



Telluride Mountain School

LABORATE DURE ... LUDITE DURE

WORK HARD ... PLAY HARD



Service Work Right In Our Own Backyard

We have a new service program at Telluride Mountain School. Through a partnership with San Miguel County Open Space, Parks and Trails, the Mountain School is the very first participant in their pilot program called, Adopt-A-Trail. **The Mountain School community has adopted the Keystone Gorge Loop Trail which can be accessed from our campus here in Lawson Hill.** This trail takes about an hour and 15 minutes to hike and was built in 2009 through the culmination of efforts by The Nature Conservancy, San Miguel County officials and a host of volunteers. Rich Hamilton, SMC Parks Supervisor created this program and has additional trails available for adoption.

The faculty, staff and students will provide light trail maintenance, clean up and weed control from spring to fall of each year. This program embodies our school's mission by making a commitment to community service and engaging with the natural environment. During the last two weeks of school, middle and high school students hiked the trail and learn trail maintenance and weed identification skills.

We encourage everyone to explore and enjoy this trail and help us keep it clean and weed free!

Stefani's Journey

2,100 miles; 7 days of travel, with 35 hours of driving through eight states in two cars with five humans and one dog... those are the facts of the journey that took the Stefani family from Sparta, NJ to Telluride, CO and the Mountain School between June 25th and July 1st. Our journey across country was an experience that our family will remember fondly for many years to come.

Our intrepid crew consisted of Valerie, Philip, Lily, Anya, yours truly and Nancy, our 13 year old Greater Swiss Mountain dog. Add to that a few plants, several boxes of valuables, luggage, and assorted odds and ends, and you will understand why it was no blue highways for the Stefani family. No, we kept largely to I-80 and I-70 for about 350 miles per day. We settled in to a morning routine where Philip was assigned to find a dog friendly hotel near our designated stopping point and he was charged with finding something interesting for us to do around lunchtime. The Internet was cynical about our chances of finding *anything* interesting on our route, but we prevailed.

In central Pennsylvania we stopped at Clyde's Reptiland and enjoyed the company of snakes, alligators, and to our pleasant surprise, animatronic dinosaurs; Indiana gave us a giant Paul Bunyan statue; St. Louis, MO gave us the Gateway Arch and we symbolically put our backs to the East and walked through it. That night in Sedalia, MO I tried a goober burger, which consists of a hamburger patty smothered in hot peanut butter on a bun with lettuce, tomato, and mayonnaise. Not as odd as you may think, especially if you've ever enjoyed a peanut butter and bacon sandwich for breakfast. Kansas gave us the town of Manhattan home of the K-State Wildcats and the Rock-a-Belly Deli. All good but we were there to see the 30 foot statue of the mythical Kansas settler, Johnny Kaw. In Oakley, KS we visited the giant bronze statue of Buffalo Bill. Eastern CO provided our first brush with the law...no ticket for Valerie, a blinding sandstorm, and the Royal Gorge Bridge, a suspension bridge that sits 950 feet above the Arkansas River.

These stops were welcome breaks from long stretches of driving, and they provided the occasional moment of excitement. Our excitement though was palpable on July 1st when we made the final 90-minute drive from Montrose to Telluride. This beautiful town with our wonderful Mountain School had been living in our imaginations since December. Valerie, Lily and I had all made the travel equivalent of "drive-by" visits over the past few months. Philip and Anya had only seen photographs. We were breathless that first day.

It is a privilege to be opening the door on this part of our family's life as a part of the TMS community. As parents, we are thrilled that Lily and Anya will be Mountain School students. As an educator, I am honored to be working with the TMS community; bright, engaging students; caring, enthusiastic faculty, staff and administration; involved, supportive families; and a dedicated, hardworking board of trustees. I'm looking forward to our time together.

The Experiential Education program provides students with a unique balance between classroom work and field-based "Sense of Place" curricula. Experiential education is a synthesis of three major components: outdoor adventure, cultural and natural immersion, and service learning.

