

**How Schools Enact Their Jewish Missions**

20 Case Studies of Jewish Day Schools

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A Project of the AVI CHAI Foundation

# It Wasn't Raining When Noah Built the Ark

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Pearl Mattenson



**Heilicher Minneapolis** Jewish Day School is an almost 30-year-old K–8 Community day school. It is housed in a building together with the JCC, with both institutions benefitting from a Federation-led capital campaign. Much thought has gone into the design of the school. Hallways and lockers are color-coded according to grade level so that children can always find their place. The student artwork which adorns the halls is tied to exploration of the core values of the school. Since its inception, it has been guided by ten core Jewish values<sup>1</sup>, which are also proudly displayed throughout the school and are foundational to all that happens in the school. The library is set up so that the youngest children are exploring their early readers next to glass-encased shelves of Talmudic tomes. Even before the children understand that these Jewish texts are their inheritance, the educators in the building have planned for their curiosity and structured their environment accordingly. As we will see, this is not a serendipitous surprise. Planning is paramount at HMJDS.

The school has seen remarkable stability in the past 14 years since Ray Levi assumed the Headship. Mark Appelbaum, the sixth board chair since Levi arrived, is eager to roll up his sleeves and work with his board and the Head of School. Appelbaum has been a parent in the school for almost 11 years, and his youngest child graduates this year. He sees it as a mark of success and stability that, for the first time, the board chair will not be an active parent.

## “The Preparedness Piece... This is What We Do”

Ray Levi

Early on, Levi established a system whereby, in the third year of a board president’s term, the president-elect joins all meetings between the Head and the board president, thereby ensuring a smooth transition of leadership. This is characteristic of a style of leadership that embodies an eye toward sustainable systems, forward thinking and preparedness.

Back in 2008, as the Madoff crisis came to light and the economy took a tumble, Levi issued an impassioned Working

Paper<sup>2</sup> to his board and senior administrative team. The paper sets a positive, planful tone with a clear message:

During this period of economic change and emotional anxiety, I believe that **now, more than ever, our mission is critical to HMJDS students and families.** We offer:

- Steadiness, consistency, and a caring community during a period of change;
- A focus on the critical Jewish values that guide our interactions with others, that remind us what is of deepest importance in our lives;
- Attention to the development of those critical analytical, research and communication skills that will allow our children — tomorrow’s leaders — to be creative problem solvers in a rapidly changing world;
- Care for individual needs whether reflected in diverse learning styles or supporting students through emotionally troubling events.

During periods of uncertainty, it will be important that **our actions be guided by the School’s mission and vision and its core values.** This can communicate a steadiness on the part of the Board and its professional leaders.

The impetus for the paper came as Levi listened to doomsday-like fears being expressed at the board level. He understood that they would need to respond — not from a place of anxiety but from a place of inner strength. The paper served as talking points for the board and administration.

Four years later, there is much that is working well in the school. Yet as Appelbaum assumes the presidency, the economy is still a challenge, and in Appelbaum’s words, “*our financial house needs to be in order.*” Recruitment numbers are down by 13.1% from a peak of 396 students.<sup>3</sup> Federation, suffering its own shortfall, has reduced its allocation, and the first real budget deficit has crested the horizon. In keeping with the school’s orientation toward preparedness, Appelbaum feels that the best way forward is to ensure that they are planning for a fiscally responsible and viable future in a data-driven way. To that end, he has engaged a local consultant to analyze

<sup>1</sup> See appendix p. 7

<sup>2</sup> See appendix p. 8

<sup>3</sup> See enrollment statistics p. 10

both internal and national day school data and compare it to independent schools in the area. He knows that a slower data-driven approach may be frustrating to some, but will ultimately serve the school. His hope is for the board to develop a strategically prioritized plan on the basis of this data analysis at an off-site retreat.

