

CRMS

Colorado Rocky Mountain School Newsletter Issue 2 Winter 2016



IN THIS ISSUE

Annual Report

**Project-Based
Learning**

LETTER FROM THE HEAD OF SCHOOL

Jeff Leahy



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Winter 2016

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Correction from Fall 2016 Issue: In our feature story, *Diversity and Inclusion are CRMS Values* one of our students, LJ Robertson, was incorrectly referred to with the pronoun “she/her” instead of “they/them”. We apologize for this error.

Since this newsletter focuses on providing our readers with data that highlights Colorado Rocky Mountain School’s current financial health, I thought I would take this opportunity to share how I believe we came to such a position of strength. When we consider this financial health, we needn’t look too far beyond some critical decisions that were made by the board of trustees during the recent economic downturn. In 2008, independent schools throughout the nation were faced with some difficult choices due to the threat of declining enrollment, a drop in endowment value, and a squeeze on fundraising, and given the uncertainty of the economic future at that time many elected to reduce expenses by cutting personnel and programs. CRMS was in no different position than everyone else, but our board decided to take the opportunity to invest in the school by maintaining its diverse programming and opportunities for the students and by preserving staffing levels and a quality student learning experience. The impact of this bold decision was

that the school exited the economic downturn in a position of strength, and it may have been one of the most important decisions that could have been made to ensure the long-term health of the school.

The most notable sign of this was apparent in the success of our recently concluded capital campaign (during which we raised over \$10,500,000) that upgraded our residential facilities, teaching and work spaces, and faculty apartments. Less noticeable was the board’s clear directive that we would continue to admit only the type of students that we felt had a capacity to thrive in and contribute to our learning community. For a school that continues to primarily rely on tuition to support the annual operations of the program, this was a courageous move at a time when students were increasingly hard to find. The decision to accept mission-appropriate students and continued to offer a high level of quality programming ensured a strong school culture and maintained our unique identity in the boarding school landscape.

I can’t recall a time during the three years that I was in high school when I felt a strong connection to an adult at the school, and it wasn’t until college that I truly connected with a gentleman who continues to be a mentor to me. It goes without saying that my experience as a high school student was vastly different from what I see taking place in and outside the classroom at CRMS. Throughout its history, CRMS has always been fortunate to attract a committed and enthusiastic group of educators, and it is the work that they do on a daily basis that has always inspired our students and pushed them in meaningful ways to grow and develop. The faculty and staff at CRMS make a true difference in the lives of the students, and it is to this group that we owe so much in terms of why we are as healthy as we are culturally and financially. The average tenure of a CRMS teacher is currently well over a decade – which means that many of them remained loyal and committed to the school throughout the economic downturn – and they continue to this day to provide leadership in all areas of the program. In my mind, you can’t be a financially viable school if you do not

have an attractive program and the quality of people to make it happen, and even then nothing is guaranteed.

Of course, financial health is connected to revenue and expenses and is the result of thoughtfully managing and stewarding resources. We rely on the generosity of donors to support our program annually and in order to make significant capital improvements. If there is a difference between where we were in previous decades and now, it would be that the school feels in control of its destiny and where we are headed. Those individuals – students, alumni, faculty, staff, and parents – who have been touched by the program appreciate the depth and breadth of their experiences here and the relationships that were forged. Alumni see the academic and social preparedness that allowed them to be successful in college, and also the resiliency they acquired that has helped them to be successful in those years after school has ended.

At a critical time in the school’s history, the board of trustees looked beyond the immediate crisis in order to envision a path to a financial future that would serve the school well. There is no doubt that CRMS has benefited from some great professional work in the admission, development, and business offices that has taken advantage of the opportunity that the board gave them. However, what we have never lost sight of is that our primary purpose, our only purpose, the reason we exist, is to educate students. The alignment of all the administrative functions could only happen with the help of the teaching faculty and the staff who do great work with our students on a daily basis. We want CRMS to be a school that is worthy of your investment, and the way we demonstrate that is by providing a healthy, safe, challenging learning environment that surrounds each student with a group of peers who are kind, thoughtful, creative, engaged, and hard working.

DO YOU KNOW SOMEONE WHO WOULD BE A GREAT FIT FOR CRMS?

Applications are being accepted for Fall 2017.

Priority Deadline is February 15th.

Contact the Admission Office
to learn more!

970.963.2562 • admission@crms.org
www.crms.org/admissions

Financial aid is available on the
basis of need.



2016-2017 CRMS BOARD OF TRUSTEES

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VIRGINIA TOUHEY '74

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Vice President

MEETING DATES

December 9 - 10, 2016

February 10, 2017 video conference

May 19 - 20, 2017

PROBLEM-BASED LEARNING IN THE SCIENCES AT CRMS

Allison Johnson, Freelance Writer and Current Parent of Nat Crawford '20



FALL TRIP // Taking trips into the outdoors is a strong tradition at CRMS dating back to the early days of the school. For students and faculty alike, witnessing the beauty of magical places across the Western U.S. and enjoying the personal and community benefits of living simply and traveling in small groups help to make participating in CRMS's trips one of the most favored practices of the school community. Fall Trip, in particular, is an opportunity for the entire school to celebrate the Rocky Mountain region in all of its autumn splendor. You can view more photos on flickr. www.flickr.com/photos/crmsmoments/sets/

CHECK OUT CRMS'S NEW BLOG!

We're posting stories every other Thursday afternoon. Topics range from faculty profiles to stories on the garden and the new technology classes at CRMS. Check it out and share it! www.crms.org/blog



Students Elliot Ochsner, Dylan Webster, his father Damien Webster and Nicco Dabrowski work to build the new nest platform.

