



# ANNUAL REPORT

JULY 1, 2024 - JUNE 30, 2025

MISSION  
DRIVEN:

*Guiding every lesson,  
shaping every learner*







**MISSION:**

Gifft Hill School offers our island community an inclusive, experiential education that sees each child as an individual and inspires each to excel. We support and challenge our students to approach complex problems resourcefully, to understand and advocate for the environment, and to honor the culture and history of Caribbean peoples. Our graduates are resilient, caring community leaders at home and abroad.

**ROOTED IN PURPOSE** *Growing with intention*



LIZ KINSELLA

This year, we turn our attention to the mission that guides every aspect of life at Gifft Hill School. More than a statement, it is a daily practice that lives in our classrooms and our relationships, and is evident in our students’ growth.

Our mission calls us to see each child as an individual and to provide an inclusive, experiential education that inspires every learner to excel. It challenges us to cultivate not only knowledge, but also character. And it reminds us that education is not just about preparing for the future, but about engaging meaningfully in the present.

I see our dedicated faculty bring this mission to life every day. They create learning experiences that are hands-on and relevant, encourage students to approach complex problems resourcefully, and build a culture of respect and belonging. They help students explore and care for the natural world and connect deeply with the culture and history of the Caribbean.

Our graduates reflect the strength of this mission in action. They are resilient, thoughtful, and engaged — true community leaders both on St. John and beyond. They are our “proof of concept,” demonstrating daily the impact of a Gifft Hill School education.

As you read this annual report, I invite you to notice the ways our mission shapes our school’s identity and fuels its excellence. Your continued support ensures that this mission-driven work will thrive well into the future. Together, we are building a legacy of education with purpose.

Thank you for being part of this journey.

*J. Elizabeth Kinsella*  
 J. ELIZABETH KINSELLA  
 HEAD OF SCHOOL







RUTH A. DOAN

## YOU MAKE GHS POSSIBLE

*Thank You*

Members of the Board of Trustees remain deeply grateful for the continued support of our island community. As we reflect on our school's evolution and look ahead with purpose, we are proud to celebrate the heart of Giff Hill School: our mission.

This year's report highlights the many ways our mission is more than words on a page. It's a living guide for the teaching and learning that take place every day at GHS. It shapes the choices our faculty make in the classroom and beyond, ensuring that each child is seen, challenged, and inspired.

We are proud to offer an inclusive, experiential education that reflects the richness of our island home. Our faculty members model and foster resilience, curiosity, and compassion. They empower students to think critically and solve problems with creativity. They integrate environmental stewardship into daily learning. And they help students honor and engage with the culture and history of Caribbean peoples in meaningful ways.

This mission-driven approach doesn't just prepare students for tests; it prepares them for life. Our graduates leave Giff Hill School not only with knowledge, but with purpose. They are thoughtful leaders, at home and abroad, who carry the spirit of this community wherever they go.

Let this be a year remembered for how clearly our mission guided us, and how deeply it continues to shape the extraordinary education we offer.

RUTH A. DOAN

PRESIDENT, BOARD OF TRUSTEES



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WHAT DOES IT TAKE TO OFFER AN  
INCLUSIVE, EXPERIENTIAL EDUCATION

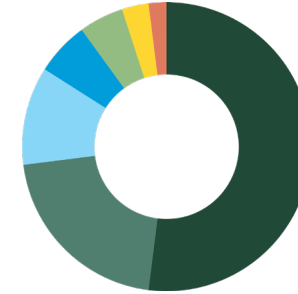
*and*

MAKE IT ACCESSIBLE TO FAMILIES  
ACROSS OUR COMMUNITY?

*What did it cost to run a thriving school in 2024-2025?*

**\$3,969,651**

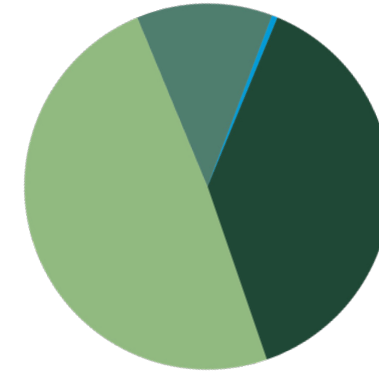
(Jul. 1, 2024 - Jun. 30, 2025)



