Marshall School is a unique independent coed boarding and day school in Duluth, Minnesota with 459 students in grades K-12. As the only accredited K-12 independent school north of the Twin Cities, Marshall has a long history of academic excellence within a supportive, student-centered community. The successful addition of the innovative Forest School has further invigorated curiosity in research-based learning and piqued the interest of the local community.

Duluth is a vibrant city that celebrates the four seasons. Its location on the western end of Lake Superior created its reputation as a gateway to the four-season tourist mecca that is northern Minnesota. The medical and tourist economies have greatly expanded while Duluth continues to be the largest and busiest port on the Great Lakes supporting the mining, manufacturing and lumber industries.

Marshall School finds itself at an exciting point in its history that will determine its direction for the next decade and beyond. The next Head of School will find a talented and dedicated faculty, a dynamic Board of Trustees, a passionate student body and a supportive parent community that is eager to move Marshall to even greater success in the years to come. Marshall School is a unique and compelling opportunity for the right candidate who will spend the next decade leading a well-respected learning community to new heights.
Marshall School History

Marshall School is the Twin Ports’ flagship independent school and has served the Duluth and Superior, Wisconsin area for more than a century. Founded in 1904 as Cathedral Senior High School by the local Catholic Diocese, its foundation of providing the highest-quality, college-preparatory educational experience to students in the area has always remained a part of the school’s history. Marshall’s unique history has consistently upheld the values of exhibiting strong academic habits, integrity, respect, and compassion.

Originally located in downtown Duluth, the school moved to its current location at the top of the hill on Rice Lake Road in the early 1960s. It became an all-faith institution in the early 1970s which led to the name change to Marshall School in 1987. Marshall School expanded to include grades 7 and 8 in 1982, added grades 5 and 6 in 1993 and grade 4 in 2011. Marshall added a robust international high school program in 2006 and has hosted more than 200 students from nearly 44 countries. The fall of 2022 brought the opening of the innovative, project-based and outdoor-focused Forest School for grades K-4.

The Hilltoppers Community

The Marshall School community has always been known as the Hilltoppers. In a recent community survey, the consistent lead response across all constituencies to a question about “what one word most clearly describes Marshall School” was the word community, closely followed by small, welcoming, caring, academic and fun. What you find at Marshall is a close-knit community that cares deeply for each other while the faculty, administration and staff help students to discover their passion, and prepare for a successful future.

The Marshall statement on Diversity, Equity and Inclusion reinforces all of those principles. Marshall alumni from many years ago and the students of today use the same words and phrases to tell the Marshall story to others. The core values of respect, compassion and integrity are firmly embedded and a part of everyday life starting in the Forest School. As students move forward, intellectual curiosity is celebrated while students practice self-discipline and strong academic habits. Marshall celebrates and models the best of what it is to be a strong and animated learning community.

<table>
<thead>
<tr>
<th>Mission &amp; Vision</th>
<th>QUICK FACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission - Inspiring lifelong learners to embrace challenge and create positive change.</td>
<td>Current Enrollment - 459</td>
</tr>
<tr>
<td>Core Values - Respect, Compassion, Integrity, Self-Discipline, Intellectual Curiosity, Strong Academic Habits</td>
<td>Breakdown by grade level/division</td>
</tr>
<tr>
<td></td>
<td>Forest School: 83</td>
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<tr>
<td></td>
<td>Middle School: 122</td>
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<tr>
<td></td>
<td>Upper School: 254</td>
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<td></td>
<td>21.1% Students of color</td>
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<td></td>
<td>8% International students</td>
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<td></td>
<td>Student to teacher ratio 11:1</td>
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<td></td>
<td>Average class size 15 (grades 9-12)</td>
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<tr>
<td></td>
<td>Categories by area of primary responsibility</td>
</tr>
<tr>
<td></td>
<td>42 Teachers</td>
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<tr>
<td></td>
<td>5 Instructional</td>
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<tr>
<td></td>
<td>11 administrators</td>
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<tr>
<td></td>
<td>40 other employees</td>
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<td></td>
<td>Total 98</td>
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<td></td>
<td>Average tenure of teachers 14.6 years</td>
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<tr>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>K-4</td>
<td>$10,620</td>
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<tr>
<td>5-6</td>
<td>$19,220</td>
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<tr>
<td>7-8</td>
<td>$20,950</td>
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<tr>
<td>9-12</td>
<td>$22,920</td>
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<tr>
<td>60% of students receive need-based aid</td>
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</tbody>
</table>
Academic Programs

