

A Learning Community Focused on Excellence



LAKE FOREST COUNTRY DAY SCHOOL





Mission: Accomplished

Inspired teaching, academic rigor, attention to individual needs, a commitment to responsible citizenship. THESE PRINCIPLES INFUSE EVERY ASPECT OF LIFE AT LAKE FOREST COUNTRY DAY SCHOOL, inside and outside the classroom. They also define our legacy of producing students of strong character with a passion for learning.

Values in Action

Excellence. Partnership. Responsibility. Participation. Diversity.

THESE VALUES ANCHOR AN EDUCATIONAL AND SOCIAL EXPERIENCE that has given generations of LFCDS students a strong foundation to lead successful and productive lives.

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The Value of Learning

THE LEARNING HABITS AND CHARACTER TRAITS THAT CHILDREN DEVELOP AT AN EARLY AGE *last a lifetime*. Consequently, the investment you make in their preschool through Grade 8 experience is enormously important. The right environment prepares children for a complex and competitive world that requires them to think critically, solve problems, take risks, entertain multiple points of view, project confidence and act with integrity and respect. Additionally, it teaches the value of diversity, empathy, community and social responsibility.

For more than a century, *Lake Forest Country Day School* has worked closely with parents to cultivate THE ESSENTIAL ACADEMIC AND LIFE SKILLS CHILDREN NEED. Led by a talented faculty of passionate educators, we bring together an innovative curriculum and a secure community environment where students realize their highest potential.

We invite you to visit our School and to experience first-hand THE WAY WE SHAPE CHILDREN'S LIVES and prepare them for *successful and rewarding experiences* in secondary school, college and beyond.

"LFCDS is a family school. Children always come first—but the parents feel connected to everyone else because we share our children's love and passion for learning."

– Current parent



Innovative, Inspired Teaching

Excellent education begins with motivated, caring professionals who display a lifelong love of learning and who embrace community life. Then, we encourage our faculty to focus exclusively on their favorite disciplines—and give them the freedom to develop new materials and adopt best practices. We also support them as they pursue their interests inside and outside the classroom.

INSPIRED TEACHING

ONE-ON-ONE *Small class sizes ensure that each student benefits from the personal attention and steady guidance of experienced, caring teachers. Students view their teachers as strong role models who set high standards for personal accountability, active involvement and respect for others.*



“It’s easy to bring passion and energy to the classroom. I have the freedom to create learning experiences that excite and engage my students. In the spirit of continuous learning, I’m also encouraged to explore new ideas and methods within my discipline.”

– Faculty member

It’s no surprise that in this environment, faculty choose LFCDS for the long term. That means stability and continuity for our School and our students. Seasoned educators also drive an innovative curriculum that offers highly differentiated and diverse learning experiences. Some of these include:

- An interdisciplinary Outdoor Education Program that extends learning beyond the classroom;
- An annual speech competition that promotes confidence and leadership;
- An extended robotics unit that brings together math, science and technology;
- A First Amendment Trials program where students study and re-try pivotal Supreme Court cases;
- A challenging foreign language program that produces strong results in national competitions;
- An annual music workshop that corresponds with Black History Month;
- A Pioneer Days program where students learn first hand what it was like to attend school in the 1800s.

Creative Expression



PICTURES AT AN EXHIBITION
Every year we select artwork from across the grade levels and display it throughout the School for the entire community to enjoy.

All children are artistic by nature. They have creative ideas and feelings that can find expression across many disciplines—from drawing and acting to playing instruments and singing. From their earliest days at LFCDS, children learn to value their

creativity and develop the skills to express themselves in many ways.

Our children are inspired by teachers who are performing artists themselves. These artists guide them through a continuous program that emphasizes deep, comprehensive learning. In fine arts, early studies of colors blossom into entries in The Framed Student Art Program. In drama, children's theater games evolve into writing and performing plays. In music, students move from early lessons on beat and rhythm patterning to

singing on pitch, reading music, playing an instrument and finally creating a composition.

At LFCDS, the arts play an important role in each student's education. Students can explore many avenues without choosing a specific discipline. They receive individual instruction and participate in group projects. At every level, students also experience the joy of sharing their creativity with the broader school community.