Appelbaum heard a clear message at the first board meeting of the year: the board is chomping at the bit to get moving on something substantive. They don't want to rubber-stamp any decisions. They want to grapple with the real issues and help make some decisions. They want to be actively involved, and Appelbaum is heartened by their energy and creativity. Rebecca, the Director of Institutional Advancement, has pulled together a group of younger parents to serve as ambassadors for the school. And yet, as might be expected in any community, there are some divergent perspectives. Some worry that overall commitment and allegiance to the school may be diminished either due to the generational shift on the board or the constraints of the economy. Appelbaum remains upbeat. He is among the majority of folks who agree that the school is a critical communal asset. The town needs a viable Community Jewish day school to attract and develop young leadership, and it is the only way to grow its own leadership for the future.

An outsider might imagine that the school has engaged an external consultant and is investing time and money in this process because it is in crisis. "Not so," says Levi, "If you look at the budget you wouldn't say we are in crisis. Nevertheless, the school is in decision-making mode to stay strong. The preparedness piece.... This is what we do. As we did in 2008, we are trying to balance a financial challenge grounded by our mission and the value of what we offer."

## Outreach and Retention: "It's Not Something We Can Take for Granted"

Abbe Payton

A critical element of the financial picture revolves around recruitment and retention. This might be a good time to look in on Abbe Payton, the Admissions and Outreach Director. What data can she contribute to the consultant's fact-finding mission?

Payton waves her ID pass and smiles as she passes the JCC's

campus security guard and makes her way through the lobby to the school's entrance. She watches parents arriving with their children and remembers back to her first days as the parent of a kindergartner. It still astonishes her to realize how her life has changed. When she started at HMJDS, she knew so little about being Jewish. Her children's father was a convert, and if she had not sent her daughter to a synagogue preschool, learned about Jewish rituals and holidays along with her daughter, and developed Jewish friends for the first time in her life, she might never have ended up at the day school.

She greets friends and colleagues and puts her bags down in her office to get a cup of coffee. She meets the consultant and takes him down to her office. He asks Payton if this is where she meets prospective families. She says:

I do, yes, when we are not touring the school. But you know my role has changed a lot with technology. We have dramatically fewer inquiries because people believe they can vet a school in the privacy of their living room via the Internet. I end up doing far more outreach because people are not coming in as often. It can be frustrating.

Payton goes on to tell the consultant that while people come for varied reasons, they stay because of a sense of community and connectedness. Knowing this, Payton figures out quickly where prospective parents are on the religious spectrum and gives them examples of how families like them have engaged in the school community. She connects them to sub-communities or niches of parents that will be right for them. It is a good way to bring alive one of the school's core values, "You were strangers in the Land of Egypt." Everyone is made to feel welcome. As she explains:

You probably saw Levi's working paper from 2008. At that point we had already defined an aggressive and thoughtful approach to reaching out to a broader parent body than our steady-eddie Conservative Jewish families. Through our partnership with PJ library we have increased our outreach to unaffiliated families. Once I can get them in the door I have a great conversion rate. When the Modern Orthodox synagogue opened up here about 10 years ago, it enabled us to attract most of those families as well. And I have to say that I continue to deepen our relationship with preschools and synagogues. It's not something we can take

for granted. Sadly the preschool numbers have dropped and so have our enrollment numbers in the last few years. And yet, I continue to offer family programming to the synagogues. It costs money, but if I get even one admission from a program it pays for itself.

At some level, Payton is also attuned to current and potential families who affiliate Reform or are, in their own words, “just Jewish.” The school of course grapples with how to meet their needs as well, but what if many of them are opting out before they even have a chance to try?

In addition to active outreach, Payton, in collaboration with Levi, has ensured that the school does not take retention for granted either. She says:

Even as our program gets stronger, we find that we have to re-sell families on the school because they are no longer making a nine-year commitment. They are saying this is what is right for today. I make sure that re-enrollment is top-of-mind for all our administrators. When they have a meeting with parents, they know exactly where we are with those parents in the re-enrollment process. I think it’s the economy, although if you have better data we would love to know. The public schools are a big draw. And it is also possible that the less affiliated families are choosing to opt out of traditional Hebrew and Jewish studies.