Although experiential learning has always been a part of the CRMS ethos, problem-based learning has more formally entered the classroom in the past 10 years. Today, this model of learning is a foundational element of CRMS science classes, and the department has garnered a regional reputation for being willing to help others tackle real-world problems around the Roaring Fork Valley.

Over the past 10 years, science students have worked on issues ranging from gas drilling on the Thompson Divide to locating geothermal waters on Avalanche Ranch to water-quality data collection in the Cattle Creek watershed. More recently, students helped Cap K Ranch address an algae overgrowth in its ponds, while students on campus designed an aquaponics system to grow and harvest tilapia for the CRMS kitchen.

This year Biology students were afforded another unique opportunity in their own back yard. When endangered ospreys built a nest on top of an Xcel Energy transformer tower near the Carbondale park-and-ride lot, U.S. Forest Service hydrologist and engineer Steve Hunter asked CRMS to help move the nest to a more suitable location.

“My wife and I have known about CRMS's dedication to educating students about the world around them for a long time,” Hunter said. “When looking into relocating the nest

I thought it would be great to see if CRMS would be willing to have a new nest site located on their property. Kayo Ogilby [the Science Department chair] thought this had the possibility of being turned into a Biology class project, and we both got very excited. Everyone agreed this was a win/win for the ospreys, for the students, for the community, and for us lucky enough to be involved with such a great project.”

In order to turn real-world conundrums like this into meaningful educational opportunities for students, Ogilby employs the problem-based learning model. This student-centered form of pedagogy involves embedding scientific materials into solving an open-ended, complex, and authentic problem.

“With this model of learning, what took me a while to develop was the scaffolding necessary to manage all the different wheels and embed whole-class learning targets into what the students were doing,” said Ogilby. “In the beginning it was a challenge to hit all the learning targets since students were trying different things.”

The model requires a carefully crafted mix of preparation and flexibility. Ogilby spent the summer laying the groundwork for the osprey project. He devised student learning targets that range from osprey-specific knowledge to general

ecological principals to broader life-skills such as collaboration. With these targets in place, this fall the project formally kicked off when Hunter presented a problem statement letter to the classes. Students then held a “need-to-know” session to assess the gaps in their knowledge.

“As an educator, I love that session,” said Ogilby. “It lets you know immediately where students are. There’s a whole spectrum of knowledge, from students who don’t know what an osprey is to a student who had a relative working in the ornithology lab at Cornell.”

That serendipitous magic is where the journey of problem solving begins. Questions quickly emerged on what students would require to move the nest to new locations, and self-selecting teams were established based

on interest.

“In problem-based learning, we let students decide about what gets them excited,” said Ogilby. “It’s the beautiful inter-curricular piece, so that the learning is not just about science. If writing or cinematography is a passion, for instance, we can engage students in ways they’re excited about.”

The teams that formed range from those analyzing the natural history of the osprey to those building the nest platforms to students who are documenting the project via mediums such as newspaper articles, photography, and video. Each team has individual goals but also reports back to and informs the larger group. The natural history team’s research, for instance, helped pinpoint the best location for a new osprey platform

by identifying their primary food source as fish. In addition to working with local professionals like Hunter and officials from Xcel Energy and Colorado Parks and Wildlife, students reached out to local experts like the Audubon Society’s Mary Harris.

“There are a zillion benefits to having the students work on a project like this,” said Harris. “It’s one thing to sit in a class and talk about these things and quite another to get out and feel it. I have seen how students thrive, learning and remembering more from time spent in the field.”

Students also went further abroad in their research, contacting Alan Poole of the Cornell University Lab of Ornithology for logistical information on nest siting and construction. Ben Wurst of the Conserve Wildlife Foundation of New Jersey provided blueprints and advice for building a new nest platform as well. As students dove deeper into the project, Ogilby’s role changed from planner to guide.

“As a guide, I’m helping students toward success in each of their teams and helping them think about how to get over hurdles,” he said. “A guide constantly looks at the big picture and the outcomes and where students want to go to develop skills, reflect on them, and then watch it all unfold.”

Student Anja Simpson felt Ogilby’s role was invaluable for keeping students on-track. “When we needed help, Kayo guided us on where to find information, but he never gave us the answers or solutions. He made it so that we had to do the work but always helped us when we got stuck.”

Inherent in the role of guide is knowing when to be flexible, and that trait came in handy this year. When a group of

students formed to pursue the idea of installing an osprey cam for the new nest, the date of the pole installation had to be pushed back until early spring to accommodate their grant-writing efforts. Simpson, who spearheaded the osprey-cam idea, thinks the payoff will be worth it. Classes will get to watch the osprey nest for years to come and perhaps even be inspired to continue the project in new ways.

Reflecting on what they’ve learned so far, students cited a variety of practical lessons. Student newspaper writer Ruth Oppenheimer appreciated being able to work in a simulated professional environment with her peers, while others pointed to improved communication with adults. Nat Crawford, who tracked down the nest blueprints, cited a better understanding of construction skills and teamwork. Cornell University’s Poole notes that these opportunities to build coordination and project-management skills are vital for preparing students for life beyond

high school. Students clearly agree.

“I am learning so much about these birds and also about how to tackle big projects,” said Linnea Sherman. “I can apply my use of collaboration to many other classes and situations.”

