

## BRIAN THOMAS

Manchester, NH · (603) 748-8975 · [brianwthomas42@gmail.com](mailto:brianwthomas42@gmail.com) · [LinkedIn Profile](#)

---

### PROFESSIONAL PROFILE

Academic Administration Professional with over 30 years of experience in the primary/secondary/post-secondary education industry, skilled in student-centered practices, engagement (parent, student, staff, board, and faculty), curricular innovation, negotiation, nonprofit organizations, mentoring and coaching, and educational consulting.

#### *Expertise and Accomplishments include:*

##### **Strategic Vision and Institutional Leadership**

- **Strategic Planning Across Institutions:** Designed and led long-range strategic plans at multiple schools, including a comprehensive Strategic Vision, Planning, and Campus Master Plan at Proctor Academy that engaged over 1,000 stakeholders and shaped a 20–25-year roadmap for institutional growth.
- **Organizational Restructuring and Governance:** Reorganized leadership structures to improve decision-making and transparency, including establishing an Administrative Council at Proctor and facilitating board and trustee committee engagement at MICDS and Bentley.
- **Accreditation and Peer Leadership:** Chaired regional accreditation processes (ISACS) and consulted nationally with NEASC, leveraging a cross-institutional understanding of educational ecosystems.

##### **Cultural Transformation and Community Leadership**

- **Equity and Belonging Initiatives:** Led system-wide cultural transformations by launching inclusive residential models (e.g., all-gender housing), expanding BIPOC student enrollment, and embedding wellness and multilingual supports into the academic fabric at every institution at which I worked.
- **Faculty Development for Inclusion:** Pioneered faculty and staff training in cultural responsiveness at Catlin Gabel, Bentley, and MICDS—ensuring long-term capacity for equity-focused teaching and leadership.
- **Community Integration and Dialogue:** Revitalized town-gown relations through public forums and advisory committees, aligning independent schools more closely with their surrounding communities.

##### **Academic and Programmatic Innovation**

- **Student-Centered Learning Models:** Advanced experiential and integrated learning at MICDS and Bentley; launched curriculum alignment initiatives that spanned grades JK–12 and emphasized real-world problem-solving.
- **Competency-Based and Holistic Education:** Championed cutting-edge assessment practices and co-created tools like the Wellington Engagement Index to measure academic and emotional engagement.
- **National Recognition for Wellness:** Led mental health and wellness initiatives resulting in national acknowledgment, including partnerships with thought leaders like Ross Szabo and the development of school-wide mental health programming.

##### **Institutional Advancement and Financial Sustainability**

- **Fundraising and Donor Engagement:** Raised over \$18M at Proctor alone and secured transformational gifts at Agassi Prep and Presidio Hill School, including a \$1M endowment for an apprentice teaching program and multi-million-dollar capital gifts.

- **Operational Excellence:** Balanced complex budgets through strategic cost-saving during economic downturns (e.g., Bentley post-2008), while expanding access through increased financial aid and resource optimization.
- **Mission-Aligned Branding:** Directed rebranding efforts—including website and publication launches—that sharpened public identity and deepened enrollment pipelines across diverse markets.

### Enrollment Growth and Institutional Visibility

- **Market Expansion and Admissions Strategy:** Increased student enrollment and yield across multiple schools, including growing Upper School enrollment at Bentley by more than 30% and boosting Proctor's enrollment post-pandemic.
- **Global and Regional Reputation Building:** Represented institutions on the national stage through conferences, trustee networks, and international recruitment, ensuring alignment between mission and market.

### Capital Projects and Sustainability Initiatives

- **Campus Development with Purpose:** Oversaw and executed over \$20M in capital improvement projects, always aligned with pedagogical goals and community feedback.
- **Environmental Stewardship:** Integrated sustainability into campus design—expanding solar energy usage, pursuing carbon neutrality, and modeling green practices in school operations.

