

# winterberry

Community Newsletter

OCTOBER 14, 2010  
VOLUME 6, ISSUE 3



WAXED LEAVES AND SUPPLIES FOR AUTUMN WINDOW HANGINGS

Live in the present. Do the things that need to be done.  
Do all the good you can each day. The future will unfold.

- Peace Pilgrim



## October

21st: WCC Meeting, 6pm @  
Winterberry

26th-28th: Parent/Teacher  
Conferences, 12:30  
release

## November

4th: WPG Meeting, 6pm @  
Winterberry

11th-14th: Waldorf Teacher  
Trainers visit our Faculty  
Cohort

18th: 3-BODY MEETING: NEW  
SITE SELECTION

18th: WCC Meeting, 6pm @  
Winterberry

19th: Early Release 12:30 for  
Lantern Walk Prep

6th Annual

## LANTERN WALK,

6pm @ Goose Lake



25th – 26th: NO SCHOOL  
Thanksgiving Holiday

## December

2nd: WPG Meeting 6pm @ Winterberry

9th: WCC Meeting 6pm @ Winterberry

15th: **WINTER ASSEMBLY,**  
6:30pm @ the PAC

17th: NO SCHOOL, In-service

18th – 31st: NO SCHOOL, Winter  
Holiday...continued in January...

## January

1st – 2nd: NO SCHOOL, Winter Holiday

6th: WPG Meeting 6pm @ Winterberry

14th – 16th: Waldorf Charter School  
Conference @ Rudolf Steiner  
College, Fair Oaks, California

## January, cont...

17th: NO SCHOOL, Martin Luther  
King, Jr. Holiday

20th: WCC Meeting 6pm @  
Winterberry



## A Word from Ms. Mall...

Walking north down E Street toward Winterberry today I found myself flooded with gratitude. The once barren and unkempt city right-of-way unfolded neatly in front of me. The midmorning autumn sun hanging low in the sky reflected softly on the freshly laid straw inside the garden beds. Last week our grade three class worked with a parent to nourish the soil and prepare the space for the coming winter. How beautiful it is to watch as our children become active and excited stewards of our community.

Continuing the spirit of gratitude, I would like to thank the WPG, and each of you, for supporting the Thursday release for our teachers. Lynne Jablonski spent countless hours this summer developing the TAO program and has continued to tirelessly work to get it off the ground. Mike Rehberg has volunteered to keep the program going through the year and worked with Lynne and Ms. Amy to implement positive changes within the day-to-day operation of the program. Tim Jester, Ed.D. connected the program leaders with Robert Capuozzo, Ph.D. at the University of Alaska Anchorage leading to a semester practicum partnership with students who will be future teachers. In addition, we have had many parents volunteer to lead activities or guide students. This service is incredibly valuable to our teachers and, in turn, our students.

The TAO program continues to be in need of parent volunteers on many weeks. We currently have a sign up in sheet in the lobby of Winterberry. If you are able to arrange your schedule for even one Thursday this year, the TAO organizers, students, and staff will be forever grateful. If you are interested, but unable to come into the school to sign up, please email Mike Rehberg at [mike@rehbergs.net](mailto:mike@rehbergs.net) or Cindy Green at [green\\_cindy@asdk12.org](mailto:green_cindy@asdk12.org).

With this release time our teachers are able to engage in planning and practice with the goal of serving our students in the best possible way as the guiding light. Our meetings are divided into times of 'in' and 'out breathing' times very much like the main lesson presented to our students each day. We begin our meeting with a song and a verse followed by further singing practice led by Mr. Vander-Schrier. Prior to beginning the business section of the meeting our staff reads a weekly verse from Steiner and then take a moment to honor and hold community members (students, teachers, parents, friends, etc). Following all of this, we use the remainder of the meeting to work on current business, an artistic & movement piece, as well as on-going pedagogical topics for Winterberry. If possible, please take a moment on Thursday afternoons to hold your child's teachers in your thoughts and heart as we move forward in this valuable work.

22nd: ASD Alt. Schools Fair

28th: 12:30 Release to Prep for Winter Faire...

29th: **WINTER FAIRE!**

6th Annual Winter Faire @  
Winterberry Charter School,  
11-4pm



BRING YOUR FAMILY, FRIENDS,  
AND NEIGHBORS... EVERYONE IS  
WELCOME!