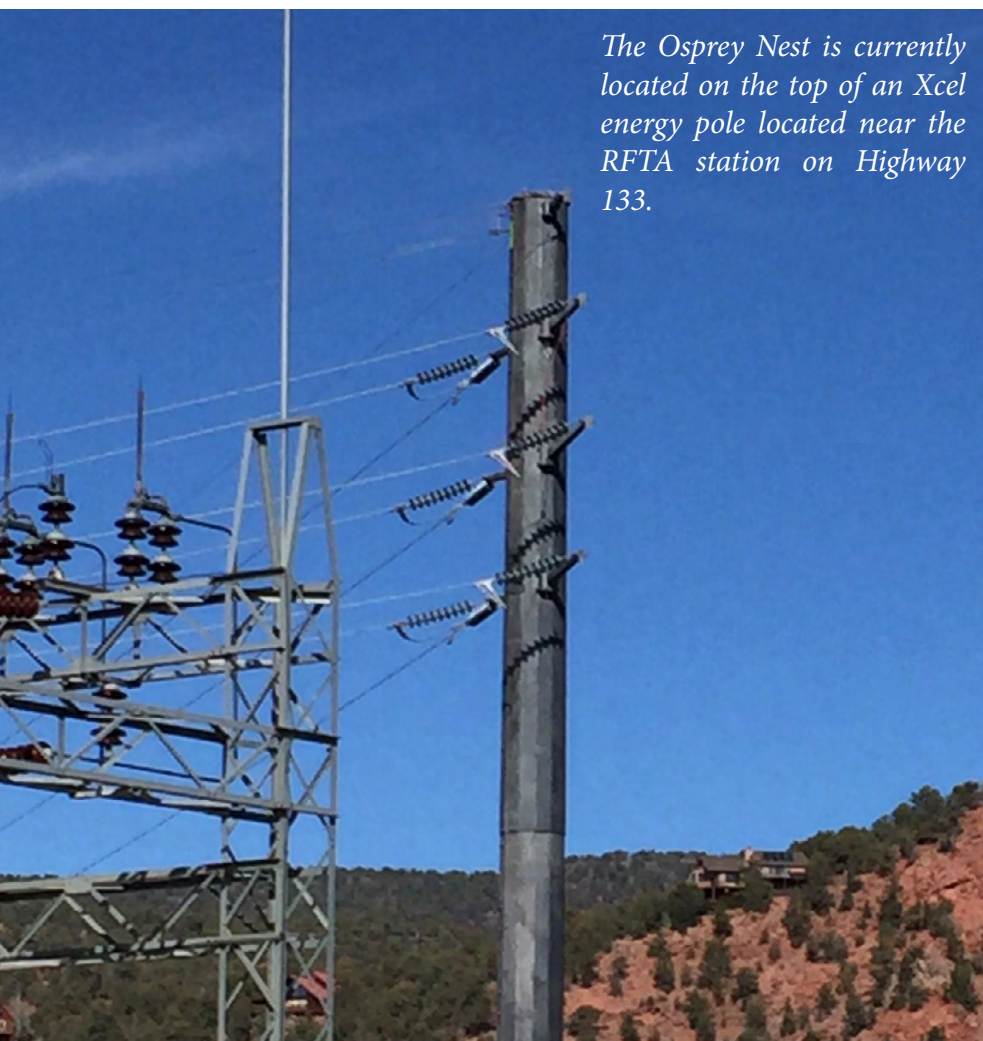
Metacognition is an important part of the process, and students regularly paused to consider what they’re learning and what they need to improve on. For a team writing a newspaper article, that might include analyzing the readability of the writing. A different team might consider how they can work better together to meet the team’s goals.

This year instructors are branching out to explore the feasibility of incorporating even more problem-based class projects into the curriculum. While Ogilby’s students will complete the osprey project this spring, Robin Colt’s class will turn to building a beehive in the walls of the biology classroom. Both teachers will

continue to keep their eyes out for future authentic learning ideas.

“As word has gotten out that we like to tackle problems, it’s become easier to find them,” said Ogilby. “Through this problem-based model, we’re aspiring to make sure science classes aren’t just about content. We want students to have an authentic space to learn both the content and the skills that go along with science. But we also want them to connect with the work and with the community and have natural motivation pieces embedded into it. It’s a much more exciting kind of learning.”

The osprey relocation project was covered in the Glenwood Springs Post Independent by reporter John Stroud. To view the article and other CRMS news stories, please visit www.crms.org/news



The Osprey Nest is currently located on the top of an Xcel energy pole located near the RFTA station on Highway 133.



The classes Skype with Alan Poole of the Cornell University Lab of Ornithology.

XC RUNNING RECAP

Rachel Bachman

The CRMS Cross-Country Team reached new heights this year, competing in four-regular season races, the Regional Championships, and sending two members to the Colorado State Championship Invitational in Colorado Springs. The addition of several new students with previous competitive experience breathed fire into the running program and elevated the level of both training and racing.

The training certainly was not easy, but the hard work and dedication of the runners showed in their significant improvements during the season. As an example, team captains Lindsay Rogers ('17) and Patrick McComb ('19) ran three and four minutes faster than last year, respectively, at the Chris Severy Invitational in Aspen, and Patrick went on to run a personal best time of 21:07, over five minutes faster than his season best from last year.

Our girls' team was stronger than ever, with Linnea Sherman ('20)

leading the charge, followed closely by Kaitlyn Young ('20), Chloe Rogers ('18), and Alejandra Butcher-Salazar ('20). On the boys' side, Will Swenson ('18) took the region by surprise, placing 15th at the Eagle Valley Invite, 4th at the Aspen Invite, eventually placing 6th overall at the Regional Championships. He set a new personal best of 16:44, a smoking 5:25 per mile.

The biggest celebration of the season came from Will's and Linnea's qualification for the State Championships, as they were the first CRMS students to accomplish this.



To earn their spots, each had to place in the top 15 overall in the region – no small feat! Their qualification and performance in this event is a huge testament to their work ethic and dedication, and has definitely inspired the rest of the team to dream big, setting high goals for next season.

Overall it was a wonderful Cross-Country season for CRMS! It was a pleasure to work with such a motivated and fun group of runners, and I can't wait to see the team continue to grow in the coming years. Go Oysters!

