resourcefulness.

Bullis also offers planned courses of study in four Signature program areas — Science, Technology, Engineering and Mathematics (STEM), Entrepreneurship, Humanities and Global Studies, and the Visual and Performing Arts. The Signature Program model provides opportunities for interdisciplinary study, experiential education, research-based culminating/Capstone experiences, and student choice among curricular offerings. While other schools offer signature programs in the Upper School years, students in all grades at Bullis explore these program areas in age-



appropriate activities to learn, experiment, and gain appreciation. Experiences broaden and expand through the grades.

Choice, experiential learning, collaboration, risk taking, growth without grades—these concepts and more drive “Discovery Days,” an innovative new Bullis program for all divisions. Discovery Days is a time when students and teachers in each division pause their regular school routines for multiple days to immerse themselves in unique educational explorations, on and off campus, designed to stimulate imagination, thinking and communication skills, empathy, and more. Students are encouraged to choose courses that appeal to their individual interests, curiosity, and passions. They dynamically explore fresh new topics, reflect on what they learn, and create a final product to share with others. Examples of dozens of course offerings are “Farm School” and “Top Chef: Survivor” (Lower School), “Bill on the Hill” and “Children’s Book Creation” (Middle School), and “Build a Boat,” “Debunking Homelessness in the Nation’s Capital,” “Incredible India,” or “Rome on the Potomac” (Upper School).

Students in Lower School learn essential lifelong skills in a joyful environment. Faculty delve into topics of study within a setting that understands a child’s need to explore and play. Small class sizes provide time for personalized attention. Teachers incorporate hands-on projects, frequent experiential learning outside the classroom, and the appropriate use of technology to create dynamic and fun growth opportunities for young learners. Lower School students develop habits of learning in foundational subjects such as mathematics, reading, and writing to ensure a smooth transition into Middle School.

Middle School students develop leadership, citizenship, and organizational skills in an environment that fosters risk-taking, growth, and independence. Small class sizes allow faculty to inspire and cultivate the students’ desire to learn. Faculty provide opportunities for students to master fundamental skills needed for a rigorous Upper School experience, explore project-based learning



and experiential learning, and develop social-emotional and metacognitive skills. Specialized seminars and differentiated instruction further personalize learning for all students.

Students in the Upper School acquire the skills and knowledge to be successful at the college level and become independent lifelong learners who seek a fulfilling and meaningful life. In addition to exceptional program goals, Bullis faculty draw on a wide variety of teaching practices and learning opportunities to cultivate in their students a strong sense of respect, understanding, and compassion for others. The Bullis Upper School approach honors the unique needs and contributions of each student through a continuing process of challenge and self-reflection. A wide array of class offerings and the opportunity to take part in one of the school's Signature Program capstone experiences allows for personalized instruction and independent learning.

ARTS

The Bullis Arts Department provides students a wide array of classes and after-school activities in theater, dance, visual arts, and music.

The Lower School arts program is an active, process-based arts curriculum with meaningful opportunities to perform and present. Through interdisciplinary learning and collaboration, students discover the connections between culture, history, music, and art. Students also develop a foundation of emerging skills and artistic literacy through kinesthetic, visual, theatrical, and musical experiences.

Middle School students explore visual arts media and techniques that enable them to gain confidence and independence in making art. They are also offered opportunities to be deeply involved in music



(from chorus to band to ensembles) and theater. The 8th grade program is designed to allow for an experience of greater depth in a primary arts area of interest along with additional study in a secondary area. Students choose one major and one minor and commit to each of these courses for the academic year.

In the Upper School, students explore the value of convention and innovation by engaging in challenging and dynamic artistic experiences. Students develop independent thinking and personal voice through the acquisition of core skills, collaboration, problem solving, and risk taking. The Upper School offers a wide range of studio arts, music opportunities, and theater programs. It also offers a Visual and Performing Arts Signature Program Capstone that culminates with the student-designed, developed, and implemented presentation of yearlong, independent projects.