31st: NO SCHOOL, In-service

## February

3rd: WPG Meeting 6pm @ Winterberry

17th: WCC Meeting 6pm @ Winterberry

17th - 20th: Waldorf Teacher Trainers  
visit our Faculty Cohort

21st: NO SCHOOL, In-service

## March

3rd: WPG Meeting 6pm @ Winterberry

4th: NO SCHOOL, In-service

5th - 13th: NO SCHOOL, Spring Break

14th - 25th: School Mentors Visit  
George Hoffercker &  
Donna Burgess

Our Site Committee, working under the mandate of all three governing bodies (the Faculty, Winterberry Parent's Guild, and the Winterberry Charter Council), is continuing to move forward on the potential site located at 9<sup>th</sup> Avenue and Gambell. Winterberry will have a 3-Body Governing Meeting on November 11<sup>th</sup> at 6pm at Winterberry dedicated to this committee's work. It is an open meeting where members of these bodies will consider the current information on this site and make a decision regarding whether or not to continue pursuing this space. All are welcome and there will be a time for Community General Comments.

Lastly, I have included a short article on the subject of *Form Drawing* at the end of this newsletter. As we move through the year I will do my best to include further articles. If you are curious about a particular topic and would like to see it addressed within our newsletter, please do not hesitate to email your suggestions to me at [mall\\_shanna@asdk12.org](mailto:mall_shanna@asdk12.org).

Blessings,

Shanna

## KINDERGARTEN

*Let us go walking in the woods on this windy autumn day.  
Through the leaves of red and gold, let us sing and dance and play!*

The kindergarten is celebrating the season's change through song and dance, handcrafts, morning circle, nature walks, and imaginative outside play. Our senses continue to guide us through our journey of understanding our world.

Along with the rhythm of the seasons, we are settling into our classroom rhythm and routines. Our class has grown to a hearty 22 students, and we rely on our weekly and daily rhythms to maintain a healthy and joyful experience for all.

Parents are invited to sign up for volunteer time in or outside of the classroom to help us better meet the needs of this enriching program. Please find the list by the classroom door.

We would like to thank the school community as a whole for the care and support of our kindergarten needs and requests.

Please Take Note:

- ∞ Although very exciting, Silly Bandz bracelets are becoming a major distraction at school. Please remember to keep treasures such as these at home.
- ∞ Welcome termination dusk and warmer clothing! This seasonal change may include long pants and thick leggings, hats, gloves, and a warm coat.

Wish List Items:

## March, cont...

19th: 3rd Annual Winterberry...

### Head, Heart, & Hands Auction

6pm, Location TBA



25th & 26th: 2nd Annual...

### WINTERBERRY CIRCUS!!!

28th – 30th: 12:30 Release, Parent /  
Teacher Conferences

31st: SBA Testing in Science for Grade  
4 & 8 Students

## April

5th – 7th: SBA Testing for grades 3 – 8  
in Reading (T), Writing (W), and  
Math (R)

7th: WPG Meeting 6pm @ Winterberry

18th: NO SCHOOL, In-service

21st: WCC Meeting 6pm @ Winterberry

## May

5th: WPG Meeting 6pm @ Winterberry

- ∞ Quinoa (bags from Costco work well)
- ∞ Almonds (bags from Costco work well)
- ∞ Class set of placemats & napkins
- ∞ Large thermos
- ∞ Used rice cooker

In thanks and warm wishes,

The Kindergarten

## GRADE THREE

We have welcomed our 2 new students. Matthew Randolph and Chloe Lesslie have joined our class since our last school newsletter. As always it is exciting to welcome new children and their families. Thanks to all who help make it a community welcome!

These 2 weeks have been full. Shannon Angell brought a truck full of good dirt and nutrients for the garden boxes and we put the gardens to sleep for the winter. There was a lot of digging!!!! We also planted tulip, daffodil and crocus bulbs. While some were working in the gardens with Shannon and me, Lisa Taylor and Lynne Jablonski were helping the others to cook applesauce on the camp stove. Ms. Malls' father donated a huge basket of crab apples to the class. Yum! And thanks to Mr. Mall!