Employee Compensation & Benefits 52%  
Enrichment Programs (School Counseling, Learning Support, Athletics, Clubs, STEAM, Art, PE, Farm to Table, EARTH) 21%  
Facilities Maintenance 11%  
Instructional Supplies & Tech 6%  
Advancement 5%  
Insurance & Licenses 3%  
Loan Repayment 2%

*Where does the money to support a thriving school and keep it accessible come from?*

49% came from Tuition  
11.7% came from FY2324 Operations Savings  
0.5% came from Facilities Rentals



38.8% came from Donor Support

In 2024-2025, donors gave a total of **\$1,542,562**, which helped keep GHS accessible to all

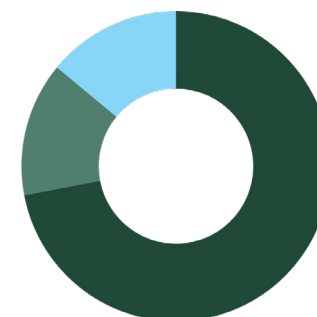


50% went to faculty salaries  
36% went to scholarships  
10% went to enrichment programs  
4% went to facilities

*Your support also helped us invest in the school's future*

**\$758,908**

of your gifts in 2024-2025 was committed to the school's future:



72% went to Future Capital Projects  
14% went to Growing the Education Access Endowment  
14% went to Growing the Faculty Development Endowment



# WE SUPPORT AND CHALLENGE OUR STUDENTS ...

Approaching complex problems resourcefully is something our students practice from the earliest grades through graduation. From kindergartners designing sun shelters to high schoolers engineering coral restoration projects, GHS students learn that creative problem solving is a process: investigate, imagine, try, fail, adjust, and try again.



In Ms. Amelie’s STEAM class, students learn to think critically, adapt, and persist. Projects are intentionally designed with limited materials or no possible “perfect” solution. This approach helps students learn to manage frustration, keep a clear head, and get creative with what they have on hand.

“There’s not one way to solve certain problems,” says Ms. Amelie. “There’s a thousand different ways and a lot of my class is just trying with what is given to you.”

From building a bridge out of popsicle sticks to negotiating with classmates for extra supplies, students learn that resourcefulness often comes from constraints.

Ms. G.’s kindergartners learn science objectives through playful, hands-on challenges. Students create animals using UV-sensitive beads, then solve the problem of protecting them from the sun with makeshift shelters. They redirect “falling rocks” (ping pong balls) away from cardboard mountain towns and design ramps to make toy racecars travel the furthest distance. Ms. G. also uses literary examples to emphasize problem-solving within her curriculum. After reading *The Little Red Hen*, students build wheelbarrows from paper towel tubes and pipe cleaners to transport grain, and Ricky, the Rock that Couldn’t Roll inspires students to use materials like paper and aluminum foil to help their rocks roll down our Lower Campus ramp.

Fourth graders also use literature to think about how they would solve complex problems. After reading *Hatchet*, students design and construct survival tools,



documenting their entire trial-and-error process. Teacher Ms. Laura’s “LauraBucks” classroom economy further challenges students to budget, save, and plan ahead — practical problem solving with real-world applications. And the garden that’s tended by fourth graders helps students confront real agricultural challenges like pests, erosion, and heavy rains.

The Education and Resilience Through Horticulture (EARTH) program, with curriculum for every grade from toddler through high school, tackles the pressing issue of food security in the Virgin Islands. Students learn about the historical loss of topsoil and work to address it through



*to approach complex problems resourcefully*



terraced gardens, retaining walls, and composting. They mix food scraps from our kitchen, grass clippings from the Westin Resort, and spent brewing grains from St. John Brewers to create nutrient-rich soil.

“Students learn they have to put their hands in the soil, squeeze it, and learn what the right combination of water retention and drainage feels like,” says Mr. D.

It’s an education in both environmental science and hands-on problem solving.

High school science combines environmental science lessons and hands-on problem solving to confront a global problem. In marine biology, students learn what they can



do to address the urgent challenge of coral reef decline.

In Mr. Bill’s high school engineering class, students begin by exploring prototypes — what they are, how they are refined over time, and why they matter. Projects move quickly from concept to hands-on design. Whether students are creating a shoe prototype for a classmate, designing a fruit picker for the school’s orchards, or building a shelter from natural materials found on campus, they experience the iterative process of engineering firsthand.