BIKE TEAM RECAP

Meghan Detering

At the end of October, 18 CRMS bike team riders competed in the Colorado High School League State Championships, the decisive “winners take all” race to determine

the state champion in each category. Participants included: Emi Bauer, Luci Belakova, Ian Catto, Sander Elliott, Wheeler Feer, Whitton Feer, Will Fontana, Levi Gavette, Lou Grange, Marshall Graybill, Meam Hartshorn, Lily Kraft, Will Newton, Kate Oldham, Oskar Pedersen, Joey Salat, Elliot

Vaughan, and Chase Wulfman. CRMS had several strong individual finishes and placed well overall as a team, finishing 6th out of 23 teams in the Division 1 category. Emi finished 10th in the Varsity Girls division, while Levi finished 3rd in Varsity Boys. Ian Catto placed 8th among the JV Boys



FALL MUSICAL - PIPPIN

Roxanna Peskuski

As I began to research ideas for the fall musical, I knew there were certain constraints that I needed to work within, the major one being a small cast. In addition, I knew that I wanted a comedy and a more well-known musical would be ideal. *Pippin* met all of these needs, so I took the plunge.

The storyline is about a young prince named Pippin who has just graduated from college and is now trying to figure out how to make his life extraordinary. Like so many young adults, Pippin feels that his life is going to be amazing at every turn. However, once he returns home from college to his father's kingdom he realizes quickly that this life is going to be more difficult to find than he had anticipated. Guided by a troupe of performers and their leading player Pippin searched for his exceptional life. After many failed attempts at things he believes will make his life extraordinary, but that leave him feeling vacant and hopeless, the Leading Player suggests it may be time for the finale. In the second act

he ends up at the estate of Catherine, a widow, where he spends a year working on the estate and getting to know her young son, Theo. However, Pippin doesn't believe that this is what an extraordinary life should be and leaves. The finale begins and the Leading Player along with the troupe suggests that Pippin perform a fire trick in which he ultimately dies

in order to gain his fame and glory. Once Pippin realizes he could have 15 minutes of glory or a happy and long life with Catherine and Theo, it becomes apparent that he had already found his extraordinary life.

This was such a fun musical to perform and everyone who worked to make it happen should be very proud of the result.



and Elliot Vaughan was 6th for the Sophomore Boys; Kate Oldham was 12th among the Freshman Girls.

We once again had a fantastic turnout of parents, students, and faculty who came to support the racers as they crossed the finish line - thank you! We express our sincere gratitude to the entire coaching staff and to all of the parents who supported us in the pit zone throughout the entire season.

BOYS' SOCCER RECAP

AO Forbes

The Boys' Soccer Team had an exciting season, full of surprises and challenges, yet ending well and bringing us all

closer together as a team. We are a young team with critical positions to fill, and that takes time. With an influx of highly experienced but young new talent, the team was challenged physically and tactically to keep up with older experienced teams. Four teams from our league went to the state finals, two teams going as far as

the semi-finals. We have a talented group of ninth graders who are a delight to have on the team. This is a very competitive league these days. However, the experience gained this year will only help us and we hope to use this season to propel us even further in the upcoming years. It was a great fall for CRMS soccer.



ALPENGLOW BASE CAMP DEDICATION CELEBRATION

On September 16, 2016, we celebrated the completion of our beautiful, and highly functional, new active center. With over 250 folks in attendance, including students, faculty, trustees, parents, donors and other guests, we enjoyed a spectacular fall evening of farm-style dining on the soccer field complete with BBQ, outdoor games, fire pit and a gourmet s'mores bar. Jeff Leahy, head of school, welcomed everyone and Chelsea Brundige, Board of Trustees president, thanked the Cattoos and all the donors for their leadership and generosity that made this special project possible. John and Laurel Catto, on behalf of Alpenglw Foundation, shared their inspiration for envisioning and supporting this amazing facility on behalf of the school, calling this base camp “your home on the edge of an adventure.”



We are currently moving our robust active program into this new facility and look forward to deploying our winter sports from their new home, followed by our spring offerings. Once again, thank you to the Alpenglw Foundation and to everyone who made this facility a reality.



John and Laurel Catto



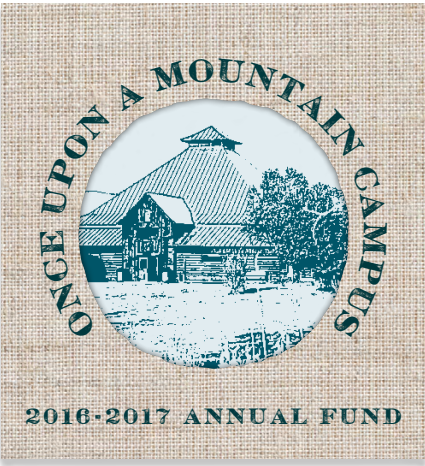
WHY GIVING MATTERS

“I received a CRMS education through a scholarship, in part, because of the generosity of others who made it happen. Attending CRMS was a life changing event which led to my interest, education and career as a geologist. I think it is only appropriate that I should support the school so that someone else will have that same opportunity.”