The other excitement has been the arrival of our news 'class pets'. We are now raising silk worms. The eggs, that the children named 'poppy seeds', have hatched. The medium and huge worms practically grow as we watch. We have over 20 cocoons formed. If you haven't had a chance to see them, stop by at arrival or departure! There are many science and math and fiber lessons ahead with this study. Each cocoon is a single silk thread that may measure a mile long. Each silkworm grows 10,000 times its size at hatching. The moth that can emerge from the cocoon needs now food or drink and cannot fly.

## May, cont...

6th: ALL SCHOOL ASSEMBLY, 1pm @  
the PAC/Discovery

13th: FRIDAY FIELD DAY,  
11am - 3:30pm

19th: 8th Grade Graduation, 10am @  
the PAC

19th: Student's Last Day of School

20th: Teacher's Last Day of School

## August 2011

16th: 2011/2012 School Year Begins  
for Grades Two - Eight

23rd: Grade One & Kindergarten  
students begin...



Silk Worms Eating!



Silk Worms Spinning!

We have begun our new block which is a language arts, math and artistic block teaching of creation stories. Lynne Jablonski was our guest storyteller on Monday and brought the Tlingit story of Raven and the sun, moon and stars. Today we began the creation story from Genesis. The children are REALLY enjoying the Hebrew dances that Donna Burgess taught us! I was a bit timid about presenting the dance "Mayim" at our assembly. We have only just begun to do the fancy foot work for that dance. But the children were SO anxious to have the space on stage to live out the dance, and I think it was good that we presented a work in progress! "Mayim" translates as water and the clap in the dance represents thunder.

I will have the parent/teacher conference sign up sheet on the bulletin board on Monday. My hope is to use the allotted time to the fullest. As always, know that I can make arrangements for those of you who have tricky schedules.

An invitation ~ We are looking for some parents who would like to help the faculty to develop School Annual Goals in the areas of Math, Writing and Social Emotional Learning. If you would be interested in helping with this process, please let me know.

-Ms. Eggleston

## GRADE FOUR

The fourth grade has just completed its second block of the year, math review and beginning fractions. We culminated the study with the construction of a pyramid out of sugar cubes, where we calculated the area of each level and the number of units needed. We have been working with many new materials in math this year, causing great excitement. On a recent math test I found the following note scribed in a corner of the paper, "Ms. Mayer, I love math!"

The fourth graders were extremely proud of having completed their assembly piece “by themselves.” In our post assembly class meeting, they seem to have come to a new realization about listening to each other, being mindful and aware, particularly when on a large stage. They are developmentally ready to take on performance this year, which is seen in how they relish the individual daily speech work and have absorbed with gusto the rehearsal of a Viking dance. Thank you to Kristin, parent of Kohlby, for helping with the original choreography of the dance practicing with us two times a week. Our Norse play will be magnificent this year.

- Ms. Mayer

## GRADE FIVE

Our first Botany block has come to a close. We survived our soggy visit to the temperate rainforest in Girdwood last Friday. Although the rain was pouring down on us when we arrived at the trailhead, we did not hesitate to head out on our hike! We hiked through the mossy fern- and fungus-filled forest for almost 2 1/2 miles before deciding we had to turn back. Several students were disappointed that they were unable to reach the trail’s hand tram. Others felt wet, tired, and uncomfortable, and wished that we could have turned back earlier. We peeled off all of our soaked layers in the hotel’s entryway and ate lunch indoors.

This week, students wrote compositions about the adventure. Noah wrote, “Girdwood is a temperate rainforest so we saw lots of white spruce and hemlock. The ground was covered in moss and here and there a little stream. There were fungi everywhere. Some were huge shelf fungi, others were as small as a quarter.” Lexi wrote, “My feelings are: it was fun. Zoey and I were laughing on our way back. The worst part was I fell in mud twice. I felt uncomfortable, wet, dirty and slimy. Fun but a slimy trip.” Although the rain did hinder our hiking speed, our ability to stay still long enough to observe the plant life, and our general level of comfort, it also made the trip a memorable and challenging adventure.

-Ms. Johnson

## GRADE SIX



Sixth grade had a fun and rewarding end to our business math unit. We simulated a market place, where teams of students created businesses and “sold” one another their goods. Each business team had to take out a loan to get started, and they had to repay the loan with interest. It was very rewarding for all. See the below pictures!



