

# BALTIMORE SCHOOL *for the* ARTS

**An Invitation to Apply for the Position of  
Director  
Baltimore School for the Arts  
Baltimore, Maryland  
[www.bsfa.org](http://www.bsfa.org)**

## **The Search**

The **Baltimore School for the Arts** seeks an exceptional **Director** with the vision, passion for the arts and management expertise to lead this nationally renowned public arts high school. BSA provides conservatory quality pre-professional training in the visual arts, music, theatre, stage production, and dance combined with a challenging college preparatory academic curriculum to 375 students in grades 9-12. The Director serves as the chief executive officer of BSA and oversees the school's arts, academic and community outreach programs as well as its administrative operations, facilities and finances. The Director strives to preserve BSA's mission and core values and serves as the school's advocate in Baltimore's business, education, philanthropic and arts communities. The Director is also the head of the BSA Foundation which, in a unique public/private partnership, raises more than a million dollars a year in supplemental funds to support the school and its programs.

In addition to being one of the top five public arts high schools in the United States, BSA also provides access to the arts to Baltimore's families and children through its free after-school arts education program, TWIGS, which serves 650 students, as well as other community outreach programs. As one of Baltimore's premier cultural institutions, the school attracts artists of the highest caliber as faculty, and for residencies and master classes. BSA has an exceptional graduation and college placement record – each year 95% or more of its graduates continue on to higher education. BSA alumni have distinguished themselves in the arts and can be found on Broadway and television, in films, in major dance companies, orchestras, and in museums, galleries and design firms all over the world.

The BSA Search committee, made up of members of the Board of Overseers, faculty, parents and artists, seeks a director who will ensure that BSA will continue to build on its sound foundation and tradition of excellence in Baltimore City, the State of Maryland, and as an institution of national prominence.

## **The Position/Director**

The Baltimore School for the Arts seeks a Director to begin in July of 2011. The BSA Director serves as the chief executive officer of the Baltimore School for the Arts and oversees the school's arts, academic and community outreach programs as well as its administrative operations, facilities and finances. The Director carries out an important, external role in Baltimore and the arts community and is central in generating financial and human resource support for BSA among a wide range of external partners and supporters. The Director reports to the BSA Board of Overseers, which is composed of active volunteer leaders from the business, civic, and arts communities, and also to the CEO of Baltimore City Schools.

## **Responsibilities**

### 1. Leadership/Vision

- Work with the Board of Overseers, faculty, staff, Baltimore City Schools and the community to successfully fulfill BSA's pre-professional arts mission and to advance BSA's position as one of the leading public arts high schools in the country.
- Set strategic priorities and oversee the ongoing assessment of programs, curriculum, staffing, and student services in order to ensure that BSA graduates continue to be among the best prepared to compete for admission to colleges, conservatories and/or professional companies (artistically and academically).
- Maintain the unique mission, core values and quality of BSA's programs in the context of changing federal, state, local mandates and education reform efforts, and changes in the professional world of the arts
- Guide Academic Dean, Assistant Principal, Counselor and Department Heads in responding to Baltimore City Schools mandates and reporting in such areas as budget/finance, student placement, Special Education/504s, academic testing, state graduation requirements, SMS data reporting system
- Engage fully the forty- member Board of Overseers to guide and support the work of the school
- Engage BSA alumni in the life of BSA

### 2. Fundraising/Finances/Facilities

The Director is responsible for all aspects of financial management and fundraising in order to sustain BSA as a public/private partnership and to provide the resources necessary to maintain the quality of our programs.

- Plan, prioritize and articulate the school's needs to public and private funders
- Raise funds from the private sector to supplement the annual operating budget from Baltimore City Schools
- Develop and manage the annual operating budget allocated by the Baltimore City Schools

- Develop and manage the BSA Foundation Budget, working closely with the BSA Foundation Trustees, Finance Committee and Investment Committee
- Lead all annual and/or special fundraising campaigns and events in order to provide resources and infrastructure
- Ensure that the faculty, staff, students are able to do their work in top-quality, well-maintained facilities and have appropriate instructional materials and equipment
- Stewardship of board, alumni, community donors

