

LAKE COUNTRY SCHOOL

2010-11 ANNUAL REPORT



MISSION STATEMENT

Lake Country School is an urban-based Montessori community whose purpose is to help children prepare themselves for life. We seek to mirror and embrace the rich diversity of the city. We foster independence, critical thinking, respect and responsibility to self, to others and to the earth.



BROAD GOALS

Our goal is to support the development of the whole person to reach his or her full potential. While celebrating the uniqueness of each individual, we foster cooperation, independence and compassion and inspire a love of learning, a sense of history and an appreciation of cultural and cosmic interdependencies.

PHILOSOPHY IMPLEMENTATION

Our work is informed by our observation of children and by the principles and philosophy of educator Maria Montessori. We also incorporate the work of others in fields of developmental psychology and education. We use environments prepared for developmental age groupings, concrete educational materials and aids to the imagination. The staff, in partnership with parents, serve as guides and facilitators. We seek, as an adult community, to model healthy interpersonal relationships. We honor diversity and strive to create situations in which the expression of differences leads to understanding and appreciation. We provide an atmosphere of trust where there is opportunity for choice and where work is expected and respected.

In addition to our urban program, we have created a rural environment, the Lake Country Land School. The Land School provides students of all ages with an agricultural setting where they can form a community that values collaborative, physical work, that experiments with economic empowerment, and that experiences a deep relationship with the land over an extended period of time. The Land School strives to be an ecologically sound integration of human and wild environments that realizes Maria Montessori's vision for adolescents.

FROM THE CHAIR OF THE BOARD OF TRUSTEES

From the small children—so reluctant to let go of their parents' hands in the children's house lobby, to the big children—so confident in accepting their graduation certificates, Lake Country remains true to its mission of helping children prepare themselves for life.

Lake Country School is in excellent financial condition. We are fully enrolled, our facilities are terrific and improving, and our staff is unparalleled. During 2010-11, we developed and approved a plan to improve the outdoor environments on the urban campus. Outdoor education is an essential component in Montessori pedagogy, and while the rural campus meets many of those requirements for the older children, it was time to focus where most of the children spend most of their time. When the project is complete, the outdoor education capabilities of the urban campus will be substantively improved.

As always, the Board continued its role of supporting the head of school, as well as carrying on the Lake Country School Board traditions of being respectful and supportive of mission, families, students, and staff. As we look to next year, we plan to continue focusing our efforts on the ISACS accreditation process and executing the outdoor environments project.

Thank you all—students, staff, parents, neighbors, committee members, and members of the Board—for everything you do for Lake Country. Your passion and commitment make the Lake Country community unique. It has been an honor and privilege to chair the Lake Country School Board of Trustees and I thank you all for the opportunity to serve.



PETER AHN
Chair, Board of Trustees

FROM THE PRINCIPAL

“And in the end we follow them—not because we are paid, not because we might see some advantage, not because of the things they have accomplished, not even because of the dreams they dream, but simply because of who they are.” —William Ayot

Following the child in the way that Maria Montessori described is what we do best at Lake Country School, and this year was no exception. During my many classroom observations and my work with children, parents, and staff, it's clear that we are meeting our students' intellectual, social, emotional, behavioral, and spiritual needs by putting them in touch with the “keys to the universe”, as Montessori explained, and allowing them to be challenged, interested, engaged, and insatiable in their pursuits.

Supporting an inspired, dedicated, experienced, and skilled teaching staff is, in so many ways, following the child. Through professional development and sponsorship opportunities, we help guarantee that the process is dynamic and ongoing in positive ways. Using our resources to support staff to do their best work by creating pedagogically rich and developmentally based Montessori classrooms is no small task, and always a work in progress.

In support of the children's needs, we also continued work on our outdoor renovation at the urban campus. This year's planning process between the architects and staff, with support from our community and the Board of Trustees, has set us on a three-year course for extending what we offer our students in the classrooms and through the rural campus. Hiring an environmental educator to continue to develop programming at the rural campus and tie it in with the urban campus and our Montessori pedagogy will ensure that our goals are realized through the children's experiences in the great outdoors.

Remaining mission focused is another priority, and with the results of our ISACS (Independent Schools Association of the Central States) constituent survey, it's clear that we are succeeding and on the right track in all areas. We look forward to the self-study that is part of year two of the ISACS accreditation process, with its opportunity to reflect, explore, deepen, and share our understanding of who we are as a learning community and as the outstanding Montessori school we strive to be.

We are always grateful for and humbled by the trust, confidence, and support we have earned and received in 35 years of successfully carrying out our school's mission. Here's to another great year, and to looking forward together to the years ahead.



PAULETTE ZOË

Principal



CHILDREN'S HOUSE





YEAR IN REVIEW

In her last letter to parents before retiring after 30+ years at Lake Country School, CH2 guide Sarah Endsley shares moments from one of her last days. This report is comprised of excerpts from that letter.

The day begins with children coming down the stairs with careful steps, hops, and skips, a wave from the top, and a call “It’s me, Miss Endsley!”