Finally Payton highlights two challenges on the horizon that trouble her: size and financial aid.

Let me start with size. When I started at the school, we were at 200 kids and I heard parents talking a lot about critical mass. Thankfully over time we doubled and that completely fell off the radar as a concern. Now we seem to be shrinking, and we always have natural attrition of families moving away or graduating. With fewer sections per grade, will the critical mass issue resurface?... On Financial Aid — I was just at an ISACS Financial Assistance conference and they were saying we need to redefine the middle class to those making over \$200,000; they need aid! We see it here. I wish I could wave a magic wand and encourage some brave donors to step out in front and spearhead an endowment for financial aid. And even though we don’t really compete with the other independent schools, because their tuition is significantly higher than ours, with more

generous financial aid, a family could go to a traditional private school and pay the equivalent of our full tuition!

The school has lost some students over the last few years, but at a much smaller rate than it would have had they not been so well prepared. Payton likes to tell her 9/11 analogy. When 9/11 happened, Jewish day schools across the country were scrambling to upgrade their security systems. But because HMJDS was housed in a JCC, and JCCs across the country had already upgraded security in response to an incident in a Los Angeles JCC, the school was ready. The same could be said of the financial crisis. Before Madoff, Levi was already taking steps to upgrade the quality of their programming and the sophistication of their administrative staff as well as their approach to recruitment. They were already nurturing the seeds that would see them through the tough times. Who knew the tough times would last so long?

## “We have Questions to Address and We Have Real Opportunities”

Ray Levi

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At the end of October, we find Levi in his office getting ready for the next day’s executive committee meeting. This has been an intense few weeks. There was the tragic death of a former parent in the community. This was the parent who had contributed all the color-coordinated signage in the school in English and Hebrew that highlights all ten of their core values. It was an incredible labor of love that continues to make an impact on all who see it. As hard as it was for everyone to cope with the loss of such a valued member of the community, Levi took heart in the incredible outpouring of alumni and parent support. Kids came out to help build the bereaved family’s *sukkah*. Students who were in Israel on their gap year went to the funeral. It was a reminder that the Jewish values are alive and well. Levi has worked hard to ensure that the school’s values are not just signs in the hallway but are lived in all domains of school life. It was a bittersweet reminder that they are doing many things right.

The executive committee meeting is going to feature a preliminary report from the consultant. Levi is looking at a spreadsheet on his 27” screen iMac. The computers in the school, like the playground, the resource program and the Mac lab as well as the iPads for 6<sup>th</sup> graders, were all paid for with targeted

gifts separate from the operating budget. These were thoughtful enhancements to the educational program of the school. It was really a case of “If not now, when?” — seizing opportunities when they showed up. And yet, Levi knows that this kind of piecemeal approach is very difficult to sustain.

Clearly finances are on Levi’s mind. Looking ahead, he has already planned for one set of cuts to next year’s budget. If the downward trend continues even slightly, they are going to be a smaller school than he would like to be and he is continuing to rethink the way they deliver their program; some shrinkage in personnel will be unavoidable. These proposed first steps for next year were hard but seemed attainable. Any more cuts in next year’s budget will be truly painful. The negotiated contract emphasizes seniority when reducing the number of teachers — this could mean losing critical new talent that Levi has attracted to strengthen not only the Jewish studies program but the entire faculty. Minneapolis is an eminently livable city, but it has not been easy to attract Jewish educators. It would be hard to lose those he has already brought on board.