### 3. Management of Faculty/Staff

- Hire and evaluate administrators, staff, part-time and full-time faculty
- Attract, retain, nurture top-notch faculty of full- and part-time academic scholars and professional artists/teachers
- Support meaningful professional development opportunities for faculty, and chair committee that awards professional development grants
- Work with board to manage compensation and benefits for part time artist/teachers

### 4. Students

- Oversee student recruitment, admissions, retention policies and programs
- Guide and support student assistance programs including academic support interventions, wellness, links to the professional world of the arts (internships, summer study grants, last dollar college scholarships)
- Oversee the TWIGS program as well as a range of other community outreach initiatives that provide access to the arts for underserved elementary and middle school students in Baltimore City toward the goal of maintaining and growing the pool of qualified city students auditioning for the high school
- Chair the school's Scholarship Committee, which awards summer study and student assistance grants, conducts senior exit interviews, and awards last-dollar college scholarships for seniors

### 5. Role in the community

- Provide a clear articulation of mission and strategic vision for future of the school to all constituencies: board, donors, parents, students, alumni, faculty, school system, cultural institutions
- Serve as an ambassador and raise school's national profile
- Play an active role in community and school system, advocating for early arts training throughout city schools
- Develop community alliances and collaborations with professional arts organizations
- Establish networks with colleagues at the national level in professional companies, colleges, conservatories

## **Preferred Qualifications**

- Strong background/training/experience in one of the arts disciplines and an understanding of what it takes to prepare serious young artists for professional careers
- Strong evidence of successful arts teaching/program experience, or arts management experience/background
- Strong evidence of progressive leadership/management abilities with experience leading complex programs or organizations including fundraising and fiscal management
- Demonstrated interpersonal and communication skills and ability to bring diverse constituencies together to advocate for and support a common mission
- Respect for the value of public education and the understanding of the challenges of working in a public school system
- Masters degree or equivalent

## **Compensation and Benefits**

The BSA Board of Overseers will work closely with the Baltimore City Schools' Office of Human Capital to provide a salary which is within City Schools' guidelines and is commensurate with background and experience. The Baltimore City Schools also provides excellent health benefits that include vision, dental and prescription drug coverage; State of Maryland teachers' retirement benefits; and life insurance.

The Baltimore School for the Arts is accepting applications for the Position of Director through **December 15, 2010**

*Please direct cover letters and resumes to*  
**Search Committee c/o Cecelia Brave**  
**Baltimore School for the Arts**  
**712 Cathedral Street**  
**Baltimore, MD 21201**  
-or-  
**cebrave@mac.com**

A copy of this document and more information about Baltimore School for the Arts is available online at [www.bsfa.org](http://www.bsfa.org).

## School Profile/Baltimore School for the Arts

### History

The Baltimore School for the Arts opened its doors in 1980 after Baltimore City school board officials determined that Baltimore needed a place where students who aspired to careers in the arts might receive the pre-professional arts training required to be competitive. In 1979, after task-force study in conjunction with the city's mayor and arts leaders, the BCPSS board approved the establishment of the Baltimore School for the Arts (BSA) with a specialized mission and visionary document called *School Board Resolutions*. The BSA was established as a city-wide school within the Baltimore City Public School System; however the *Resolutions* stated "that it differ from other Baltimore city high schools by training students with potential for careers in the performing and visual arts."

These *Resolutions* provide BSA with the autonomy, structure and policies to successfully fulfill its mission as a pre-professional arts high school. Among the most important provisions include a Board of Overseers; an independent 501(3)(c) Foundation; a director with an arts background; an arts faculty comprising professional artists; and special student admission and retention policies. An important public/private partnership has existed since the inception of the Baltimore School for the Arts and continues today, allowing the school the freedom and resources to continue to distinguish itself as an academic and arts institution.

### Mission

Over the course of its thirty years, BSA's Board of Overseers, directors and administrators have retained a laser-like focus on the school's original mission. This focus has enabled BSA to become one of the most successful institutions of its kind in the nation and to preserve its core values in the context of changes in city, state, and federal educational reforms.