Spring Experiential Learning Trips



1 & 2 Dinosaur Journey!

On May 3rd, the Telluride Mountain School first and second graders went on a Dinosaur Journey! The children have been researching dinosaurs, and went on the road for some first-hand research... and some fun! The class toured the Dinosaur Journey museum in Fruita, Colorado. They learned about the dinosaurs that roamed our area, and researched their own dinosaurs for Immersion research papers they will be writing this spring. On the second day of their trip the class went on a rafting trip! They floated the Colorado River through Horse-thief and Ruby Canyons. The guides pointed out the rock layers where dinosaur fossils have been found. The lunch break brought the class to a warm beach, and an ancient Native American campsite. One of the students found a real arrowhead! On the final day the class hiked The Trail Through Time, which is located at a dinosaur fossil excavation site. They were able to see real fossils in their natural settings. The class learned a lot on this trip about dinosaurs, being on the road, and taking care of themselves and their friends.



3 & 4 Moab

This year the third and fourth grade students traveled to Moab, Utah for their Spring Experiential Education trip. The students were in the field for three nights and four days. During our stay in Moab, we camped in small groups in cabins. The students visited Arches National Park where they hiked the Fiery Furnace Trail led by an educational specialist park ranger. They took part in a service project at the Moab Youth Garden Project, and participated in a full day rafting trip led by field educators from the Canyonlands Field Institute.

This trip afforded an opportunity for students to learn about and experience the ecology, geology, and anthropology of the desert, inspect ruins and evidence of native cultures while learning about their history and ways of life, and visit some of our amazing National Parks, all while practicing their outdoor education and cooperative living skills. The trip also provided a great chance to learn about gardening techniques and community initiatives while giving back through our hands-on service-learning project.





5 & 6 Southwest Tour

This spring, the fifth and sixth graders explored parts of the Four Corners region. The class spent the bulk of their time in Arizona and Utah studying Navajo history, geology of the Upper San Juan River, and the watershed system of the Colorado Plateau. Their first stop was Window Rock, Arizona where students stayed at the St. Michael's School. During their time at the school, students took part in a service project, learned how to make traditional Navajo fry bread, and attended their prom. The students helped out the school by cleaning up their greenhouse, digging trenches around existing fruit trees, helping with Easter egg hunts, and cleaning up after prom. They had an amazing time at the prom, visiting friends they made during the winter ski program and building new relationships out on the dance floor.

After a memorable experience at St. Michael's School, the students were eager to get on the river. With the leadership of Canyonlands Field Institute, the students learned the basics of river safety and etiquette. After introductions, students launched on their trip down the Upper San Juan River. Out on the river, the students learned all about watersheds, river systems, rafting skills, and camping responsibilities. The students paddled, swam, and hiked each day and took time to reflect and journal each night.

Throughout the trip the students learned an incredible amount of ecology, geology, and prehistoric to modern history. At times, the students were challenged, but found many reasons to celebrate each day. Their positive spirit, willingness to learn, and their overall excitement to be travelling with their friends and teachers made the trip an absolute success.



7 & 8 Deep South

The seventh and eighth grade class went to the Deep South for their spring experiential trip to study our Nation's struggle for equality. During the 10-day trip, the students visited Memphis, Birmingham, Montgomery, Selma, Vicksburg, and New Orleans. Along the way, they visited Civil War battlefields, retraced the routes of famous protests, and studied pivotal Civil Rights leaders.

In Birmingham, students explored how the development of industry led directly to the crucible of violence and hate that it became in the 60's. While touring the Lower 9th Ward in New Orleans, the site of some of the most extensive damage from Hurricane Katrina, the students examined how racial injustices can be compounded by natural disasters. In Memphis, the students explored how music transcends race and provides hope through otherwise desperate times. By visiting museums, memorials, and famous sites, students learned about the challenges that African Americans have overcome, from the time of slavery through current struggles and injustices. In addition to studying the Civil Rights Movement and Southern culture, they also attended services at the historic 16th Street Baptist Church and Brown's Chapel A.M.E.