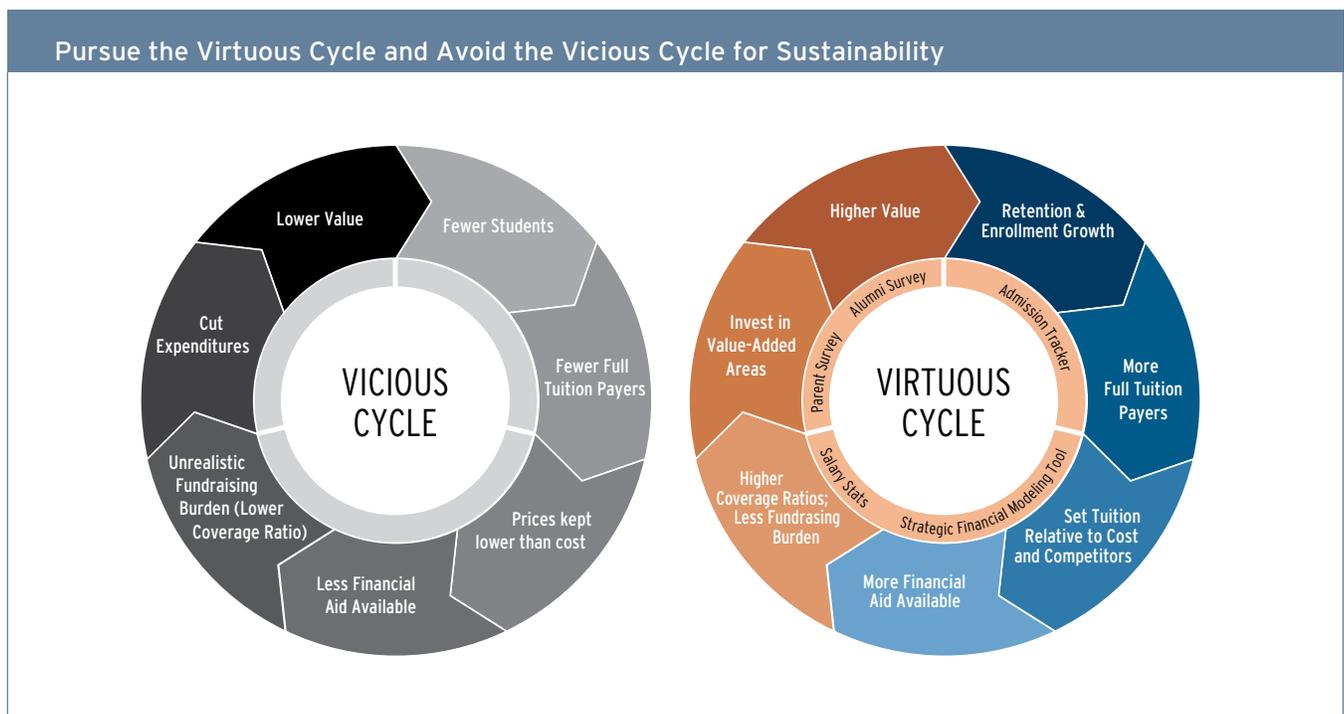
He is aware of the tendency on the part of some to see only two choices: cut the budget or raise endowment money. He

would like to help the board think about this more creatively and more boldly. He does think the time may have come for the board to take on a serious fundraising effort. He is hopeful that the consultant’s data will support the need for this. But he doesn’t need that data to know that taking a series of proactive moves now, when they are not yet in a crisis, is going to be critical.

Levi intends to emphasize the opportunities. The board is now comprised of members who are themselves entrepreneurial types. He knows the school could be harnessing that mindset. He starts to rehearse some of what he might say,

*We have questions to address and we have real opportunities. We could get creative about alternative sources of revenue. We could think about how to strengthen some of our efforts at lateral entry in the middle school. The key is to keep raising the bar on the quality of the program we deliver. Cutting our program now would only spiral us into a vicious cycle: the program suffers, people question the value, and more parents leave or never apply. Revenue goes down.*

He could remind them of Sacha Litman’s presentation on virtuous and vicious cycles.