As fall settles in, as often happens, we are settling in as well. Relations in all direction, on all fronts, are mellowing, and for a time, at least, we are settled into a fairly comfortable place somewhere between the poles. But, the tropics won't last for long—I am very excited for the next plunge north or south, wherever our travels may lead!

Up next, Rome! If you see regiments of young soldiers jogging in formation (sort of!), keeping time with their wooden staves, do not be alarmed. It is just sixth grade, preparing to take over the Western hemisphere.

Blessings,

-Mr. Crawford

## WALK TO SCHOOL SAFELY!

Daylight hours are decreasing and soon our students will be walking to and from school in the dark. Also, with Halloween fast approaching, now is a good time to remind your children about safety.

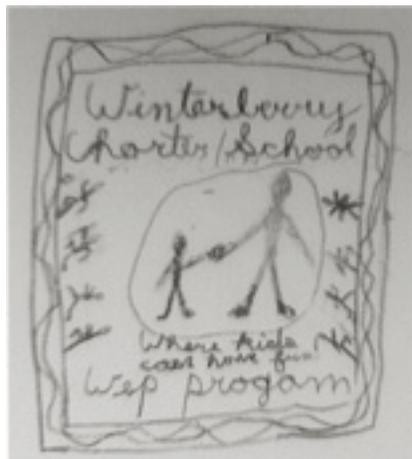
Each year in ASD there are a handful of students who report being approached by strangers. Oftentimes, these strangers have good intentions. They may be offering a ride in sub-zero weather, helping with a heavy backpack or just trying to strike up a conversation. Although these instances are intended to be friendly, they aren't realizing how dangerous the situation could become.

Safety is a top priority for our students. Children should be told, and told often, that they should never accept rides or assistance from strangers. Please talk to your child about stranger danger, safe places to wait for rides from school and other information specific to your situation.

Also, make sure your children know what to do if they get scared. They should immediately run away from the situation, find a safe place and tell a trusted adult. This information should also be reported to the school principal. We will notify authorities and, if necessary, our School Resource Officers will follow up and work to ensure our students are safe before, during and after school.

For more information about student safety, log on to [www.asdk12.org/parents/safety](http://www.asdk12.org/parents/safety).

## WINTERBERRY ENRICHMENT PROGRAM



WEP logo designed by Tristan Duran

The Winterberry Enrichment Program (WEP) is delighted to have made the acquaintance of some new artist friends. Last week, the WEP Art Club had a tour of the Upstairs Studio ([www.upstairsstudioart.com](http://www.upstairsstudioart.com)) from artists Katie, Erin

and Darla. And this week we met with Erin to explore crayon rubbings taken different textures. On our walk back from meeting with Miss Erin, we found all sorts of textures – on the sidewalk, on buildings, on light fixtures and even on tree trunks!

**WEP Drop-In Service:**

The Winterberry Enrichment Program is happy to accept Drop-In students in grades K-4! Registration paperwork (including a current physical) and correct payment must be submitted at least 24 hours in advance. Thank you!

- Ms. Amy

*The Winterberry Enrichment Program, a Before, Kinder and After Care program, is currently serving 35 students over the course of each day. All programs have some open spots; there is room in Kinder Care only on M, T, R and F. For more information:*

*[WinterberryEnrichmentProgram@gmail.com](mailto:WinterberryEnrichmentProgram@gmail.com) or 980-2280.*

***The Winterberry Enrichment Program  
seeks to provide a nurturing and enriching experience  
while supporting the WCS mission and vision  
for children before and after school.***

