



Quisque Pro Omnibus, Each For All

Greens Farms Academy - Head of School Search

For July 1, 2018 35 Beachside Ave., Westport, CT 06880

Applications Due: July 1, 2017

www.gfacademy.org

Independent Day School: Co-Ed

GREENS FARMS ACADEMY AT A GLANCE

Founded: 1925

Grades: Pre-K—12th grade

Enrollment: 711

Lower School: 169

Middle School: 226

Upper School: 316

Faculty: 113 Full-time, 11 Part-time
14 AT's, 93 with Advanced
Degrees, 17% Faculty of Color

Student/Teacher Ratio:

Lower School - 8:1

Middle/Upper School - 7:1

Average Class Size: 14-16

Students of Color: 17.5% of
student body

Financial Aid: \$2.8 million
Awarded to 14% of students

Total Operating Budget FY '17:
\$29.8 million

Endowment: \$35.5 million

Professional Affiliations:

NAIS, CAIS, Accreditation by
NEASC

INTRODUCTION

Founded in 1925, Greens Farms Academy is situated on a 42-acre campus in the Greens Farms section of Westport, CT, an hour from New York City. It borders three ecosystems: a salt marsh, Audubon woodland, and the Long Island Sound. Through exposure to innovative teaching and a rigorous curriculum, GFA students have opportunities to explore passions and develop important 21st century skills. The school's area of particular strengths include robust offerings in the arts and athletics; a tight-knit, warm community; a focus on character, ethics, and morality at all levels; a faculty that knows each student as an individual and cares deeply about his or her growth; a culture of innovation and improvement among both faculty and students; healthy, sustainable enrollment; solid financial footing; and responsible and effective stewardship by the administration and Board of Trustees.

GFA students collaborate with teachers to develop their voices to effect change, to become lifelong learners who take ownership of their educational journey, and to engage in self-reflection that builds character and drives improvement. Building on a demanding curriculum, faculty employ progressive and effective methods to help students cultivate the skills and habits of mind necessary to excel. GFA strives to create a diverse community that values the identities, perspectives, and experiences of all its members. The school empowers students to discover their place in the world and help them to become globally competent citizens engaged in building a sustainable future.

MISSION & PHILOSOPHY

GFA reviewed and revised its mission as part of its self-study for the NEASC accreditation process. The following **mission** was approved and formally adopted by the Board in December 2016.

GFA engages students as partners in an innovative, inclusive, and globally minded community to prepare them for a life of purpose.

GFA's **statement of philosophy** guides the school community:

Partners: Our students collaborate with teachers to develop their voices to effect change, to become life long learners who take ownership of their educations, and to have an instinct for self-reflection that builds character and drives improvement.

Innovative: Building on a demanding curriculum, our faculty seeks innovative and effective methods to help students cultivate the skills and habits of mind necessary to excel.

Inclusive: GFA strives to create a diverse community that values the identities, perspectives, and experiences of all its members.

Globally Minded: We empower our students to discover their place in the world and help them to become globally competent citizens engaged in building a sustainable future.

GFA believes in a strong set of **core values** under which the school operates:

Passion · Integrity · Empathy · Curiosity · Excellence

BOARD OF TRUSTEES

GFA's Board of Trustees is comprised of a group of individuals dedicated to ensuring the school's success and is committed to the mission, program, faculty, and students. The Board's focus is on the financial sustainability and long-term, strategic direction of the school as it empowers the Head of School to lead from a position of strength and full authority. The Board is fiscally responsible, maintaining a commitment to the financial health of the school, while allowing for the necessary growth in program and related facilities to achieve GFA's mission.

It also provides vital guidance and support to key areas of the school, including finance, endowment management, fundraising, marketing and long-term strategic planning.



The full Board meets eight times a year and is presently composed of 23 members. Seven are officers who serve for one-year terms with a maximum of ten consecutive years, and sixteen are term trustees who typically serve two three-year terms. The Head of School acts as an *ex officio*, non-voting member of the Board.

The Board operates through a series of standing committees, and ad hoc committees are appointed for particular needs. Most committees are made up of trustees, administration members, faculty, and non-trustee parents.

The Board conducts regular self-evaluations in accordance with best practices of governance.

