



THE HUDSON SCHOOL

Coeducational Day School | Grades 5 - 12

BUILT ON A FOUNDATION OF
Courage, Compassion & Commitment.



HEAD OF SCHOOL SEARCH
Position starts July 1, 2024
Hoboken, NJ



EDUCATORS COLLABORATIVE
EXPERTS IN SEARCH, TRANSITION & STRATEGY



MISSION

The Hudson School provides intellectually inquisitive students in grades 5-12 with a rigorous and relevant college-preparatory education that inspires independent thinking and intellectual risk-taking. The goal is to develop compassionate, responsible, principled citizens who are socially conscious and committed to lifelong learning and service. The school fosters an eclectic and supportive environment that challenges students and faculty to develop their passions and talents through a stimulating, balanced and creative interdisciplinary curriculum.

PHILOSOPHY

The Hudson School recognizes that the human mind has a natural affinity for thought. Children learn naturally in and outside the classroom and live in an increasingly interdependent and complex world, so the school welcomes diverse learning styles and encourages alternative approaches to learning. THS is committed to promoting the development of those skills and capabilities necessary for students to participate intellectually and creatively as responsible adults in a changing global environment.

THS embraces the whole child and strives to engage children's individual imaginations. It nurtures self-respect, self-confidence and consideration for others. Students are firmly grounded in the discipline appropriate to their own endeavors and to working cooperatively and productively in groups. At the same time, students learn to express ideas effectively and know how to place these ideas within their social, cultural and scientific contexts.



THS believes these approaches to learning also build character and stir the spirit of young people. Students learn to be socially conscious contributing members to society, sensitive to differences. They are empathetic and open to possibilities. The intellectual and social qualities instilled in students equip them to be both life-long learners and socially-conscious and responsive members of the world.

THS is a learning community where individual talents can be shared and celebrated in a relaxed, non-competitive environment. The school's small size and dedicated staff provide opportunities for teachers to be creative, to collaborate and to experiment with curriculum design. THS constantly seeks to challenge ethnocentric views. There is a spirit of intellectual risk-taking for teachers and students as well as a continuous process of self-evaluation.

Opportunities for improving methodology or expanding pedagogical skills, as well as deepening interdisciplinary knowledge, are encouraged. The school has been guided since its founding by these essential values: high ethical standards, respect for individual differences, concern for the environment and support for what is special in each student and in each teacher. *We learn to love, and love to learn.*

FOUNDATIONS OF THE HUDSON SCHOOL

COURAGE

Hudson students are constantly asked to demonstrate the physical, mental, and moral strength to persevere in difficult situations. Responsibility is built into the fabric of daily life at THS. Students know that they need to own their education and take the first steps in asking for extra help or planning ahead for absences. Constantly stepping out of their comfort zones, students perform in theatrical productions, organize marches, and present their research in public forums.

COMPASSION

Compassion is at the core of The Hudson School life. Teachers and students participate in daily spirited discussion and vigorous debate, yet compassion is the foundation of learning at THS. The school seeks to help students experience the power of kindness in all they do, from the everyday athletic competitions and academic group work to extraordinary local and international community service projects.

COMMITMENT

A commitment to noble causes, academic endeavors, and personal integrity is central to a THS education. Not every student will breeze through their math class, but a Hudson student knows that attending math lab, meeting with his/her teacher between classes, and checking homework with a classmate will earn respect and teach them more than a few formulas. The school seeks to graduate students who have the skills and willingness to commit to working for a more humane, civil, and just world.



DIVERSITY & INCLUSIVITY

The Hudson School was founded on the idea that diversity is embraced, supported, and celebrated in the school community. In an ever increasing global society, THS recognizes the importance of education in a multicultural environment. We believe in the value of a community comprised of different ideas, experiences, and histories. The school's need-blind admission policy reflects the core of what we are as a community, which is an inclusive network of curious, passionate people.



HISTORY

In 1978, the state of New Jersey directed its school districts to provide educational programs to better accommodate their gifted and talented students. Suellen Newman, along with a group of educators and parents in Hoboken, initiated a modest demonstration to help the local district improve its curriculum. Newman received a grant from the Geraldine R. Dodge Foundation to fund The Hudson School, with hopes that it would serve as a model for the public schools.

In the fall, The Hudson School opened its doors at 506 Park Ave with 18 middle school students and six teachers. It was Suellen's vision to establish a school/learning community that would open new windows on the world for its students and teachers, constantly challenge ethnocentric views, encourage scholarly pursuits and artistic expression while balancing western and non-western traditions, gender and minority studies, and provide an open forum for dialogue and debate.