ATHLETICS

Bullis boasts one of the strongest athletics programs in the country, centered on the continuous development of student confidence and abilities. As a co-curricular program, athletics is introduced in Kindergarten with physical education classes, and in 6th grade at the interscholastic level with many options that mirror the Upper School in all three seasons.

Beginning in the Lower School, physical education in the daily schedule focuses on coordination, collaboration, and body awareness. This progressive curriculum touches on various sports, while making sure that students learn basic movements and coordination. At the Middle School level, Bullis has one of the largest ranges of interscholastic athletics options available in Washington Metropolitan area independent education. These sports develop and hone skills that will make student-athletes



successful at their own grade level as well as at the Upper School varsity level.

Upper School options offer 23 varsity sports and 66 total teams coached by nationally certified and recognized coaches. Over the past five years, these teams have won 13 Interstate Athletic Conference (boys) championship titles and 15 Independent School League (girls) championship titles. For their team accomplishments, coaches have been named National Coach of the Year and Washington Post Coach of the Year, along with the honor of one coach coaching in the McDonald's All-American Basketball game. This success has produced national championships in tennis, track and field, and wrestling, as well as top national rankings in lacrosse, basketball, and soccer.

Within the same time span, Bullis has produced over one hundred college-bound student-athletes, with over sixty percent attending top Division-I schools in different sports. Student-athletes are attending nationally ranked athletic and academic colleges and universities, including Ohio State, Penn State, University of Maryland, University of Kentucky, University of Southern California, Harvard, Georgetown, and University of Pennsylvania, just to name a few. Recently Bullis alumni have been playing professionally for the Philadelphia Eagles (NFL), Sporting Kansas City (MLS), Denver Outlaws (MLL), Washington Mystics (WNBA), and currently a Bullis alumnus is a predicted top ten draft pick in the upcoming 2019 NFL draft. Bullis has also had recent participants at the international level on the United States National Women's Lacrosse team and the Costa Rican Men's National soccer team, which participated at the 2018 FIFA World Cup in Russia.

Competitive sports include crew, cross-country, field hockey, football, soccer, volleyball, basketball, ice hockey, indoor track, rock climbing, swimming, wrestling, baseball, golf, lacrosse, softball, track and field, and tennis.



STUDENT LIFE

Bullis understands that “student life” is part of the framework of every excellent school. To that end, the School offers a wide range of student clubs in all three divisions.

Lower School offers a book club, “no-stress” chess club, mindfulness activities, a student newspaper, literary magazine, student government, and community service. In the Middle School, student-life offerings include American Sign Language, chess, debate, a diversity club, an entrepreneurship club, an outdoor group, film appreciation, girls in business, a math club, Model UN, and a range of community service opportunities.

Upper School clubs include animal rescue, astronomy, diversity awareness, improv, international cuisine, an “It’s Academic” team, math, Model UN, poetry, robotics, skiing and snowboarding, and more. In addition to clubs and an active volunteer community-service program, Upper School students are offered opportunities in global studies, leadership, and experiential education. Over the years, Bullis students have served and learned in Spain, Turkey, India, France, Thailand, Peru, Italy, and China. The Bullis Model UN club has participated in conferences in China and Russia. Drama and choir students have traveled to Italy and Austria to showcase their talents at international festivals. Art students have explored France and Italy while studying famous works of art and creating some of their own. Groups of students have volunteered their time with Habitat for Humanity in the Dominican Republic, Caring for Cambodia in Cambodia, and LearnServe in Paraguay and Zambia.



CAMPUS

Bullis School has the largest and one of the most beautiful and remarkable independent school campuses in the greater Washington, D.C. area. The 102-acre campus in Potomac, Maryland, contains a full range of state-of-the-art facilities for learning and sports, including the pristine recently acquired 22 acres available for future development and currently being used, in part, as a pastoral cross-country track.