To learn more about this chart and the data therein, please contact [schools@measuring-success.com](mailto:schools@measuring-success.com). © Measuring Success, not for reuse without permission.

For his part, Appelbaum is glad that they are moving forward to review the consultant's data. He takes heart in their proactive and strategic approach to this next stage of the school's life. When he took over as president, many people approached him with anecdotal stories to support their interests. He feels it will be critical to understand why people are actually choosing to come to the school and why they might be choosing not to. *Are they offering the product that people want?* In asking this question, it is also important to emphasize to the board what he is not asking. No one is questioning the validity of the Jewish program of the school. As a Community school, there will always be a range of needs, but no one has really called for diluting the Jewish program.

In fact, as Levi knows, Appelbaum was approached by a group of parents who actually want to strengthen the ritual and text study components of the Jewish program. These are mostly the Modern Orthodox and more traditional Conservative families who have come together around some of their common commitments. While this is a healthy conversation to be had for

a Jewish Community school, their biggest strength lies in the word "community." The first two core values of the school have served them in good stead here<sup>4</sup>. The slightly more tender issue will be the board's concerns about their ability to pull off a large fundraising campaign.

The deficit is scaring some of the newer board members. But it is small relative to other schools. It is not clear how many meetings it will take to process the data and get everyone on board, but he is hopeful that together they will start implementing new ideas. To his credit, Levi has already begun the creative process. Levi can't help but think ahead in this way. Some of the ideas he has been exploring include upgrading the fields jointly held by the school and the JCC and renting it out to other groups. He has also been thinking about creating a kind of 'triple play' offering to parents who are members of the JCC, enroll their kids in the day school, and join a synagogue. Once again, Levi is keeping them a few steps ahead.

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<sup>4</sup> See appendix

### Questions for Further Thought:

1. Since before 2008, the school seems to operate on an ethos of preparedness. A close reading of Ray Levi's memo of 2008 also reveals an optimistic outlook rooted in the belief that "together we can continue to buck trends."
  - a. When you look at your own school, are these characteristics of leadership present? How have they (or how could they) serve you?
  - b. Levi realized the need for his memo when he sensed the "doomsday" fears on his board. What are the potentially destructive cultural tendencies you see on your board, and what leadership qualities and action steps might be needed to counterbalance them?
  
2. The Admissions Director Payton, plays a critical role in recruitment and retention.
  - a. What questions would you have for Payton about their conscious approach to outreach in affiliated and unaffiliated populations? How do these strategies compare to those you use?
  - b. What are the trends you are seeing in your school that affect the way you recruit new students?

(continued...)

## Questions for Further Thought (continued)

3. HMJDS has a diverse parent body that spans the Jewish denominational spectrum. They hear more frequently from the more traditional families who have voiced their desire for a strong Jewish program. They may not be hearing from voices at the other end of the spectrum. How can they ensure they are truly serving the whole community?
4. Payton mentions the phenomenon of parents vetting a school through their own online research. In what ways are you aware of the world wide web and social networking changing the recruiting process in your own school?
5. Payton talks about the need for an endowment for tuition aid. And Levi would like to embolden his board to take on a more serious fundraising effort for an endowment. What are the arguments for and against? What data might help you make the decision about its utility and viability? Have you considered this in your own school?
6. There is an awareness of generational shifts on the board, which may impact commitment to the school and role expectations of board members.
  - a. How has your board coped with generational shifts?
  - b. How do you ensure that the board stays grounded in the mission? How do you ensure that the board continues to feel engaged?
  - c. Generational shifts are also felt in the different ways people like to receive information and communicate with the school. How are you approaching this in your school?
7. It appears that the school has been quite successful at sustaining itself with targeted gifts for various aspects of the school's program. What are the pros and cons of this approach? Have you tried it in your school? Is it sustainable?
8. A restaurateur coined the phrase, "salt-shaker theory of leadership." It implies the need for the leader to apply constant gentle pressure to keep reminding his people of the standards of excellence. It might be argued that Levi adopts this style of leadership in his approach to his board by gently guiding them to plan ahead and in his conviction that a resourceful stance towards the future trumps a scarcity mentality. What are the respective roles being played out by your professional and lay leadership? How does this support the success of your program?
9. Take a look at the graphic images of the vicious and virtuous cycles. Levi is trying to ensure that they stay in a virtuous cycle, preserving quality and working to increase non-tuition revenue. Which cycle best represents your own school?