- Ravi Venkateswaran '69

NEXT UP – CAPITAL PROJECT: NEW HEALTH & WELLNESS OFFICES AND FITNESS CENTER

Upon the recent completion of the new Alpenglw Base Camp active center and the Lodge Dorm remodel, we are shifting our focus to the school’s health and counseling facilities. Both are currently located in the Holden House, following the move of the administrative staff to the new Welcome Center. It has been our goal to provide modernized, and centrally located, offices and facilities for these important school services. Our current plans include relocating both the health and counseling centers to the Bar Fork in dedicated spaces. The new health facilities will require remodeling the areas adjacent to the climbing gym, and the counselor’s office will be adjoining the Bar Fork with a private entrance. In addition, a new fitness center is planned to replace the current multi-purpose room that will be taken offline during the remodel, and this expansion will provide a strength and conditioning center for our students, faculty, and staff. These proposed improvements are projected to cost \$875,000 and will commence in spring 2017 dependent on successful funding. [To learn more or to join this effort, please contact Lisa Raleigh, Director of Advancement.](#)



2016-2017 ONCE UPON A MOUNTAIN CAMPUS ANNUAL FUND UPDATE

As you all know, we are fully underway on our 2016-2017 Annual Fund — Once Upon a Mountain Campus. This year’s campaign highlights the school’s history and unique story, and our combined Annual Fund and Special Events goal is \$675,000. We are delighted to report we are over \$310,000 of the way to our goal. The Annual Fund is a financial backbone of the school, as it underwrites financial need-based scholarships (ensuring economic diversity in our student body) and faculty salaries and professional development (enabling us to recruit and retain the best teachers in the field of education), in addition to supporting the unique and robust CRMS program. To give today or to learn more, please contact Beth Smith (bsmith@crms.org), Director of Annual Giving. While the fund runs through June 30, 2017, also please consider making a gift prior to the end of the calendar year for potential tax benefits. And as always, thank you in advance for your ongoing support and consideration, and for adding more pages and chapters to the original and impactful CRMS story!



DID YOU KNOW?

This year’s Family Weekend OysterBASH fundraiser (October 29, 2016) supported the Arts & Active programs at CRMS and netted a record-breaking \$60,000 for the school. Eight large raffle items (promoted in advance of the event), in addition to a silent auction the night of Coffee House, garnered support from faraway alumni to attending parents alike. The raffle highlights included 1 in 10 chances to win an Antigua, London, or Telluride getaway; Broncos, Hamilton VIP, or Aspen Food & Wine tickets; and local lodging. New this year, we offered a cherry-red, high-end Santa Cruz Mountain Bike (valued at \$4,600) and sold over 600 twenty-dollar tickets. Thank you to everyone who supported this event and helped raise funds for our unique and impactful Arts and Active programs.

THE PAST YEAR IN REVIEW

ANOTHER SUCCESSFUL YEAR FOR DEVELOPMENT

Lisa Raleigh

Generous alumni, parents, families, friends, foundations, businesses, and faculty and staff contributed over \$2,548,006 in the fiscal year 2015-16, ensuring that Colorado Rocky Mountain School would meet its mission of cultivating a learning environment in which students discover their potential to excel. In all, 668 donors made a total of 1,388 gifts to all CRMS funds.



ENDOWMENTS

Colorado Rocky Mountain School has more than 38 endowment funds that have been started and built over the years by donors who wanted to ensure that funding would always be in place for the school. As of September 2016, our family of endowments is worth \$20.5 million between the CRMS Foundation (\$13,556,427) and the school's Building & Grounds endowment (\$7,005,722). Endowment donations totaling \$28,500 were received for four endowment funds in 2015-16.

THE 2015-16 ANNUAL FUND EXCEEDS GOAL

The 2015-16 Annual Fund & Special Events received \$678,036, the largest amount in the school's history. The Development Office staff and the Board of Trustees, along with alumni and parent and student volunteers, raised a total of \$604,332 in the "Gifts that Grow" Annual Fund campaign. This total was comprised of \$509,588 in unrestricted Annual Fund gifts and \$94,744 in restricted Annual Fund gifts. In addition, with the continued support of our community, the 2015 Scholarship Raffle and Auction and the 2016 Scholarship Work Day event (along with event sponsorships) supported scholarships by raising \$73,704 throughout the year, for a grand total of \$678,036. Thank you so much to all our generous supporters.

PARTICIPATION IS KEY

Participation rates are key to an independent school's success in raising funds. High participation rates send a strong message to major and foundation donors that the school's constituents value the education being provided. Participation rates for the 2015-16 Annual Fund were:

- Board of Trustees 100%
- Faculty and Staff 86%
- Current Parents 72%
- Alumni 16%
- Parents of Alumni 8%

FORGING THE FUTURE // PRESERVING THE PAST CAPITAL CAMPAIGN

Since the fall of 2010, the official start of our most recent *Forging the Future// Preserving the Past* Capital Campaign, we have raised over \$10,639,528* in cash and pledged commitments, which includes \$9,755,015 in cash received to date supporting this campaign. These funds have helped support the construction of two new dorms, three existing dorm remodels, a new music building, a new state-of-the-art science facility, a new library, a Welcome Center & Administrative Building, and a new Active Center. In addition, in 2015-2016, another \$298,901 was committed to the Lodge Dorm remodel (the capital project following the completion of the campaign), and \$271,902 in cash has been received to date.

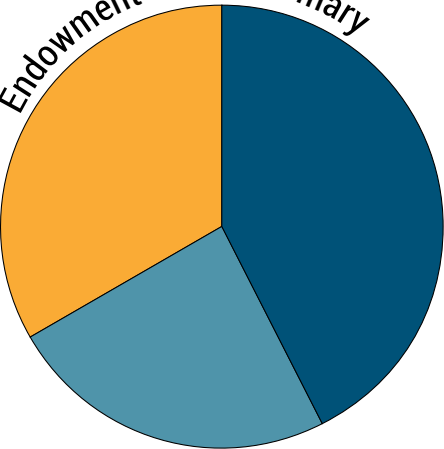
* please note that this is not an audited total.

THANK YOU

The Development Office would like to thank all of our supporters who gave their time and assistance to Colorado Rocky Mountain School in 2015-16. You are all instrumental in the school's ongoing success.