In this class, failure is not an endpoint; it’s a teaching tool. Students are encouraged to view each unsuccessful attempt as an opportunity to improve.

“The concept of failure is essential to engineering, science, and life in general,” says Mr. Bill.

By the time they take on their final project — identifying an issue and designing a 3D-printed solution



— students are equipped with the skills and mindset to think creatively, respond to challenges, and see their ideas through to completion.

Across all grades, our students are learning that the most important tools for solving complex problems aren’t just technological. They’re personal. Persistence, adaptability, creativity, and collaboration are cultivated in every classroom, lab, and garden. These skills prepare our graduates not only to face challenges, but to meet them with resourcefulness, resilience, and the confidence that there’s more than one way forward.



# WE SUPPORT AND CHALLENGE OUR STUDENTS ...

Our mission to support and challenge our students to understand and advocate for the environment is deeply woven into the fabric of our curriculum and supported by community partnerships. Through immersive, hands-on learning experiences that stretch from the classroom to the Atlantic and Caribbean Seas, we inspire our students to become active stewards of the natural world.

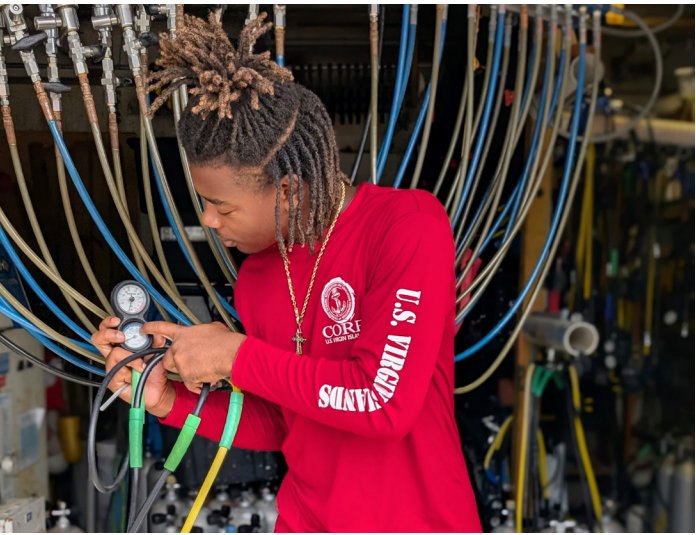
Low Key Watersports, the nonprofit Caribbean Oceanic Restoration and Education Foundation, and the Virgin Islands National Park have been instrumental in facilitating field-based learning opportunities for GHS students. Low Key sponsors students taking their SCUBA certification course during the school's fall STEAM Week, then provides gear for student divers who are earning high school credit while working with CORE to maintain a coral nursery and treat corals affected with disease in local waters. Each Friday, students dove at Annaberg to tend the coral nursery, tracking coral growth, measuring water temperature, and learning how these factors influence reef health. This work, guided by the CORE, ultimately supports the outplanting of corals to restoration sites around St. John, allowing students to see their efforts take root in the marine environment they are helping to protect. Through this work, students gain a real-world understanding of marine conservation and reef restoration, learning firsthand how their actions impact local ecosystems.



"We do our best to learn from really cutting-edge, right-now, current scientific research and try to implement that into our approach," says Mr. D.



Students who enjoy these experiences and want to pursue additional levels of SCUBA certification can join GHS' after-school SCUBA diving club, which promotes community service and stewardship of our natural resources with coastline and underwater cleanups. This year, the club carried out an underwater cleanup at Christmas Cove and a land-based cleanup in Cruz Bay, combining environmental action with hands-on fieldwork.



# to understand and advocate for the environment

Opportunities like these helped inspire Justin Richards, a member of our Class of 2025, to pursue a senior capstone project with Low Key Watersports. Working alongside professional divers and conservationists, Justin explored the intricacies of operating a dive company while also engaging in coral reef health monitoring, expanding his understanding of ocean advocacy and ecotourism.



Kevin De Leon, another member of the Class of 2025, turned his capstone focus toward renewable energy by interning with Caribbean Solar. His project allowed him to learn the fundamentals of solar technology, from battery installation to energy management. Kevin's experience highlights how our approach to environmental understanding includes preparing students to contribute to sustainable energy solutions for the islands.