The Forest School at Marshall is an elementary age program for kindergarten through 4th grade which began in the fall of 2022. Students spend approximately 50% of their time outside in nature-based learning on Marshall’s 42-acre campus. Learning in the Forest School occurs within a rich and systematic context of brain-based and research-supported experiences that grow the habits, skills and dispositions necessary for learners to thrive. The inspiration for the Forest School came from the interaction of several philosophies including nature-based, expeditionary and Reggio Emilia pedagogies. The Forest School curriculum seeks the intersections of student-initiated learning with reading, writing and arithmetic skills at all developmental stages.

The Marshall Middle School lays the foundation for developing and nurturing the core values of strong academic habits, respect, compassion, integrity, self-discipline and intellectual curiosity. Early on, students are encouraged to be confident and independent thinkers with challenging yet attainable goals for each learner. Small class sizes invoke active engagement, the exploration of unique interests, and individualized support through a vigorous curriculum. Middle School students are able to take a range of diverse classes including music ensembles, foreign language courses, and physical education.

The Marshall Upper School prepares students to be leaders in their communities, facilitators of their life-long learning experiences, and contributors to a more just and compassionate world. Educators create learning environments that inspire, broaden perspective, form connections, develop agency, and build community. A learning model that incorporates high academic standards and student-centered learning develops students’ abilities to solve problems, communicate effectively, think curiously and creatively, and become engaged and ethical citizens with resilience. The Upper School experience is intentionally built to engage students and meet them where they are, both academically and social-emotionally. The Upper School community strives for students to have authentic and meaningful connections with other students, with their teachers, and with other community members. Students learn to think critically, work collaboratively, act courageously, and live compassionately. Through a variety of learning experiences, students gain a deeper understanding and appreciation for the diverse perspectives and experiences of those around them.

The International Program, founded in 2006, has attracted more than 200 students from nearly 44 countries who have made Marshall their choice for a program that positions them for acceptance at America’s top colleges and universities. The program has earned a reputation for excelling both at academics and providing a home-like experience for international students. From organized group trips and celebrating birthdays to monitoring health and safety regulations, the Marshall House dedicated staff work hard to ensure all students have the support and care they need. The college counseling office and staff work with all International students to prepare a path toward college, and international learning specialists work with students to focus on English, necessary skills, and future planning.

Student Support is a significant aspect of the student experience at Marshall. Marshall has two counselors on staff to provide additional options for student support. Counselors meet regularly with classes and grade levels in both Upper School and Middle School. They lead efforts in social and emotional health which is woven into every aspect of Marshall’s education. Daily advisory time called Crew is focused on healthy individual and community social-emotional development and growth.
The Marshall Academic Commons (MAC) provides individual support and enrichment for students reaching for their next level in any particular academic subject. The MAC is staffed by learning specialists during the school day. All Marshall students have access to the MAC, where they can receive guided support for assignments, skills coaching, and overall study support. Students can work on their own in the MAC or receive one-on-one support.

The Technology Department is available for students who have technology questions or problems throughout the school day. Marshall School is a one-to-one technology school where students can access course materials and class updates through the learning management system. Technology orientation is a focus of the first few weeks of school.

Outdoor Learning is a major aspect of the unique Marshall School educational experience. No matter the season, Hilltoppers get outside during the day to take advantage of a beautiful campus, and to enjoy the “reset” that being outdoors can bring. Between classroom activities and free time, there are a variety of opportunities to try new activities and channel the newfound confidence into other areas as well.

iTerm (interim-term) takes place during the first two weeks of January between semesters each year. iTerm offers a flexible environment focused on the innovative development of skills, knowledge, and habits that encourage lifelong learning. We believe students best acquire these through deep engagement, supported risk-taking, and student-driven inquiry, and the iTerm course offerings provide students with the perfect opportunity. From making paddles and building a canoe, to studying the science behind ice cream and making your own flavors, to learning to fix small engines, to practicing yoga - there’s something for everyone.