*The Baltimore School for the Arts strives to be the leading pre-professional arts high school in the country. BSA provides talented students from all sectors of the community with a personally supportive and intellectually challenging environment where rigorous training in a specific arts discipline combines with a college preparatory academic education. A further mission of the school is to serve as an arts resource for the Baltimore community by offering performances, educational workshops and extensive after-school training in the arts to children from city elementary and middle schools.*

### Core Values of the BSA

- **Unique Pre-professional Arts Mission:** BSA's pre-professional arts mission is at the heart of everything. BSA's arts program is a serious pre-professional program (not a magnet program and not an enrichment program). The curriculum reflects the high standards of the conservatory model of training and the professional world of the arts. The pre-professional focus creates an environment of high expectations, respect, discipline, hard work and strong preparation for college and careers.

- **Leadership and Arts faculty from the professional arts world:** To be successful in fulfilling its pre-professional mission, BSA has an arts faculty composed of specialists: professional artists, active in their arts disciplines, who can serve as role models and a link to the professional world of the arts to which the students aspire. BSA's faculty members are gifted artists who are also exceptional teachers and are passionate about BSA's mission.
- **Student Admission and Retention policies:** Students are admitted to BSA on the basis of their potential for careers in the arts as determined by BSA arts faculty without regard to previous formal training in the arts or background in academics. This audition policy sets BSA apart from other public arts high schools and is the basis for the diversity of BSA, one of the school's major strengths. The BSA Standards Committee must be able to maintain the high standards of the school by providing assistance to students who struggle, but also by counseling out or dismissing students who are not truly passionate about their arts training and/or do not meet the BSA standards in arts and academic studies.
- **The importance of a rigorous college-preparatory academic program:** BSA prepares students as artists and scholars. This is not a vocational school. Students have double majors: an academic major and an arts major. Equal emphasis and time is spent in the arts and in academic study. Because of BSA's unique admissions policy, our academic program must address the needs of a wide range of students, from those who struggle academically to those who have a strong academic background and need an academic challenge. If not for a strong college preparatory academic program, parents might not choose BSA as an option for their children. Unlike many schools that have adopted an arts-infused academic program, BSA has a strong, traditional academic program.
- **Diversity:** BSA's student body reflects all socio-economic and family backgrounds and this is a major strength of the school. We strive to admit a majority (75%) of our students from Baltimore City and 25% from jurisdictions outside the city. While we work very hard through our TWIGS and community outreach efforts to increase the number of qualified Baltimore City applicants to the high school, the long standing policy of admitting non-city students contributes significantly to the life of the school and its impact on students. Students and parents tell us that BSA's diversity is one of the things they value most.
- **Public/Private partnership:** BSA works as a public/private partnership with approximately 75% of its budget each year coming from Baltimore City Schools and the balance being raised by the BSA Foundation. This partnership gives BSA the autonomy and resources necessary to operate as an arts high school. BSA receives strong support from Baltimore's business, philanthropic and arts communities and the city's commitment to the BSA as one of its prized cultural institutions buoys it in every regard.

## **Board of Overseers & Administration**

The Board of Overseers was established to preserve the integrity of the BSA's *Resolutions*, and was given the authority and responsibility to set policies and to support and advocate for the school. The school's director reports both to the Board of Overseers and to the Baltimore City Public City School System. Members of the Board are artists, educators, business leaders and parents who share a dedication to the school, its students and the community at large.

The school's administrative team is led by the Director. Reporting to the Director are the Academic Dean, Assistant Principal for Student Support, and five department heads: Academic, Dance, Music, Theatre, and Visual Arts. Also reporting to the Director is the Coordinator of School/Community Partnerships, who administers the TWIGS program, and the BSA Foundation staff, which includes development officers and a controller.

## **Student Body**

Since 1979, BSA has grown from an enrollment of 68 students to a current enrollment (2010-2011) of 375 students in grades 9-12. There are no plans to grow beyond this enrollment for the high school as its small size is one of BSA's major strengths. The majority of BSA's students - 75% - are Baltimore City residents. Twenty-five percent are non-city students who come from Anne Arundel, Baltimore, Carroll, Harford, Howard, Prince George and Frederick Counties. In accordance with BCPS policy, non-city students pay tuition to attend. The diverse socio-economic, cultural and racial mix is a special quality of the school. In the 2010-2011 school year, the demographic breakdown of the student body is 57% African-American, 36% Caucasian, and 7% Asian, Hispanic and American Indian.