Some shake hands, some look intently into my eyes, others walk hand in hand down to class. They have come a long way from the tears and uncertainty of the first months

By the time I enter the classroom, a few children are still putting on their slippers, a group of boys is negotiating about going outside, and a girl is sewing a map of the world pillow. Amelia, Lucia, and Araminta are writing stories while Lana and Sophia are reading with Aaron. Hunter is getting out the decimal beads with Zach, and Sabina has already taken out a food mat and apron to wash strawberries for snack.

As the minutes pass, more and more of the children move from chatting to choosing their work. There is conversation about the algae growing in the aquarium and the shark that is eating it. Then the conversation turns to the chicks, wondering if they will get wet at the Land School. Ari reassures Chloe that they will not because they have pin-feathers now.

Mara and Lucia are working on phonograms “ou” and “ai” with the moveable alphabet. Lucia writes sour, krout (her version of the German food), pound, and round, sail, mail, trail, pain, and stain. Ebrima and Ava zoom by, skipping on the line. Zack rings the bell and we all stop and listen. “Can everyone be a little bit quieter?” he asks.

Now children are moving peacefully from one work to another with rest and movement in between. A cluster of children gathers at the woodwork bench to watch Theo help Sonya put a roof on her birdhouse, explaining the steps to hold the wood together. Talia is putting the polishing work away. She washes her hands to have snack, reminding Logan that he has had a snack already and can’t have another yet because Sabina and Hunter are waiting.

Today is Sophia’s birthday. We send Sophia around the sun four and a half times while telling her story. She delights in her crown and her pictures. We all wish a wish in our hearts and blow them to her as she blows out the candle. She chooses a friend to pass out the napkins while she passes the fruit kabobs.

I am taking it all in as if in slow motion. I am always surprised how in these last few weeks so much of what we have been doing together is revealed. By their actions and conversations, it is clear that the children have learned to accept responsibility and to speak up for what they need. The lessons of grace and courtesy that we give daily, weekly, over the entire year have been absorbed, practiced, failed, practiced again, and then at some point simply become part of their daily interactions.

Our day is coming to a close. But wait! Aaron asks me to put on a blindfold. I do as the children giggle. When I remove the blindfold, there is a beautiful handmade quilt to honor me. The children can hardly contain themselves. They want to tell me which square or handprint is theirs. I am overwhelmed.

Sofia is at my shoulder with huge tear-filled eyes. “I am going to miss school.” I wrap my arm around her and say, “I am going to miss school, too.” It is truly my pleasure and joy to have been gifted with these children in my life.

Sarah Endsley, CH2 Guide

E1



YEAR IN REVIEW

As each school term begins, the Lower Elementary (E1) at Lake Country School gears up for another year of working and playing together.

One of the chief characteristics of the elementary aged child is the willingness and desire to collaborate with peers. Because of this, community building skills and the idea of living well together are stressed early and often. The E1 staff strives to provide a variety of opportunities to practice these skills. More importantly, the students are encouraged to identify for themselves occasions when group work can be done. Like every year, this year provided an array of choices.

Early in the year, the E1 enjoys community traditions such as the level orientation and the Popsicle Party. The orientation provides practical information about materials and systems that help new and returning students more independently interact with the environment. In addition, the orientation contains stories about the history of the building and those people who have worked or studied here in the past. As the students are welcomed into this history and invited to write their own chapter, they begin to see themselves as a part of a larger whole. They also begin thinking about the many ways they and their friends might contribute. The Popsicle Party gives the students from all three classrooms a chance to play and relax together. Friends no longer in the same classroom reconnect and realize that there will be many chances to be together throughout the year.

This year, E1 was presented with an extraordinary opportunity to partner with a Minneapolis Public School third grade teacher to provide her class with needed supplies that would not have otherwise been available to them. Each of the E1 classes collected and delivered supplies at different times of the year. Class D provided materials to get the year started (pencils, notebooks, etc.), and Class E worked to help them through the winter (heavy on the tissues). The tornado that ravaged the north side of Minneapolis last spring spared the grounds of our partner school, but the immediate vicinity and many student families were hard hit. As a result, the children of Class C decided that what their friends across town could use was a bit of fun. Class C raised almost \$600 for an end of the school year party. This process of individuals working together as a class, and three classes working together as a level, illustrates our commitment to nurturing community-minded young people.

Every year brings changes to our E1 community. In addition to the third year students moving on and a new group of first years coming in, there are always students new to the school to welcome. The past year saw several new students assimilate beautifully with the help of their families, teachers, classmates, and friends, as well as through their own commitment to their new school community. These same students can now look forward to taking a leadership role in welcoming the new students at the start of the next school year.

Jay Fenner, E1 Classroom Assistant



A MESSAGE FROM ZOE ST. MANE, E2-F GUIDE FOR 33 YEARS, ON THE OCCASION OF HER RETIREMENT:

It is a bit wrenching to say goodbye to Lake Country School. Your presence, words, hugs, and laughter at the Retirement Open House in June were appreciated beyond measure. Thank you for being part of such a thrilling afternoon, and for being an integral part of the story of my life. Year after year and day after day, I was so lucky to experience the commitment of parents to a Montessori education for their children, and to work with the brilliant and equally committed staff. Most of all, I am grateful for the children who walked through the door of Class F. The “teaching” was their gift TO me. They taught me to laugh every day, to find passion in things new or old, to remain curious, to be creative in thought and work, and to be willing to meet the challenge and joy of hard work and of community life. Each of them leaves a sweet memory in my heart for always.