Board Committees

Advance Planning Committee Advancement Committee Athletic Committee Buildings & Grounds Committee Committee on Trustees Educational Policy Committee Equity and Inclusion Committee	Executive Committee Faculty Housing Committee Finance Committee Head of School Evaluation Committee Horizons at GFA Board of Directors Committee Investment Committee Marketing Committee
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FACILITIES

Over the past decade the school has grown dramatically with new and updated classrooms, laboratories, and research space. Harkness tables enhance the learning environment for students in the Middle and Upper schools. An impressive, newly constructed performing arts center including a large 441-seat theatre with a Scene/STEAM Shop, an expansive gallery to display PreK-12 exhibits, and numerous studios and classrooms, overlooks an exterior theatre courtyard. In addition, GFA has three gyms, including one dedicated to wrestling, an expanded fitness center, and fields that include a turf field and tennis courts. It has recently completed a freestanding, six-court squash facility. An expanded parking lot and new fields will be built this summer.

GFA's 42-acre campus includes an attractive and spacious Head of School house built in 2003. In addition, GFA has four nearby faculty houses: two one-family, one duplex, and a fourth for three Associate Teachers to share.

GFA is proud to be recognized as a national leader in environmental responsibility by the U.S. Department of Education. Its sustainability initiatives in terms of facilities and operations include solar panels and automatic lights, energy efficient windows, treatment of waste, reduction of water use, environmentally-friendly turf fields, and eco-friendly cleaning supplies and fertilizers.



PROGRAM

GFA offers a full program of intellectual, aesthetic, and physical activities for students of above-average drive and ability. Program planning is highly innovative and supported by robust professional development. The school's rigorous academic program considers students' development in all areas, from academic to physical to social/emotional.

With three distinct divisions – Lower School, Middle School, and Upper School – continuity of curriculum has been an area of focus for the school. The school prioritizes diversity and opportunities for multicultural experiences, and hopes to deepen that area of its program over the coming years. Finally, Greens Farms Academy takes pride in its recognition of the developmental levels of children through its robust program and top-notch teaching practices. The school is committed to students as individuals, and takes into account developmental appropriateness in all aspects of the curriculum. Academic classes are grouped heterogeneously throughout the Lower School. In Middle School, students begin leveled classes with math. Regular, Honors, and AP courses are available in all disciplines in grades 9-12.

The Health and Life Skills programs aid students in grades PreK-9; in the Lower School the Responsive Classroom program is used; and in Middle School social, mental, and physical health and life skills are addressed. Students in grades 6-12 meet with advisory groups to discuss and develop useful social, organizational and practical life skills.



The GFA program is enriched by the James M. Coyle Endowed Visiting Scholars Program, begun in 1996, which brings at least twice each year inspiring, prominent individuals of scholarly and contemporary interest, public servants, academicians, people of letters or other public figures who have made a sustained and lasting contribution to education defined in its broadest sense. Each visiting scholar is invited to spend the day at the School, attend classes, and work with students. The visiting scholar also delivers a public lecture for the community-at-large. This [list](#) represents the breadth of Coyle Scholars.

Lower School: PreK-Grade 4

GFA's Lower School provides a nurturing environment in which children grow intellectually, realize personal creativity and competency, develop self-confidence, build enthusiasm for excellence and achievement, and gain respect for the diversity of the world around them. Small group work, hands-on learning, personal challenge and responsibility, and an appreciation for the connections among all disciplines are integral components of the program.

The unique setting along Long Island Sound, which includes a rich and diverse salt marsh, Audubon trails, and Burying Hill Beach, allows the Lower School to take advantage of a sprawling “outdoor classroom” for hands-on, active learning. The facilities include spacious, light-filled classrooms, a community assembly hall, a dedicated science lab, library, music and art rooms, a full gymnasium, and a technology lab.



Building a moral community in which each child makes a contribution is paramount. Therefore, kindness, honesty, cooperation, self-reliance, and compassion -- universal values that lead to the growth of inner sturdiness in every child – are emphasized. The Code of Conduct, which every child knows by memory, asks that every member of the community follow three simple rules: be kind to others; respect everyone’s right to learn, and take responsibility for yourself and your school.

Daily class meetings, family style lunch, community service, and weekly assemblies foster the joy that comes from working together and being part of a learning community. GFA cares deeply about being a school in which strength of character and excellence in academics go hand in hand. See [Lower School Curriculum Guide](#) for details about the Lower School curriculum.

Middle School: Grades 5-8

As students develop their own identity as young adults, the Middle School provides them with solid grounding and direction by appropriately challenging them academically, artistically, and athletically, and encouraging them to take risks. Their advisors offer daily guidance.



The following Middle School core values seek to further develop decision-making skills in a caring community: respect for others, integrity, responsible citizenship, independent thinking, and a passion for learning.

The 5th/8th grade mentoring program as well as the “House” system, which encompasses students from all four grades, create an inclusive community that allows students to embrace the Middle School motto, “Dare to be different, dare to be yourself.”