Our commitment to environmental literacy begins long before high school. Our third grade class participated in a dynamic birding initiative thanks to a grant from the Virgin Islands Audubon Society. This collaboration enabled their teacher to attend a specialized workshop with the Cornell Lab of Ornithology and BirdsCaribbean, enriching her environmental education toolkit. With Audubon's support, students took four field trips, including a boat excursion to spot shorebirds, conducted simulations modeling bird migration and received binoculars for active bird watching, giving them a deeper appreciation for avian life and conservation.

In the fourth grade, students combined environmental education with artistic expression through a collaboration with Friends of Virgin Islands National Park. After a beach cleanup at Drunk Bay, they transformed collected marine debris into jellyfish sculptures as part of an Earth Day project related to marine debris awareness, using creativity to communicate the impact of plastic pollution in our oceans.



Our fifth graders became experts in apiculture — beekeeping. Students studied pollination, built and learned how to maintain their own beehive, and created bee sculptures from recycled materials for St. John School of the Arts' community art installation. These works are now displayed across Cruz Bay, raising community awareness of the importance of bees in our ecosystem.

Each of these initiatives is an example of how the Education and Resilience Through Horticulture (EARTH) program spirals through the grade levels. From the toddler class through twelfth grade, students engage with various forms of sustainable agriculture, from composting with worms (vermiculture), to beekeeping (apiculture), to cultivating school gardens. These experiences not only teach students how to grow their own food, but also instill values of environmental responsibility and resilience.

A GHS education includes engaging with the world around us and expanding learning beyond the classroom. Through meaningful partnerships, real-world projects, and immersive fieldwork, we empower students of all ages to understand and advocate for the environment, starting here on St. John and extending wherever their futures lead.





# WE SUPPORT AND CHALLENGE OUR STUDENTS ...

At Gifft Hill School, students are encouraged to recognize and celebrate the unique culture and history of the Caribbean. From the earliest grades through graduation, Virgin Islands history is woven into the curriculum, creating opportunities for students to connect deeply with their community and heritage.

Younger students engage with the island’s past as kindergarteners study the cultural history of St. John, touring sugar mills, tasting local fruits like star fruit and guava, and learning from Virgin Islanders who share knowledge of traditional crafts, foods, and plant-based medicine. Even something as simple as learning letter sounds is framed using a Caribbean lens. For example, our teachers say “iguana” to teach the letter “i” rather than “igloo,” rooting classroom learning in the local environment. Experiences like these provide a tangible link between the past and present, encouraging even our youngest learners to honor and value local traditions.



This integration grows richer as students advance. Fourth grade, led by teacher Ms. Laura, takes a hands-on approach to history. Her class reads *My Name Is Not Angelica*, a novel centered on the 1733 St. John slave revolt, and brings the story to life with field trips to Annaberg, Denis Bay, and Peace Hill — the very places where the novel is set. Students hike Ram Head, visit the Freedom Trail at Leinster Bay, and discuss the experiences of enslaved Africans who sought freedom across the Sir Francis Drake Channel. Along the way, they learn to interpret signage at historical sites, connect classroom learning to real landscapes, and consider how history shapes their own lives. Their class garden also provides perspective, helping them compare today’s farming practices with the challenges of cultivation during the plantation era.



Every ninth-grade student at GHS takes Virgin Islands and Caribbean History, a full-year social studies course in which students explore the influences that shaped the modern Virgin Islands. From the migration of indigenous people to colonization and resistance, and the unique nature and identity of the U.S. Virgin Islands as a territory of the United States, students who are ancestral St. Johnians learn alongside students who have just joined the community, building awareness and perspective that benefits all. For students who seek additional, creative ways to celebrate the diverse history and cultures that make up the Caribbean diaspora, the IDEA (Identity, Diversity, Equity, and Accountability) club is one of the school’s many extracurricular offerings. The group organizes events such as Culture Day, where students share



*to honor the culture and history of Caribbean peoples*

food, music, and traditions from their own backgrounds, and hosts discussions on Virgin Islands History Month, Black History Month, and Hispanic Heritage Month. These conversations help students appreciate both the Caribbean’s diverse history and the many identities within their school community.