E2



YEAR IN REVIEW

The Great Lessons are at the center of the Montessori elementary curriculum. The Cosmic Walk was one of the first adventures of the year for E2 students.

In a quiet, reverent moment each class walked the spiral of intervals, sharing the events of the Great Lessons from the Birth of the Universe to the Contributions of Human Culture. Inspired by the Sumerian myth of Gilgamesh and his struggles with the metaphorical Humbaba, Class F students wrote their own myths, and students created projects about ancient civilizations. In Class G, learning about the change from hunter-gatherers to the domestication of plants and animals, students studied products from China such as tea, rice, silk, and bamboo. In Class H, students wearing elaborate costumes transformed themselves into famous people from western civilization. Copernicus debated Galileo and Kepler over who made the greatest contribution to astronomy. Socrates, Eleanor of Aquitaine, Napoleon, and others presented their lives and contributions to students and families.

E2 students studied the origins of English and rewrote well-known fairy tales into a delightful theater experience, *Once Upon a Time*, where characters were bumped into different fairy tales. Inspired by famous paintings, students wrote French stories centered in French-speaking countries around the world, and drew the figure in the painting, practicing the skills they had acquired in art: shading, expressing mood, portrait drawing, working with colored pastels. Beautiful student artwork decorated the E2 space.

In music class, students composed and played pieces for Orff ensemble-music using xylophones, recorders, and percussion. They explored dance and movement with a Sumatran high school student who performed and taught

Indonesian dance. The 52 member elementary choir performed an inspiring concert in the spring.

The scientific method illuminated student-designed experiments. Class G began the year with Bessie beetles that demonstrated their amazing strength during a penny-pull. Class H uploaded a class photo that traveled aboard the space shuttle through NASA's "Your Face in Space" program. Mathematicians emerged as students learned to find cube and/or square roots of large numbers, and applied algebraic formulas for binomial and trinomial squares and cubes. The practical application of math skills aided Class G when their annual fundraiser for UNICEF brought in \$3,000.

Much of the work of the elementary child is collaborative. Team games including flag-football, soccer, basketball, volleyball, floor hockey, and softball provided collaborative experiences. Students learned world folk dances including *Bele Kawe* from West Africa and *Apat Apat* from the Philippines. A record number of E2 students took part in the fall cross-country running meets, running club, and the Get In Gear race. The Land School also provided collaborative work opportunities. Class F harvested potatoes in the fall and planted more in the spring. Class H planted garlic. The first ever 6th grade sleepover was held at the Land School in May. All E2 students spent a winter week at Widji, an environmental study program that's become a Lake Country tradition.

At the end of an inspiring year, the 6th graders wrote and shared their cosmic autobiographies, placing themselves in the timeline of history. In Class F, a student work of art hangs above the heads of the children, a majestic eagle. It serves as a reminder that there are no limits to what students can do and will do when motivated and set free to explore and create what their minds and hearts dictate.

Carolyn Fisk, E2 and JH French



JUNIOR HIGH

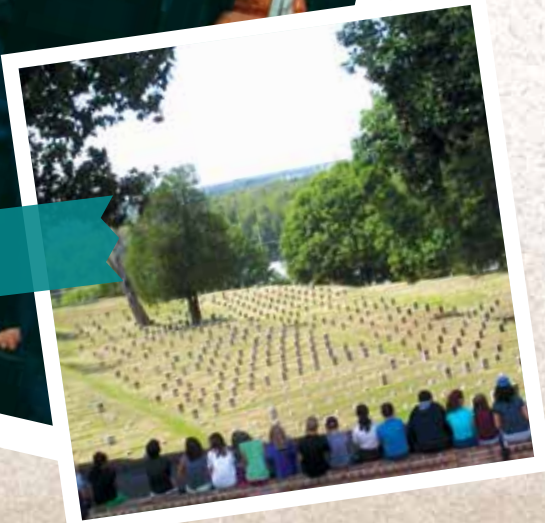



YEAR IN REVIEW

The bookends of this Junior High year were the Odyssey South and a 100-mile biking experience in southwestern Wisconsin.

In between, we continued on an academic, social, and community-building journey that was rich in meaningful work, using the hand, heart, and mind to help build the whole child.

For fifteen days, we traveled, worked, tented, cooked, ate, met, and sang together on the Odyssey South. This amazing trip followed the Mississippi River down to Ocean Springs, Mississippi. On the way, we studied Civil Rights and the Civil War, stopping in places like The National Civil Rights Museum and the Civil War battlefield at Vicksburg. At the Gulf Coast Research Lab, we immersed ourselves in a week of marine biology. Our trip on a trawler out to Horn Island, a barrier island ten miles offshore, which included speeding along with dolphins, was a highlight of our stay. The journey home took us to Birmingham and the 16th Street Baptist Church, and to historical and biological rich Mammoth Cave.





Upon returning to school, we studied themes from the nineteenth and twentieth centuries in humanities. Science classes focused on the Six Kingdoms of Life, magnetism, and electricity. Math class was full of excitement, with students working on “how to” projects, hands-on equations, exponential relationships, and more. Euclidian geometry, inductive and deductive reasoning, and geometrical modeling were the foci for the geometry students. In art, students worked on design and organization, and studied the art of illumination, lettering, and handwriting. French classes embarked on a journey through the French-speaking world. Physical education work focused on team-building and games involving team play. Picking up on themes from the Odyssey, music classes explored the Blues.

