

HEAD OF SCHOOL SEARCH

FORMAN SCHOOL

Litchfield, Connecticut

formanschool.org

Start Date: July 2024



**Carney
Sandoe**
& ASSOCIATES

CARNEYSANDOE.COM

Mission Statement

Forman School is an independent, coeducational, college preparatory school for boarding and day students with identified learning differences. Forman develops the whole student, based on his or her unique learning profile, so that every graduate becomes an educated, confident, self-advocate throughout life.

Inclusion Statement

Forman School was founded on the principle that there is great value in differences. With that in mind, we are committed to sustaining an inclusive community environment that fosters understanding and awareness of variances in race, gender, sexual orientation, age, ethnicity, religion, socio-economic status, geographical origin, physical ability, and family structure. Forman fundamentally believes that we become better people when we learn from and embrace others who have different experiences and perspectives from our own. Our community welcomes those whose hearts and minds are open to differences and value truth, respect, and kindness.

At a Glance



Established
1930



Enrollment
230



Financial aid awarded
\$2.9M



Student-teacher ratio
3.5:1



Students of color
19%



Total faculty
57



Faculty with advanced degrees
56%



Campus size
125 acres

Boarding students: 192
States represented: 31
Countries represented: 9
Faculty of color: 4%
Students receiving aid: 30%

Endowment: \$8.3M
Annual operating budget: \$18.5M
College placement: 100%
Sports: 21
Student organizations: 21



Overview

Forman School was the first coed college preparatory school for students with learning differences, and in its nearly 100 years of existence it has become a leader in working with bright and motivated students with diagnosed learning differences. This joyous learning community ensures that 100% of its graduates get into a four-year college; this is accomplished by students exploring the abundant academic, artistic, athletic, and social opportunities. The program, based on current research and proven best practices, successfully reaches adolescents with dyslexia, dysgraphia, dyscalculia, ADHD, and executive function deficits, and can also engage twice-exceptional students. While at Forman, students participate in a wide variety of courses and extracurricular activities that contribute significantly to their personal and academic growth.

John and Julie Forman were newlyweds with a vision when they founded a small school in Litchfield in 1930 that would give individual attention to young boys. Opening the school with just three students, Forman grew quickly and added a separate school for girls in 1942. The two schools formally merged in 1971. As a graduate of Princeton University, one of John Forman's contacts was Professor Albert Einstein, who also faced reading challenges of his own as a student. This relationship led to Dr. Einstein joining and providing priceless input into The Forman School's Academic Board of Advisors and his input to the school's groundbreaking curriculum. The Formans were committed to utilizing the best available resources and latest research-driven techniques to address the specific learning disabilities of their students, a tradition that has continued throughout the school's history. They turned to Dr. Samuel T. Orton, a pioneer in reading methodologies and a mentor of John Forman, in determining how to teach the fundamentals of reading. Today the school is located on a classic New England prep school campus in Litchfield, Connecticut that attracts local day students and boarding students from more than 25 states and 10 countries. The School's facilities for academics, athletics, the arts, and social endeavors are state-of-the-art. Boston and New York City are around 2 hours away by car.

The current Head of School, Adam Man, will be retiring in June of 2024 after a highly successful tenure of 15 years in which he has improved the school's facilities, strengthened its program, and raised its profile in the school world. It is critically important that the new Head have a deep understanding of how best to help students with learning differences realize their full potential. The school seeks an individual who will enter the school community and fully embrace boarding school life. The next leader will need to continue to be an effective spokesperson to attract students to the school and donors to support its mission. The new Head will work with the Board and the administration to continue to find ways to attract excellent teachers and ensure that they are recognized, rewarded, and retained.



Opportunities and Challenges

The next Head of School will join the Forman community at a propitious time. In addition to the School's dedicated and experienced faculty and leadership team, the Forman Board of Trustees is committed to a successful transition to new leadership. Importantly, the next Head will work with a deeply devoted and mission-aligned faculty - educators who love the School.

- The Forman School is expert at working with students with learning differences. Communications and marketing need to continue to make sure that families, consultants, and educators know Forman and what a wonderful resource it is for students with learning differences.
- The school is research-driven and continues to be open to new ideas and best practices; the next leader will need to be a proponent of innovation and bring an entrepreneurial spirit to the position.
- The committed and highly qualified faculty are the heart of the school. In the coming years the Head and the Board need to address the question of how teachers and their families can maintain a work/life balance in a demanding boarding school environment.
- The school strives to be inclusive in all ways and understands that attention needs to be paid to increasing financial aid and maximizing current resources. There is a strong need to focus on fundraising and increasing the endowment that would alleviate any financial pressure.



Qualifications and Personal Attributes

The next Head of Forman School will bring an impressive record as an educator and a community builder who has previously served in roles of considerable responsibility. Chief among the many desired qualities and qualifications sought in the new Head are:

- An understanding of the challenges that accompany learning differences and an empathy for those students and adults who meet the challenges that learning differently can bring;
- A track record of supporting, developing, and retaining teaching faculty, with a deep understanding of the demands of boarding school life;
- Accessibility, empathy, with a predisposition to engage, and relate to all school constituents;
- Leadership traits that combine warmth, good listening, and collaboration with decisiveness and resolve;
- An attentiveness to Forman's long-range financial sustainability and an enthusiasm for philanthropy, student recruitment, donor cultivation and fundraising;
- Community builder with an eagerness to engage actively with and build trusting connections between students, faculty, staff, and families and to prioritize visibility and presence on campus; and
- Strategic and systems thinker with the confidence and humility to advocate for new ideas, invite disagreement, manage difficult conversations, implement change and welcome feedback.

Learn More

Click on the links below to learn more about Forman School.

[School Website](#)

[College Matriculation](#)

[School History](#)

[About Litchfield, Connecticut](#)

[Flagship Programs](#)



To Apply

Interested and qualified candidates are invited to contact the consultants in confidence. Candidates will ultimately need to submit the following materials as separate PDF documents:

- A cover letter expressing their interest in this particular position;
- A current résumé;
- A writing sample (a communication to parents, students, or teachers) that will give the Committee a sense of the person's writing style and tone.

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