North Hall, one of the original buildings, is home to the Upper School. In addition to classrooms, the building has science labs and the College Counseling Office. South Hall is home to the Lower School on the top floor and the Middle School, primarily on the first floor.

The Blair Family Center for the Arts has teaching and studio spaces for vocal and instrumental music, theater arts, dance, drawing, painting, photography, sculpture, and ceramics. The center also has a multimedia computer lab and three multipurpose classrooms. At the heart of the center is the 750-seat Howard Auditorium. The theater accommodates the entire student body and faculty for all-school assemblies and has a flexible design that can be used for both small and large productions. The spacious glass-walled lobby also hosts annual Jazz Cafés, art shows, Bullis community gatherings and more. Atop the Blair roof is a 110kw, 540-panel solar panel array that produces much of the energy required to power the Center.

The Bullis Dining Hall is located in Founders' Hall. This building is also Bullis' administrative hub, housing offices and meeting space for Admission, Institutional Advancement, Alumni, the Business Office, Summer Programs, Extended Programs, and Emerging Technologies.



The Marriott Family Library is a 15,000-square-foot space that combines the best of a traditional library with access to new technology and information media. The Library also houses the Bullis Academic Center, which provides space for tutoring and academic support for students throughout the day.

The Dr. Gerald L. Boarman Discovery Center is the latest addition to the campus — and serves as the new heart of the Bullis campus, enhancing learning, creativity, and exploration for every student. This 70,000-square-foot building is equipped with state-of-the-art technology and scores of special features, such as a BITlab modeled after MIT Fab Lab standards, a Makerspace, an Innovation Center for Entrepreneurship, an aquatic sciences lab, a digital media lab, a teleconference room, and a studio theater. All of these affirm the School's commitment to environmental sustainability, student design- thinking, and innovative 21st-century teaching and learning.

The Head of School resides on campus in a recently renovated house, the handsome, spacious Head of School Residence. The Head's Residence also provides a warm and attractive setting for social events and other gatherings, welcoming everyone from parents attending school receptions to Lower School students arriving to share a special treat of cookies, milk, and a story with the Head of School.

POTOMAC, MARYLAND

Potomac, Maryland, is a thriving community of 45,000, located 15 miles from the center of Washington, D.C. In 2013, *CNNMoney* listed Potomac as "the most affluent town in all the United States," based on median household income. Potomac also ranks as one of the most highly educated American

small towns, according to *Forbes*. Many Potomac residents work in Washington, D.C.

Potomac's geographical focal point is Potomac Village, a small cluster of upscale shops, restaurants, and businesses. In all, it's a quiet, wealthy community in one of the busiest regions of the nation. The attraction of the town is not just convenience to Washington, D.C., but its appeal, including ready access to all the benefits of the Washington, D.C. area. Along with its remarkable collection of museums and national monuments, Washington is a wonderful city for dining and entertainment, music, and theater. Key institutions include the Kennedy Center, Library of Congress, Smithsonian Museum, National Gallery of Art, American Indian Museum, National Museum of American, National Museum of Natural History, National Air and Space Museum, and the Museum of African-American History and Culture.

With its location along the Potomac River near Great Falls, the town also offers excellent access to the outdoors and miles of biking and hiking trails.

OPPORTUNITIES AHEAD

Bullis School is an exciting, innovative, leading school poised for an even more exciting future—a place where significant opportunities await the School's next leader. Bullis views every future-oriented issue as an opportunity to advance and grow the institution, always moving the School forward and upward in its remarkably dynamic evolution. Specifically, the new Head of School will have the opportunity to:

Lead and inspire: The School community looks for a leader who exemplifies and values excellence in every aspect, and has an outstanding ability to foster and inspire a balanced sense of mission to enrich and further define what the community regards as the “Bullis Way.”