During January Interim, the Junior High became a theater company. We built sets, made costumes, gathered props, studied dramaturgy and, of course, rehearsed, rehearsed, rehearsed! Our productions of *HMS Pinafore* and *Pirates of Penzance* were smashing successes. Talk about developing the whole child and interdisciplinary learning! And, as if the production itself was not enough, exchange students from Cuernavaca, Mexico, joined us in singing, acting, and dancing.

“Regular” school began again in February with studies of Africa, contemporary social issues, poetry, and creative writing. Science lab classes experimented with waves, sound and light, and students created comprehensive physiology and anatomy projects. Explorations in math included Cartesian graphs, calculating slope, solving for unknowns, and quadratic relationships. Geometry students continued to construct proofs, explored properties of special polygons, and connected their study of geometry to algebra. Art classes worked with figurative clay sculpture. Second semester French is everyone’s favorite because students participate in the *A Vous La Parole* competition. Students memorized, choreographed, and sang their way

to many blue and red ribbon performances. Music/drama students memorized, blocked, and performed two-person scenes, and became absorbed in building and performing with Taiko drums. In physical education, students danced through Interim, perfecting the Waltz, Cha-Cha, Foxtrot and dances from West Africa to Brazil. Volleyball, badminton, floor hockey, and self-defense rounded out the curriculum in the spring.

Spring program highlights included a two-day trip to the Land School to wrap up our year of stewardship, an outrageous cultural scavenger hunt in St. Paul, the Poetry Coffeehouse, and a wide range of internships for our ninth grade students who forecasted weather with local meteorologists, constructed museum displays, taught lacrosse to elementary children, and painted with *plein aire* artist Scott Lloyd Anderson.

Throughout the year, groups of students were off to the Land School for Farm Stays, exploring the rich diversity of the land and experiencing the joys and challenges of living, playing, and working together on the farm. We also continued our commitment to community service, volunteering at organizations like the Harriet Tubman Shelter, Bright Water Montessori, and Feed My Starving Children.

The year ended with the culminating challenge and celebration of the bike trip. We journeyed on four continuous railroad-grade bike trails including the Sparta-Elroy Trail with its three incredible tunnels. We breezed along with the wind at our backs, we struggled through intense heat and humidity with the wind in our faces, and we ended our year together, stronger and wiser, a powerful community of learners.

**Doug Alecci and Sara Nelson,
JH Science and English**




YEAR IN REVIEW

Experiencing the rural campus is one of the highlights of the Lake Country School experience. During 2010-11, every level increased its interaction with the Land School. Andy and Donna visited the Children's Houses with seasonal activities highlighting the fall harvest, winter birds, maple sugaring, and spring planting. All E1 classes enjoyed a day "out" in the fall for an orientation that included stewardship work (i.e., picking pumpkins) and information about how to set up a "Going Out" to the Land School. E1 third-years had a midwinter overnight with snow just right for sledding. In the spring, E1 students spent three days focused on environmental education with the rural campus as their classroom.

LAND SCHOOL





E2 classrooms each have an annual garden project. Class F plants potatoes in the spring and enjoys French-fries from their harvest in the fall. Class G plants a three-sisters garden and shucks popcorn in the fall. Class H plants garlic in the fall and weeds and mulches it when it emerges in the early spring. This year, E2 third-years had a spring overnight in preparation for entering the Junior High. Upon returning from their Farm Stays, Junior High students shared their exciting and educational experiences with the E2 students.

The second year of the Farm Stays was a great success, reaching record participation levels. Themes like Winds of Change and Earth Bound guided the experiences. The Farm Stay events, hosted by students with an emphasis on microeconomy, were the culmination of the fifteen-day stay. The Harvest Festival on a beautiful Saturday in October had likely the highest attendance ever. Eighteen inches of snow dampened the Holiday Craft Fair in December, forcing it to be rescheduled at the urban campus. Maple sugaring activities, a perennial favorite, provided delicious maple syrup for the Pancake Breakfast, and in the spring, LCS community members join the students for a workday at the Planting Festival.

The garden is central to the work of the rural campus. Summer garden programming included an E2 Farm Camp and Junior High apprenticeships. Both had the highest participation to date. Anne Nichols, our summer intern, participated fully in the work of the farm, shared her expertise at the grill, and shared her trained Bernese Mountain dogs with students. Garden stewards participating in workdays kept the carrots thinned, the weeds at bay, and got the harvest loaded each week to take to the market at the urban campus. Some of the garden bounty was preserved for future enjoyment in the form of pickles, kim chi, tomato sauce, and more. Yum!

This was the first year of a Land School blog that linked to the Tuesday Memo. Andy shared weekly updates and

students blogged about their Farm Stay, apprenticeship, or farm camp experiences. Other firsts included hosting other Montessori school groups. Joining Great River High School in using the Land School were Armatage Montessori fifth graders for four days, and Hand in Hand Montessori for most of a week and a day trip. The Friends School also came for a day trip, and all have indicated intentions to schedule again next year.