College Counseling at Marshall is designed to provide students and their families with a comprehensive process for exploring post-secondary options. Both effective and appreciated by students and their families, the goal of College Counseling is to assist students in finding colleges that best fit their needs, interests and passions. Over 95% of graduates enroll immediately in a college or university.
Athletics, Arts & Co-Curricular Activities

As every Hilltopper forges their own academic path at Marshall, many include engagement outside of the classroom. Students at Marshall are serious about success and supporting each other’s efforts, interests, activities, and achievements.

**Athletics** are a proud part of the Marshall experience and its history. More than 85% of Marshall students participate in at least one sport. Varsity teams compete in 19 different sports and most sports offer Middle School and JV levels. On every team, student-athletes learn the lifelong skills of teamwork, discipline and sportsmanship. Additional life lessons about winning and losing with compassion, integrity and grace are emphasized at both the team and individual levels. Marshall teams have advanced to section and state competitions in recent years in eight different sports.

**The Arts** are an integral part of a student’s journey at Marshall. Because the school-wide goal is to educate the whole student, Marshall has integrated fine and performing arts throughout the curriculum. When students participate in the arts, they are challenged to view themselves and the world in new and innovative ways. Students can explore music, visual art, theater and dance in order to express ideas and concepts that are beyond words. Students continue to develop self-worth and build confidence as they take artistic risks in a safe environment.

**Clubs and activities** in both the Middle and Upper Schools are an important part of the student experience. With many different clubs, activities and academic teams to choose from, Marshall offers each student a unique combination of ways to participate and get involved. In addition, there is a strong emphasis on community service and leadership inside and outside of the School. The Fryberger Outdoor Experience program promotes adventuring, exploration and off-campus learning. Marshall’s Math League Team has won the state Championship the past two years in a row.
Admissions, Alumni, Development

The Enrollment Office is currently led by the Interim Director of Enrollment. Open houses for all grades, several class visit days, and numerous family tour days are part of the introductory program. The International Program utilizes consultants who help locate families and prospective students interested in experiencing life in an American day/boarding school. Enrollment officers also travel abroad to meet potential students and visit with the families of current students.

The Development Office is a busy and vibrant aspect of Marshall. Like all independent schools, Marshall relies on the Hilltopper community to support its students and faculty. Through the Annual Fund, Annual Gala, Grandparents Day, and several alumni events, Development works hard to keep Hilltopper families connected to Marshall and up to date on efforts to move the school to the next level while bridging the budgetary gap typical in independent schools. In 2022-2023, Marshall School raised nearly $900,000 in gifts across all initiatives. The Annual Fund total of $436,466 and the $331,470 in restricted gifts make up the majority of the total. The Topper Teacher Fund was established to help recruit, retain, and develop the best faculty possible at Marshall School. Gifts to this fund directly contribute to providing salaries competitive with other Midwestern schools.

The Marketing and Communications Manager, Special Events and Alumni Manager, Social Media Manager, and the central office staff work closely with both the Enrollment and Development Office.
Governance, Operations, Facilities

The Board of Trustees consists of thirteen members with a President, Vice president, Treasurer and Secretary and includes the Interim Head of School in an ex-officio position. Committees include Governance, Asset Management, Endowment, External Relations and a special committee for Policy Review and Development. The Board meets seven times per year, one of which is a retreat in August. Each of the Committees meets several times per year ranging from eight times in the 2023-2024 school year for Asset Management to four times for External Relations.