PLAYING TO WIN *Boys and girls in the Upper School compete with neighboring schools in football or field hockey, soccer, basketball, baseball or softball and volleyball.*

“The coaches made us feel like we were the most important guys in the world and stressed that our performance mattered a great deal.”

– Alum, Class of 1999

Team Spirit

LCDS students lead energetic lives. Lower School students participate in carefully planned activities that not only help them develop muscles and motor skills, but also create self-esteem and a positive self image. As they build strength and coordination, they’re introduced to the skill building, dedication and strategies of team sports. The School’s expansive indoor and outdoor athletic facilities provide an ideal backdrop both for physical education classes and for after-school competitive sports. Through these activities, students learn the importance of exercise and good health, self-confidence, teamwork and leadership.

RESPECTING DIFFERENCES *Our School is diverse with respect to race and ethnicity, culture and religion. Our community includes faculty and families with many different backgrounds and beliefs. As a result, students encounter other ways of thinking and learn to respect different perspectives and cultures. One parent noted, "LFCDS does a nice job with providing a diverse group of children to interact with and learn from. As they get older, they'll be able to capitalize on each other's differences and strengths."*



A Nurturing Community

Children cultivate critical life skills inside and outside the classroom. Our students gain strength from a supportive community that cares about each child’s academic, social, emotional and moral development. We also recognize and encourage the important work parents do in teaching life lessons and create learning opportunities. Parents work with us as partners to help each child reach his or her full potential.

Parents touch the LFCDS community in many ways. They share ideas and challenges—and celebrate breakthroughs—with teachers. Families attend athletic events and school performances. Parents forge lasting friendships with other parents, serve on committees and participate in our community service program. These activities all reinforce the value of community life.



“Country Day instilled in me the values that a good citizen should have. The School taught me to be honest, hardworking, grateful, compassionate, fair and tolerant.”

– Alumnus, Class of 2005

An Integrated Program



RECENT STUDIES CONFIRM WHAT LFCDS HAS KNOWN ALL ALONG: THE K-8 FORMAT HAS A SIGNIFICANT POSITIVE EFFECT ON ACADEMIC ACHIEVEMENT, OPENNESS TO LEARNING AND STUDENT BEHAVIOR. It allows for continuity of knowledge about each student—and the flexibility to dedicate our many resources to support individual needs as students evolve from childhood to early adolescence. This curriculum also creates superior opportunities for students to participate, lead and excel. The K-8 program provides a continuum for students to discover who they are as learners as they determine the next step in their educational futures.

ROOM TO GROW

Children undergo constant change as they move through these defining years. We recognize that children develop at different paces—and have individual needs. Our well-integrated curriculum gives children room to grow, while also ensuring that they have the cognitive, social and physical skills necessary to succeed at the next level. Technology skills are equally important to their future and computers play an important role at every stage by supporting independent learning and encouraging interdisciplinary thinking.



AN INTEGRATED PROGRAM

A DYNAMIC LEARNING ENVIRONMENT *Integrated learning also means focusing broadly on each student's educational, social, emotional and moral development. Our expansive new facilities enhance and elevate our educational and social environment. Spacious common areas promote a sense of community and provide state-of-the-art space for students and faculty to explore new ideas and share enriching experiences.*



HANDS-ON LEARNING Children experiment with a wide variety of games and activities that are fun to do—and build such cognitive skills as classification, quantification and sequencing. As one parent observed, “Because children are involved with all aspects of an activity, they feel that they truly ‘own’ the results.”





Early Childhood | *The Quest for Discovery*

“I live for those ‘light bulb’ moments when a child makes a connection or learns something new, and a huge smile radiates on her face.”