---

## EDUCATION

Portland State University, Portland, Oregon

*Master of Science: Education with Honors, Curriculum, and Instruction/Progressive Education Focus*

Yale University, New Haven, CT

*Bachelor of Arts: History*

---

## PROFESSIONAL EXPERIENCE

NEASC (New England Association of Schools and Colleges), Remote Jul 2024 – Present  
*Educational Consultant and Coach*

- Performed accreditation support, DEIB review, and program visits for this regional accreditation agency for colleges and universities in the New England states and 85 foreign countries.

School First, An Educational Consulting Firm, Remote Jul 2024 – present  
*Consultant & Executive Coach*

- Performed boutique candidate placement services for schools, nonprofits, and colleges regional for this accreditation agency for colleges and universities in the New England states and 85 foreign countries.
- Performed Executive Coaching and Board Governance Workshops.

Proctor Academy, Andover, NH Jul 2021 – Jun 2024  
*Head of School / Chief Executive Officer*

- Led the academy with a thoughtful, collaborative, enthusiastic, and strategic mindset, fostering a balanced sense of mission to enrich and further define the school, increasing enrollment by 7% post-COVID-19.
- Supported a gifted and dedicated faculty and staff, ensuring excellence and maintaining strong relationships internally and externally while completing a \$3.2M building project and initiating another ambitious project under the title “the healthiest school possible.”
- Worked with counselors, dorm parents, and faculty to implement a comprehensive mental health curriculum, ensuring students had access to on-campus resources and peer support, and championed wellness initiatives such as increasing physical activity opportunities and integrating mindfulness practices into dorm life.
- Ensured the school's financial sustainability by exploring ways to enhance its financial position, investing in faculty, programs, and facilities, and raising \$18M (\$7.7M in annual giving and \$10.9M in capital giving).

- Promoted a diverse and inclusive community, demonstrating a deep commitment to building a more diverse educational environment for students and adults, and worked towards achieving a carbon-neutral campus.

**Mary Institute and Saint Louis Country Day School (MICDS), Saint Louis, MO**

Jul 2016 – Jun 2021

**Assistant Head of School**

- Supported and promoted the MICDS Mission and strategic plan, leading the "Great Teaching and Learning 2.0" initiative and aligning curriculum JK-12 horizontally and vertically, impacting over 1,200 students.
- Worked closely with the Head of School and coordinated the connection among the three Division Heads, ensuring the growth of the exceptional academic program and cohesion of the curricular scope and sequence.
- Chaired the Accreditation Steering Committee for the Independent Schools of the Central States (ISACS) and led the Group of 5 (Go5), contributing to the school's accreditation and strategic planning.
- Oversaw the day-to-day academic program, including hiring and crafting professional development for the JK-12 academic chairs and facilitating and evaluating the professional development of 260 faculty and staff.
- Led and collaborated closely with the development office to successfully fundraise and coordinate the work of the International Board of Visitors, enhancing the school's financial stability and growth.
- Collaborated with the admissions team to attract and retain mission-appropriate families and children, representing the school at high-profile events and conferences and serving on three Trustee committees.

**Bentley School, Lafayette, CA**

Aug 2008 – Jun 2016

**Associate Head of School (2011 – 2016) / Head of Upper School and Lafayette Campus (2009 – 2016) /**

**Assistant Head of School (2009 – 2011) / Interim Head of Upper School (2008 - 2009)**

- Oversaw the entire 9-12 campus operation, building and sustaining a culture of continuous improvement and shared leadership with the Head of School, Board of Trustees, faculty, staff, students, parents, alumni, and community members, impacting 680 students.
- Managed all aspects of the Lafayette Campus, including the Upper School budget of \$7-9M, and hired, retained, supported, and evaluated 72 faculty and staff members.
- Implemented cost control measures in response to the 2008 economic downturn, cutting \$3-4M from the Upper School budget in 2009, eliminating 16 faculty FTEs, and cutting \$600,000 in the non-FTE budget in 2010.
- Increased admissions yield to 46% in 2015 from 22% in 2009, and increased matriculation from Bentley's Middle School to its Upper School to 65% in 2015 from 12.5% in 2009.
- Introduced a refined, rubric-based observation system in the Upper School in 2008, ensuring every faculty member is observed annually and given written feedback, including commendations and recommendations for improvement.
- Created two new positions, "Dean of Teaching and Learning" and "Learning Support Specialist," which became models for curricular and pedagogical innovation and student support in cognitive diversity, learning differences, and students who are English Language Learners.

