

REPORT ON PHILANTHROPY

2019–20

GEORGETOWN DAY SCHOOL



2019–20 • Treasurer's Report

I am pleased to report that, even though this has been the most challenging of years, Georgetown Day School's financial position remains strong. The commitment and hard work of our faculty and staff, the careful fiscal stewardship of the Board of Trustees, and the continued support and generosity of our community have allowed the School to respond to these extraordinary times from a position of financial strength.

At the onset of the pandemic, it became clear to GDS leadership and to the Board of Trustees that some members of our community—faculty, staff, and families—would need financial help through the crisis. The Board of Trustees established the One GDS Community Crisis Fund in response. Soon after the announcement of the Fund, nearly \$1,000,000 was raised in an extraordinary show of generosity and support for the community. Since then, the Crisis Fund has helped with expanding access to technology for Virtual Campus, fulfilled emergency financial aid needs, and more. The Crisis Fund will continue to help beyond the immediate public health emergency, as financial hardships will likely persist in our community. Thanks to all of you who gave to the One GDS Community Crisis Fund—what an inspiring act of caring for each other in a difficult time.

On the operations front, GDS finished the 2019–20 school year within its operating budget and expects to do the same for 2020–21. The Business Office reallocated funds from areas with some savings (dining and transportation, for example) to areas of need, including additional staff, upgraded ventilation, added classroom technology, student iPads and Chromebooks, COVID-19 testing, PPE, and, of course, lots of hand sanitizer! For next year, the Board

has approved another balanced budget that makes good on our commitment to financial sustainability and keeping tuition increases as low as possible.

The Board prioritizes financial aid to support and expand access to GDS by students across a wide range of socioeconomic means. Today, 24% of our students receive financial aid with an average award of nearly \$28,000. In all, GDS awarded \$7,100,000 in financial aid in our 2019–20 school year. Providing this level of financial aid takes a real commitment, since tuition covers just 87% of the cost of educating each student. The difference is largely funded by generous donations to The Hopper Fund, gifts to financial aid, and an annual draw on GDS's modest endowment.

Despite challenges imposed by the pandemic, construction of our beautiful, new Lower/Middle School building was completed within budget, and, because of the generosity of all who gave to the One GDS Campaign, the school's long-term finances are in order. Campaign funds designated for Campus Unification will allow the school's debt to ultimately return to preunification levels. This is a testament to earlier GDS Boards that set in place a bold plan to unify the School without mortgaging the future—and also to all of you for stepping forward to help with the largest philanthropic endeavor ever undertaken by the School.

Finally, GDS continues to make steady progress in strengthening its endowment. While still undersized by independent school standards, the endowment supports the annual operating budget and helps control tuition increases. A larger endowment would allow us to decrease our reliance on tuition revenue and further support our founding mission as a school accessible to a diverse group of learners. Though GDS's investments have performed well, growing the endowment is a focus of our long-term



Jeff Blum (right) with his husband, Mike Reilly, and their daughters Della '28 and Eva '30

strategy to maintain financial stability and broad access to a GDS education.

It is an extraordinary pleasure to work with the talented and dedicated professionals who guide the operations of Georgetown Day School. Together with the full Board of Trustees, we are committed to ensuring the health, efficiency, and mission-alignment of the institution's finances.

A sincere thank you to each and every one of you for your generous support in that effort.

Sincerely,

Jeff Blum
Board Treasurer



Russell Shaw in front of the GDS logo moss wall

The Impact of Philanthropy

AT GEORGETOWN DAY SCHOOL, 2019–20

When our community comes together, we make extraordinary things happen. In this, our 75th year, we have seen that proven again and again—though not in the way any of us imagined. Thanks to the support of our GDS community and the diligent fiscal stewardship by our Board of Trustees, GDS was in a position of strength when COVID-19 struck, allowing us to quickly transition to a fully virtual experience. As the pandemic has continued, your support of The Hopper Fund and the One GDS Community Crisis Fund has allowed GDS to navigate the uncertain times in which we find ourselves and make our way through it together.