– Faculty member

EARLY CHILDHOOD

PRESCHOOL CHILDREN LEARN THROUGH HANDS-ON EXPERIENCE. *They participate in such carefully designed activities as the water table, where measuring, floating, submerging, adding and removing objects develops fine and gross motor skills, encourages early literacy and self-expression and builds self-esteem. In Junior Kindergarten, students engage all their senses in an integrated science-based curriculum that build the foundation they need to think critically, solve problems and make decisions. Senior Kindergarten, immerses children in a full-day program that emphasizes language arts. The “word wall,” the Numbers Corner and other activities use a thematic approach that links writing, social studies, foreign language, math and science to everyday experience.*

All the while, students learn important concepts that include community and family, culture and acceptance of differences. The Early Childhood curriculum teaches all this—and more—in a secure, experience-rich environment that cultivates social interaction, emotional growth and self-esteem. With two teachers in each classroom, we provide a responsive, flexible program that respects individual learning styles and allows children to develop at their own pace.

MAKE BELIEVE *In Senior Kindergarten, children learn the structure of fairy tales and work together to write one of their own. Each child creates a page on a Tablet PC by adding text and using a stylus program to create an illustration. These pages are then bound into books that are shared with parents and schoolmates.*



EARLY CHILDHOOD

READY TO LEARN

Parents marvel at the results they see after three years of early childhood education. Their children are able to think critically, make decisions, solve problems and control their behavior. They have strong building blocks in place for their future study of reading, writing, math, science and social studies. Children have well-developed language skills—and familiarity

with the Spanish language through songs, stories and play activities. They exhibit natural curiosity—and an awareness of nature and the world around them. They balance a sense of independence with strong interpersonal relationships. Most of all, students view school as a stimulating, nurturing, positive, fun experience and are ready for the next challenge.

“Grade over grade, you can see the development in your child in the most unexpected ways. One day, out of the blue, my son was singing an entire song in Spanish. And seemingly overnight, scribbles of numbers turned into crisp, repeated, handwritten numbers.”



“It’s not just the academics; it’s the way they focus on the whole child—
from gym and recess, to healthy snacks and lunch, to the dress code.
All these things influence development in a very positive way.”

– Current parent



The Lower School | *A Focus on Fundamentals*



THE PAPER CITY In second grade, children study an integrated unit based on the art and science of cities. They use their art skills to create a city out of paper. They study the planning of streets and businesses, use toy cars to learn directions, conduct experiments on different roof surfaces and discuss how different climates affect architecture. These theme-based learning modules allow for focused, interdisciplinary learning.





IN LOWER SCHOOL, STUDENTS CULTIVATE THE HIGHER-LEVEL THINKING AND PROBLEM-SOLVING SKILLS THEY NEED TO ENSURE A WELL-BALANCED ACADEMIC AND SOCIAL EXPERIENCE. *The curriculum emphasizes the fundamentals of reading, writing, oral presentation and mathematics. Additionally, it draws on concepts from social studies, science and the arts to enhance the learning experience. For example, children work separately and in small groups to master mathematical concepts and learn to apply them to everyday life. They learn the basics of ecology and food webs, and investigate the relationship between nutrition and personal growth. Students study the culture of Japan or China, and begin to learn the language and cultures of Spain and France. As children progress through the integrated program, they develop independent thinking and problem solving skills; an understanding of a foreign language, world cultures and traditions; and natural curiosity about themselves and their world. Students also learn to select appropriate technology tools to gather and present information.*

Children embark on an engaging and challenging educational journey, where they gain encouragement and support from both their homeroom teacher plus additional coordinators for language arts and math. Together, they monitor and assess each child and provide the individual attention each individual needs to succeed. In an intimate classroom setting, teachers pay equally close attention to each student's social experience. Each classroom is structured to create a climate for respectful learning and trust—and to help children learn such essential social skills as cooperation, assertiveness, responsibility, empathy and self-control. For example, each day begins with a warm, personal welcome and a meeting that brings everyone together and creates excitement about learning. Daily activities constantly reinforce how to share, how to question and how to comment with empathy. Over time, students understand respect for the group—and a sense of their own significance within it.

THE LOWER SCHOOL

A WELL-BALANCED EXPERIENCE

The transition from Lower to Upper School is critical and teachers work together to ensure that each student has the thinking and problem solving skills they need for a well-balanced academic and social experience. LFCDS fourth graders are independent readers who can identify unfamiliar words, recall concepts and process new information. Students

are comfortable expressing ideas in writing, speaking in front of a group and integrating word processing and drawing tools into their class projects. Children have a strong grasp of math concepts—and the ability to apply them to everyday life and to other subject areas. Students also cultivate a deep understanding and appreciation of their individual strengths, the world and human responsibility for the planet.