“It’s really exciting because the students have these introspective moments,” says IDEA Club Advisor

Ms. V. “I love seeing them have an ‘aha moment’ about themselves, their peers, or the way they are shaped by the history and cultures that make up the community around us.”

At every level, Gifft Hill School challenges its students to engage with history and culture in meaningful ways, nurturing curiosity, respect, and pride in the Caribbean heritage that surrounds them.

## *Caribbean & Virgin Islands History*

*A part of every GHS classroom*

| Grade         | Social studies standards include a V.I. spotlight at every level                                                                                                                                                                                                                                                                              |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELC           | Practice customs and etiquette essential to community members in the V.I. like greeting people and respecting elders.                                                                                                                                                                                                                         |
| Kindergarten  | Work with National Park Service to identify locations, physical features, plants, and animals unique to St. John, both terrestrial and aquatic.                                                                                                                                                                                               |
| First Grade   | Explore the cultures that make up our community through storytelling, foods, music, and art.                                                                                                                                                                                                                                                  |
| Second Grade  | Use student-to-student teaching to learn about V.I. holidays and important historical figures, like Transfer Day and D. Hamilton Jackson. Learn basic map skills in cooperation with fourth grade.                                                                                                                                            |
| Third Grade   | Create 3D maps including landforms, tracing cultural exchanges between different regions of the world and the V.I., including arts, music, dance, religion, and foods. Work with the EARTH and Farm to Table programs to explore how trade and local agriculture influence local cuisine.                                                     |
| Fourth Grade  | Explore pre-Columbian inhabitants of the V.I., European settlement of the V.I., modern immigration to the V.I. and V.I. cultural traditions. Discuss who Virgin Islanders have been and who we are now. Work with NPS to study history through elder interviews and field ethnography. Work with NPS to study V.I. history through artifacts. |
| Fifth Grade   | Explore colonial life in the Virgin Islands including slavery, slave rebellions, emancipation, and transfer to the U.S. Interact with guest speakers from local government.                                                                                                                                                                   |
| Middle School | Build a timeline of parallel events in the Caribbean and explore how the evolution of societies is affected by location, transportation, and communication.                                                                                                                                                                                   |
| High School   | Take course offerings include V.I. and Caribbean history (required for all ninth graders). Additional elective courses include Geography and Peoples of the Caribbean, Anthropology of the Virgin Islands, and Caribbean Revolutions.                                                                                                         |



# OUR GRADUATES ARE RESILIENT, CARING COMMUNITY LEADERS ...

Gifft Hill School graduates carry their values far beyond campus, leading with resilience, compassion, and a deep sense of community. Whether pursuing higher education, building careers, or serving others around the globe, our alumni credit GHS with preparing them to meet challenges with confidence and to lead with heart. In their own words, alumni share reflections of gratitude, community, and the lasting connections that continue to guide them.

**Makeda Dawson, 2015**



Makeda Dawson, a native St. Johnian, fell in love with aviation in third grade and made it her life's mission to become an airline pilot. Through many years of hurdles and setbacks during training, Makeda's tenacity never wavered and in 2024 she fulfilled her life's dream when she became a pilot for American Eagle. In 2023, Makeda partnered with Society 340 to create the Love City Flying Club with the goal of inspiring and supporting the next generation of St. Johnians to follow in her footsteps.

"I participated in various adventurous STEAM Week activities and community service events as a student at GHS," says Makeda. "By graduation, these experiences instilled in me qualities that not only made me feel personally connected to the natural environment, but also inspired me to be a positively contributing member of my community."

**Jessica Samuel, 2009**



Jessica Samuel, PhD, is an open-minded and creative graduate of Gifft Hill School as evidenced by her work in the field of equity and her track record of leading transformative research and racial equity projects.

"I am glad that Gifft Hill School exists as an alternative option for St. John students who must otherwise commute by ferry for a secondary education," she says. "I'm excited by its curricular diversity and I look forward to the wonderful opportunities GHS continues to provide to students in our community."

**David Knight, Jr., 2000**



David Knight, Jr. was a member of our first graduating class. He attended Emerson College and graduated from the University of Southern Maine with a bachelor's degree in media studies. David returned to St. John where he worked as a reporter and editor for the Virgin Islands Source, and as a freelancer with regional publications. After marrying Priscilla Hintz and purchasing Bajo El Sol art gallery, the couple added a bar and cafe and expanded the business's programming.