Maintenance is constant with facilities that are no longer “new”. The farmhouse got a new roof to diminish ice dams. The old machine shed took a tumble in the huge snowstorm, but salvaged materials were used to build a “lean-to” onto the long barn to provide shade for events and vegetable processing, and to make the building more usable in the winter by keeping snow away from the sliding door track. A drop ceiling was installed in the basement at the Homestead, and a painting and repair rotation is in place for all interior spaces. New for all to enjoy is a more user-friendly trail sign system, but still no guarantee against getting lost!

Donna Goodlaxson, Land School Guide

STRATEGIC PLAN UPDATE & COMMITTEE REPORTS



BUILDING & GROUNDS COMMITTEE

by John McCarty, Committee Chair

The work of the Building and Grounds Committee focused on the renovation of the outdoor environments surrounding Lake Country School with the goal of creating simple, natural, functional, and beautiful green spaces that meet the developmental needs of the children for work and play, and extending the classrooms outdoors. The committee developed and presented a budget for the renovation to the Board, which was approved in the spring.

The Building and Grounds Committee interviewed four landscape architecture firms, and selected Colberg/Tews to develop a renovation plan. To inform their design, Colberg/Tews spent many hours with committee members, staff, parents, neighbors, and children to learn about Lake Country School and Montessori education. The three-year, phased renovation should be completed by fall of 2013. The first phase of the project, the removal of the house on the adjoining lot, was completed during the summer of 2011.

Additionally, the Building and Grounds Committee researched the cause of recurring flooding after heavy rains on the Children's House level, and mitigation plans are underway. The committee also collaborated with the Sustainability Committee on a variety of improvements, among them the installation of dual-flush, low flow toilets throughout Lake Country School.

DEVELOPMENT COMMITTEE

by Heather Miller-Shiell, Committee Chair

The Development Committee is responsible for securing resources for Lake Country School through fundraising activities

and for building and stewarding relationships with the school's many constituencies.

The Annual Fund, Lake Country's single most important fundraising effort, is essential for maintaining affordable tuition, bridging the gap between tuition and the actual cost of educating each LCS student, and funding tuition assistance, ensuring an economically diverse school community. Encouraged by a matching gift challenge from the LCS Board of Trustees, donors gifted over \$207,600 to help balance the 2010-11 operating budget.

Green Acres, this year's annual auction, was a great success. Chaired by the dynamic trio of Christine Albertson, Tracie Setliff, and Laura Walker, Green Acres raised an additional \$157,000 for budget support. The outdoor renovation was the focus for the fund-a-need portion of the auction, bringing in a whopping \$43,650 to launch that project.

The Plant Sale, guided by chair Martha Archer, was the most successful in LCS history, netting just over \$9,000. Thanks to Land School staff and JH Farm Stay students' efforts, an ever-increasing number of plants sold at the Plant Sale are grown at the rural campus.

In 2011, we welcomed five new members into the Friends of the Future Circle, a group committed to including Lake Country School in their estate plans. This group now numbers fifty-two individuals or couples.

Additional support of Lake Country School came from retirement gifts honoring Zoe St. Mane and Sarah Endsley. In recognition of their thirty+ years at Lake Country, the school community donated almost \$10,000 to the endowment to enhance scholarship funding.

Finally, the Development Committee advised on and supported several stewardship events including the New Parent Welcome, Grandparents Day, Winter Count, and the Parent Transition Celebration.

DIVERSITY COMMITTEE

by Antone Melton-Meaux, Committee Chair

The goal of the Diversity Committee is to provide a platform for the LCS community to embrace and celebrate the cultural and ethnic makeup of its students, families, and staff. The Committee is dedicated to raising awareness of diversity, and serving, where necessary, as an agent of positive and progressive change. This year, the Committee's primary goals were to expand its presence and establish events that have the potential of becoming LCS traditions.

In October, the Committee hosted the Multicultural Book Fair in conjunction with the Board Pancake Breakfast. The focus was to provide a wide variety of fiction and nonfiction books reflecting different cultural experiences and backgrounds. The Book Fair was very successful, yielding \$600 in sales over just a few hours.

In January, the committee organized two significant events. The first was the "Day of Service" in honor of Dr. Martin Luther King, Jr., that focused on alleviating hunger both locally and abroad. Over forty LCS students, families, and staff joined together to prepare meals at Feed My Starving Children on the MLK holiday. The group, in conjunction with others, made 110 boxes of food that provide 23,000 meals for families and children in need. The Committee also organized a food bank collection for the Incarnation Food Shelf. The LCS community collected 500 pounds of food for that neighborhood organization.

The second event was our inaugural Multicultural Potluck Dinner. The dinner brought together LCS parents and staff to express their unique cultural and ethnic heritages through food and conversation. We collected several recipes and plan to collect more at the event next year to publish a Lake Country School Multicultural Recipe Book.

Lastly, as Chair of the Committee, I attended the ISACS Diversity Summit in Chicago. The overarching theme of the summit was to provide school leaders with tools to achieve equity and justice in our learning environments.

The Committee hopes to learn from the experience of other independent schools to develop a diversity initiative consistent with LCS values.