# Appendix

## HMJDS Core Values

כל ישראל ערבים זה בזה (שבועות ט)

“All Jews are responsible for one another.” (*Shavu'ot 39A*)

The Jewish people are one people. We respect each other's differences.

ואהבת לרעך כמוך (ויקרא יט: ח)

“And you shall love your neighbor as yourself.”

(*Leviticus 19:18*)

We should treat others the way we want to be treated, with caring and respect.

נצר לשונך מרע (תהילים לד: יד)

“Guard your tongue from evil.” (*Psalms 34:14*)

We must be careful how we speak and what we say. Words can be kind and caring or hurtful and painful to others.

ואם לא עכשיו אימתי (משנה אבות א: יד)

“And if not now, when?” (*Mishnah Avot 1:14*)

The time to learn is now, the time to help another person is now; the time to care for our environment is now; because if we put it off, it may never happen.

כי גרים הייתם בארץ מצרים (ויקרא יט: לד)

“For you were strangers in the land of Egypt.” (*Leviticus 19:34*)

We must be welcoming of strangers for once we too were strangers. It is a *mitzvah* to welcome guests.

דן את כל האדם לכף זכות (משנה אבות א: ו)

“Judge all people favorably (kindly).” (*Mishnah Avot 1:6*)

Give people the benefit of the doubt and don't jump to conclusions.

מצוה גוררת מצוה ועברה גוררת עברה  
(משנה אבות ד: ב)

“A *mitzvah* leads to another *mitzvah* and a wrong doing leads to another wrong doing.” (*Mishnah Avot 4:2*)

When we do something to help another or perform a *mitzvah*, it leads to other good deeds. When we do something wrong, it leads to other wrong things as well.

לא עליך המלאכה לגמור ולא אתה בן חורין להבטל ממנה  
(משנה אבות ב: טז)

“It is not up to you to finish the job. Neither are you free to withdraw from it.” (*Mishnah Avot 2:16*)

People cannot do things completely on their own. We need to work together. Just because we think we cannot finish something doesn't mean we should not start and try to complete the task.

על שלשה דברים העולם עומד: על התורה,  
ועל העבודה ועל גמילות חסדים (משנה אבות א: ב)

“The world stands on three things: the study of Torah, service to God, and deeds of loving kindness.” (*Mishnah Avot 1:2*)

We value the study of Torah, prayer and acts of loving-kindness; helping and caring for each other so we become a better people.

עשה לך רב וקנה לך חבר (משנה אבות א: ו)

“Make certain you have a teacher and get yourself a friend.” (*Mishnah Avot 1:6*)

It is important to respect and learn from our teachers and our friends. We also need a good friend to help us in our learning.

## Working Paper: Planning For Our Future During An Economically Challenging Period (Updated 10-19-08)

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As we experience the rollercoaster ride of the current economic situation, it becomes increasingly important that we take **a leadership role in responding to the events of the last several weeks and in putting forward plans for our own stability.**

Pat Bassett, the President of NAIS (National Association of Independent Schools) has suggested that there are lessons for us in Jim Collins' book *Good to Great*. Bassett notes that these are times in which we must face what Collins describes as the "brutal facts." But, he also observes that these facts are balanced by "unshakeable beliefs." **I believe that our "unshakeable beliefs" can serve as the solid foundation upon which to drive a pro-active response to the economic realities.**

In the next days, we'll want to work together to shape our message, a message that I hope we can each convey to our constituencies. I am beginning with the Leadership and Administrative Teams and with top Board leadership.