## **The Audition Process**

Students are selected for admission to the Baltimore School for the Arts through yearly auditions, open to eighth and ninth graders. The audition process is designed to identify students with the potential for a career in the arts. Admission is based solely on an audition/portfolio review in the student's art discipline, conducted by the school's professional arts faculty. No other criteria are used—transcripts, grades, test scores or letters of recommendation are not considered. In order to graduate, however, BSA students must successfully meet the school's rigorous standards in both the arts and academic programs. Each year, more than 1,200 students audition for approximately 100-120 spots.

## **The Educational Program**

The goal of BSA is to prepare students within a four-year program to compete nationally for admissions to leading conservatories, art schools, liberal arts colleges and/or professional companies.

The school places equal emphasis on its rigorous academic curriculum and its pre-professional arts training. Students attend an extended day (8:30am-4:10pm), spending 20 periods a week in

their arts classes and 20 periods in academic classes. BSA student test scores are well above state and national averages each year and college admissions are from 95-99%.

### *The Academic Program*

The academic faculty is a select group of 17 certified academic teachers, a counselor, a librarian, and a special educator. The academic faculty is supervised by the Academic Department Head and the Academic Dean. The academic program at BSA is a college preparatory program that includes honors and advanced placement level courses. An equal emphasis is placed on academics and arts and students are required to meet standards in both to remain in the school.

Since potential for a career in the arts is the sole criterion, entering classes comprise a great range of experience and abilities in academics – students with strong academic skills and grounding, and students with very low test scores and poor academic preparation. Because of this disparity, BSA has developed and implemented a range of academic intervention programs including academic tutoring, a summer bridge program for entering students, mentoring, and HSA/SAT prep to make it possible for all students to succeed academically, meet state standards for graduation and qualify for college admission.

### *The Arts*

The arts faculty is composed of distinguished professional actors, dancers, musicians and visual artists who teach at the school on a part-time basis and maintain careers in the arts, providing a critical link between BSA students and the professional arts world. There are 6 full-time and 68 part-time arts faculty members supervised by 4 arts department heads, one in each discipline. Each arts department has an intensive pre-professional program, consisting of 20 periods per week of instruction that is designed to give students both a broad-based background and the fundamentals of their discipline.

- **Dance:** A comprehensive curriculum of classes in ballet and modern technique prepares students for advanced college-level dance programs, as well as work with professional dance companies – both modern and ballet – and theatrical, television and film productions.
- **Music:** Instrumental and vocal music students receive weekly private lessons, work in ensembles including orchestra, chamber, brass, wind, etc; and study music theory and literature. This comprehensive music training is designed to develop music literacy and technical proficiency as well as provide the students with a larger cultural context for their musical efforts.
- **Theatre:** Students study acting, voice, and movement through ensemble work.
- **Stage Production:** Students study scenic, lighting, video and costume design as well as construction and stage management. Students crew all BSA productions, stage design and manage, operate lighting and sound systems, and manage wardrobe.
- **Visual Arts:** This program provides students with a foundation in drawing and design with particular emphasis on the human figure, as well as courses in painting, ceramics, printmaking, mixed media, photography, digital imaging and sculpture. A grounding in

the history of art is central to the program. Advanced level courses in a variety of media encourage intellectual curiosity, conceptual skills and development of personal expression.

Performance, exhibitions, and a visiting artist program are an important part of the educational process in all of the departments. The school's dance, music and theatre departments present a range of performances each year to which the public is invited. Students also regularly participate in in-house recitals, presentations, and/or exhibitions. Each year, BSA presents performances for Baltimore's community including *The Nutcracker* in December and a variety show/fundraiser called *Expressions* in March. In a city that does not have its own professional dance company, BSA's productions meet a demand for high quality dance.