The 8th grade Capstone project has been a hallmark of the Middle School since 2005. This project allows students to develop strong research and writing skills and to delve more deeply into topics about which they are passionate. Recent Capstone topics have included a study of ballet, the findings of the 9/11 Commission, the relationship of the 1918 influenza epidemic to the Bird Flu crisis, the development of parity in the NFL since the formation of the collective bargaining agreement, and the rich oral history tradition of Turkish folk tales.

The Middle School experience is a rich one with a wide variety of academic, artistic, and athletic offerings as well as a number of special extracurricular options. See [Middle School Curriculum Guide](#) for details about the Middle School curriculum.

Upper School: Grades 9-12

GFA's Upper School is an ideal size. It is large enough to offer a diverse set of electives and activities, including 16 AP courses, 26 arts electives, and 21 athletic teams. At the same time, it has an intimacy that can be seen in the unlocked lockers in the halls and the many possibilities for close student/faculty conversations in classrooms, at window-side tables overlooking the Sound, or while passing on the stairs. The community spirit shows in humorous traditions as well as in the faculty care and concern that surrounds each student.

Students are fully committed to their studies. While required to take five academic credits per semester, many take six or more.

Daily interactions around the Harkness table prepare students to be independent thinkers and to engage in thoughtful discussions with their peers. Close faculty relations encourage students to interact with their teachers outside of the classroom, whether to continue a discussion or receive extra help.



In addition to the full range of course offerings, including the required International Relations course, students may take online courses through the Global Online Academy, a consortium of over 50 premier independent schools from around the world. Independent work allows students to earn diplomas with special concentrations that reflect their interests and passions. For example, GFA offers a Concentration in Global Studies for students who combine travel abroad with rigorous research in the social and environmental sciences, culminating in a Global Thesis. Students present their theses at an annual World Perspectives Symposium, where they are questioned by their peers and faculty about their work.

Similar concentrations are offered in STEAM (Science Technology, Engineering, Arts, and Math) and in Sustainability. GFA also encourages students to study off campus for a semester or a year, finding that returning students enlighten the entire community. Students have recently completed semesters or years at School Year Abroad, The School for Ethics and Global Leadership, High Mountain Institute and The Island School, among others. See [Upper School Curriculum Guide](#) for details of the Upper School curriculum.

The excellence of the Upper School experience is validated by the success of the students beyond GFA's walls. Student scientific research has been recognized by state and national organizations. Student writing has been published by numerous external organizations and the literary journal, *Penumbra*, has earned national recognition. Photography, art, films and video are regularly chosen for local exhibits and statewide and national prizes. Musicians perform regularly in regional and statewide ensembles, and student playwrights have had their work staged beyond GFA.

COLLEGE GUIDANCE

The College Guidance Office offers personalized professional guidance through the intricacies of the college admission process. Throughout the search process, self-evaluation, family and individual meetings, the College Seminar Series in the junior and senior years, and research enable students to learn about themselves as they learn about prospective colleges. Each student is respected and valued as an individual who has distinct interests and special strengths. A holistic match between the student and college is considered most important.

The list of College and University Acceptances, 2012-16 can be found [here](#).

THE ARTS

The arts are a major component of GFA's academic program. The Visual Arts department is an academic program available to students in grades PreK-12. Students in PreK-6 take one course per year, while in seventh grade, art



becomes an elective. In PreK-8, students create works of art in a diverse array of media, including painting, drawing, printmaking, ceramics, textiles, sculpture, and 3D design. Upper School students are required to take one full-credit course in either the Visual or Performing Arts departments. The Visual Arts program focuses on three main disciplines: studio art, photography, and video, but stresses multimedia work and a focus on design.



The Performing Arts department utilizes Edwin Gordon's Music Learning Theory and the Orff Method for music learning in Lower School, and offers band, chorus, and orchestra for all Middle School students. A theater course is available for eighth graders. Upper School students participate in Performing Arts through classes, performances, and independent studies in Instrumental music, choral music, and theater. Furthermore, there are opportunities to be in a musical or play, sing in a cappella groups, and play in jazz combos.

ATHLETICS

The Physical Education (Lower School) and Athletic Department (grades 5-12) strive to instill a lifelong appreciation for movement and health through both physical education classes and interscholastic competition across the divisions. In the Lower School, the physical education program varies by grade level. Interscholastic competition begins in the Middle School. Each week, students attend three midday practices that are about 75 minutes long, and often compete in one to two games after school each week. Upper School students must participate in two to three athletic seasons each year, depending on grade level. There are multiple levels for each sport, and the number of options and teams has expanded considerably over the past decade.