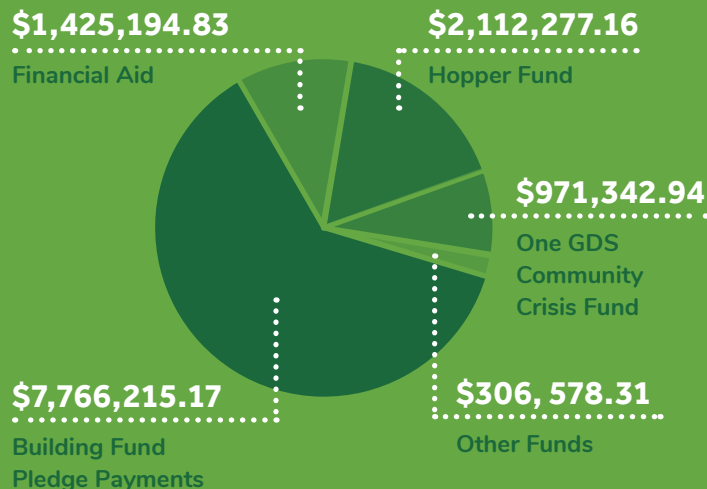
We are proud to present this Report on Philanthropy for the 2019–20 school year. If this past year has taught us anything, it is that your gift truly makes a meaningful difference in the lives of our students, faculty, and staff, and we are grateful for your support.

Russell

Russell Shaw
Head of School

\$12,581,608.41

TOTAL CASH RECEIVED 19–20



1,761

TOTAL NUMBER OF DONORS

517 Total number of donors to the **One GDS Community Crisis Fund**

294 Total number of donors to the Crisis Fund for whom that was their **second gift of the year**

233 Number of Hopper Fund leadership gifts at **\$2,500+**

210 Number of new donors/donors who made their **first gift**

99%

PLEDGES THAT WERE PAID



SUPPORT OUR MISSION IN ACTION

The Hopper Fund provided vital support for GDS in 2019–20. Representing more than 5% of the GDS operating budget, a strong Hopper Fund supports ongoing institutional priorities while allowing maximum flexibility to meet urgent needs. The Hopper Fund is more important than ever in the environment in which we find ourselves, allowing us to be nimble, flexible, and responsive to the evolving needs of our students and teachers.

The Hopper Fund supports GDS's ability to provide students with an innovative education grounded in social justice and human connection. Importantly, the unparalleled connections between our exceptional faculty and students are possible because of the smallest student/teacher ratios in the DC area and a robust team of counselors, learning specialists, health staff, advisors, coaches, librarians, and technology educators who come together to support the whole child and make GDS such a special place.

THE HOPPER FUND ALSO PROVIDES CRUCIAL RESOURCES FOR:

1) Professional development and course materials required to evolve our curriculum. In the 2019–20 school year, GDS adopted a new mathematics anchor text in the Lower School and supported teachers through the transition, including five summer professional development days, followed by more than 10 in-person coaching days across the year.

The enVision program is reflective of our belief in all students seeing themselves as mathematicians, supports different types of thinkers by providing multiple ways to find an answer, encourages 21st century skills such as collaboration and communication, and fosters a growth mindset. The elements of each daily lesson provide opportunities to strengthen student competencies with essential

mathematical practices. At its core, enVision focuses not only on procedural knowledge, but also uses current research-based best practices in mathematics education by balancing procedural mastery with conceptual understanding; this focus provides our youngest learners with a strong foundation upon which they will develop deep understandings to prepare them for the most challenging mathematics in their futures.

A year into the program, math teacher Holly Balshem says, "Thank goodness for the digital components of this program! It has smoothed the transition to virtual learning in math and enabled us to continue offering a rich and engaging experience for our students even from a distance."

2) Spurring innovation within existing programs. With our decision to phase out Advanced Placement courses at the High School, our faculty were afforded the freedom to creatively design new, GDS-unique courses while maintaining a rigorous level of learning. Here are a few examples across the disciplines of new courses—many including our "Upper Level" or ^{UL} designation representing our AP-replacement courses designed to challenge students at the highest levels—being offered in the High School in the 19–20 and 20–21 school years:

- Music and Power
- Identity, Art & Resistance
- The Empire Writes Back: Hybridity Within the Postcolonial World ^{UL}
- Philosophy and Literature ^{UL}
- International Relations ^{UL}
- Topics in Contemporary Psychology ^{UL}
- Developers in Training ^{UL}
- Mathematics Seminar ^{UL}
- Energy and Resources: Science, Technology, and Culture; Research in Biology (Grade 12) ^{UL}
- Electricity and Magnetism ^{UL}
- Advanced Spanish Literature ^{UL}

In addition, the High School's minimester (a multiday dive into topics designed to be immersive, experiential learning experiences outside the confines of traditional schooling) expanded from two to four days, with each course leaving campus for an experiential learning component.