Make a significant and ongoing difference: The School community believes in the importance of the Bullis core values, and looks forward to welcoming a new leader who will bring not only a “best practices” mentality to Bullis, but a thoughtful, visionary, transformational influence that will enhance and elevate the School for years to come.

Build upon dynamic programs: The next Head will enjoy overseeing a curriculum that includes Signature Programs and Discovery Days for students as well the educational potential in the newly constructed 70,000 square-foot multi-discipline Discovery Center. The community relishes the impact that these and other programs have had on learning at Bullis, and seeks a Head who will support, enhance, and expand these student programs in forward-thinking ways.

Support faculty and staff excellence: The new Head will be expected to bring a high level of support and understanding to a gifted and dedicated faculty and staff, who continually work hard to nurture student growth and help move Bullis forward to fully embrace its best future.

Manage enrollment: The School desires in its next leader an individual who can implement strategies to manage enrollment in a dynamic marketplace. The next Head of School will be expected to strategically recruit and retain students while ensuring that the School meets enrollment goals. The Head will need to articulate and lead others in advancing Bullis' compelling story and value proposition.

Continue the work for financial sustainability: The Head will be tasked with managing a significant operating budget, working closely with others to ensure the School's financial health.

Inspire philanthropy: The future Head of School will be asked to lead significant fundraising initiatives, including increasing the School's endowment by making a compelling case for controlling tuition costs, investing in faculty professional development, and ensuring financial assistance and sustainability.

Foster alumni enthusiasm and support: The incoming Head of School will have the opportunity to engage Bullis graduates and build meaningful alumni programs to foster a high level of enthusiasm and support for the School among its many alumni groups.

Work closely with an engaged Board: The new Head will have the opportunity to work with a dedicated Board of Trustees who pay tribute to the School's past, care deeply about its present, and are excited about Bullis' future. Trustees are committed to working collaboratively and strategically with the next leader.

QUALITIES AND QUALIFICATIONS OF THE NEXT HEAD OF SCHOOL

Bullis School is on the brink of a thrilling future. The next Head of School will have the unique opportunity and privilege to lead this outstanding educational institution and partner with an established, dedicated, and collaborative faculty and staff. The community is searching for an exemplary leader who relishes working with young people, enjoys the challenge of leading a complex institution with adept skill and insight, a leader who can create a unifying vision for a growing and evolving school—and a leader who has tremendous respect and enthusiasm for the School, past, present, and future, and is prepared to lead Bullis for years to come.

The next Head of Bullis School will possess the following qualities:

- Appreciation for Bullis' core values of integrity, respect, diversity, service, leadership, and responsibility.
- Impressive leadership skills and a successful track record of increasing responsibilities and breadth of experience in an academic or non-traditional setting.
- Ethical and character driven leadership governed by a strong sense of integrity.
- Innovative, visionary mindset.
- Great enthusiasm for and dedication to the education of children in a range of grades.
- Compassion, empathy, intellectual curiosity, joyfulness, humor, and a strong sense of conviction.
- High visibility, accessibility, and approachability on campus and in the local community.
- Appreciation for the value of inclusion and diversity in an independent school setting.
- Enthusiasm for the Mid-Atlantic, and the greater Washington D.C. metropolitan area.

Additionally, the following professional qualifications are sought:

- Leadership experience in an academic or non-traditional setting.
- Management experience, including a high degree of financial acumen of a complex organization.
- Knowledge and deep understanding of educational trends and issues.
- Fundraising experience to ensure the School's bright future.
- A commitment to educating children.



To APPLY

Interested and qualified candidates should submit electronically in one email and as separate documents (preferably PDFs) the following materials:

- A cover letter expressing their interest in this particular position;
- A current résumé;
- A one-page statement of educational leadership practice highlighting your leadership in a large, complex school or other institution;
- A list of five professional references with name, phone number, and email address of each (references will not be contacted without the candidate's permission) to:

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