	GIRLS	BOYS
Fall	Cross country, field hockey, fitness, soccer, volleyball	Cross country, fitness/boot camp, soccer
Winter	Basketball, climbing, fencing, fitness, kickboxing, skating, spinning, squash	Basketball, climbing, fitness, kickboxing, squash, wrestling, skating
Spring	Fitness/boot camp, golf, lacrosse, sailing, softball, tennis, track, ultimate Frisbee	Baseball, fitness/boot camp, golf, lacrosse, sailing, tennis, track, ultimate Frisbee

The Athletics program brings the school community together, whether through pep rallies and big games or through Upper School students mentoring younger students. Further, Upper School teams regularly win titles in the Fairchester Athletic Association and the New England Preparatory School Athletic Council League, and are often commended for their sportsmanship. GFA athletes are often sought after by colleges and universities spanning Division 1 to Division 3, and go on to become successful college athletes.

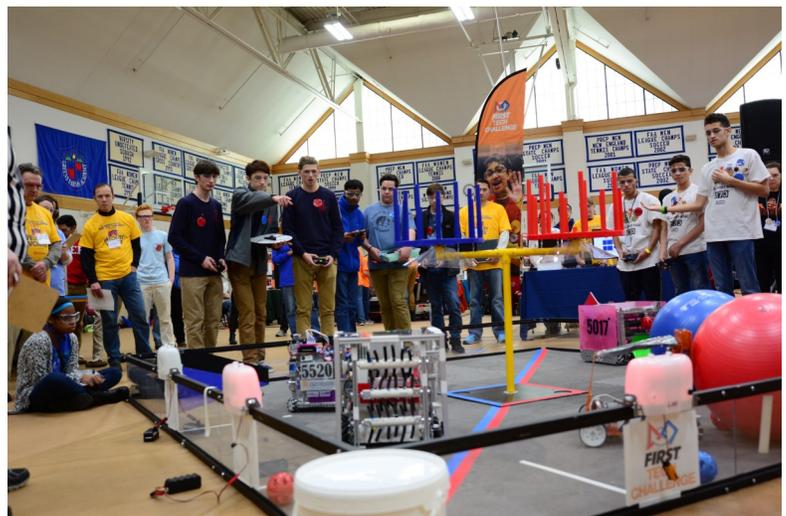


LIBRARY

GFA has two libraries: the Lower School Library serving grades Pre K-4 and the Middle/Upper School Library serving grades 5-12. The primary goals of the libraries are to promote reading for pleasure and to enable students to become effective and independent users of ideas and information. Lower School classes are given dedicated weekly time in the library, during which students learn how to use and access library materials, and Middle School students have a dedicated weekly research seminar during one trimester of a year-long seminar class. Upper School students are introduced to various and ever-expanding online and print resources of the library to assist in research for major grade-level research projects. The libraries provide a collection of print and electronic sources that support the curriculum and technologies found in the classrooms and throughout independent research. The collections include more than 20,000 volumes, 60 journal subscriptions, 2 newspapers, various videos and audio books, access to an online catalog, and research databases such as JSTOR, Project Muse, Science Direct, Opposing Viewpoints, and ICONN.

TECHNOLOGY

The Technology Department prepares students for the ever-changing global world through a technology-integrated curriculum, and by supporting the everyday technology needs of faculty and students. Lower School students in K-4 experience a well-developed sequential curriculum that includes internet research, coding, and responsible use. GFA has a 1:1 laptop program in grades 6-12.



Students pursue their technology passion by enrolling in focused electives like Game Design and Ethical Hacking or in AP Computer Science, and by designing unique independent study courses. The robotics club competes throughout the Northeast, providing further outlet for this passion. Use of leading edge technology, like 3D Printers and Augmented Reality, begins in the Lower and Middle Schools and continues throughout students' time at GFA.

SIGNATURE PROGRAMS

GFA's education is innovative as well as traditional. It takes place in the classroom, in the ecosystem outside its doors, and digitally across the globe. In the school's signature programs students learn to take ownership of their education and partner with teachers and fellow students in learning how to think critically, collaborate, and communicate.

GFA has three signature programs: the World Perspectives Program (WPP), STEAM (Science, Technology, Engineering, Arts, and Mathematics), and Sustainability Studies. All three programs have PreK-12 themes running through the curriculum and extracurricular offerings across divisions. In each of the programs, there is also an Upper School concentration option, where students who fulfill certain course requirements and complete an independent project in the area graduate with a concentration in that field.