# LANGUAGE OF THE LINE: a Reinvented Art-form of the Waldorf Schools

Van James, Hawai'i

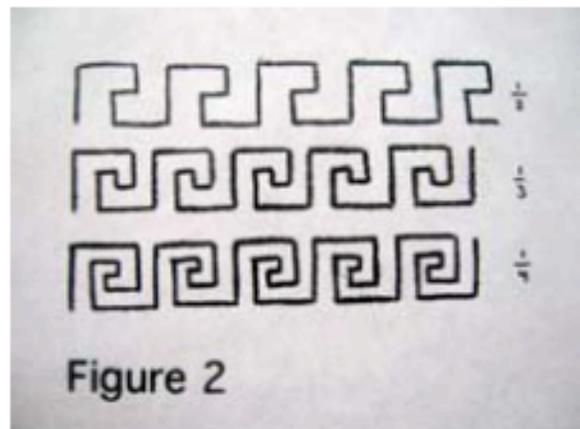
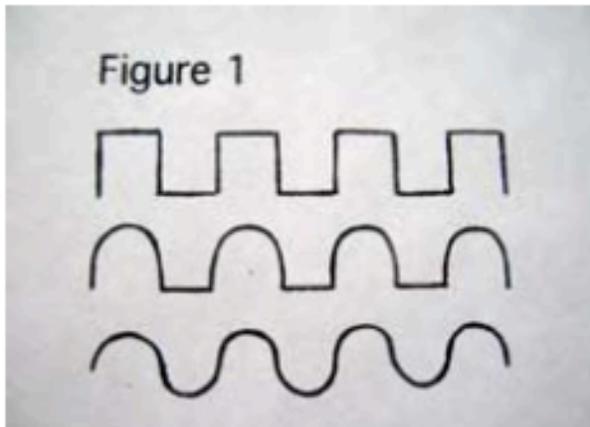
*"The lines and forms are visible signs of divine gestures. Learn to understand them and you will comprehend how God created the world."*

*~ Filippo Brunelleschi (1377-1446)*

One of the many unique features of the Waldorf-Steiner Schools is the subject known as Form Drawing. Taught in Classes 1 through 5, but ideally going right through to Class 12, Form Drawing is introduced in such a way as to show the young child that all shapes in the world are derived from the two-fold alphabet of form: straightness and roundness. All drawing consists only of the straight line and curved line or the combination of the two. As the Renaissance mathematician and astronomer, Johannes Kepler (1571-1680), said: "...God in His ineffable resolve chose straightness and roundness in order to endow the world with the signature of the Divine. Thus the All-wise originated the world of form, the total essence of which is encompassed in the contrasts of the straight and rounded line." Straight line and curve are the *ying* and *yang*, the great polarities of form.

In Form Drawing children are encouraged to draw free-hand straight and curved linear forms in rhythmic repetition and to practice simple linear patterns and designs. Over the years, these drawings gradually become more and more complex while their practice improves hand-eye coordination, fine motor skills, and aids in the development of handwriting.

One type of Form Drawing is the ribbon pattern or running form. This drawing repeats a particular form motif in a horizontal direction from left to right. In introducing such forms, the teacher might have the children walk in stiff, straight lines, changing direction abruptly at specified points like a guard on duty atop a castle wall (fig. 1).

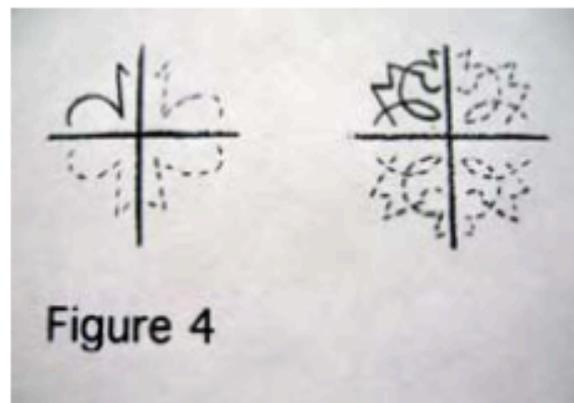
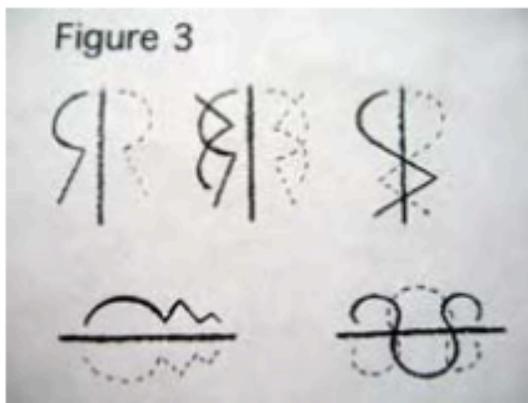


Or with the storyline of a giant stamping his feet the class might act out this form. Then the class could move in a flowing, serpentine, running river-like form. The children experience the different qualities in a playful, imaginative manner and then draw the forms on their paper.