Summer study grants enable juniors and some sophomores to attend nationally-recognized summer arts programs with other talented students. Our students return with new skills and insights and this benefits the community as a whole at BSA. Beyond the direct learning benefits, the opportunity to develop relationships with teachers at prominent institutions is crucial to students as they approach the college application process and begin to consider the next steps of their careers as artists. For many it is also an opportunity to study away from home for the first time and to immerse themselves full-time in the arts.

### **College Admission**

BSA has an outstanding college preparatory academic program. Some graduates do go directly into career-related activities but most opt for higher education. Graduates attend some of the nation's most distinguished colleges, universities and conservatories. Each year between 95-99% of BSA graduates go on to higher education.

### **Alliances/Partnerships**

The Baltimore School for the Arts is located in the heart of Baltimore's Mt. Vernon Cultural District, home to many of the city's finest arts institutions and organizations. BSA is fortunate to work with many of the organizations, and a variety of collaborative initiatives have become an essential part of the training for BSA students. Professional artists of the highest caliber also regularly visit the school to conduct master classes.

Alliances include:

- BSA dancers regularly perform with the Baltimore Symphony Orchestra in educational programs and for the BSO's annual holiday spectacular.
- Baltimore Symphony Orchestra's concertmaster is a resident artist in the music program
- Theatre students participate in a mentoring program at Center Stage and collaborate in productions with local theaters including Everyman Theatre and the Baltimore Shakespeare Festival as well as with community groups such as the Red Cross Players and Ages on Stages.
- Theatre and Stage production students are also collaborating with the Maryland Historical Society on public presentations

- Visual Arts students work with the Baltimore Museum of Art and the Walters Art Gallery
- BSA is a member of the Mt. Vernon Cultural Alliance, working collaboratively with its neighbors to draw families to the city and to engage the community in the arts.

## **TWIGS & Outreach**

In 1982, BSA established an after-school arts training program, called TWIGS (To Work in Gaining Skills). The mission of TWIGS is two-fold: to level the playing field between under-served students and those who have the advantage of early/private training and to serve as a feeder to BSA, identifying and preparing students with promise to audition for the high school. Students who wish to pursue careers in the arts have a critical advantage if they begin their training at an early age. As such, this program is essential in enabling BSA to begin preparing its future students at an early age and ensuring that they are equipped for success in the arts when they arrive in the high school. Each year, between 30-35% of the incoming BSA high school students have been trained through TWIGS.

The TWIGS program is administered by the Coordinator of School/Community Partnerships who works with a Program/Recruitment Coordinator and a School/Parent Liaison. The faculty is comprised of professional artists, many who also teach in the high school.

TWIGS provides high quality arts instruction in music, dance, visual arts, theatre and stage production to Baltimore City students in grades two through eight, free-of-charge. In 2010-2011, the TWIGS program is offering classes to about 650 Baltimore City students from 140 Baltimore City elementary and middle schools. Most of the schools are Title I with large populations of at-risk children, and the free classes at BSA may be the only opportunity they have to pursue arts instruction and to receive all the benefits associated with this kind of training. In each area of concentration, classes were carefully developed by both experienced artists and specialists in early-childhood education and are taught by professional artist/teachers selected for their skill in working with beginning level students. All TWIGS classes are held after school and on Saturdays in the studios and classrooms of the BSA.

**School Performance Program:** BSA offers free matinee performances, featuring BSA high school students, to thousands of elementary and middle school children from public city schools each year. For many of the children who visit BSA, this will be their first experience at a live performance, and one that can truly be inspiring. *Artsource*, an educational brochure produced by arts educators to accompany each matinee, is distributed to teachers and students so they can follow up in the classroom after performances.

**Family ArtReach Performance Series:** The *Family ArtReach Performance Series* is comprised of four events designed especially for families and children. Building on the work of our students and faculty, these events are family friendly, educational and fun at an affordable price. Events include **Everything Art Family Day**, *The Nutcracker*, *Expressions* and a spring production. A portion of the tickets to each event are reserved free for charitable organizations.

Through these programs and other community outreach initiatives, BSA reaches thousands of children and their families each year.