**Presidio Hill School, San Francisco, CA**

Jul 2006 – Jun 2008

**Director (Head of School)**

- Directed the school's day-to-day operations, managing 32 faculty and staff employees and overseeing a \$4.2M budget, with 12% allocated to financial assistance.
- Moved the school from a deficit of \$500,000 in FY 2006/07 to a surplus of \$30,000 in FY 2007/08.
- Reorganized the administrative team, created the position of Lower School Dean, and supported professional growth, ensuring all employees participated in at least two professional development opportunities each year.
- Created a framework for faculty review, providing formative assessments for all faculty and staff after observation.
- Increased enrollment to the maximum allowed by the school's conditional use permit and grew the 2007-2008 Annual Fund to four times the 2003-04 amount by personally cultivating major donors.
- Targeted and obtained increased scholarship funds from the Making Waves Education Program, raising funding from \$92,980 to \$172,408, and successfully recouped a \$167,000 pledge from a prior year's Capital Campaign.

**Andre Agassi College Preparatory Academy, Las Vegas, NV**

Jun 2004 – Jul 2006

**Executive Director (Head of School) (2004 – 2005) / Founding High School Developer/Principal (2004 – 2006)**

- Stepped into the role of Executive Director in 2004 and resumed the role of High School Developer/Principal for the 05-06 school year, overseeing the school's day-to-day operations and administering a budget of >\$6M.
- Worked with architects and the Agassi Foundation to design and create educational spaces, including a \$5M high school gymnasium, which was selected for the NBA's practice facility for the 2007 NBA All-Star Game.
- Accelerated the school's timeline to establish the first Kindergarten and first-grade classes three years earlier than planned and added the first high school class in the school's history in 2005-06.

- Shepherded the middle school to achieve "Exemplary" status under the "No Child Left Behind" guidelines, the only middle school in Nevada to earn this status, and guided the elementary school to "Adequate Yearly Progress."
- Raised \$7.5M in 2004-05 through the Agassi Foundation's Grand Slam for Children and successfully solicited a \$1M donation for the Beauchamp Apprentice Teacher Program in 2005.

**The Catlin Gabel School**, Portland, OR

Aug 1999 – Jun 2004

*Assistant Head of the Upper School / English Teacher / Baseball Coach*

- Oversaw and developed the cultural competency of the entire school community, hired acclaimed South African author Mark Mathabane as the first Director of Multiculturalism and Inclusion, and supported families of color during difficult periods.
- Managed 250 Upper School students and 50 faculty members, taught two sections of English each term, and coached Varsity Baseball for four seasons.
- Participated in hiring and administrative review committees and interviewed all prospective Ninth-Grade applicants for admission.
- Served as an advisor to the Student Government and student diversity groups.
- Sat on the BOT Finance Committee, helped create a new strategic plan and authored an appeal to faculty and staff that resulted in a ten percent increase in pledges for the Annual Fund.
- Co-facilitated the diversity committee, the Ubuntu Council, and founded and organized a citywide high school diversity and leadership conference, "FROM WORDS TO ACTION," in 2003-04.
- Co-created and implemented an evaluation of the Upper School's pilot laptop program, enhancing the school's technological integration.

**Marin Academy**, San Rafael, CA

Aug 1995 – Jun 1999

*English Department Chair English Teacher / Softball Coach / JV Boys' Basketball Coach*

**North Hills Preparatory School**, North Hills, CA

Aug 1992 – Jun 1995

*Humanities Coordinator Softball Coach*

**The Marlborough School**, Los Angeles, CA

Aug 1990 – Jun 1992

*English Teacher*

**The Cosby Show**, Astoria Queens, NY

Aug 1986 – Jun 1988

*Studio Teacher—English and History*