Forms such as these can even help to illustrate the ideas of fractions and ratios in a completely pictorial and artistic way (fig. 2). The Greek key patterns, found on ancient painted vases (sometimes indicating meter in music), are perfect examples of the mathematics revealed in linear forms. The child is given a very visual, pre-numerical way of working with fractions prior to the study of fractions in Class 4. Rudolf Steiner (1861-1925), founder of Waldorf-Steiner education, suggested: "It is meant that especially in the very young child that the intellect, the intelligence which works isolated in the soul, ought not yet to be developed. However, all thinking ought to be developed by means of

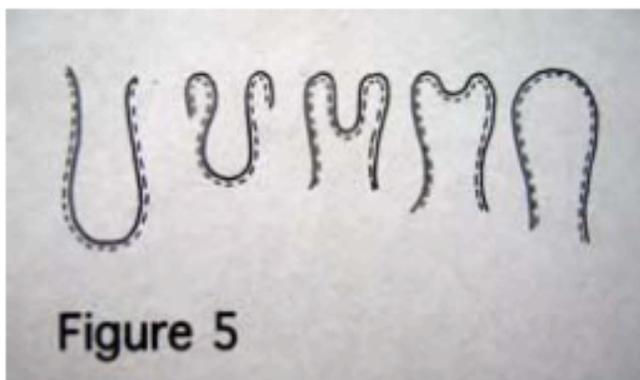
the visual, the pictorial.” This visual thinking can be developed in the early classes by means of Form Drawing.

Symmetry exercises are another important type of Form Drawing. A kind of visual measuring through cognitive feeling is developed in the child by solving such form problems. By completing the other half of a form that the teacher has drawn on the board, the child can find his or her inner balance and a sense of natural harmony (fig. 3). Rudolf Steiner said in the fourth chapter of *The Kingdom of Childhood*: “In this way one educates the child toward a real feeling for form, toward a feeling for harmony, for symmetry, and toward a feeling of relationships. In this way one can guide the child into those harmonies which also exist in the world around us.” And further on he says: “...the child will develop on the one hand more thoughtfulness in his observations and on the other hand more intuition in his thinking.” One could say a kind of moral imagination is introduced through such exercises that insist on the virtue of veracity and visual truth.



Besides the vertical (left/right) symmetry introduced late in Class 1, horizontal (up/down) symmetry may be brought late in class two followed by exercises that cross the line of symmetry. Four-fold symmetry problems may be brought in Class 3 (fig. 4). These exercises are not only a real challenge for the students, they can be great fun as well.

Symmetry exercises are used as a diagnostic tool, as children with perceptual difficulties, such as dyslexia and other learning differences, can be spotted early on by means of their drawings. Continued Form Drawing given by a qualified and practiced teacher can work as an aid in the correcting of such learning differences.

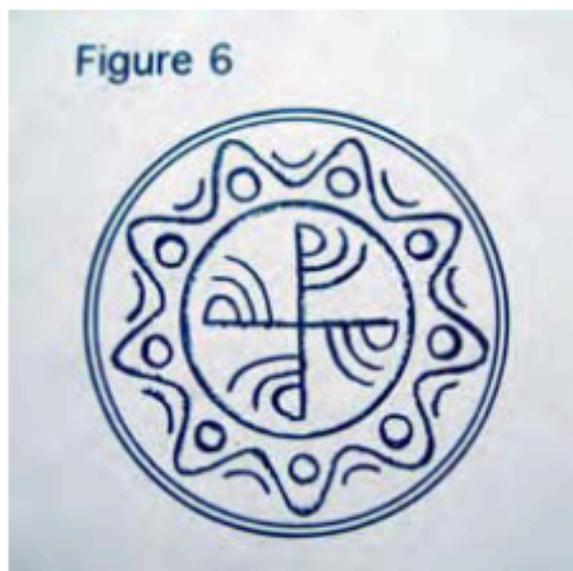


Metamorphosis exercises have a place in the Form Drawing curriculum as early as in Class 2. These exercises encourage a mobility of thinking when one follows a form through a process of development that can include inside-out and upside-down reversals (fig. 5). This is a very helpful preparation for the organic sciences (such as Class 5 botany) and bears a direct relationship to projective geometry. Again, flexibility in thinking is encouraged entirely through the pictorial.