The large operations staff is led by the Chief Financial Officer, Facilities Director, Food Service Director and Director of Technology. Facilities include a large academic building housing all three academic divisions, the dining room and Hilltop Cafe, a large active theater and spacious hallways and gathering spots. Marshall School sits atop a 46-acre beautiful hilltop campus located in the middle of the city of Duluth with a commanding view of Lake Superior, the downtown area and the harbor. In addition to a 170,000 square foot facility and a 32-bed dormitory, the campus includes athletic fields, outdoor learning spaces, and a 3km trail system that is groomed for skiing in the winter. The campus is also home to Mars Lakeview Ice arena co-managed with the College of St. Scholastica. The current facility was completed in 1963. Major renovations in recent years include the Hilltop Cafe, Fregeau Auditorium and Scene Shop, STEM and fine arts spaces and classrooms, Forest School classrooms, the Lewis Library, school gym, and soccer fields.
Location
Outside Magazine named Duluth "The Best Town in America" in 2021. The Twin Ports community has a vibrant food scene, walkable neighborhoods, access to incredible hiking trails, a thriving mountain biking scene, numerous rivers and, of course, Lake Superior and the 9,999 other lakes in Minnesota that lead to so much four-season fun. With a population of 86,000, Duluth stretches for 26 miles along the western shores of Lake Superior, boasts 6,834 acres of city parkland, is home to 178 miles of highly used and wooded trails, and notes 16 designated trout streams. Thriving medical, shipping-based, and industrial establishments boost the economy that is attracting people from all over the country to settle in Duluth. The presence of the University of Minnesota-Duluth, The College of St. Scholastica and neighboring University of Wisconsin-Superior give it many of the advantages of a "college town" while remaining a small, accessible and friendly community. Duluth has received national press as a "climate proof" location and is poised for expansion. The links in the sidebar tell much more about the spirited Duluth story.

DULUTH AREA
NY Times “Climate Proof Duluth”
CBS Sunday Morning “Our Towns”
Explore NE Minnesota
Explore MN Outdoors
Visit Duluth Arts

Instagrams showcasing the Duluth area
https://www.instagram.com/destination_duluth/
https://www.instagram.com/duluthloveslocal/
https://www.instagram.com/keefography/
Opportunities & Challenges

Marshall School is seeking a new Head of School who will inspire, lead and guide the community at an important inflection point in its history. While enrollment is a top challenge, the opportunities created by the addition of the Forest School and the upward trajectory of the Duluth area are significant avenues for growth. An enthusiastic student community, energetic and highly-skilled faculty, strong and dedicated Board of Trustees and an active community make for a solid foundation on which to build for the future.

Building Partnerships

Marshall School recognizes the need for the new Head of School to build strong partnerships within the Marshall community and wider Duluth by:

• Establishing relationships with faculty, students, parents, trustees and alumni.
• Establishing a strong, communicative and transparent relationship with the Board Chair and all trustees.
• Mentoring, building, and supporting the administrative team within a distributive leadership model.
• Meeting and building relationships with major donors and key Duluth leaders to meeting future strategic movement on several levels.

Finances

Enrollment and marketing are very high on the list of initiatives to undertake early in the new head’s tenure. Among the top considerations are to work closely with the Enrollment and Development Departments to:

• Expand marketing to better tell the Marshall story and its value proposition as a close-knit, college preparatory community.
• Explore undertaking marketing and demographic studies.
• Strategize with the marketing group to develop more unique and compelling stories to tell by highlighting personal experiences.
• Consider expansion of the boarding capacity and study further expanding the international footprint as an advantage to every student’s education.
• Explore the feasibility of adding domestic boarding.
• Bring the faculty into the conversation so they understand that the school is moving forward for sustainability, increased revenue, better salaries and a stronger, more differentiating, and compelling message.
• Establish strong connections with the CFO, Financial Committee and Endowment Committee.
• Explore new funding opportunities through new partnerships in the community and expanding the donor network.
Academic Initiatives Supporting Sustainability

Being the strongest college preparatory school in the Duluth area has always been one of the hallmarks of Marshall School. In order to grow and become truly sustainable, an independent school has to fulfill its mission with excellence and differentiate itself from other K-12 educational options in the area.

- Align vertically/horizontally and optimize programming K-12.
- Consider how the addition of the Forest School could evolve the educational philosophy of Marshall to be more innovative and anchored by highlighting project-based, outdoor learning.
- Move forward with specialized tracks in the Middle and Upper Schools and consider other “signature” programs that fit well, raise the academic visibility of Marshall, and serve students more completely.
- Investigate and develop a strong value proposition for the Middle School that clearly differentiates it from other middle schools in the area.
- Consider furthering group service projects that are visible, newsworthy and serve the wider Duluth community.
- Consider expanding international programs.

