

When I dare to be powerful -- to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.

- Audre Lorde



**Tuesdays with Ms. Mall in the
Front Lobby 8:45am - 9:30am &
2:30pm - 3:15pm.**

October

- 10.20.11 WCC Meeting, 6pm @ Winterberry
- 10.21.11 7th Annual Harvest Dance @ Clark Middle School, 6pm
- 10.24.11 1st Assembly @ Bartlett High School Theatre, 6pm
- 10.25 - 27.11 Parent Teacher Conferences with 12:30 Early Release
- 10.28.11 NO SCHOOL, In-Service

November

- 11.3.11 WPG Meeting, 6pm @ Winterberry
- 11.10 - 12.11 Waldorf Teacher Training
- 11.14.11 NO SCHOOL
- 11.17.11 WCC Meeting, 6pm @ WBerry
- 11.18.11 7th Annual Lantern Walk 6pm @ Goose Lake
- 11.24 & 25.11 Thanksgiving Holiday!

A WORD FROM MS. MALL

Dear Winterberry Families,

As we turn the corner to winter it is time to break out the warmer clothes for your children. Remember that a warm child is a happy child!

Throughout the day your child will have ample opportunities to take layers off and put them back on as long as they are equipped with such layers. For most children this means a minimum of the following layers:

- wool or polypropylene socks
- wool, silk, or polypropylene thin under layer of long pants and long shirt
- pants, skirt, or dress and shirt
- wool sweater or polypropylene top
- water resistant snow pants
- thick winter coat with operating zippers
- waterproof winter boots rated to a minimum of -20
- neck gator...a scarf can be used, however these are very difficult for the small child to use.
- waterproof mittens or gloves
- wool or polypropylene hat

Remember to mark your child's items and to check the front lobby for any missing items. At Winterberry we, "Whether the Weather...Whether the weather be fine; Or whether the weather be not; Whether the weather be cold; Or whether the weather be hot; We'll weather the weather whatever the weather; Whether we like it or not." Thank you for providing your children with the tools they need to be successful and comfortable at school. Your efforts are much appreciated!

Our site committee continues to move forward toward the goal of having a new site for the upcoming school year. The entire team of volunteer parents, developer, and architects know that this is a very aggressive timeframe. As such, we have built in several checkpoints along the way

to ensure our school will have a space for the upcoming year. Currently our developer has received notice that the offer he made on the property (conditional on resolving all access issues) has been accepted. In light of this he has ordered a traffic study (+/- \$30,000) that is required for development. This study should be complete by the end of October. Additionally, our developer has engaged his real estate broker and lawyers to work on resolving the access issues. This too is scheduled to be complete by the end of October.

Once these two steps are complete Winterberry's site committee will sit down with RIM (the architectural firm hired by the developer) and work on putting together the final site plan. Over the past weeks our committee has met with RIM, and as a school-based group, to work on conceptual designs. Our site committee has also continued to gather information from teachers, board members, and parents as to what they would like to see in our new site. Using information gathered through interviews conducted during the evening with George and Donna and individual interviews the committee will have a greater knowledge of what everyone loves about our current site, about Winterberry in general, and will have input on our shared dreams for the future.

The hope is that our committee will be able to use this information to guide the design and planning process. If you have not yet shared your thoughts/feelings/ideas please use the form included with this newsletter to interview, and be interviewed by, another parent and then turn it in to the front office. As we move forward, I will do my best to keep everyone informed regarding the process, however please feel free to email, call, make an appointment, or stop by and catch me if you have any ideas, concerns, or worries. You can do this by emailing through our website at www.winterberrycharterschool.com, emailing me personally at mall_shanna@asdk12.org, or calling me on my cell at 301.1201.

In closing I hope you, your family, and friends will be able to join our community at the 7th Annual Harvest Dance on Friday, October 21st at Clark Middle School beginning at 6pm. We are excited to have the opportunity to visit this new school and we hear that it is really beautiful! Your children will also be sharing what they are learning at our first All-School Assembly on Monday, October 24th beginning at 6pm at the Bartlett High School Theatre. I hope everyone will be able to attend this wonderful event. Lastly, Parent/Teacher Conferences will be held on October 25th, 26th, and 27th so each of those days will be early release at 12:30pm. Please take time to sign up for a conference slot outside of your child's classroom or by emailing your child's teacher(s).

Blessings,

Shanna

Alpen Glow Garden News

October in the Kindergarten!

Our Current Story:

We are currently on our second week of hearing the story of Spindlewood. It is a magical story about how a little girl experiences the changing of summer into autumn. Although it is not typical to ask children to recite parts of a story they are hearing from class, you may notice how it may be living in them throughout their own imaginative play or through their comments about changes they are noticing in the natural world. I heard a group of them singing part of the story during playtime just the other day!

Ongoing Activities:

Painting: Red invited Yellow to dance after supper and a new friend Orange come out to play!

Craft: We are going to begin weaving and finger crocheting this month!

Wednesday Walk: We are getting pretty speedy while still noticing the changes in our environment to and from the school.