Another type of form design practiced throughout the classes is the drawing of self-contained forms: circles, spirals, lemniscates, triangles, squares, stars and independent polygons of all kinds. Children

should be familiar with all these forms through repeated drawing of them from different points of view. Poems, songs, stories, games, dances, and plays support this learning of the language of form.

In the fifth class, immersed in ancient cultures such as India and Greece, the children take their mastery of running forms and symmetry exercises to a new level in the mandala and shield designs. Here they place familiar line forms within the round form of the circle (fig. 6). As young Indians or Greeks, students may create their own circular designs in full color for their class play.



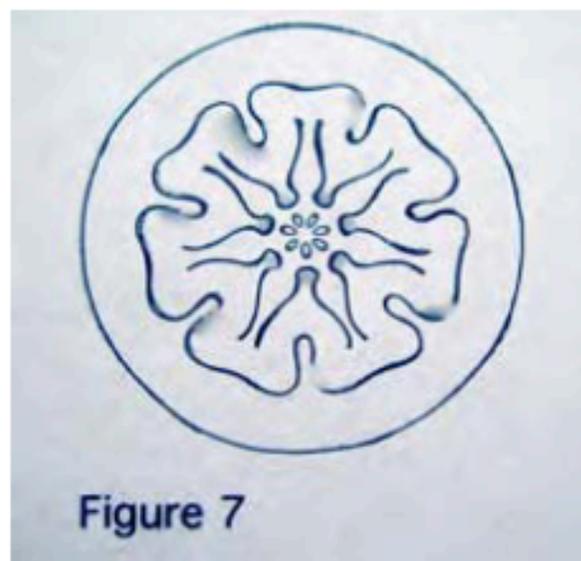
In this way the mandala and shield can be seen as the culmination of the different types of Form Drawing coming together in one design.

This is particularly so if Form Drawing is continued through to Class 12 where students may experience the principle of metamorphosis working within the circle, as in Rudolf Steiner's planetary seals (fig. 7).

The Form Drawing of each class can parallel and enhance the subject matter taught at that level. Ribbon patterns, symmetry exercises, elements of metamorphosis, self-contained forms and seal designs all contribute to learning the language of the line.

Students discover from their own practical experience in Form Drawing that forms, lines, and gestures speak of particular qualities. The qualities of precision, sharpness, or rigidity in angular forms are contrasted for the children with the qualities they perceive in forms made of flowing, graceful, moving curves.

Even if they do not become artists, architects, engineers, or designers, such a grasp of the language of linear form will translate into a rich and beneficial experience of the relationships and patterns that exist among all things in the world.



Form Drawing serves the student in at least six areas of education. *Mathematics* is prepared for on an intuitive level by the "measuring and weighing" of form ratios, proportions, and fractions as we saw in fig. 2. The *Science* of form is observed and practiced through drawing many of the marvelous form patterns existing in nature (see fig. 5). From the snowflake and the honeycomb to flower forms and water patterns, the incredible language of form opens up. *Humanities/History* provides a cultural connection to visual designs from Indian and Norse mythology, Greek, Roman, and Medieval history (see fig. 2). *Physical Education*, coordination and balance are related to how we live within our organism. The experience of symmetry whether it is in our perceiving, grasping or gesturing movements, is essential to physical coordination (fig. 3); Form Drawing deals directly with this

problem. *Moral Balance* in the life of the individual is also constantly being worked on through Form Drawing. Again, on an intuitive level, the student experiences the artistic differences between “straight” and “crooked,” and “upright” and “bent.” Such gesture-meanings originate in the language of form and shape the ethical stature of the child. The various *Arts and Crafts* are also aided by work in Form Drawing. This is most obvious when one considers the decorative and ornamental patterns incorporated into main lesson books and also articulated in handwork, woodwork and metalwork design motifs throughout the Waldorf school (fig. 6 and 7).

Form Drawing is a subject that lays a basis for helping the child grow into a well-rounded human being. It is a language capable of spelling-out for the young student the incredible range of visual meaning in the world, and at the same time making visible the beauty and balance that can live within one's own soul life. Form Drawing is clearly a language that enhances our communication with the world in all its many forms.