During this period of economic change and emotional anxiety, I believe that **now, more than ever, our mission is critical to HMJDS students and families. We offer:**

- Steadiness, consistency, and a caring community during a period of change;
- A focus on the critical Jewish values that guide our interactions with others, that remind us what is of deepest importance in our lives;
- Attention to the development of those critical analytical, research and communication skills that will allow our children — tomorrow's leaders — to be creative problem solvers in a rapidly changing world;
- Care for individual needs, whether reflected in diverse learning styles or supporting students through emotionally troubling events.

During periods of uncertainty, it will be important that **our actions be guided by the School's mission and vision and its core values.** This can communicate a steadiness on the part of the Board and its professional leaders.

What we offer can guide us as we look to respond to the challenges of an economic downturn:

- Retention and recruitment including requests for financial aid;
- Maintaining a program of excellence during a time of tight budgets;
- Fundraising.

Fortunately, we came into this year recognizing that it would be hard, even if it may prove to be harder than expected.

**Working from an existing plan that we certainly have the versatility to refine puts us in a relative position of strength.** There is certainly a danger of being perceived as an ostrich, but I worry far more about the danger of self-fulfilling prophecies if we embrace negative expectations. We have bucked trends in the past, perhaps most notably this year when so many Jewish day schools and independent schools experienced enrollment declines. **One of my unshakeable beliefs is that together, we can continue to buck trends.**

Here then, are thoughts about areas we'll want to address in the coming days, weeks, and months:

**Retention and Recruitment:** We went into this year with a focus on retention from day one. What follows is primarily a summary of initiatives already underway or planned:

- Revamped parent orientation programs and expanded offerings for new families including the new gathering in the school *sukkah*;
- Revitalized and streamlined teacher newsletters;
- Enhanced communication about student progress as we send work home on regular and predictable bases;
- Expanded Preschool Story Time Express programming through Jewish Family and Children's Services and the Parenting Center, PJ Library Club and additional links with synagogues (particularly Adath Jeshurun and ShirTikvah);
- Trimester report cards for the Upper School;
- Grade level curricula provided at Back-to-School Night that focus on essential questions;
- New grade-level Parent Coffees and expanded formats for Breakfast-with-the-Head that includes study sessions with Rabbi Wirtschafter, and book discussions on parenting issues.

**A school of excellence:** It is critical that we retain our focus on the quality of program. This lies at the heart of what Sacha Litman and PEJE describe as the *virtuous cycle*. **If families have less disposable income, then we must demonstrate better than ever how indispensable the value added of an HMJDS education is.** Towards that end, we must continue to pursue curriculum development and refinement.

- Implement the Benchmarks and Standards Project (JTS) through this year and next;
- Continue to implement the advisory program in grades 6–8 and expanded health curriculum in the Upper School;
- Implement the new science and social studies curricular units in the Lower School;
- Fully integrate Writers' Workshop in grades 3–4;
- Implement the expanded literature program in grades 5–6;
- Implement the Professional Learning Communities (PLC) staff development program designed to enhance student achievement and to create venues for colleagues to support one another's growth.
- Articulate a vision and develop an implementation plan for an integrated media center;
- Consider the role of a science/math specialist to allow us to develop a center of excellence in this area;
- Consider the role of arts electives and drama in the Lower School;
- Explore after-school value added programming opportunities.

**Financial aid:** The need for financial aid has increased considerably this year. We were fortunate that we developed a plan that is now serving as a model in other independent schools — unding 97% of demonstrated need for all families. Still, our budget is as tight as ever.

I believe that we may need to **look at financial aid in a somewhat different way** during the next year or so:

- We have tended to assume that the level of financial support a family needs when applying to the school is what will be required for the entire time a student is at HMJDS. We can expect that people's financial situations

may well change over the next several years. Therefore, we'll want to re-evaluate each family's package annually. In the short run, this may well mean additional resources provided for financial aid. But, this may not be true in three or four years.