During the trip, students conducted research on topics of their choice and subsequently incorporated this research into their annual immersion projects. After returning, students each completed a research project, which included a 5-page paper, a four-minute public presentation, and a supporting visual.





MISSION

Telluride Mountain School delivers a program of challenging academics that promotes critical thinking, aesthetic expression and ethical behavior, while encompassing a commitment to community service, global citizenship and engagement with the natural environment. The school culture embraces independence, personal responsibility, compassion, curiosity and joy.

CORE VALUES

Respect We honor self and community, and value that which is different.

Love of Learning We foster lasting curiosity, creativity and passion in a challenging and safe environment.

Responsibility We understand the impact of personal actions, and uphold service as an integral part of scholarship and citizenship.

Integrity We adhere to values and ethics that enable us to approach our studies and lives with courage, pride, honesty and empathy.

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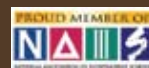
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9-12 Peru Press Release

This spring, high school students of the Telluride Mountain School traveled to Peru to practice their Spanish and study colonialism, rainforest ecology, international education initiatives, and globalization. Beginning in Lima, students toured the former Spanish colonial capital and saw vestiges of the Spanish presence in cathedrals, catacombs, and Francisco Pizarro's former palace. Next, the group took a bus to the quaint city of Arequipa. This important Inca city, reconstructed by the Spanish, became a "World Heritage Site" of the United Nations in 2000 for its historic architecture. In addition to marveling at the colonial construction, students toured the Santa Catalina Monastery and learned about Inca sacrifice rituals at the Catholic University's Museum of Andean Sanctuaries. Here students learned about "Juanita," a 500-year-old victim of sacrifice remarkably preserved in ice. Following Arequipa, the high school traveled to Cusco, the former Inca capital. Volunteering for the San Gabriel Kindergarten, students helped tutor kindergartners, reconstruct terraces for a vegetable garden, put on a puppet show, and prepare a mural made from recycled materials. Students resided with local families to practice their Spanish and increase their immersion into Peruvian culture. During their stay in Cusco, the group also managed to explore some local ruins including the fortress of Sacsayhuaman and marvel at the sheer scale and beauty of the imperial style of masonry perfected by the Incas. The tour of historic Inca landmarks continued throughout the Sacred Valley with visits to the fortress of Ollantaytambo, the salt mine of Moray, and culminated with a trip to Machu Picchu. From the summit of Huana Picchu, students watched as the rising sun burned off the mist shrouding the breathtaking city of Machu Picchu. After touring the spectacular ruins, the group gradually made its way back to Telluride, glad to see loved ones, but not ready to give up lingering daydreams of empanadas, rambunctious kindergartners, and majestic architecture.



Makenna Craige

2011 FOUNDERS AWARD RECIPIENT

"My favorite part about the school is the fall and spring experiential trips. I have learned so much about different places while also creating huge friendships. Some of these trips will stay with me forever and I will treasure them for the rest of my life. It is truly amazing that the school can take these trips and I look forward to more in the future.

At the school, the community has improved the core values in my life. They have taught me to respect others, love what I learn, take responsibility for my actions, and have given me integrity to expand my learning and take advantage of wonderful opportunities. These experiences will stay with me forever and I plan to use them in the future." – Excerpt from Makenna's Founders Award Speech

The Founders Award is awarded to students who fully and consistently embody the core values of the Telluride Mountain School.



Cisco Fahnestock, Tucker Hensen, Greg Hope and Harry Kearney — 2011 Mountain School Graduates

“When I was here in December I witnessed something that struck me as unique in the education experience at the Telluride Mountain School. I watched a first grader approach Harry and ask him a question. Unlike any prior experience I ever had in the schools of my youth, I watched as Harry answered the young boy by name and sent him on his way, the new tidbit of knowledge front and center in his mind.....the four of you going out into the world today are unique. You have been brought up to understand what it means to mentor future generations and how critical a role we all play in the symbiosis of our communities.”