Ancient cultures always developed a language of linear form-symbols before a written alphabet appeared. The fifth century Greek Neoplatonic philosopher, Proclus (410-485 AD), declared in strong ideas the shaping power of linear design: “Ars Lineandi [Form Drawing] is the recaptured memory of the invisible ideas of the soul, and this is its achievement: it gives life to its own cognition, awakens the spirit, purifies understanding, and brings the formative element, which is part of our being, to light. It eliminates the baseness and ignorance that cling to us from birth, and liberates us from the bondage of unreason. It rouses the soul from sleep and impels it towards the spirit. It makes us a true human being, allows us to behold the spirit and guides us towards the gods.” It only makes sense that a child's education should include learning an art that teaches one how to become a “true human being!”

NEWSLETTER SUBMISSIONS DUE BY TUESDAY OF NEWSLETTER WEEKS

Please send all newsletter submissions to  
[mall\\_shanna@asdk12.org](mailto:mall_shanna@asdk12.org) by Tuesday, October 26, 2010



# Thank you to Lynne Jablonski, Mike Rehberg, Winterberry volunteer parents, and UAA practicum students for the **WINTERBERRY TAO PROGRAM!**

TAO = the Thursday Afternoon Optional Program

## Winterberry Charter Council Members (WCC)

Melissa Janigo, Chair	<a href="mailto:janigo_melissa@asdk12.org">janigo_melissa@asdk12.org</a>
Arthur Harmon, Staff/Secretary	<a href="mailto:harmon_arthur@asdk12.org">harmon_arthur@asdk12.org</a>
Erin Fleischer, Parent	<a href="mailto:erininak@gmail.com">erininak@gmail.com</a>
Della Swartz, Parent	<a href="mailto:ddswartz@mtaonline.net">ddswartz@mtaonline.net</a>
Franny Hall, Parent	<a href="mailto:frannyinak@yahoo.com">frannyinak@yahoo.com</a>
Meggan Judge, Parent	<a href="mailto:ericandmeggan@gmail.com">ericandmeggan@gmail.com</a>
Tara Smith, Parent	<a href="mailto:tamarlene@gmail.com">tamarlene@gmail.com</a>
Vacant, Parent	
Lynne Jablonski, WPG Rep	<a href="mailto:lynnejeffrey@yahoo.com">lynnejeffrey@yahoo.com</a>
Meg Eggleston, Faculty Chair	<a href="mailto:eggleston_margaret@asdk12.org">eggleston_margaret@asdk12.org</a>
Shanna Mall, Principal	<a href="mailto:mall_shanna@asdk12.org">mall_shanna@asdk12.org</a>

Monthly Meetings: 3rd Thursday of each month, 6pm, second floor of Winterberry Charter School unless otherwise stated & advertised.

## Winterberry's Dress Request...

In order to reduce classroom distractions, continue our commitment to upholding Steiner's views on materialism, and respect the needs of all students, families, and staff, we respectfully ask that student attire be comprised of:

- \* solid colors,
- \* stripes,
- \* polka dots,
- \* or patterns.

We also ask that all outerwear and accessories (including indoor shoes and lunch boxes) also follow these guidelines. Please choose plain shoes that do not include electronic lights, sounds, wheels, or commercially produced pictures.

When students come to school with items that do not meet these guidelines, school staff may ask them to alter the clothing so it is not distracting (turn a shirt inside-out, for example), give the student an alternative item to wear instead and/or work together with families to find an alternative within a reasonable period.

Our goal is that we can come together on this issue out of respect for all community members knowing that while such items may not distract one, they do distract another. Thank you for your commitment to creating and maintaining the highest quality environment for our children.

As always, thank you for your willingness to grow and work together to create a culture of caring and respect at Winterberry!

## Winterberry Parent's Guild Members (WPG)

Julie Pepe, President	<a href="mailto:pepehelps@yahoo.com">pepehelps@yahoo.com</a>
Tiffany Mamae, Vice President	<a href="mailto:tiffanymamae@yahoo.com">tiffanymamae@yahoo.com</a>
Sarah Rygh, Treasurer	<a href="mailto:sara.rygh@gmail.com">sara.rygh@gmail.com</a>
Christina Eubanks, Secretary	<a href="mailto:christinaann58@hotmail.com">christinaann58@hotmail.com</a>
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Monthly Meetings: 1st Thursday of each month, 6pm, second floor of Winterberry Charter School unless otherwise stated & advertised.