ENDOWMENT INVESTMENT COMMITTEE

by David Fry, Chair

The LCS endowment fund is designed to support the long-term financial stability of the school through regular and growing contributions to the operating budget or capital projects. The Endowment Investment Committee is responsible for overseeing the management of the investment portfolio, guided by policies established by the Board.

The total value of the LCS endowment fund on May 31, 2011 was \$2.51 million (2010: \$2.08 million). Investment return, net of additional contributions and distributions to the school, was 20%. The portfolio is invested in Vanguard index funds, currently weighted 58% equities, 37% bonds, and 5% cash. Early in the year the Committee increased the equity weighting and reduced cash.

After much discussion, the Committee determined it is in the fiduciary best interest of the school to transfer management of the endowment to a professional third party manager. This enables exposure to a broader range of assets and strategies to achieve improved risk-adjusted performance and offers potential donors a more compelling reason to give. Four potential managers were invited to present their offering and were interviewed by the Committee. The Committee unanimously recommended Commonfund, a non-profit investment manager established to serve educational endowments and other philanthropic organizations, with over \$25 billion under management. This motion was passed by the Board in May 2011.

The Committee was pleased to approve a 2011 distribution from the endowment to the school of \$40,000 (2010: \$35,000).

FINANCE COMMITTEE

by Mark Putaski, Treasurer, Board of Trustees

The Finance Committee, chaired by the Treasurer of the Board of Trustees, has primary responsibility for overseeing the budgeting process at Lake Country School.

The Finance Committee met in the fall and subsequently presented a budget to the Board for the 2011-12 school year, which was unanimously approved. Throughout the process, we considered various options to continue to strengthen our financial position while supporting the values of Lake Country School. We were pleased to develop a balanced budget that continues to increase support for tuition assistance and builds our reserves to support the capital needs of the school while keeping tuition increases to a minimum.

The 2010-11 financial statements ended the year with a stronger surplus than budgeted due to higher enrollment and well managed expenses. Specifically, we were able to increase enrollment in our junior high level which we anticipate will continue into the coming year.

We are very pleased with our ability to maintain a balanced budget with continued support for programs core to our values, and ongoing support for our staff, faculty, and families during an extended challenging economic environment. Our balance sheet remains strong with negligible debt. Overall, Lake Country School's financial condition is very healthy.

GOVERNANCE COMMITTEE

by Michelle Caron, Secretary, Board of Trustees

The Governance Committee is responsible for ongoing review to enhance the quality of the Board of Trustees by helping to define board roles and responsibilities, assessing current and anticipated needs relating to board composition, encouraging board development, and assessing board effectiveness. This includes review of committee structure, bylaws, the annual audit, and 990; designating liaisons to the Tuition Assistance

and Parent Involvement committees; and trustee selection and development.

The process of board candidate selection begins early in the year. In identifying potential candidates, we seek to maintain diversity in age, experience, profession, ethnicity, and family structure. By striving for diversity, the Board is able to confront issues and responsibilities from different perspectives, making decisions that have the best possible result for our school community. We thank the trustees who have finished their terms: Michael Lander, Heather Miller-Shiell, Steve Pincus, and Mark Putaski for their commitment and service. We welcome Keith Bush, Mary Daniels, Bill Hefner, and Michelle Klein, the trustees nominated and approved to serve on the Board for the 2011-12 school year.

PARENT INVOLVEMENT COMMITTEE

by Laurie Beise, Board Liaison and Elena Giannetti, Chair

The Parent Involvement Committee oversees the Room Parent and Resource Family programs, communicates school-wide volunteer needs, and provides gathering opportunities to encourage parent connections and support school events. Our ongoing mission is to help parents become involved, and we continue to look for creative and supportive ways to engage our newest families in our school community.

Program coordinators were generous with their time and talents managing responsibilities such as:

- Room parent recruitment, assignment, training, and support
- Resource family recruitment, assignment, support, and special events
- Hospitality assignments to classrooms and room parent support with event coordination
- Compiling, organizing, and communicating school-volunteer needs
- Hosting social gatherings to encourage parent connections, build community, and support school events

Over the course of the past few years, the four sub-committees have created organized systems of operation, allowing for smooth integration of new members. The biggest project of the Committee this year was to move much of our documentation, procedures, and communications to an online or electronic format.

On behalf of Parent Involvement, our hearty thanks to all parents who volunteered in public and private ways to fulfill the needs of Lake Country School.

SUSTAINABILITY COMMITTEE
by Marty Broan, Board Liaison

The mission of the LCS Sustainability Committee is to advise and assist the Principal, staff, board committees, and wider school community on issues of environmental sustainability. We work to reduce the environmental impact of LCS by improving energy efficiency, conserving natural resources, and minimizing waste.

Among the Committee’s accomplishments this year were: capturing meaningful savings in utility use (30% on water, 16% on gas, 20% on electric) through capital improvements; contributing to the outdoor environment vendor selection and design processes; instituting a green cleaning products program; hosting successful Bike/Walk to School events; investigating LEED certification for LCS; publishing weekly Green Tips in the *Tuesday Memo*; conducting an inventory of school appliances; collaborating with committees from other Montessori schools; researching a “free-cycle” web site for use by the LCS community; sending a representative to a Green Schools Conference; working with the Parent Involvement Committee to maximize recycling and composting at school events; continuing a dialogue with renewable energy vendors to determine feasibility for LCS; and prioritizing committee work for 2011-12.