The Hudson School has always been in the heart of Hoboken, from the early years that consisted of 8 rooms in the Hoboken Public Library, to the late 1980s when classes were held in pockets throughout the city. In 1991 there were very few secondary schools in Hoboken. In response to a student petition, the board voted to add a high school program.

In 1995 The Hudson School finally found a home at 601 Park Avenue. The Martha Institute, constructed in 1866, was originally a parochial school and later served as the first public high school in Hoboken. After a capital campaign that took place over 15 years, The Hudson School rebuilt the Martha Institute, re-creating the historic façade. In December 2002 students and faculty moved into the current building.

2023: LOOKING TOWARD TOMORROW

Since its founding, The Hudson School has grown ten-fold. The current learning community consists of 196 students and 50 faculty and staff members. With an eye toward expansion, in 2022, the school acquired a neighboring four-story building (609 Park Avenue) which is currently generating rental income, and in the spring of 2023, Hudson entered into a lease agreement to move the Middle School to nearby vacant space, an easy 5-minute walk from the school.





HOBOKEN

The City of Hoboken is one of the most desirable places to live in the metropolitan New York area. Known as the Mile Square City, Hoboken is one of America's most walkable cities. Just across the Hudson River from Manhattan (a brief 10-minute train ride),

Hoboken has much to offer from its charming brownstones, warm and highly diverse community, rich history, beautiful waterfront with the best views of New York City, robust restaurant scene, shops, entertainment, and more.



AT A GLANCE

Overview: Independent, coeducational day school, grades 5-12

Founded: 1978

Mascot: Hornet

Founder: Suellen Newman

Accreditation: Dual accreditation from Middle States Association and New Jersey Association of Independent Schools.

Total Enrollment: 196 (88 in Upper School)

Faculty: 55 faculty members (65% hold advanced degrees and 4 are alumni). Years of teaching experience on average is 16.

Location: 6th Street and Park Ave in Hoboken, New Jersey

Admission: Based on student qualifications only. The Hudson School has one of the only need-blind admissions processes in New Jersey.

Tuition and Fees for 2022-2023: \$25,660

Financial Aid: \$829,848 (17.5% of operating budget)

Operating Budget: \$4.7 million

Endowment: \$6 million

THE PROGRAM

Throughout its history, The Hudson School has steadfastly held to its mission of encouraging “courage, compassion, and commitment.” Over the past 45 years, the curriculum has offered more than 150 courses, including Advanced Placement courses in major areas, many choices in world languages, art, music, drama, community service opportunities and strong personal guidance. In 2018, THS was officially recognized as a TED Ed Center. The Hudson School is a place where students find themselves among others who are excited about learning and supportive of intellectual risk-taking in a cooperative environment, and who value the importance of independent thinking, curiosity, and community service.





The Hudson School is a learning community where individual talents can be shared and celebrated in a relaxed, non-competitive environment. The school's small size and minimal hierarchy provide opportunities for teachers to be creative, to collaborate and to experiment with curriculum design. There is a spirit of intellectual risk-taking for teachers and students as well as a continuous process of self-evaluation. Opportunities for improving methodology or expanding pedagogical skills are encouraged. The school is unique in its commitment to: open new windows on the world for its students as well as for its teachers, constantly challenge ethnocentric views, encourage scholarly pursuits and artistic expression while balancing western and non-western traditions, gender and minority studies, and provide an open forum for dialogue and debate.

THE FACULTY

The Hudson School's educational success is rooted in a diverse and dedicated faculty made up of individuals who are experts in their fields and passionate about sharing their knowledge with their students. Continuity and stability is provided by high number teachers who have served the school for many years.

As is typical in small, independent schools, many members of the faculty wear multiple hats, serving as instructors and administrators. Most hold advanced degrees. Through regular professional development, teachers keep up with the newest technologies and diverse pedagogical methods. They see themselves not only as practicing experts in their respective fields but also as role models for students expanding their own horizons and discovering their own potential. The enthusiasm that each of these instructors brings to the classroom is infectious. Students are easily caught up in their excitement for learning.