Black Broadway and the Artistic History of DC's U Street minimester group stopped for lunch at Ben's Chili Bowl. Pictured with owner and GDS alumni parent Virginia Ali (center), HS teacher Nicole Gainyard, and Black Broadway on U St.'s Shellée Haynesworth.

At the Middle School, our service learning program evolved to become "GDS Corps," with each grade engaging with our surrounding community across the year. We also further developed the standards-referenced grading system, allowing more equitable feedback for students on their progress toward transparent learning goals.

GDS SIMPLY WOULDN'T BE GDS WITHOUT THE HOPPER FUND.



As part of GDS Corps, 7th graders cleaned up around Tenleytown in 2019.



"As a parent, I appreciate the special mix of rigor and support that is the hallmark of a GDS education. Our children love their teachers and feel known and loved back. I simply can't think of a better way to spend my volunteer time and philanthropic resources than in support of GDS."

— **Michael Korns**, Co-Chair of The Hopper Fund 2019–2020



Rashida Holman-Jones (Zuri '34, Zynn '34, and Ziyah '20) at the GDS

event celebrating Ziyah's announcement of her athletic commitment to Michigan

"GDS is a place that develops the whole child. We are partners in this work, and GDS pushes me to become a deeper advocate for equity. I would not have that lens without GDS. I have a responsibility to grow because my children are leading the way!"

— **Rashida Holman-Jones**, current and alumni parent

MICHAEL DESAUTES



Bryan Williams (Mackenzie '23 and Morgan '15) at the 2020 Middle School Fall Jubilee

"GDS is continuously looking for ways to support the immediate and surrounding community. This has helped generations of students learn to grow and strengthen any community that they become a part of. GDS was not, is not, and never will be just a school, but it is a community."

— **Bryan Williams**, MS math faculty and alumni parent



Toni Jackson with her children Christian '28 and Brooklyn '33

"There are so many reasons to support GDS through The Hopper Fund. The education our children get is unbelievable. They are taught to be kind, to strive for justice, and to advocate for themselves and others at a very young age. The quality of the education is outstanding and it's a worthy investment. Add to that GDS's goal of making sure that people from all economic backgrounds can afford to go to GDS through financial aid and how diverse the school is, not just racially, but from an economic standpoint—that is what makes it so important to support. That's why I give as much as I can afford to give. Finally, knowing that our tuition doesn't cover everything that GDS costs means that The Hopper Fund is needed to support our incredible teachers and bridge that gap so we can give teachers the pay they deserve."

— **Toni Jackson**, current parent



Financial Aid

Our founding mission calls on us to be a School accessible to a diverse range of students, and your support of financial aid helps make that possible. Your gift to financial aid provides resources to ensure that all students and families can be full participants in the life of the School and make certain all students are provided with an equitable opportunity to thrive, both socially and academically.

Our financial aid budget for the 2019–20 school year was \$7.1 million, with an award range from \$500 to full tuition. In 2019–20, the average award increased to \$26,000. Twenty-four percent of our students receive financial aid, and with your help,

we are working steadily toward our goal of supporting at least 25% of GDS students each year.

In the last 10 years, we have increased our financial aid budget from \$3.7 to \$7.1 million, and that is largely thanks to the philanthropic support of our community. Thank you for your support of financial aid; it has truly been transformational for GDS. A gift to financial aid goes beyond the students receiving it to strengthen the GDS experience for our entire student body—and for that, we thank you.



"I believe in the school's mission to provide students with

a rich program of social justice education, particularly through the 'A GDS Student Will...' skills. My willingness to donate to the school's financial aid campaign is shared in this quote by Helen Keller: 'Alone we can do so little; together we can do so much.'"

— **Judy Brown**, Middle School history faculty



Judy Brown with several current students

"An English teacher who is so adept at constructive criticism that she summons the precise words to encourage our daughter's creativity but also shows her the next step forward in developing her voice. A history teacher and a GDS bus driver who take any interested students on a day trip to a former Philadelphia prison to discuss prison reform with the tour guides; most of the class eagerly volunteers even though it is winter break. A language teacher who shares her lunchtime with our daughter once a week to converse in Chinese. These exceptional High School teachers, and many more like them, are at the heart of GDS, uplifting students. Who would not want one of these educational moments for every student? Financial aid allows GDS to extend the reach of those dedicated teachers to as many students as possible. And the GDS community receives in return. Diversity of economic circumstance, diversity of thought, diversity of culture or race, enriched our daughter's classroom education and grounded her in shared values. It honed her ideas, strengthened her empathy, and equipped her to both navigate and appreciate our diverse world."