The World Perspectives Program (WPP) strives to help students discover their place in the world and to empower them to become globally competent citizens prepared for a life of purpose. Students have extracurricular opportunities to experience global cultural diversity through field trips, student travel, community service, and clubs (e.g., Model U.N.). In the Upper School, the WPP offers an interdisciplinary curriculum in the Global Studies Department, and taking a course in international relations is a graduation requirement at GFA.



The STEAM program at GFA permeates curricula PreK-12. The overall focus of STEAM is for students to engage in inquiry and project-based learning that reinforces multiple skills across disciplines. Hands-on activities and implementation of research and design strategies allow students to practice solving real world problems.

The school has just rolled out the third signature program in Sustainability Studies, building on the school's natural assets/location and recognition from the Department of Education as a National Green Ribbon School. Learn more about how the school earned this distinction [here](#).

Seed to Table: This garden-based program is fully integrated into the Lower School curriculum and is steadily trickling up to the Middle and Upper Schools. Seed to Table inspires students to develop meaningful connections with the world around them through explorations in the garden, experiences with food, and investigating the many natural communities that surround the school.

Partnership with UPenn: The Center for the Study of Boys and Girls Lives (CSBGL) is a consortium of independent schools based at the University of Pennsylvania's Graduate School of Education. This group gives students the opportunity to engage in studying and improving the school's culture through Youth Participatory Action Research (YPAR). Partnering with research assistants and faculty at UPenn, GFA students work together to identify researchable and actionable topics of relevance to their daily lives. They learn the qualitative research techniques used in social science and conduct inquiry according to accepted protocols, recommending actions and changes based on their findings.

LEARNING SUPPORT

Greens Farms Academy values the diversity of its student body, and it goes to great lengths to address students' needs both in and out of the classroom. The faculty takes great care to know each student as an individual, and the curriculum responds to the passions and abilities of the students. Moreover, the school has a strong collection of resources in place to provide additional support and care, including school counselors, learning specialists, advisors, academic and class deans, and a Director of Diversity and Community.

In the Lower School, students receive extra help as needed within the self-contained classroom or through group work with the learning and reading specialists.



GFA's Learning Specialist for the Middle and Upper Schools assists students who may need help with organization and study skills and provides some direct instruction in 6th and 9th grade seminars on study skills. The Learning Specialist also interprets testing and makes recommendations to faculty for accommodations.

The Writing Center supports student writers in grades 5-10 by providing one-on-one feedback and guidance from teachers and student mentors.

CLUBS, EXTRA-CURRICULAR PROGRAM AND AFTER-SCHOOL ACTIVITIES

GFA's clubs and extracurricular program provide opportunities for partnering between students and faculty members on shared interests. Student-driven clubs in the Upper School allow for students to take leading roles in the direction and content of their experience in clubs.

Clubs in all three divisions have been developed to promote many pivotal GFA values such as passion, empathy, curiosity, global mindedness, and inclusion.

The after school program offers a number of interesting activities to children in grades K-4 for an additional fee. Activities such as outdoor games, chess, cooking, and drama are offered from 2:55-3:55 PM.



COMMUNITY SERVICE

GFA's Community Service program supports the school's mission and core values for producing students who demonstrate empathy and live a life of purpose. The Upper School Community Service Board, comprised of students from the Upper School, engages the student community as partners in helping to set the direction of the program in that division. All Upper School students are expected to spend 25 hours each year doing community service. There is dedicated weekly time in the Middle School for 7th graders to engage in a range of community service projects, while other Middle School students engage in community service at different times throughout the year. Community service activities in the Lower School aim to plant the seeds of social awareness and include activities ranging from sponsoring children through Save the Children to overseeing donation collections to performing at local convalescent homes. As evidence of its strong commitment to community service, the school has had a dedicated Community Service Director for over 30 years.

SUSTAINABILITY

GFA's commitment to sustainability is supported by its Sustainability Council which is made up of Eco Club student leaders, faculty and staff dedicated to spreading messages related to environmental literacy, stewardship, and conservation. Sustainability initiatives in the areas of education, energy, waste, water and conservation—as well as a list of the many environmentally responsible practices in place are detailed [here](#).

SUMMER PROGRAMS

In addition to the Horizons at Greens Farms Academy, described below, each summer GFA hosts Camp GFA, a number of sports camps, and a Summer Academy.

Camp GFA offers an array of activities which include Arts & Crafts, Athletics, and Nature Explorations. Campers enjoy swimming and beach activities at a local Westport beach and weekly presentations from the Maritime Aquarium at Norwalk and other organizations.