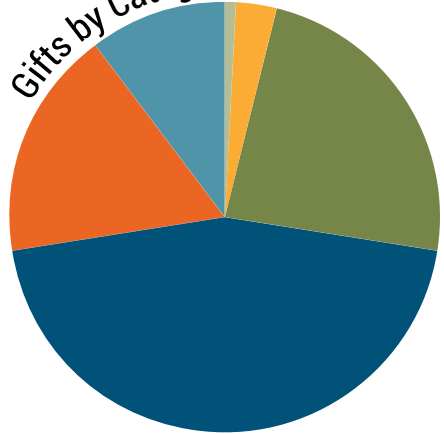
SELECT HIGHLIGHTS OF THE YEAR

Endowment Fund Summary



Restricted	\$8,202,568
Unrestricted	\$4,809,881
Board Designation	\$7,513,637

Gifts by Category

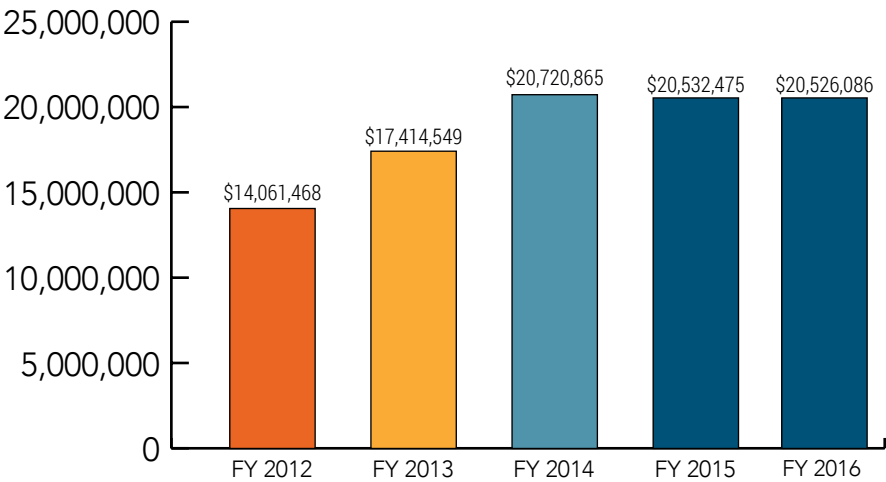


Endowment	\$28,500
Special Events	\$73,704
Annual Fund	\$604,332
Forging the Future//Preserving the Past Campaign	\$1,154,595
Summer Program	\$442,850
Lodge Dorm	\$262,751

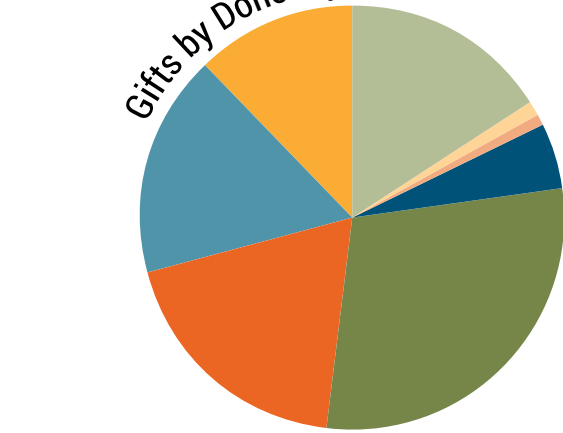
2015-2016 GIVING

CRMS Donors remain an essential part of the financial position of CRMS. Gifts to CRMS totaled \$2,548,006 this year.

Endowment Growth



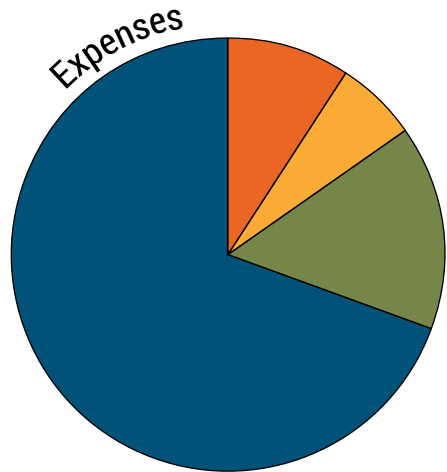
Gifts by Donor Type



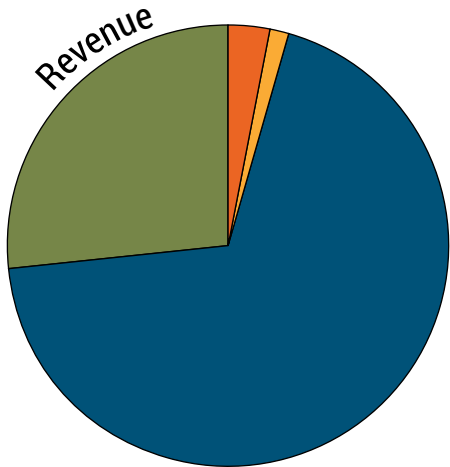
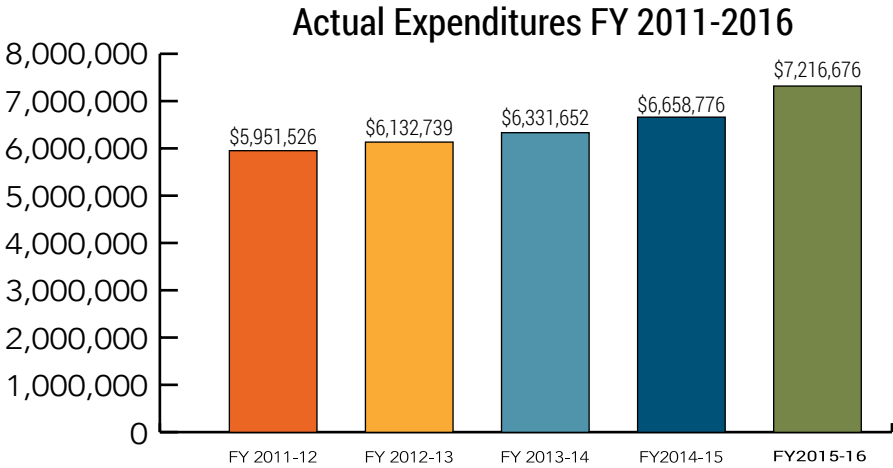
Alumni Families - 16%	Alumni - 29%
Businesses - 1%	Foundations - 19%
Faculty - 1%	Current Families - 17%
Trustees - 5%	Other Individuals - 12%

BUDGET
This page includes key elements from CRMS’s audited financial statements, for the 2015-2016 fiscal year.