2010-11 INCOME AND EXPENSE STATEMENT*



INCOME

Tuition	\$3,514,554
Fees	205,576
Land School	97,425
Annual Fund	207,676
Auction	85,856
Misc. Revenue	12,118
Other Giving/Development**	15,844

Total Revenue **\$4,139,049**

EXPENSES

Salaries	\$2,064,962
Benefits	645,486
Program Expenses	181,664
Land School	178,305
Building/Occupancy	202,288
Administrative	104,871
Tuition Assistance	423,601
Capital Purchases/Debt Reduction	160,882
Other Miscellaneous	82,334

Total Expenses **\$4,044,393**

* The above financial information is unaudited. Audited numbers will be available from the Business Office in November 2011.

** Independent of gifts to the operating budget and not included above, Lake Country School received an additional \$44,575 in restricted gifts and \$53,513 in donations for tuition assistance.

ANNUAL FUND

Gifts to the Lake Country Annual Fund from across the school community help ensure the highest quality Montessori education for our students while maintaining affordable tuition for Lake Country families. It supports tuition assistance, teacher compensation and development, building maintenance and improvements, and programming. Our sincere thanks to our Annual Fund donors!

Please note: Many donors are connected to Lake Country School in multiple ways. For this report, donors are listed in only one category. Also, while we make every effort to ensure that lists of donors are both complete and correct, errors sometimes occur. If we have left you out or incorrectly identified your gift, please accept our sincere apology and let us know of our mistake so we can correct our records. Thank you.

STUDENTS

Austin (A.J.) Hoeft
Charles Johnson

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GREEN ACRES – THE 2011 LAKE COUNTRY SCHOOL AUCTION

The Lake Country community came together to hoot and holler at Green Acres, the 2011 Auction! Many thanks to Green Acres chairs Christine Albertsson, Tracie Setliff, and Laura Walker, and their capable volunteers for putting on a terrific event in support of Lake Country School. The auction raised \$157,000 in budget support including \$43,650 to begin the outdoor renovation. Thanks to everyone who donated items and services for bidding, to our underwriters, and to our generous sponsor, Rainbow Treecare.

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THE GREEN ACRES FUND-A NEED: OUTDOOR RENOVATION

Many thanks to the following families and friends who helped launch Lake Country's outdoor renovation through \$43,650 in donations at the Green Acres auction:

Selçuk Adabag and Helen Kim
Peter and Susan Ahn
John Alterini and
Juliann McDermott
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Sunil Bawa and Gonne Asser
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THE LAKE COUNTRY SCHOOL ENDOWMENT

Permanently supporting excellence in teaching through funding teacher development and compensation, a diverse student body through increased tuition assistance funding, and beautiful learning environments by funding facilities maintenance and improvement.

LUMINARY FUND OF THE ENDOWMENT

2011 saw the retirement of two beloved founding teachers, Sarah Endsley and Zoe St. Mane. In recognition of their three-plus decades of service to Lake Country School, gifts were made in Sarah and Zoe's honor to the Luminary Fund of the endowment to increase tuition assistance in perpetuity. Thank you to donors:

Peter and Susan Ahn
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FRIENDS OF THE FUTURE CIRCLE

Members of the Friends of the Future Circle intend to make a future gift to the Lake Country School endowment through their wills or other estate plans. We welcome new Friends of the Future members:

Amanda Degener
 Paul Dosh and Andrea Galdames
 Kathleen Graham
 Dan and Barbara Ruble
 Scott and Sarah Sponheim
 Anonymous

ADDITIONAL ENDOWMENT SUPPORT

Our sincere thanks for additional gifts made to the endowment by:

David Flower, Vina Kay, and Kumar
Flower Kay in honor of the
JH Teachers

Dylan Hicks and Nina Hale
Buddy and Lisa Ide in memory of
Dale Warner

Natalie Jones to the John Jennings
Jones Memorial Scholarship Fund
John and Nancy Lawlor in memory
of Jo Pat Curtis

Aaron Lockridge and Laura Fritz in
memory of Sheryl Lockridge
Jesse Montgomery in support of
future teachers

Paulette Zoë in memory of Marian
Jergens and in memory of Roy
McBride

ADDITIONAL SUPPORT OF LAKE COUNTRY SCHOOL

Lake Country families and friends generously support the school in many different ways! Our thanks to everyone who volunteers time to the school as well as to those who supported our mission through a variety of giving opportunities.