Sports camps occur June through August and include basketball, field hockey, 'Force 5' Lacrosse, surf fishing, squash, and tennis.

The Summer Academy for students entering grades 3-12 offers students two to five week classes to get ahead or strengthen their skills. Courses are available for Middle School students interested in GFA's Upper School Signature Programs. Most courses are half-day.

DIVERSITY AT GFA

GFA has a diverse, multi-cultural student body representing a broad range of ethnic, racial, socio-economic, religious and international backgrounds. Students of color represent 17.5% of the study body and faculty of color represent 17% of the faculty. Student clubs, various celebrations, and the annual Heritage Dinner offer opportunities for community members to know each other more intimately. Each year, students and faculty attend the NAIS People of Color Conference and the CT Student Diversity Leadership Conference. In addition, events such as the Visiting Writers Program bring a wealth of voices to campus throughout the year, offering lectures, workshops and residencies. Please see this [link](#) for a list of recent visiting writers. The school recently committed to a two-year professional development effort, including work with an outside consultant, focused on creating an inclusive community and fostering broad conversations about multiculturalism and equity.

Race/Ethnicity 2016-17	Total Students	Total Faculty
Asian American	23	6
African American	20	2
Latino/Hispanic American	24	6
Multiracial American	47	7
Middle Eastern American	1	0
Native American	2	0
Pacific Islander American	5	0
International	3	-
Diversity Total	122	21
% Diversity	17.5%	17%

FACULTY

The GFA faculty is an outstanding asset for the school. Notably, of its 113 full-time, 11 part-time teachers, and 14 associate teachers, 93 have advanced degrees. The average tenure of full-time teachers is 17 years, a testament to the impressive commitment to professional development encouraged and supported by generous funding. The school demonstrates a strong commitment to the art of education. The competitive Associate Teachers program in the Lower School, the two year Fellows program for recent college graduates in the Middle and Upper Schools, and the Faculty Mentoring program foster and support faculty new to the profession.

Faculty participation in the life of the school is an important emphasis, and most teachers also participate in clubs, sports, or other extracurricular activities; this outside-the-classroom contact between teachers and students is a priority for GFA and contributes to strong faculty/student relationships.

ADMINISTRATION

The administration at GFA supports and advances the programs and policies of the school. Non-academic policies are developed by different groups, depending on the topic, but most commonly by the Administrative Council, which includes the Head of School, Associate Head of School, Lower, Middle and Upper School Division Heads, Director of Marketing and Communications, Director of Athletics, Director of Advancement and Community Relations, Director of Information Technology, Chief Finance and Operations Office, and Director of Enrollment and Financial Aid.



Faculty Years of Service at GFA

Number of Years	Number of Full-Time Faculty
1-5	59
6-10	30
11-15	13
16-20	9
20+	9

Total includes 6 adjunct music faculty.

Much of the decision-making regarding curriculum is done by departments and divisions, where teaching faculty play a major role. The Academic Committee (chaired by the Associate Head of School and composed of the Head of School, department chairs, division heads, Middle and Upper School deans, and several others) meets regularly to approve new course offerings, discuss major curricular initiatives, and make academic policy.

ADMISSIONS

The GFA admission and enrollment management program is strategic, comprehensive, inclusive and mission-driven. It is well designed to attract and enroll students who will benefit from the experience at the school. GFA has a favorable reputation in the very competitive marketplace of Fairfield/Westchester County independent schools and the local public school system, and the Upper School also competes with the leading New England boarding schools for applicants.

Tuition 2016-2017

PreK	\$28,000*
Lower School	\$38,610*
Middle School	\$40,540**
Upper School	\$42,770**

*Includes lunch, class trips, and instructional materials
 **Includes lunch, class trips, but not books or laptops.

GFA enjoys a robust admissions picture and is currently at maximum enrollment capacity with deep waitlists at most grade levels. Students commute via car/carpool, van service, or the Metro-North train. The Greens Farms train station, at the foot of the campus, is a 5-minute walk to school. More than 175 students use Metro-North for transportation. Students come from a total of 23 towns and cities across Connecticut and New York State.

FINANCIAL AID

GFA is committed to need-based financial aid for students enrolled in Grades K-12. In 2016 - 2017, GFA awarded \$2.8 million in aid to 14% of the student body. The school supports its financial aid students in all aspects of student life. For example, Upper School students on 70% or more aid receive a laptop, a spring sports athletic trip each year, and one international trip during their Upper School years. Greens Farms Academy uses the services of School and Student Services by NAIS (SSS) to process financial aid applications.

