



**POSITION STATEMENT  
HEAD OF SCHOOL SEARCH  
THE MEAD SCHOOL, STAMFORD, CT  
START DATE: JULY 1, 2026**



A parent driving home from The Mead School one day asked his child what day of the week she liked best. The child replied, *“any day except the weekend, because then I can’t be at school. I even wish that there was a Mead School during vacation!”*

Mead is truly a joyful school that all students love to attend.

## The Mead School Today

The Mead School, founded in 1969, is a proud progressive school of 170 students enrolling students from infants through grade eight. Sited on a lush 13-acre tree-lined campus in North Stamford, Connecticut, with light-filled classrooms, all with doors that open to the outdoors, Mead offers an oasis where students can thrive in nature while many of their parents in this busy bedroom community commute to work in New York City.

In a part of the world with numerous excellent independent schools, The Mead School stands out for its research-driven instructional practices informed by everything known about how children learn best. At Mead, students thrive in deliberately small learning groups within multi-age Centers that foster collaboration and connection. A robust social-emotional approach, integrated creative and expressive arts, and a curriculum centered on student voice and self-advocacy all work together to support each child’s unique journey.

Mead faculty are passionate about teaching and deeply committed to their students. They relish the opportunity to teach in a truly progressive school, where they are involved in school decisions and in writing their curriculum. Daily schedules are thoughtfully built, and dedicated faculty create a nurturing, responsive learning environment. At Mead, students and teachers are on a first-name basis, and every student is truly known, valued, and prioritized.

At this year’s graduation ceremony, an 8th grader spoke about encountering kindness from everyone starting from her very first day, and extolled Mead for “letting me be me.” All children are recognized as individuals; at Mead, they develop their voice and they are given agency.

Mead is a close-knit community, from the youngest to the 8th graders, they know each other and spend time together. Mead is the school where 1st and 2nd graders run out to meet the bus with “Welcome Back” signs when

7th and 8th graders return from a trip, and students of all ages often participate in trips throughout the region. Young alumni return whenever they can and are a regular presence on campus.

Mead students love coming to school, and their parents are engaged and excited about how their children respond to the learning environment – indoors and outdoors – and on their many trips. Alumni rave about the education they received, and their teachers at Mead were far superior to any other school they later attended. Mead produces amazing kids who are given the opportunity to pursue their passions, spurring them to achieve great things in their careers and lives after Mead.

## HISTORY

An educator at the forefront of whole brain learning, Dr. Elaine de Beauport, Ed.D. was the visionary for The Mead School.

In the late 1960s Dr. de Beauport was teaching at Rosemary Hall and also performing research into brain function. She observed that while she had the brightest students in her classes, most were very passive learners, lacking a real connection or passion for what they were learning. She believed that students needed a much more experiential environment to inspire them and to engage their curiosity so that they would become active learners. This could be achieved by adopting an educational approach that engages both the left and right hemispheres of the brain to enhance learning and retention. It integrates logical, analytical thinking (left brain) with creative, intuitive processes (right brain).

She put her research into practice by opening The Mead School at the Second Congregational Church in Greenwich in 1969, and ultimately, in 1997, the school moved to its current location.



## MISSION AND VALUES

The Mead School nurtures in each child the power to create a personally meaningful life by fostering deep learning and the social awareness necessary to thrive in an interconnected world.

The Mead School Values:

- Education that invites children to bring their authentic selves to school.
- Work that is both academically challenging and joyful.
- A schedule that allows time to pursue choice and personal interest.
- Education that emphasizes reflection, inquiry, and deep learning.
- An inclusive environment where faculty and staff make learning relevant.
- A community that nurtures belonging through close partnerships between teachers, children, and families.
- Specific learning behaviors that ask students to imagine, think, receive, act, respect, express, and intuit.

## THE CAMPUS

Tucked into 13 acres of woods and meadow in North Stamford—45 mins to NYC by train/ 75 by car, just around the corner from Greenwich and a stone's throw from Pound Ridge, NY. The Mead School is a striking mid-century modern building with soaring ceilings with skylights, the school seems to be designed to bring the outside in. It's a space built for connection between students, teachers, and nature.

The outdoor campus includes six playgrounds, each designed for specific grades, a community garden cultivated by students of all ages, a soccer field, an amphitheater, and, coming soon, a trail system throughout the woods.

The inside of the school building hosts a 350-seat theater, a gym, a music studio, a black box theater, along with an art studio complete with sewing machines, power tools, a kiln, and

pottery wheels. The building is designed with three pods dedicated to the Early Learning Center, Elementary School, and Middle School. Classrooms are spacious with nooks for smaller learning situations; they are open and include a variety of class spaces, a library, and flexible space for games or working on projects together.

Adjacent to the school is a charming 1940's Cape Cod-style home, offering 2,300 square feet of warm and welcoming space. With four bedrooms, two full and one-half baths, this home is ready to welcome the school's next leader. Inside, the house features wide-plank pine floors, two cozy fireplaces, vaulted ceilings, and skylights that fill the kitchen with natural light. Outside, the home showcases a flagstone patio, a private deck, and a two-car garage. Set on over an acre, the yard backs up to peaceful woods, offering a touch of nature just steps away from the school.





## THE PROGRAM

Deeply steeped in experiential learning, at the heart of The Mead School program is its progressive pedagogy; The Early Learning Center (ELC/infants – Pre Kindergarten) and the K-8 Program comprise The Mead School experience.