THE UPPER SCHOOL

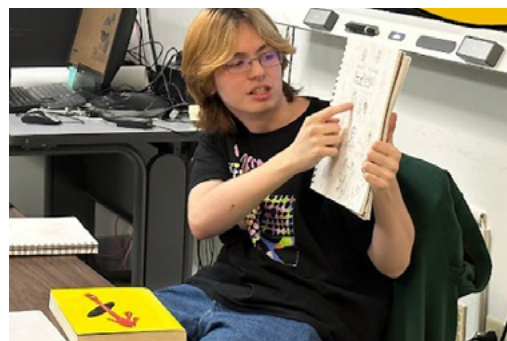
At The Hudson School, an Upper School student benefits from extraordinary access to faculty and a collaborative learning community with real-life experiences. THS believes this approach builds confidence and character. Students learn to be socially-conscious, contributing members to society. They are sensitive to differences, empathetic and open-minded. THS instills intellectual and social values that equip students to be both lifelong learners and responsive members of the human community.

[Click here](#) to learn more about the Upper School program.



"There is an incredible school spirit. THS is a vibrant community where teachers and students work together and create great opportunities."

- Current THS Upper School Student



THE COLLEGE PROCESS

The College Counseling Office helps guide students through every facet of the college search process, including research, visiting college campuses, writing application essays, and navigating financial aid. Students meet one-on-one and in courses designed to empower students to navigate the process in all aspects confidently.

Click on the link to see THS's [College Placement for the Past Three Years](#).



THE MIDDLE SCHOOL

The Hudson School takes great pride in watching students mature from eager 5th graders to poised high school graduates who are ready to take on the world.

[Click here](#) to learn more about the Middle School program.

THE ARTS

Visual and performing arts are integrated into The Hudson School's curriculum for both middle and upper schools and offered as supplemental activities beyond the school day.

Theater and Drama: Performing arts are part of the heritage of Hudson. It has a very proud and active drama department, which includes an adult ensemble made up of teachers, parents, alumni and community members. The school's strong performing and dramatic arts programs culminate in several plays and concerts each year.

Music: Weekly music lessons in voice and a wide variety of instruments, including clarinet, percussion, trumpet, bass, flute, guitar, piano, cello, saxophone, viola and violin, are available and taught on the campus for an additional charge. All instructors are professional musicians. Since the school's founding, student musicians have performed in Costa Rica, France, Steinway Hall and Carnegie Hall, individually as well as in ensembles.

Visual Art: Students begin studying visual art in fifth grade and continue through high school. Art teachers are themselves exhibiting artists and well known within their fields. Many Hudson graduates have gone on to successful careers in the arts. Each year, a culminating art show celebrating student work is held in a nearby gallery.



**Joyful. Creative. Teamwork.
Friendship. Kind. Motivation.
Awesome. Fun. Caring.
Educational.**
-5th graders describing THS





ATHLETICS

The Athletic Department focuses on building healthy bodies and minds. THS strives to ensure that students participate in an appropriate amount of physical activity. In addition, the school hopes to build a lifelong love of sports and athletics and instill the values of sportsmanship, teamwork, fair play and dedication. By encouraging students to embrace an active life-style and exemplify those values, THS believes that students will grow and mature in body, mind and character.



At Hudson, any Upper School student may participate in four years of varsity-level sports for three seasons each year: fall, winter and spring. Sports and activities are open to anyone who wishes to participate, regardless of skill or previous experience. THS fields competitive varsity athletic teams in boys and girls in soccer in the fall, basketball in the winter, girls volleyball and track and field in the spring.

COMMUNITY SERVICE

Community service and service learning are a part of the core curriculum for both middle and upper school, and is a requirement for graduation. All students in the upper school engage in a minimum of twenty hours of volunteer work annually — work that will give them the opportunity to have a positive impact on the community they serve and also broaden their experience and heighten their social awareness.

Student activism is also built into daily school life. School-wide mock elections are held in concurrence with local and national election days, with over 95% participation across all grades and faculty. After school clubs, such as Environmental Club, provide an opportunity for students to give their concerns a voice and organize campaigns and local events.





ADMISSIONS

Since its inception, The Hudson School has been committed to a need-blind admission policy. The school accepts students from diverse economic and ethnic backgrounds based on their academic promise and intellectual curiosity, rather than their financial ability. The school began with 18 middle school students in 1978 (of whom 12 received scholarships through the generosity of the Geraldine Dodge Foundation) and now includes 196 students in grades 5 – 12. Hudson continues to admit every qualified student for whom it has room and does whatever it can to help each family meet the costs of sending their child to this school. Approximately, 30 percent of the students receive financial aid, for a total cost of \$600,000.