FINANCES

GFA enjoys strong financial health with an operating budget of \$29.8 million and a net endowment of \$35.5 million that accounts for the \$8 million of long-term debt that will be repaid in 2018.

As of YE 6/30/16 the PPRSM reserve portion of the endowment was \$9.5MM.

Endowment

The purpose of the endowment is to provide support for GFA and its mission over the long term.

In determining investment and draw policies, the school's goal is to ensure that the future growth of the endowment is sufficient to offset normal inflation plus reasonable spending, thereby preserving the real (inflation-adjusted) value and purchasing power of the fund for future generations.



Endowment	(in 000s)	Percentage
Faculty Enrichment & Compensation	\$4,285	10%
Financial Aid	\$4,252	10%
Horizons	\$2,823	6%
Capital Infrastructure	\$9,627	22%
Overall Program & Other	\$22,880	52%
Total (Gross Endowment)	\$43,868	100%

Percentages are based on gross endowment market value as of 6/30/2016.

ANNUAL FUND

The annual fund for 2016-17 surpassed its goal of \$1,900,00 with 100% participation of faculty and staff and almost 90% of parents. The Parents Association gift of \$25,000 was allocated toward summer curriculum work to design new courses and enhance academic offerings PreK through grade 12. \$108,315 was spent on faculty professional development.



COMPREHENSIVE CAPITAL CAMPAIGN

As of July 31, 2016 GFA had received \$14,800,000 towards the capital campaign goal of \$21 million. Phase I raised \$12 million for the Performing Arts Center and Global Studies Center. Phase II is ongoing with \$9 million target for expanded and enhanced interior athletic facilities (including six squash courts which were completed in December 2016) and an increase of \$6 million for endowment to support financial aid, faculty compensation, and programs.

HORIZONS AT GREEN FARMS ACADEMY

Horizons at Greens Farms Academy helps underserved students from Bridgeport in grades PreK-12 develop strong academic, social and emotional skills, habits of mind and the resilience to succeed in school and pursue a meaningful, choice-filled life.

In partnership with GFA, Horizons provides PreK-8 students with a six-week summer program of small classes led by professional, nurturing teachers. Students engage with an individualized curriculum emphasizing reading, writing and math. Enrichment activities, including swimming and music, expose students to new opportunities. Throughout the school year, Saturday Academy provides academic and social continuity. Horizons assists its high school and college students through year-round, one-on-one college counseling, tutoring and mentoring.

FUTURE LEADERSHIP

Greens Farms is extremely well-positioned for its upcoming leadership transition. The tenure of current Head of School Janet Hartwell has lifted all aspects of school life. The next Head will inherit a strong sense of positive momentum, buoyed by financial strength, hearty morale, a spirit of innovation and forward thinking, and a talented group of students and adults.

By July 2018 GFA will have completed, in close succession, a highly complimentary accreditation process, a successful capital campaign, an ambitious campus building program, a thoughtful strategic visioning exercise, and the attainment of its enrollment capacity. With this momentum, the school is in a near ideal position to forge an exciting path ahead.

Notable strengths of Greens Farms Academy include:

- Faculty, staff, parents, and students consistently emphasize the **strong sense of community** when describing what they cherish about GFA. The school's constituencies have a high regard for one another and act as partners with a shared purpose. Trustees, administrators, faculty, staff, students, and parents operate constructively and with a presumption of trust and good intent.
- The **talents and dedication of the faculty, staff, and administration** assure a comprehensive and well-delivered program of curricular and co-curricular offerings, as well as close personal relationships with GFA students. Adult professional development is strongly supported at Greens Farms by administrative and colleague engagement as well as resources for external training.
- GFA has a **strong reputation for academic rigor**, preparing students well for college and for life beyond college.
- Students are fully engaged and hard-working in a **well-balanced and supportive environment**. As cited in its recent accreditation report, there is "[a] palpable sense of joy, pride, and community that pervades" the school. In and out of classrooms, across all age groups, there is a strong emphasis on character development as an essential element of each student's personal growth.
- GFA's **strong financial position and attractive, highly functional, and well-maintained physical plant** offer outstanding teaching and learning spaces. Just an hour from New York City, the campus also benefits from being situated among three ecosystems and directly adjacent to Long Island Sound.

Given GFA's significant strengths, and the challenges and opportunities at this point in its history, the Board of Trustees is conducting an international search to identify its new Head of School.

Greens Farms Academy's next Head of School will be:

An experienced leader with the creativity, perspective, vision, and entrepreneurial spirit to advance the school's forward momentum.