The ELC enrolls approximately 100 children in two programs: a 42-week September–June session and an 8-week Summer Session in July and August, offering a nurturing, consistent environment that supports young children and their families. Mead has always believed that earliest childhood is a critical development period, and now decades of evidence proves the fact.

This year, the K-8 program enrolled about 70 students and follows the traditional independent school calendar, running from September through June. Grades are capped at 12 students, with learning groups averaging just seven students. These small class sizes foster a culture of deep learning and close connection.

With an educational model that is intentionally small:

- Each child is deeply known and understood.
- Teachers have the opportunity to differentiate instruction and enrich learning experiences to meet individual needs.
- Students explore multiple approaches to problem-solving, building flexible and creative thinking.

- Interdisciplinary projects are engaged across subject areas.
- Deep relationships with both peers and faculty bloom.

Mead's curriculum is developed by faculty and is deliberately structured to be:

- Active and project-based because deeper learning comes from doing.
- Interdisciplinary because making connections sparks creativity.
- Challenging because confronting a new level of difficulty helps us understand where we are, and where we are going.
- Imbued with opportunities for personal choice to nurture agency.
- Crafted to challenge thinking skills, not hurrying skills.

One of The Mead School's core beliefs is that a student's greatest potential can be achieved when their learning environment supports the whole child, and when individual learners are met where they are. Mead honors each student's unique abilities and understands that there is no “one size fits all” equation for their success.



In 2021, Mead expanded its commitment to inclusive, student-centered education with the launch of Nexus. Nexus serves neurodiverse students who benefit from the progressive Mead approach alongside individualized support tailored to their unique learning profiles.

Nexus students have strong cognitive abilities and may require additional support in areas such as occupational therapy (OT), social skills development, and executive functioning in order to access the progressive model of education at The Mead School.

Through an inclusive and nurturing approach, together with a fully warm and welcoming school environment, Nexus students develop self-confidence and learn to self-advocate, all essential qualities of a Mead education.



## GOVERNANCE

Mead is governed by a Board of Trustees of 14 individuals who are responsible for establishing, reviewing and approving the school's mission and policies, and who are ultimately responsible for the financial well being of the school. The Board is comprised of current and past parents, guardians, faculty, alumni, and members of the community at large. The school leader is a voting ex officio member of the Board. All trustees hold in trust the good of the school as a whole; they are not elected as representatives of specific constituencies.

The Board's work is accomplished through its committees. Trustees chair each committee, but members are drawn from the board, the faculty, and the school community.

The school leader, the administration, and the faculty are responsible for the operation of the school in accordance with the school's

mission and policies as established by the Board of Trustees. The school leader has ultimate jurisdiction regarding the operation of the school.

At Mead, trustees work closely with the school leader, providing assistance and support as needed and at his/her request. They are dedicated to the school's mission, committed to Mead's growth, and eager to welcome the next school leader.

## FINANCE

In 2024, The Mead School produced annual revenue of 5.6 million dollars, mostly from tuition and fees, but fundraising and gala proceeds added \$300,000. Expenses totaled 5.4 million dollars with 3.37 million for program, 1.28 million for administrative costs, and \$787,000 for facilities. Financial aid awards last year totaled \$858,000. There is some existing debt, and the school has no endowment.



## CHALLENGES AND OPPORTUNITIES

While the Early Learning Center is fully enrolled, the K-8 program is not, and the new school leader will have to address this issue from the outset, bringing some admissions and marketing skills to this role. At a time when test scores, and traditional learning seem to be paramount at other schools, prospective parents need to be sold on the benefits of The Mead School where joy, exploration, and the progressive method of teaching and learning are key. The next school leader will need to be an excellent communicator, a motivator, and a highly visible presence, inspiring the community about the value of a school that puts student growth and agency first. The new leader must believe in Mead and be a compelling story teller, able to share the beauty and traditions of Mead as well as news of Mead students and graduates, who go on to great success in their next schools, in college, and in life.

Mead's next leader must be well schooled in progressive education, and must have abundant energy and enthusiasm, and excellent relational skills. The next leader will be a teacher or former teacher who knows progressive pedagogy and is passionate about collaborating with faculty to inspire them to reach their full potential.

As there is currently no development office at Mead, and there is debt to retire, the new leader must be comfortable with fundraising and become a highly effective spokesperson, communicating the vision for the school.

The next leader in consultation with the Board of Trustees will need to agree on his or her specific job description, and then clearly define all other administrative roles to create a smooth functioning team and from that will flow smooth functioning school operations.

The Mead School is a well-kept secret in Fairfield and Westchester Counties, and the next leader will need to create more name recognition for the school while clarifying its identity. Some people think the school is only for students with learning differences, some see it as a school for only artsy and creative children, and many other members of the community have no knowledge of the school at all.

Mead's next leader must be an active listener, and take time to understand, appreciate, honor, embrace, and promote the school's history and traditions, while at the same time initiating new traditions and creating new innovations. The new leader must focus on both ELC and K-8 and insure that the two different units are one connected school.

## APPLICATION TIMELINE AND PROCESS

The Mead School seeks to have the new school leader in place by July 1, 2026. Interested candidates should apply by October 13, 2025. In person semifinalist interviews will take place in late October, early November, and finalist visits in early December. The School hopes to sign a contract with and announce its new school leader early in the New Year.

Interested candidates must apply through the RG175 website: [rg175.com/candidate/signup](http://rg175.com/candidate/signup) and upload a resume including a list of references, a letter of interest, and a supplemental personal statement or educational philosophy. Applicants' questions can be addressed to Ham Clark: [Hamilton.clark@rg175.com](mailto:Hamilton.clark@rg175.com)