"I really appreciate that in a small community, you can see the influence of your actions very directly," says David. "The small class sizes and really getting to know the students and staff at Gifft Hill is part of the reason why I still hold those values of close-knit communities. The respect for small groupings and communities came from being educated in a very intimate space."

**Liliana Martinez, 2019**



Liliana Martinez is currently studying at The Ohio State University, where she's working toward her PhD in engineering education.

"I feel that the characteristic of 'resilient' truly resonates with my academic journey," she

*at home and abroad*

says. "While at GHS, I was consistently encouraged and inspired to persevere. I would not be where I am today without the countless hours teachers dedicated to helping me with math, chemistry, and physics. Both the positive and challenging experiences at GHS, along with the support from teachers who believed in me, have shaped my path. I am incredibly grateful for the GHS community that helped me recognize my potential and the impact I can have, no matter where I go."

**Kaitlyn Cummings, 2016**



Kaitlyn Cummings earned a bachelor's degree in communication studies from Florida Gulf Coast University and a master's degree in communication studies from Colorado State University before bringing her expertise home. She works as Friends of Virgin Islands National Park's Education Programs Manager, leading some of the very same field trips she enjoyed as a GHS student.

"We did a lot of really interactive and engaging field work that I still remember clearly to this day," says Kaitlyn. "My marine biology teacher in ninth grade taught us everything we could possibly learn and focused on teaching us to write research papers at the college level. It's a full-circle moment to be back home and leading these field trips with teachers who taught me. Seeing kids out in the community who recognize me from the field trips is part of the community building that I learned at GHS. It's nice to be an active part of the community."

**Gregory Edward, Jr., 2008**

Gregory Edward Jr. recently joined the Integral Group, a community-focused real estate developer in Atlanta, to launch its acquisitions platform across the Southeast and Caribbean.



"My experience at Gifft Hill School molded me into a capable leader with a deep sense of responsibility to my community. From transplanting coral at Trunk Bay to birdwatching with Ranger Laurel to visiting Bioluminescent Bay in Vieques and hiking the Grand Canyon, GHS showed me how interconnected the world is and how much we rely on one another, from the classroom to real-world experiences.

That perspective has guided my career and civic engagement. Today, I serve on a school board, support nonprofits, and host speaking events for high school and college students. I am grateful to the faculty, Ranger Laurel, and the many community members who shaped my journey. GHS instilled in me the value of giving back, and as I grow older, I see the importance of becoming part of the village that supports the next generation."

**Luca del Olmo, 2015**

Luca del Olmo is a graduate of the University of Florida with a degree in Industrial and Systems Engineering. He currently works for Frito Lay as a Zone Operations Manager.



"My GHS experience shaped me in meaningful ways that prepared me to grow as both a person and a leader," he says. "Through a rigorous curriculum and extracurriculars, I was given many opportunities to challenge myself to think outside the box and approach problems from different perspectives, which fostered my creativity and problem-solving skills. The tight-knit community taught me how to work well with others and value diverse viewpoints. GHS prepared me to lead with compassion and accountability; qualities I carry into every community I'm part of. I credit much of my current success to the values of community, leadership, open-mindedness, and accountability, which I first began developing at an early age at GHS."