— **Cathy and Tom Strong**, alumni parents



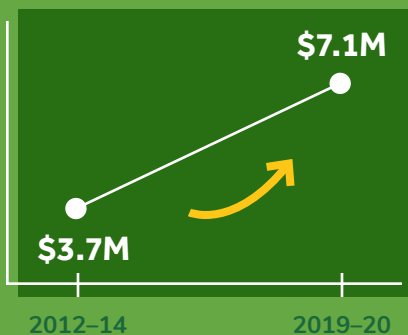
Tom and Cathy Strong with their daughters Kate '20 and Cayla

"We support financial aid so that other children may obtain the tremendous educational foundation that our own children have received, and because education suffers if children do not learn alongside peers whose experiences, perspectives, and backgrounds differ from their own."

— **Betsy Keeley**, current and alumni parent, Former Trustee



Betsy and Mike Keeley



FINANCIAL AID BUDGET

\$500
to full tuition

AWARD RANGE



24%
OF STUDENTS
RECEIVING
AID IN '20



8%
OF LEGACY
STUDENTS
RECEIVING AID

ONE GDS Community Crisis Fund

In April 2020, when GDS was adjusting to the new landscape in the face of COVID-19, the Board of Trustees made the decision to create a new fund to support our community through the pandemic and help those affected by the economic fallout. Launched with 100% support from members of the Board of Trustees and the Alumni Board, the One GDS Community Crisis Fund raised nearly \$1,000,000 in eight short weeks as the GDS community rallied to support each other.

In 2019–20, the Fund supported:

- **Families** by providing additional financial aid resources to help meet unanticipated needs. Your gift helped our Tech Team deliver hot spots to provide Wi-Fi for students without access and provided short-term financial aid for families who were struggling because of the economic fallout of the pandemic. It provided laptops and tablets for all students to ensure they could participate fully in Virtual Campus.
- **Our School's talented and committed faculty and staff** by providing increased support for distance learning and other curriculum development needs, including professional development in support of online learning and technology upgrades and expansion to keep our community connected and working together.
- **The unexpected.** We set aside a portion of the funds for use at the Head of School's discretion, recognizing that the nature of the pandemic and its impact on GDS would change as we moved through the year and into the future. Those funds are helping put in place the necessary mitigants, from testing to PPE, that helped us bring faculty and students safely back to campus.



Leah Fitzpayne '22 and Amira Rampersaud '32 connect online as part of the cross-divisional buddy program.

ONE GDS COMMUNITY CRISIS FUND

THANK YOU

Thank you for continuing to make GDS a philanthropic priority. Each and every gift, especially yours, makes an impact and a meaningful difference in the lives of our students, faculty, and staff and puts us in a position of strength as we celebrate our 75th year. We are deeply grateful for your generosity.

If you have questions about this report or how your gift makes a difference, please be in touch. We look forward to hearing from you.

"The Board of Trustees started the One GDS Community Crisis Fund at a moment of real uncertainty and fear among many in our community—families struggling with job loss,



Jenny Abramson '95 with Jeff Blum at the new Little Toy

teachers seeing new costs and COVID-related challenges at home, and a reliance on tech for learning in ways we never envisioned necessary. Raising \$1,000,000 so quickly, even so soon after the success of the One GDS Campus campaign, was a true testament to the best of our GDS family. This Fund is an expression of our solidarity in crisis, our commitment to treat others as we would hope to be treated, and our ability to weave a net together so that no one is able to fall through during a time when they need it most. I am grateful to the 100% of Trustees and so many others in our community who made this happen with ease and speed."

— Jenny Abramson '95, Chair of the Board of Trustees during the spring of 2020 when the Fund was launched

"I've never felt like my family is going through this year alone. The parent community has been an incredible source of support, and I couldn't imagine a better distance learning program for my son. There is nothing normal about what we are going through, and nothing will replace in-person activities, but the faculty have gone above and beyond to make my son and his classmates feel engaged and connected. They haven't simply moved lessons to a new platform, they really thought about what it means to learn and do these activities at a distance. My son communicates with his teacher throughout the school day, and he always feels engaged with her even if they are physically apart."

— Jessica Falkowitz, current parent



"I am so grateful for GDS's care of its community right now—from the thoughtful transition to and adjustments of online teaching, to the emphasis both on learning and caring, to the support being provided for families in all sorts of ways. Thank you for making school one thing that is not stressful right now!"

— Sarah Werner, current parent



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