### **Public/Private Partnership/BSA Foundation**

At the time that BSA was founded, the *Resolutions* also authorized establishment of a 501c(3) to raise private funds to supplement the annual budget provided to the school by Baltimore City Schools. Today, Baltimore City Schools covers about 75% of the school's operating budget including faculty salaries, building and maintenance, utilities, cafeteria and school police. The other 25%, (in 2010-2011 \$1,342,582) is raised by the Board, Director and Foundation through private sources including corporations, foundations and individuals.

The BSA Foundation has a staff including a Development Director, two development associates and an assistant, a special events coordinator and an accountant.

BSA Foundation funds are the backbone of the school's combined academic and arts education and include programmatic costs for performances, visual art exhibitions, and master classes; summer study grants for juniors, college preparatory classes, academic tutoring and last-dollar college scholarships; instructional materials and supplies including academic textbooks, musical instruments, theatre and dance supplies and costumes, visual art materials, and special library collections including classical and jazz CDs, art books, scores and dance videos; and community outreach including the TWIGS program.

The BSA Foundation also has an endowment which is close to \$5 million. A large portion of the endowment, built between 2001-2006 in a challenge grant from the Doris Duke Charitable Foundation and the Surdna Foundation, is dedicated to sustaining programs in music, dance, stage production and theatre, as well as the junior summer study grant fund. Other endowment funds sustain special programs including college and summer scholarships, master classes and residencies, student assistance, and TWIGS.

The BSA Foundation is actively working to establish an alumni council. BSA has more than 2,000 alumni and has kept in close contact with many over the past thirty years. The Foundation would like to continue to develop these ties and to keep alumni involved at the school by formalizing a council. BSA also has many passionate and involved volunteers who advocate for the school and support its programs. BSA also has a formal volunteer organization called Stage One|FANS created to cultivate the school's next pool of leaders, advisors and donors. Volunteer efforts and events are coordinated by the BSA Foundation.

### **Capital Renovation & Expansion**

In the fall of 2005 the Baltimore School for the Arts publicly launched a capital renovation and expansion campaign, "*ACT II – Creating more opportunities for more of Baltimore's children.*" The total project cost was \$30 million and the money was raised in a unique, equally shared public/private collaboration with \$15 million coming from the public sector (the State of Maryland, the City of Baltimore, the federal government, and the Baltimore City Public School

System) and \$15 million from private sources (past and present board members, philanthropic and community leaders, families, alumni and other donors). The Baltimore School for the Arts capital renovation and expansion campaign included the acquisition and renovation of an historic brownstone located next door to the BSA's original landmark facility, as well as the renovation and expansion of the original facility. This expansion was essential in order to upgrade facilities with state-of-the-art studios and classrooms as well as to address serious infrastructure needs in the school's aging home and to acquire more space (29,000 square feet). The expansion, completed in 2007, allowed for growth in the high school to where it is now capped (at about 375) and the TWIGS programs (growth goal 800).

## **Facilities**

Today, Baltimore School for the Arts is housed in two connected buildings, the landmark Alcazar Building, formerly a hotel dating to the 1920's, and a mid-19<sup>th</sup> century historic Brownstone at 704 Cathedral Street. The buildings were designed and renovated by architects Cho Benn Holback + Associates and the Whiting-Turner Contracting Company and are state – of-the-art – meticulously and beautifully planned to support the school's mission and unique needs. BSA facilities include:

- three light-filled, spacious, professional dance studios
- a recital hall and an historic performance hall
- a black box theatre
- ensemble rehearsal and teaching studios for music and theatre
- keyboard labs and music MIDI studio
- a digital photography lab, art studios and an exhibition gallery
- a video/audio/design lab for theatre production, and costume and scene shops
- new academic and science classrooms/labs and a lecture hall
- a library/media center/computer lab
- a fitness center

## **Looking Ahead**

As we look to the future of Baltimore School for the Arts, we believe some of the most important challenges for the new leadership will include:

- Preserving the core values of the BSA
- Serving as a national model for pre-professional arts education and as a local partner for the arts in Baltimore City schools
- Continuing to advance the academic program with interventions for at-risk students and opportunities for advanced students
- Advancing technology as it relates to academic and arts education
- Continuing to increase the pool of qualified Baltimore City applicants to the high school through TWIGS and other outreach initiatives
- Maintaining strong public/private support
- Building the endowment