ADMISSIONS DATA



	2019-2020	2020-21	2021-22	2022-23	2023-24
INQUIRIES	118	150	191	206	272
APPLICATIONS	117	150	152	160	119
ACCEPTANCES	89	88	114	120	85
NEW ENROLLED	39	48	53	57	38
RETURNING	148	139	135	137	150
ALL ENROLLED	187	187	188	194	188
ATTRITION		28	21	23	19

FUNDRAISING

Fundraising efforts are overseen by the Director of Advancement who manages a staff of three. In addition to the Annual Fund, Hudson raises funds through various efforts including the Trustees’ Dinner, Golf Outing, and an annual Teacher Tribute. Below are the fundraising results for the past four years:

Funds	2019-20	2020-21	2021-22	2022-23*
Unrestricted (Annual)	\$93,553.17	\$145,484.68	\$121,529.93	\$96,036.94
Other	\$189,157.50	\$149,701.50	\$128,515.71	\$111,986.42
EE Ford	\$135,900.00			
Total	\$418,610.67	\$295,186.18	\$250,045.64	\$208,023.36



FINANCES

Hudson's finances tell a healthy story of the school's growth and prudent fiscal management. For the 2023-23 school year, the \$4.7 million operating budget reflected a \$6,000 surplus and includes \$829,848 for financial aid (17.5%). Net tuition revenue constitutes 88% of total revenue.

ADMINISTRATION

The administrative structure at Hudson is intentionally lean and reflects an overall philosophy of minimal hierarchy. The Head of School currently has six (6) direct reports – Assistant Head of School (with primary focus on administration), Assistant Head of School (with primary focus on students), Upper School Counselor, Middle School Counselor, Director of Advancement overseeing admissions, development, marketing and communications, and Director of Finance and Operations overseeing all school finances and auxiliary programs and services.



GOVERNANCE

The Hudson School is governed by a fifteen-member self-perpetuating Board of Trustees including the Head of School who is a voting member. It is recognized as a charitable nonprofit educational organization, under Section 501(c)3 of the United States Internal Revenue Code. The Board of Trustees is responsible for the governance of the school: engaging, evaluating and discharging a head, setting tuition, approving an annual budget, assuring the financial affairs of the school are maintained on a solid foundation and achieving its Mission in accordance with its Certificate of Incorporation and Bylaws.



Officers of the School are elected by the Board at its Annual Meeting during the fall of the year and may succeed themselves in office. Trustees are elected by the Board to serve for a term of three years, on a staggered basis, to assure continuity of governance. Trustees may succeed themselves. Annually, the Board of Trustees receives and reviews an Audited Financial Statement, prepared by an Independent Certified Public Accountant. (Polcari & Co.)

The Board provides strategic leadership, while the daily affairs of the school rest upon the Head who reports to the Board at its quarterly meeting.





THE HUDSON SCHOOL — FUTURE LEADERSHIP

The Board of Trustees of The Hudson School has launched a national and international search to identify a new Head of School for July 1, 2024. To that end, and to assist the Board in clarifying the goals and opportunities the new Head will face, Marcus Hurlbut of Educators’ Collaborative solicited input from members of the school community during an on-campus visit and by means of an electronic survey. Those interviewed and surveyed included faculty, students, administrators, staff, parents, and trustees. Based on this input and the impressions of the consultant, as well as input from the Search Committee, the following represents a summary of Hudson’s strengths, the challenges and opportunities the school faces in the next three to five years, and the personal and professional qualities the trustees and the school seek in the next Head of School.

STRENGTHS OF THE HUDSON SCHOOL

The Hudson School is well positioned for a transition in leadership. The tenure of Paul Perkinson has been noteworthy on a number of levels and has left the school in a strong and stable position. While there are certainly challenges that lie ahead for Hudson, the past seven years have been highly productive as the school has been skillfully and diplomatically led through the frequently turbulent waters following the retirement of a long tenured and beloved founding Head of School. The next Head will inherit a school that is well established in a thriving urban community buoyed by financial health, a talented group of students and adults, and ambitious plans for the future.

The following strengths were most frequently mentioned:

1. The mission of Hudson and the commitment to “courage, compassion and commitment” is well understood and respected throughout the school community.
2. The school benefits from a dedicated, passionate and experienced faculty that cares deeply about the quality of its teaching and the well-being of its students.
3. The ethos of the school is formed by a variety of factors including the remarkably flexible and creative use of space that creates a strong sense of community, a deep appreciation for value of collaboration, cooperation and healthy risk-taking, and a strong sense of mutual respect.
4. Students, faculty and administrators alike function in harmony with one another in an open and trusting environment that values differing perspectives and promotes open and honest dialogue.
5. The school’s challenging academic program reflects a respect for a “classical” education while providing numerous opportunities for students and faculty alike to shape important components of the curriculum.
6. School finances are prudently managed and include a strong commitment to financial aid which has contributed to a diverse student demographic.
7. The Board of Trustees reflects broad representation of the community at large and has provided stable, steady leadership for many years.