“It is extremely easy to make friends and form really great relationships with teachers. If I’m having an issue with the coursework, the teachers are always happy to help. They want us to feel comfortable coming to them for help and encourage us to do so.”

– Current student



STRENGTH IN NUMBERS Each Lower School grade level has four math teachers who work in harmony to create a rigorous and challenging mathematics experience. These teachers support students who are ready to move at a faster pace while making sure others receive the individual attention they need to master the skills they will use at the next level.

“By the time I started 8th grade this year, I felt completely independent and self-sufficient and able to take on any challenge my teachers threw at me. I have to say that I have much more confidence in myself now than I ever thought I would.”

– Current student





The Upper School | *The Drive for Personal Excellence*

NEW FRONTIERS In algebra class students use Tablet PCs with touch-sensitive screens to record notes written on the blackboard. Teachers can look at these notes during class and provide extra instruction when needed. These notes are also saved to an internal web site that teachers and students can access. Parents can also access these notes so they can participate in the learning process. The school's advanced technology platform and commitment to interactive, multi-media learning places LFCDS among the top 10 percent of elementary schools nationwide.

THE UPPER SCHOOL

IN THE UPPER SCHOOL, WE OFFER STUDENTS INCREASING LEVELS OF RESPONSIBILITY TO PREPARE THEM FOR FUTURE ACADEMIC AND PERSONAL CHALLENGES. *In grades five through eight they enhance and develop their skills through challenging coursework that grows in complexity with each grade level. They learn important techniques for organization, time management, problem solving and debating. In addition, students develop proficiency in note-taking, oral presentation, computer literacy, cooperative learning, study techniques and test-taking strategies.*

From the course content to the classroom layout, classes are designed to incorporate a rigorous curriculum in an engaging format. In history class students study and reenact Supreme Court cases that challenged and defined First Amendment rights. Students learn to apply math and science concepts—and cultivate problem solving and project management skills—by participating in the science department’s robotics program. In drama, children practice text analysis, vocals and ensemble skills that culminate in an evening performance.

*As students cultivate new skills and interests, they have many ways to extend and enrich their experiences. Aspiring writers contribute to the *Some Times* student newspaper, *Dimensions* literary magazine and *Steps* yearbook. Students also compete in the annual Robbie Bermingham Speaking Contest. Many choose to participate in local competitions in math, science, robotics, history and foreign languages. These activities reflect the School’s commitment to recognize excellence in all aspects of school life.*



“LFCDS students arrive with enthusiasm, confidence and good preparation for the increased academic demands of high school; they adjust with ease and understand the boundaries and expectations of private school.”

— Anita M. Bird, Associate Director of Admission, Lake Forest Academy



NEW HORIZONS Early each year eighth grade students travel to Washington, D.C., Jamestown and Williamsburg. This trip complements their year-long study of American political, economic and African-American history and current events.

CONFIDENT, INDEPENDENT LEARNERS

By the time they graduate, LFCDS students are independent thinkers and learners who are well-equipped to flourish in the Information Age. Children know how to use technology to find, evaluate, analyze and synthesize information—and express themselves in oral, graphic, print and electronic forms. Students take well-organized notes and manage

their time effectively. In-depth study of languages and world cultures prepares our graduates to become global citizens. Hands-on participation in the fine arts and visual arts makes children lifelong students of world culture. These skills—and the self-confidence that comes from mastering them—make LFCDS graduates exceptionally well-equipped for the rigors of high school and college.

Celebrating Success



THERE ARE MANY WAYS TO MEASURE THE VALUE OF AN EDUCATION. Lake Forest Country Day School graduates routinely attend prestigious secondary schools, distinguish themselves in national and regional academic competitions, enter accelerated language, writing and math programs and lead musical ensembles.