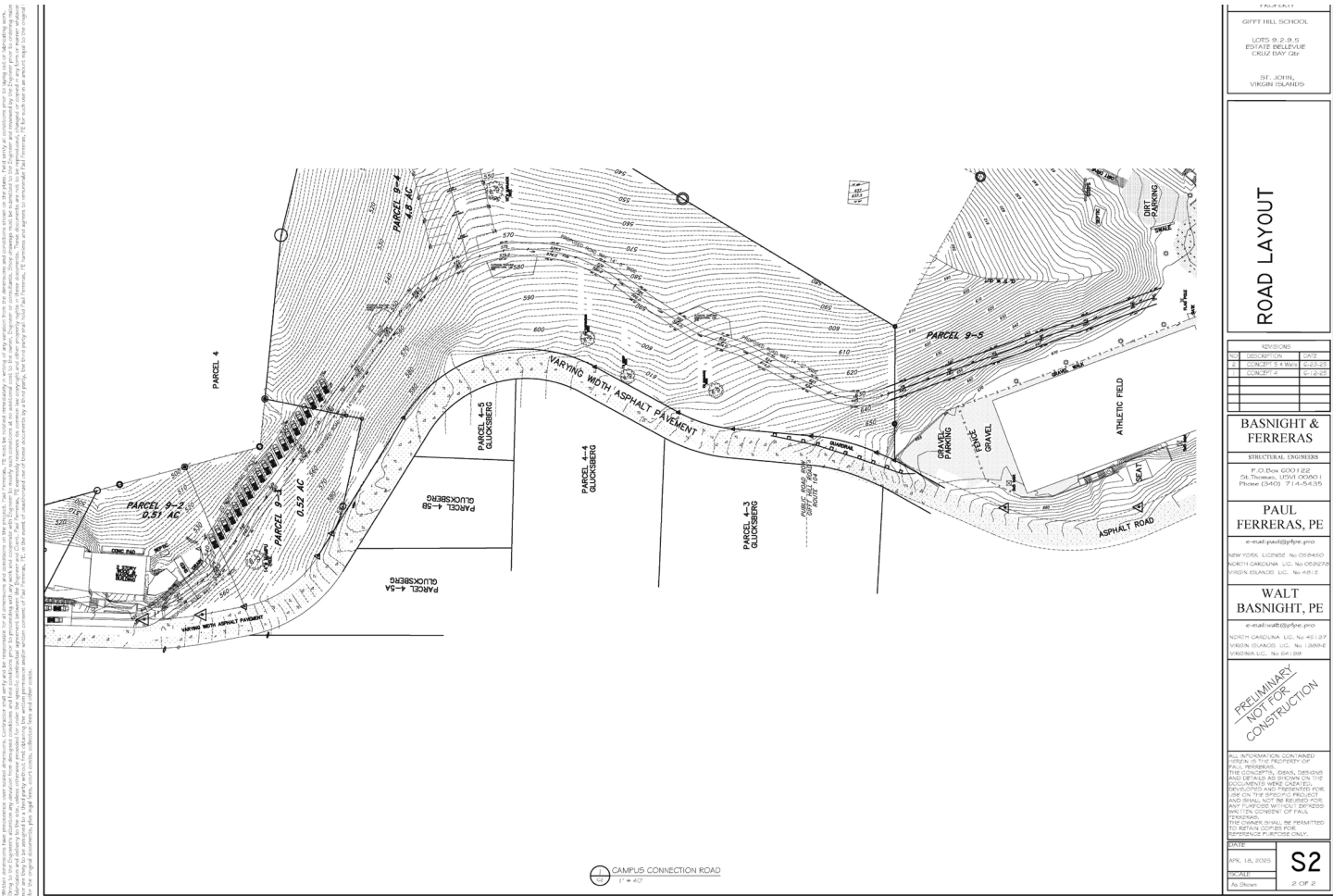


PAVING THE WAY for what's next

With the steady growth we continue to see at GHS, our efforts to bring our facilities in line with modern demand are well underway. Our \$1.7 million parking lot and driveway project is \$200,000 away from being funded. We're thrilled to report that stakeholders across all categories have stepped forward to support this project.

The drawings for the new Lower Campus parking lot and driveway connecting both campuses have been approved by our Board of Trustees' Facilities Committee, and are ready for permitting with an anticipated groundbreaking taking place in the 2025-2026 school year.

This upcoming project will make drop-off, pickup, and campus transit safer and more efficient, while helping us accommodate the tremendous growth our school has experienced over the last 47 years.



GIVING CIRCLES

Thank you to our amazing friends and donors who have supported Giff Hill School this school year. The Giving Circles below include all donations to the Annual Fund from July 1, 2024 - June 30, 2025.

KAPOK CIRCLE (\$50,000 PLUS)

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- Mr. Thomas and Mrs. Teresa Bertolino



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Cruz On Inn, LLC  
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Island Dream Worx  
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 Shaibu's Gourmet Group  
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 Sharky's By The Water, VI  
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 St. John Boat Charters

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 Virgin Islands Ecotours  
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## A LEGACY of Learning

Our 1978 Society grew by two this year, with new members ensuring their legacy will live on in the hearts and minds of GHS families for generations.

Candace Chang and John Reny both included bequests to Giffthill School in their wills.