– Seth Wescott, Telluride Mountain School Graduation Speaker and two-time Olympic Gold Medalist.



Cisco Fahnestock

Years at TMS? 7

Most memorable experience? Trekking through the Amazon with my friends on the Ecuador trip.

Plans after graduation? I am going to continue my apprenticeship at Foreign Cars for the summer and attend CSU in the fall

Future Goal? Graduate school.

Advice for younger students? Don't be afraid to be yourself.



Tucker Hensen

Years at TMS? 2

Most memorable experience? Singing “Ladies Night” in tights with Will Mueller.

Plans after graduation? I plan to go to college at CSU in Fort Collins.

Future Goal? Love what I do, travel, try new things and push my comfort zones.

Advice for younger students? Don't stress, enjoy life in the moment.



Greg Hope

Years at TMS? 12

Most memorable experience? Traveling through the Amazon in a canoe for hours. Being patient in a completely new environment.

Plans after graduation? I'll be taking a gap year to ski, travel and work then attend school the following year.

Future Goal? Love what I do, travel, try new things and push my comfort zones.

Advice for younger students? Don't stress, enjoy life in the moment.



Harry Kearney

Years at TMS? 10

Most memorable experience? My most memorable experience has either been Dark Canyon or all of the things we did on the Amazon.

Plans after graduation? I'll be snowboarding and furthering my education in all areas/growing as a human being.

Future Goal? Professional snowboarding. Pure happiness

Advice for younger students? Don't stress about anything.

Additional thoughts? Endless thanks to all of you who have helped me here. Wow, thank you!



TMS GRADUATES

Where are they now?

In 2007, Andrew Hess became Telluride Mountain School's very first graduate.

He went on to attend Whitman College in Walla Walla, Washington. Andrew spent summers during college working as a fishing guide at the Katmai Lodge in Alaska. On May 22, 2011 Andrew graduated from Whitman with a degree in Geology-Environmental Studies. He moved to Helena, Montana to work for the forest service to work as a Resource Manager/ Biology Technician. Andrew is also doing some woodland firefighting with his volunteer position on the Tri-Lakes Fires Department. The Mountain School community is extremely proud of Andrew and wish him great success in his new career.



Montessori Welcomes New Head Teacher

The Mountain School welcomes Tara Allen as the newest Montessori Head Teacher to join our team.

Tara is re-joining our staff having worked in the Montessori from 2002 to 2006. More recently, Tara has been the Director and Head Teacher for the Rico Preschool. She is an AMI trained Montessori teacher and has her Masters of Education from Loyola College. Tara lives in Rico with her husband and two and a half year old daughter, Piper. Please join us in welcoming Tara back to the Montessori!

A Music Program That Doesn't Teach Notes??? The Rock and Roll Academy® Emphasizes Social Emotional Learning



The Rock and Roll Academy, now in its ninth year with TMS, takes a different approach to music instruction. Students form bands, choose their own music, and work collaboratively, emphasizing the social and emotional aspects of learning. Like many professional musicians,

RRA students learn by ear, and often play three or four instruments.

With no written music in the curriculum, students learn through listening and collaboration. Music becomes intrinsically social in nature. RRA student Makenna Craige puts it this way, "If everyone had a sheet of music it wouldn't be as together. In RRA you're learning from the person next to you playing another instrument, instead of from a piece of paper."

This social aspect may explain the popularity of the program. At a time when the dropout rate for school music programs is 70-95%, TMS kids continue to find success in the play-based atmosphere of the RRA. Ask any RRA kid how they learned to play so many instruments. "I don't know," they'll usually answer, "I just played."



Telluride Mountain School

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