TUITION ASSISTANCE FUND SUPPORT

Along with tuition assistance provided by the school, gifts to the Tuition Assistance Fund provide much needed support to families who might otherwise be unable to attend Lake Country School. Our thanks to the following families and foundations for their tuition assistance support:

Marilyn Bix
Hiawatha Education Foundation
Michael McCarthy and
Joanne Opgenorth
Medtronic Foundation

DONATED DEBENTURES

Our thanks to the following families who forgave Lake Country School its obligation to repay their debenture loans:

Michael Miller and Olivia Mastry
Scott and Sarah Sponheim

LAND SCHOOL GENERAL FUND

Gifts to the Land School General Fund support the summer internship program and provide garden shares at a reduced cost for those unable to purchase shares at full cost. Our thanks to:

Paula Barkmeier
Sarah Farley and Betty Tisel
David Fry and Andrea Johnson
James Schmitz and
Sara Thompson
Liz Powell

CLASS OF 2011 GRADUATION GIFTS

Thank you to the families who made gifts in honor of the Class of 2011 including:

Lucinda Anderson and Roy McBride
Griffith and Mollie Brown
Catherine Burnett and Lillie Pang
Walter Duffy and
Shelley Fitzmaurice
David Flower and Vina Kay
Jack Goodnow and Susan Hiestand
Amahl and Erika Grant
Jonathan Levy and Beth Virnig
Michael Miller and Olivia Mastry
James Schmitz and
Sara Thompson
Jeff Sommers and Lara Hammel

ANNETTE WENNBERG MEMORIAL GARDEN

Annette Wennberg served Lake Country School as receptionist and administrative assistant for twenty years. Annette's family asked that memorial gifts be directed to Lake Country School to establish a garden in her memory. We thank the Wennberg family and the following donors for their generous gifts to the Annette Wennberg Memorial Garden:

Tony and Lynn Acker
Shirley Adler
Peter and Susan Ahn
Doug Alecci and Val Barankovich
Ann Lake Improvement Club
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Esther Benson
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Alex Makovetsky and Sally Spector
Peggy McKenna and Edie Karras
Dale and Mary Miller
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Paulette Zoë
April Zoll Close and Nic Close

ZOË BEE MAKOVETSKY MEMORIAL MUSIC FUND

For support of the music program at Lake Country School, our thanks to:

Alex Makovetsky and Sally Spector

VEHICLE DONATION PROGRAM

Vehicle donations to Lake Country School provide funding for school programs and tax benefits for donors. Our thanks to the following friends who donated their cars to Lake Country School:

Bruce and Carie Alexander
Lucinda Anderson and Roy McBride
Mehmet and
Christine Konar-Steenberg
Sara Nelson
Michael Satzer
Lori Sturdevant
Matthew and Shelly Welch

GIFTS IN KIND

Many friends of Lake Country School provide materials, items, and services to the classrooms. Because many of these gifts are made directly to the teachers, we know this list is incomplete but wish to thank our generous anonymous donors as well as:

Greg and Martha Archer
Marc and Kreea Ashton
Nancy Birth
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Corky Swartout
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Marc Tomlinson and
Kören Beck Tomlinson

CORPORATE AND OTHER NON-RESTRICTED SUPPORT

Our thanks to these local and national businesses for programs and services that provide support to Lake Country School:

Cars with Heart
Good Search
Target
Thebe Street

ADDITIONAL NON-RESTRICTED GIFTS

Our thanks for additional gifts made to Lake Country School from:

Kevin and Beth Dooley celebrating
the graduation of Maddie
Haakenson, Christina Nelson,
and Greta Wilt
Tom Greenspon
Ruth Rose

VOLUNTEER SUPPORT

Along with financial support, Lake Country parents volunteer time and talent in many capacities in support of the school including:

- Providing hospitality for school events
- Hosting exchange students and Amity Scholars
- Driving to and chaperoning outings
- Accompanying students on community service projects
- Leading school clubs
- Staffing the Research Center
- Planting, gardening, and weeding
- Cleaning classrooms
- Serving on the Board and other committees
- Assisting at the Land School

Thanks to our generous
volunteers and donors.
Lake Country School is an
outstanding community and
learning environment.

**WE ARE SINCERELY
GRATEFUL!**



2010-11 ADMINISTRATIVE, TEACHING, AND SUPPORT STAFF

ADMINISTRATIVE STAFF

Paulette Zoë, *Principal*
Brooks Cavin, *Assistant Principal*
Patricia deLeon, *Office Administrator*
Kimberly Sims, *Receptionist*
Joyce Mitchell, *Technology Coordinator*
Lucinda Anderson, *Admissions Director*
Paul Petroski, *Business Manager*
Mary Vrabel, *Development Director*
Angela Mullin, *Development Assistant*
John Hall, *Building Manager*

TEACHING STAFF

Children's House

Peggy McKenna, *Level Coordinator*
Sylvie Dosseh
Sarah Endsley
Aaron Lockridge
Carolyn Lonning
Jean Melom
Elisabeth Raasch

Elementary 1

April Zoll Close, *Level Coordinator*
Patricia Bachmeier
John Mullin

Elementary 2

Mindy Holte, *Level Coordinator*
Erin Allen
Juliann McDermott
Zoe St. Mane

Junior High

Kris Schaefer, *Level Coordinator*
Doug Alecci
Sara Nelson
Dave Zdenek

Land School

Andy Gaertner
Donna Goodlaxson

Specialists

Steve Anthony
Brooke Derrickson
Larry Dittberner
Carolyn Fisk
Jordan Fitch
Kathy Gustafson
Candy Husemoller
Barb Kitze
Jill Olsen
Jay Papacek
Sarah Richardson
Pat Schaefer
Kirstin Seterdahl

Support Staff

Digna Canchola
Erin Dosh
Julia Edelman
Jay Fenner
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Lake Country School

3755 Pleasant Ave. S.
Minneapolis, Mn 55409
612-827-3707

www.lakecountryschool.org



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