The generosity of these donors and of all members of the 1978 Society helps ensure the longevity of our rigorous, experiential educational programming for the decades to come.

"As the grandparent of two students who have both attended Giffthill School since they were three years old, I have always been very impressed by the wonderful quality of the education they are receiving," says Candace Chang, who joined the 1978 Society this year by including GHS in her estate plans. "I am confident that they will be ready to attend any college, and be well prepared to face life's challenges. My hope is that by including Giffthill in my will, I will be doing what I can to support the school's policy of need-blind admissions so that the opportunity to get this kind of education will be available to all the children of St John."

There are many ways to become a member of the 1978 Society by including GHS in your estate plans. Contact us today at [advancement@giffthillschool.org](mailto:advancement@giffthillschool.org) or 340-776-1730 to leave behind a legacy that helps shape the lives and aspirations of our students, bettering St. John and the world at large one graduate at a time.

### MEMBERS

Thank you to the current members of our 1978 Society who have included Giffthill School in their estate plans.



Mr. Richard and Mrs. Mary Callan  
 Ms. Candace Chang  
 Ruth A. Doan  
 Mr. Rich Emmett  
 Mr. Dick Foley and Mrs. Susan Crane  
 Mr. David and Mrs. Rhonda McCay  
 Mr. Samuel and Mrs. Kay McCullough  
 Mr. Kenneth and Mrs. Elaine Mills  
 Ms. Kate Norfleet  
 Mr. John Reny  
 Mr. Dana and Mrs. Martha Robes  
 Mr. Miles and Mrs. Susan Stair  
 The Hans J. Tiller Trust  
 Ms. Tina Walker

### PLANNED GIFTS

Please consider Giffthill School in your estate plans. Your gift could include:

- Appreciated Securities
- Bequests
- Charitable Gift Annuity
- Charitable Lead Trust
- Charitable Remainder Trust
- IRA Charitable Rollover
- Life Insurance
- Tangible Personal Property
- Retirement Assets



## TYPES OF Giving WAYS TO Give

### ANNUAL FUND

**UNRESTRICTED:** The Annual Fund supports the school's operating budget each school year.

Areas supported include financial aid, faculty salaries, athletics, academics, and other needs that arise each year.

Giving options include one-time donations, recurring monthly gifts, and multiple-year pledges. Additionally, numerous employers sponsor matching gift programs that will match charitable contributions made by their employees.

### ENDOWMENT

**UNRESTRICTED ENDOWMENT:** Gifts to the unrestricted endowment provide GHS with flexibility to annually generate funds to support operations, financial aid, and other needed areas.

**NAMED SCHOLARSHIPS:** Endowed named scholarships honor the legacy or honor of a friend, family, or community member. Gifts must exceed \$50,000. Yearly draws are taken from the endowment to support student financial assistance and merit awards.

**You Can Help!**

*Together we can provide  
the education  
every child deserves!*



### CREDIT CARD

To contribute by credit card, please visit our website at: [www.giffthillschool.org/give](http://www.giffthillschool.org/give)

### CHECK

Please make checks payable to Giffthill School and mail to: 5000 Estate Enighed PMB 356 St. John VI 00830

### DIRECT MONEY TRANSFER (ACH/WIRE)

Pacific Coast Bankers' Bank  
 Walnut Creek, California 94596  
 ABA #121042484  
 Credit to Merchants Commercial Bank  
 4608 Tutu Park Mall, Suite 100, St Thomas, USVI  
 Account #021606742  
 Further Credit to: Giffthill School  
 Client's Account # 210000725

### SECURITIES/STOCK

To make a gift of stock, please notify the Advancement Office at Giffthill School in advance of the transfer by contacting 340-776-1730 or [advancement@giffthillschool.org](mailto:advancement@giffthillschool.org).

Please use the following:

### DIRECT TRANSFER OF SECURITIES

DTC Instructions:  
 Morgan Stanley DTC# 0015  
 Account name: GIFFTHILL School Inc.  
 Account number: 013-022644





**GIFFT HILL SCHOOL**  
5000 ESTATE ENIGHED PMB 356  
ST. JOHN, VI 00830

340-776-1730  
[WWW.GIFFTHILLSCHOOL.ORG](http://WWW.GIFFTHILLSCHOOL.ORG)



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