- A dynamic educator who understands, values, and is committed to preserving the special qualities of the school today while guiding it to new levels and/or to new directions consistent with the school's mission.

An individual with a passionate commitment to the Mission, Philosophy, and Core Values that unite the school in a common purpose.

- A highly visible and “all in” advocate for Greens Farms, both internally and externally, who embraces the school's mission and traditions, and who can effectively communicate them within the school and to the larger community.
- A clear and transparent communicator and compelling spokesperson for GFA who will take all steps to ensure that the school's quality is known both locally and nationally, and who will spearhead dynamic marketing and active representation in local communities to enhance the school's reputation among the strong public and independent schools in the region.
- A “people person” – one who authentically builds positive personal and professional relationships with all members of the GFA community—students, faculty, staff, parents, trustees, and donors--and who is seen as warm, calm, approachable, and good humored.

A thought leader who exemplifies lifelong learning, possesses an innate curiosity about education and personal developments and is able to foster the culture of ‘relentless improvement’ at GFA.

- A champion of learning at all age and grade levels, who leads GFA to constantly examine how it can best educate students and how it can enhance the professional growth of the adults who serve them.
- A skillful leader able to respect the past while looking into the future and guiding the school as it maintains the current blend of traditional with contemporary approaches to education.
- An educator able to engage all constituencies in addressing a number of current issues at GFA:
 - ◆ The pace within the school in the continuing challenge to find the right balance between the push for achievement and new initiatives and the desire for students to happily experience childhood and adolescence.
 - ◆ The right place for technology at GFA in terms of instructional enhancement, administrative function, capital expenditures, and personnel support.
 - ◆ The balance between a commitment to educating the whole child and increased specialization in co-curricular programs and highly competitive interscholastic sports.
 - ◆ The desire to find the right college fit for each student, while managing expectations around the selectivity of the matriculation list.

An individual who values and actively cultivates a school environment where diversity and inclusion are honored.

GFA's next Head of School will provide leadership as the school seeks to:

- Best fulfill its mission in regard to all aspects of diversity and inclusion and assure that finances, programs, and staffing align towards that end.
- Foster conversations about multiculturalism and equity, as the school implements its plans to integrate diversity-related themes into the curriculum and co-curricular programs in all three divisions.

- Continue to prioritize financial aid in budgeting and fundraising in the coming years to go hand in hand with Board efforts to encourage a culture of giving more broadly.

A multi-talented leader who can comfortably and successfully act as GFA’s Chief Executive Officer as well as its Chief Educator.

- Someone who excels at hiring talented professionals with skills and character that fit GFA’s culture and expectations, and who will trust them to do their jobs without unnecessary micromanagement.
- A person who can inspire and motivate others to be their best selves, by his/her own example, by word, and by thoughtful use of available resources.
- An individual who is both a listener and a decision maker; in essence, a person who is authoritative without being an authoritarian.
- A steward for the financial health of GFA that ensures its support of current operations, academic and otherwise, and its ability to invest in new opportunities that continue to move the school forward. This will involve assisting in the evaluation, viability, and sustainability of the current financial model, as the school reaches enrollment capacity and addresses concerns about access and affordability.
- An effective storyteller who is knowledgeable about fundraising and is enthusiastic about enhancing the culture of philanthropy and engaging potential donors to share in building a vibrant future for Greens Farms Academy. Generally speaking, GFA families are generous beyond tuition commitments, but the potential exists to raise sights to bring the school to the next level.

SUMMARY OF THE SEARCH PROCESS

Candidates interested in this position are asked to submit the following materials by **July 1, 2017**.

1. EC Candidate Summary Sheet (Contact John Mackenzie or Jean Lamont for that document)
2. Cover letter addressed to the Search Committee
3. Résumé
4. Statement of educational philosophy
5. A list of five or more references with contact information (including phone numbers and email addresses)
6. Up to three letters of reference (optional)

GFA is an equal opportunity employer and complies with all federal, state, and local laws, which prohibit discrimination in employment because of race, color, national origin, citizenship, age, sex, religion, disability, marital status, sexual orientation, and veteran status.

Send application materials electronically via email, as a single WORD document or PDF file to:

John M. Mackenzie		Jean G. Lamont
Managing Partner, Educators’ Collaborative, LLC.	OR	Partner, Educators’ Collaborative, LLC.
jmackenzie@educatorscollaborative.com		jlamont@educatorscollaborative.com

Candidates are encouraged to speak personally with John (614-207-1006) or Jean (203-605-6975).