Improving Communication

Consistent and informative communication, both internally and externally, is something that the Marshall community values. Finding support for initiatives is based on consistent and transparent communication that helps students, parents, faculty and alumni feel a part of the process and supportive of the outcomes.

- Establish balanced and regular communication protocols and pipelines that keep the faculty, parents, and community up to date on Marshall activities and projects.
- Balance the need for appropriate information with the need to build buy-in for longer range strategic outcomes.
- Educate the community on why schools like Marshall balance the need to know something important with the desire to know everything.
- Consider quarterly board updates to the community.
- Continue to provide annual “State of the School” messages during crises and victories.
Head of School Traits, Skillsets and Leadership

The ideal candidate may be someone who wants to be part of a truly unique learning community that is proud of its school, its legacy and the town in which it resides. Perhaps she or he has cultivated a love of outdoor activities and is looking for a vibrant yet smaller city to call home. What Marshall seeks is a candidate with the following:

- A leader who seeks a long-term tenure that will impact the school into the next decade.
- Demonstrated significant and successful servant leadership experience in independent schools.
- A progressive educator and thought leader who understands student-centered, experiential, outdoor and project-based learning within a supportive and diverse learning community.
- A leader who supports students being active and involved in activities, clubs, arts, athletic teams and community service to better life within Marshall and in the wider community.
- A team builder who understands distributed leadership, empowers and mentors team members, and promotes accountability through consistent and constructive feedback.
- A seeker of opportunity who relishes a challenge and possesses both high IQ and EQ.
- A visible leader who will be engaged and present every day in the Marshall Community and consistently in the wider community.
- A talented and authentic leader with a strong track record of building and maintaining relationships.
- An ethical and compassionate leader who has a history of developing and/or supporting significant DEIB programs, and who desires to work within an authentic community that is inclusive, welcoming, cultivates belonging and always seeks to be better.
- An excellent communicator who:
  - Listens with empathy and patience;
  - Is an excellent and transparent communicator, both verbally and in writing;
  - Is a compelling storyteller who can inform others about the exciting programs and people at Marshall School.
  - Is a visionary who can see the big picture at 50,000 ft and who can also drop down to 500 ft to identify operational steps and possible obstacles.
- Possesses a Master’s Degree or higher.
- Marshall will also consider outside of the box candidates with applicable and truly outstanding traits and abilities.
INFORMATION ON THE SEARCH PROCESS AND CALENDAR

A search is underway to identify a new Head of School by the end of February 2024. The new Head of School of Marshall School will assume the position on July 1, 2024.

Marshall School is a member of the National Association of Independent Schools and will follow NAIS Principles of Good Practice regarding Head of School searches. The school has appointed a Search Committee to conduct the search and has engaged a national executive search firm, Educational Directions Incorporated, to assist the Search Committee.

Candidates should express their interest and begin the application process as soon as possible. Direct all inquiries, applications, and nominations in confidence to:

Dr. John Watson, Partner
Educational Directions, Inc.
john.watson@edudx.com
239-293-1124

Candidates should submit:

- A letter addressed to the search committee explaining their interest in Marshall School;
- A resume;
- A personal statement;
- The names, email addresses, and telephone numbers of five professional references. (Finalists will be expected to provide seven additional references);
- Reference letters sent directly to the search consultant are optional;
- Electronic submission of credentials is expected.

Search Calendar

<table>
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<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Declaration of Interest</td>
<td>As soon as possible</td>
</tr>
<tr>
<td>Application Deadline</td>
<td>January 19, 2024</td>
</tr>
<tr>
<td>Candidates notified of status</td>
<td>January 30, 2024</td>
</tr>
<tr>
<td>Semifinalist Interviews</td>
<td>February 10-11, 2024</td>
</tr>
<tr>
<td>Finalist Interviews</td>
<td>February 27-March 5, 2024</td>
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The compensation package will be within the expected norms of comparable schools.

Marshall School is an equal opportunity employer and seeks a diverse and broad spectrum of qualified candidates.