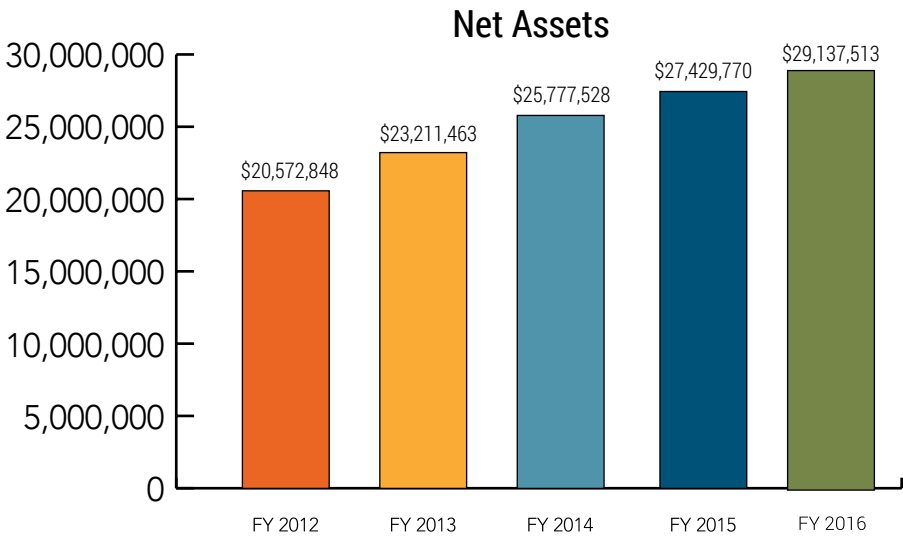
2015-2016 BY THE NUMBERS:
ANNUAL BUDGET



- Academic Instruction
\$4,962,126
- Auxiliary
\$1,002,121
- Fundraising
\$424,496
- Administration
\$827,933



- Contributions
\$2,227,669
- Net Tuition & Fees
\$6,314,808
- Investment Income
\$38,606
- Other
\$257,708



Colorado Rocky Mountain School depends on the generosity of alumni, parents, and friends to support its mission. The following lists acknowledge gifts to various funds including the Capital Campaign, Annual Fund, Endowments, Summer Program, and Special Projects during July 1, 2015, to June 30, 2016. Thank you to all our supporters!

It is important to us that we acknowledge your gift(s) properly; please inform us regarding any omissions or errors in listing your name or gift by contacting Ana Mineo at 970-963-2562 ext. 132, or amineo@crms.org.

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DR. MIKE FLAX
What inspired you to join the CRMS Board of Trustees?
Fifty-seven years ago a thirteen-year-old kid started the freshman year at CRMS. Over the next four years that kid, with help from a large number of people, developed into what I hope is a person who has been able to contribute to his communities, who I hope developed a sound base for making his way in an ever-changing tangled world. I hate to admit that the thirteen-year-old is now seventy one...and on the Board of Trustees at CRMS.

What do you value most about CRMS?
I think those four years so long ago taught me to make rules about how I live in our society, to set goals, to make rational decisions, in short, to think for myself. The CRMS experience helped me on the path to those decisions. And lest I forget, made me appreciate the world around me, but then how could living in that valley not inspire awe?

What are you most excited about as you embark on your new role as a Trustee?
I have felt that the CRMS experience was one of the seminal events of my life, and as a result, I have supported the school for many years. I have found that CRMS has embodied those things that endeared me to the school, and as a board member, I would hope that I could help steer its path.



LISANNE ROGERS
What inspired you to join the CRMS Board of Trustees?
We moved from Houston to Old Snowmass, CO in August 2015. My daughter Lindsay began CRMS as a junior. Moving a 16-year-old is never easy and it was with a heavy heart that I watched her bravely board the bus for Wilderness, having just learned that she would need to do a 24-hour solo. Eleven days later, she bounced down the steps of the same bus, hair in two long blonde braids, laughing and joking with the other students. The trip, including the solo, had been a wonderful experience and it was the beginning of an incredible year of learning and growth.

We continue to be impressed by the philosophy, curriculum, and teachers at CRMS. I am excited to be a part of it as a member of the Board of Trustees!

What do you value most about CRMS?
I value the small classes and wonderful teachers. The students are encouraged to seek help from the teachers on a daily basis if needed.

Lindsay is a senior this year and I value Betsy in college counseling! She does an amazing job with the students from helping them identify “good fit” colleges to submitting polished applications that truly reflect their strengths and talents.
The high caliber of the outdoor education, sports, and arts is truly impressive!

What are you most excited about as you embark on your new role as trustee?
I am looking forward to building on the principles of CRMS such as helping students discover their potential in the classroom and in the outdoor programs so that they can participate thoughtfully in many different environments. I would like the school to maintain the high caliber of teachers, sports, and arts and the unique trips.

I had the chance to work on development on two other boards in Houston. I look forward to being a member of the development committee at CRMS.



TED HEPP '61
(Sept. 24, 1942 - Sept. 2, 2016)
CRMS Trustee

by Lisa Raleigh
For all of us who had the pleasure of knowing Ted Hepp, we were routinely treated to his love for his beautiful wife Regula and his zest for international travel, politics, the environment, film-making, his beloved New York City, outdoor adventure (windsurfer, alpine skier, runner and glider pilot), science, and the non-profits he was passionate about—all played significant roles in his life. CRMS was fortunate to be one of the organizations Ted loved.