- We'll want to build some flexibility into our tight budgets for families whose circumstances change mid-year.
- We may want to consider the possibility of funding a percentage of demonstrated need again next year.

**Annual Fund:** We go into this year with a far better organized plan for the Annual Fund. Certainly, it may be harder for some donors to contribute as much as they have in the past. We may also consider the pacing of the campaign, doing more of our asks at times when the market is in a better position rather than during weeks of rollercoaster rides. Fortunately, we have a calendar that allows us some flexibility.

**The now more than ever case statement made above seems well suited to framing the Annual Fund campaign with its focus both on providing financial assistance during a period of change and on the importance of a school of excellence.** We have chosen the core value, "All Jews are responsible for one another" as a focus of the Annual Fund campaign. It seems particularly appropriate to the challenges of this period of time.

**Capital and Endowment Campaign:** The market fluctuations have certainly impacted many potential donors of larger gifts to the campaign. Last week, **the Board established a goal of \$8.5 million for the campaign, with \$5.5 million for the building and the remaining \$3.5 million for an endowment.** I would expect that:

- Timeframe of the campaign will be longer;
- We'll need to work with donors to determine which donors might be prepared to make significant gifts during this year and which donors would better be approached at later dates;
- That there may be stages of the campaign — with an initial focus on building and the later focus on endowment.

Perhaps the core value, "It is not up to us to finish the job, but neither are we free to refrain from beginning," seems applicable here.

During the next month, I will be holding weekly breakfasts with donors and Board members to provide an update on the School and campaign planning and to take the pulse of donors collectively and individually. In particular, I'm interested in getting a sense of who might be approached for gifts during the next months and who we should wait to talk with about larger gifts.

**Faculty support:** It is important to acknowledge that our faculty is also experiencing some anxiety during this period ranging from concerns about retirement savings to potential job security for partners and perhaps even ourselves. Our communications should focus on:

- The Board's and leadership's commitment to the mission and vision of HMJDS and to maintaining a focus on being a school of excellence;
- Investment in faculty positions and maintaining supply lines with budgetary savings being drawn on the administrative and support staff lines;

- That steady enrollment represents the best job security;
- That teachers' interactions with students and families best represent the values of the School and contribute most to family satisfaction.

**Next steps:** To develop a short-range plan and action steps during meetings in the next few weeks that will maximize possibilities for stability for our students and their families.

Ultimately, I hope that we will be able to speak with one informed voice about our goals and our plans, that both the faculty and Board embrace the message and work towards realization of our goals.

**It is my hope that having clarity of message and plan will allow us to deal with "brutal facts" in a way that offers promise, because we will not lose sight of our mission, core values, and our "unshakeable beliefs" as we continue to inspire children during the next 25 years!**

Enrollment Data												
2000-2001 Actual	2001-2002 Actual	2002-2003 Actual	2003-2004 Actual	2004-2005 Actual	2005-2006 Actual	2006-2007 Actual	2007-2008 Actual	2008-2009 Actual	2009-2010 Actual	2010-2011 Actual	2011-2012 Actual	2012-2013 Actual
42	45	42	44	48	52	45	47	50	47	38	31	30
46	38	43	40	45	48	54	47	48	48	45	37	32
31	42	37	40	40	44	48	58	49	48	53	45	36
39	28	40	39	38	41	47	48	58	46	50	53	43
24	33	28	34	38	36	37	50	50	55	45	47	49
33	21	31	27	33	38	33	37	53	42	60	42	44
34	33	20	28	26	32	38	30	38	52	42	62	36
-	-	-	-	-	-	-	31	21	25	43	31	50
-	-	-	-	-	-	-	22	29	19	16	38	24
249	240	241	252	268	291	302	370	396	382	392	386	344