CHALLENGES AND OPPORTUNITIES

The responsibilities of the Head of School are many and varied. With them will come the inevitable challenges that are common to many independent schools as well as some that are unique to The Hudson School at this point in its history.

1. Space — There is a universal need for more space in virtually every aspect of the school. Despite the benefits of #3 on p. 10, space for classrooms, offices, gathering places, arts, and athletics is at a premium.
2. Upper School — The identity and value proposition of the Upper School needs careful attention on a variety of levels. The school's initial structure as a middle school remains strong and highly respected, but attrition from 8th to 9th grade is high and continued efforts need to be made to refine the program, articulate the value of the high school experience at Hudson and admit mission appropriate students.
3. Program and staffing — The flexibility of the academic program needs to be thoughtfully managed in an effort to align the curriculum from 5th to 12th grade. While the school has an admirable commitment to a lean administrative structure, the increasing complexity of meeting the needs of a student population with diverse learning needs warrants program oversight from grade 5-12.
4. Accountability — Strengths often create corresponding challenges. Special care needs to be taken to make sure that the flexibility and trust afforded faculty and students doesn't create inequities in workload and behavioral expectations.
5. Fundraising — Continuing to develop a "culture of philanthropy" needs to be a high a priority at Hudson. As the school moves forward, efforts need to be made by school leadership to lend financial and inspirational support to variety of critically important aspects of a Hudson education including employee compensation, acquisition of additional space, financial aid commitment, and growth of the endowment.
6. Strategic planning — As Hudson prepares for its next chapter, the strategic direction of the school needs careful attention. The decision to move the Middle School to leased space at a nearby school for the coming school year is an exceptional opportunity for Hudson. This move needs to be factored into the larger question of what lies ahead for Hudson in the next 3-5 years.

QUALIFICATIONS AND ATTRIBUTES OF THE NEXT HEAD OF SCHOOL

The next Head of The Hudson School will be an experienced, approachable, and strategic leader who will embrace the culture of the school and possess the passion and the skills to move the school forward. Of particular importance are a commitment to academic excellence, the care and well-being of every student, providing leadership and support for a talented and dedicated faculty, a willingness to work in partnership with the Board, and a belief in the value of nurturing and sustaining a diverse, equitable and inclusive school community.

The next Head of School will ideally possess the following characteristics and qualities:

- An astute and patient listener and observer.
- An outgoing, warm, positive educator who will maintain a high visibility and continually engage in/with the school community.
- An approachable leader with exceptional interpersonal and communication skills who will build mutually beneficial and creative relationships with the school's various constituencies.
- An articulate, charismatic spokesperson for Hudson in and beyond the school community.
- A leader who exemplifies Hudson's core values of courage, compassion and commitment and who has the demonstrated ability to make informed, thoughtful and at times unpopular decisions.
- An authentic and enthusiastic commitment to diversity, equity, and inclusion, and a genuine interest in being part of a diverse community.
- A confident leader with a collaborative mindset who can partner, manage and/or lead depending on the situation.



- An educator with a strong background and passion for students in a 5th-12th grade program.
- A 'life-long' learner with a growth mindset committed to maintaining a culture of excellence by keeping abreast of current pedagogy, latest research and innovative practices.
- Sound financial acumen and working knowledge of school budgeting, fiscal management and plant maintenance.
- Demonstrated experience and success in fundraising and marketing and a willingness to assume a leadership role in both areas.
- A proven record of identifying, developing, motivating and retaining a talented faculty and staff.
- A proven ability to partner with a Board to ensure the appropriate strategic direction of the school.



SUMMARY OF THE SEARCH PROCESS

Candidates interested in this position are asked to submit the following materials in a single merged PDF document by August 20, 2023.

- EC Candidate Summary Sheet and Disclosure Form (contact Marcus Hurlbut for the documents)
- Letter of Interest addressed to the Search Committee
- Current résumé
- Statement of Educational Leadership
- A list of five or more references with contact information (including phone numbers and email addresses)
- Up to three letters of reference (optional)

PLEASE EMAIL ANY INQUIRIES OR EXPRESSIONS OF INTEREST TO:

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and love to learn.*