As a learning community, we find equal value in the day-to-day achievements that are harder to quantify. By looking at each child individually, we can measure performance in terms of each child's potential and recognize

personal effort and progress. In addition, we set high standards for character and citizenship and recognize personal qualities such as leadership, respect and generosity.

We celebrate individual success in all these areas in many ways—with encouragement from faculty advisors, in conversations with parents, in weekly school assemblies and by providing abundant opportunities to showcase skills and talents.

“LFCDS graduates are intellectually curious risk takers who are very independent...All have done very well academically, earning honor level or higher grades and have been actively engaged in the life of the school...They are life long learners and want to make the world a better place.”

– Susan Herney, Senior Associate Director of Admissions, Phillips Exeter Academy, NH

CELEBRATING SUCCESS

In recent years, 7th and 8th grade LFCDS students have:

- Earned admission to rigorous secondary schools locally and nationwide;
- Placed Xth in Illinois in the Lego League Challenge robotics competition;
- Placed eight 7th grade students and five 8th grade students in the top ten the Le Grand Concours national French competition in the last three years;
- Placed four 7th grade students in the top 15 of North Suburban Chicago students who took the National Spanish Exam
- Consistently received superior ratings in the Northwestern University /North Shore Concert Band Solo and Ensemble Voice Competition;
- Achieved average writing scores that are 75% to 80% higher than comparable independent school students who also take the ERB writing exam.



A BRIGHT FUTURE Closing exercises celebrate 11 years of friendship, community life and personal growth. They also mark the beginning of a whole new world where LFCDS graduates have the confidence and skills to excel and lead.

Educating the Whole Child

LAKE FOREST COUNTRY DAY SCHOOL HAS ONE SIMPLE GOAL: *to help each student reach his full academic and human potential.* We do so by providing a nurturing social environment, a rigorous academic curriculum, individual attention from our talented and caring faculty, and open communication with parents.

Choosing the right Preschool through Grade 8 environment is one of the most important decisions parents make. If you are considering this kind of experience for your child we welcome you to tour our remarkable new facilities; talk to teachers, parents and students; and join our unique learning community. FOR MORE INFORMATION, please call the Admission Office at [847-234-2350](tel:847-234-2350) and visit our Web site at www.lfcds.org.

Lake Forest Country Day School does not discriminate in violation of the law on the basis of race, religion, creed, color, gender, sexual orientation, age, physical challenge, national origin or any other characteristic in its administration of school administered programs.



A Legacy of Achievement

For more than a century, Lake Forest Country Day School has built its legacy on progressive educational programs and a strong commitment to students and families.

1888 The Alcott School welcomes its first students in a three-room cottage.

1904 Allen Chartis Bell joins the faculty, becomes the school's principal and owner, and begins a new era where teachers specialize by subject matter and encourage academic and moral development.

1928 Lake Forest Day School opens its doors with a commitment to work with parents to educate the whole child.

1934 Alexander Bell joins the faculty, and the School's name changes from The Alcott School to The Bell School.

1958 The Bell School and Lake Forest Day School consolidate to form the Lake Forest Country Day School and continues the strong tradition of parental participation.

1999 LFCDS dedicates the new James L. Marks III Early Childhood Center

2006 LFCDS opens a new, state-of-the-art space featuring a new library and media center, large gathering areas, redesigned classroom wings, improved facilities for the fine arts and an advanced technology platform that supports interactive, multimedia learning.

LFCDS at a Glance

Founded in 1888, Lake Forest Country Day School is an independent, coeducational day school approximately 450 students in Preschool (age 3) through Grade 8.

The school is located on a 30-acre campus in Lake Forest, Illinois, a suburb approximately 30 miles north of Chicago.

The student body represents 27 different communities from the northern and western suburbs of Chicago.

The school is accredited by The Independent Schools Association of the Central States.

School memberships include The National Association of Independent Schools, The Independent Schools Association of Central States, The Educational Records Bureau and The Secondary School Admission Test Board.

The school-wide student teacher ratio is nine-to-one.

The school-wide average class size for instructional purposes is 12 students.

School-wide financial aid is available. To arrange a visit or obtain additional information, please contact:

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