From his early days, Ted grew up abroad with an American mother, Frances Fulenwider Hepp, and German father, Ernst Hepp. His parents' incredible story of meeting, falling in love and having their family torn apart by World War II, is chronicled in the book *In Love and War: The Dilemma of an American Girl and a German Diplomat*.

Arriving at CRMS only a few years after its founding, Ted was forever influenced, later saying, "What we

learn here is about a world and an environment that you will appreciate for the rest of your life even though it may take time to get perspective on this."

After graduating from CRMS in 1961, Ted attended the University of Colorado where he studied engineering and math, and graduated in 1965. Ted's German father encouraged him to spend the following year at the University of Heidelberg in order to maintain the cultural and language contact. He subsequently studied econometrics and political science, and finished the formal part of his studies at Denver University with an MBA in economics. He then headed to New York City to begin his career in the computer business, which he pursued until early retirement in 2002. Along the way, he took a sabbatical to see the world from Asia to Europe (where he enjoyed two years at an Italian computer company at the base of the Alps), and met his fabulous partner, Regula Aregger, in 1986. Ted and Regula called New York City home and traveled the world extensively, but always returning to the city where they welcomed me and my family on numerous occasions.

Ted joined the CRMS Board of Trustees in 2002 and remained an active member until his passing after a brief illness this fall. He was an advocate and leader for investing in the school, and was incredibly generous throughout his lifetime. When asked why he financially supported CRMS over the years, he said: "Education is, I believe, one of the primary needs for our society and I think the kind of program at CRMS is more important now than ever before ... and is worth helping to preserve and strengthen for others."

Ted played a key role in many of the

school's initiatives including our most recent \$10M Capital Campaign, where his generosity helped us realize our new state-of-the-art Science Facility. And he never missed an opportunity to publicly thank and recognize staff members and other donors' efforts, always bringing his big heart and personality to every interaction. Ted also included CRMS in his estate plans and was an early Holden Circle member, leaving a generous gift and legacy for the school's endowment.

I realize words will never be able to do justice to Ted's amazing life and generosity. He was a larger-than-life presence at CRMS, and will be dearly missed. We will honor his life next May 19, 2017, during our spring Board Meeting where we will plant a colorful deciduous native tree in front of our Science Facility, to join the trees Regula has planted throughout New York City in Ted's memory.

DALE LASATER '61
(Nov. 16, 1943 - Oct. 14, 2016)
Served as CRMS Class Rep from 1977 - 1982.

A treasured husband, father, grandfather, brother and friend, Dale died October 14, 2016 following a tragic horse accident on the Dale




Lasater Ranch (formerly The Lasater Ranch) at Matheson, Colorado. Dale was a well-known Colorado cattle rancher and conservationist. Dale is survived by his beloved wife Janine, sons Alex (Fiancé Sarah Cannady) and Tom Lasater (Spouse Peiching Lasater), two grandchildren, Thomas and Elizabeth, as well as brother Laurence Lasater of San Angelo, TX, and brother Lane Lasater and sister Sally Lasater of Boulder, CO. Dale's life touched many people throughout the worldwide ranching and land stewardship community. Dale was a beloved and visionary figure in his field, carrying on four generations of cattle breeding and ranch management. In 1986 he took over management of the Lasater Ranch in Eastern Colorado, founded in 1948 by Tom and Mary Lasater. He broadened and deepened his parents' commitment to working holistically with nature and the

environment, producing organic grass fed beef cattle of the Beefmaster breed developed by his father. Dale and his brother Laurence made presentations about the family philosophy of cattle breeding and range management around the world. Dale worked throughout his career to implement conservation of irreplaceable Colorado short-grass prairie and other range environments. Dale was raised on The Lasater Ranch in Falfurrias, Texas and Matheson, Colorado. After graduating from Princeton University in 1965, Dale spent a year studying as a Fulbright scholar at the University of Buenos Aires, Argentina, and then spent two years working with a cattle improvement program with the Peace Corps in Colombia. Prior to taking over the family ranch, Dale worked as general manager of International Cattle Systems, a diversified livestock company headquartered in Kansas.


Dale is a past president of the Pikes Peak Cattlemen's Association, and served on the board of directors of the Colorado Cattlemen's Agricultural Land Trust, the Texas Cattle Feeders Association, and the National Cattlemen's Association (predecessor of NCBA). He was a founding board member of the Holistic Management Colorado Branch. In 2002, Dale was awarded the Slow Food Award for Biodiversity in Turin, Italy. In 2012 Dale was awarded the Stuart P. Dodge award for lifetime achievement by the Palmer Land Trust. Dale is the author of Falfurrias (College Station, Texas A&M University Press, 1985) and the editor of Flatrock (Colorado Springs, Master Publications, 2001). Dale's memory will be treasured by all those touched by him and he is profoundly missed.

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"I want to support future generations of CRMS students. For me, it was as simple as including CRMS as a partial beneficiary in my IRA. Please consider joining me and investing in the school's bright future."

- Jeff Leahy
Head of School, Parent '18



JOIN US FOR THESE ALUMNI EVENTS!

HOLIDAY ALUMNI GATHERING

Tuesday, December 27, 2016

4:00 - 6:00 pm

Bonfire Coffee
433 Main Street
Carbondale, CO 81623

Please join CRMS alumni and faculty
for a warm drink & snacks on us!
We look forward to seeing you there.

ALUMNI WEEKEND

August 11 - 13, 2017

Alumni Weekend is open to all alumni
and former faculty.
Classes celebrating milestone reunions:
1957, 1967, 1992, 2007, 2012

Questions? Interested in helping?
Contact Randall Lavelle at
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