Bakers and Chefs: We have a healthy and happy group of productive dough prepping and chopping! We will try a new seasonal soup this week!

Drawing: The color fairies brought us Violet. Now our rainbow is complete! We were also gifted with very special drawing books that will be shared with parents during conferences.

Thank You To:

~Our Wednesday Walkers! We couldn't explore off campus without you:)

~Our amazing, and very secretive, laundry & flower fairies!

~Our monetary donations...We are saving up for some classroom supplies!

~Our outdoor space helpers: from shovels to tree stumps, the place is really shaping up and is such FUN!

-All: For getting your children dressed and ready for our morning circle. It is a lovely way to start our day together!

Take Note...School and Class Events:

In Service Days (no school for children):

10/14 and 10/28

Parent/Teacher Conferences:

10/25, 10/26, 10/27 times TBA

Parent Night:

10/19 from 6-7:30 in the classroom Fall Fest: An Autumn Class Event Family's welcome! 11-12:30 Details to follow!

Birthdays: none until November!

Soup du Jour: Roasted Acorn Squash! Please help to bring in items needed.

Blessings, Ms. Lindsay

Russian

Our review of last year is done and we are moving on into new areas of study. Second grade is learning how to talk about their families. Third grade is studying different professions. Fourth grade continues to focus on reading and writing. In fifth grade we are starting to work with constructions using the phrase "I have". Sixth grade is creating stories about transportation and travel, while seventh is starting to study how to talk about place and location. The eighth grade has had great fun creating stories, especially silly ones. In all of the upper grades (and soon in the lower ones, too) we've started to work with being able to retell the content of a story or lesson. Right now we are focusing on the oral, but soon we will move to the written.

Conferences this year will be a little different for all the specialties, including Russian. Anyone is free to schedule an appointment to meet, but we will no longer be available for "drop-in" conferences on the teacher conference days, as we have done in the past. Only a few families would come and find us during that time, so we have decided to try some other ways to still connect with families that might need everyone's needs better. Among the things we will pilot this year is visiting at parent nights for the Main Lesson teachers, as well as being available before and after assemblies.

Supply Request: I need clean 12 or 18 egg cartons (with lids intact) for a game I am making. Bring any you would like to donate to Cindy in the office and they will find their way to me.

For more information about Russian at Winterberry, please visit the websites below. I am endeavoring to update them regularly with class news, requests and resources to help your child develop their language skills.

<http://winterberryrussian.blogspot.com/> or http://www.asdk12.org/staff/harmon_arthur/

Enrichment

As always, the WEP program strives to provide a loving, safe, and peaceful place for students to spend their afternoons. Children are given opportunities to engage in creative play, develop friendships, and participate in activities including baking, art, and crafts. This month, we all have loved every sun-soaked minute that we've spent outdoors. Monthly activities for October center on pumpkins, and will culminate in a mini-festival at the end of the month. On Thursdays, WEP has two students from UAA's early education department volunteering with us. Miss Sara and Miss Danielle lead the children in nature-based creativity tasks each week. This month also holds our first opportunities for extended day care. On October 14 and 28, WEP will operate from 8 am- 6 pm, and children will spend these days traveling from point to point for activities including a trip to the Anchorage museum, cooking lessons at Allen & Peterson, ice skating, bowling, and trips to the library and parks. Openings are still available for these days if your children are interested in joining us!

Cross Country

I'd like to thank everyone who drove us to meets, cheered, took pictures and supported the team in any other way. We had a great season with tremendous results, both those that you can see in the official race standings and those that you can see in increased confidence and endurance.

Cross-Country Skiing starts January 9th and runs through February 29th. There are lots of ski swaps and sales coming up if you don't have equipment for your child and there are many knowledgeable people in our school community to contact if you need help with finding the right gear. If you have any questions, please contact me at harmon_arthur@asdk12.org.

Winterberry Charter School: Interviews in Pairs, September 21, 2011

Tips for Conducting the Interview and Summarizing:


- This is a chance to get to **listen thoroughly** to the person you are interviewing, not a time to have a conversation or share your opinions or thoughts.
- The following prompts can be helpful for eliciting more detail from the interviewee:
 - "Tell me more."
 - "What makes that important to you?"
- **Timing** The entire interview should take no more than **10** minutes.
- **Taking notes:** When asking questions, use the space after each question for notes. Try to record the "highlights" of the answers. Use single words or short phrases where possible.

#1. As you think about Winterberry Charter School moving from its present location, please tell me about some aspects of the current school culture that you value most and want to continue to experience at Winterberry in a new location. Examples could include: classroom culture; qualities of interactions between community members, both children and adults; community gatherings; committee work, etc. Please be as specific as possible. (3 min.)

#2. What have you appreciated most about the current site? What do you think you might miss most about this site when the school moves to a new site? (3 min.)

#3. What hopes do you have for a new site supporting an even more vibrant Waldorf-inspired educational experience for your children or students at Winterberry? What hopes do you have for a new site to enhance community life at Winterberry? (3 min.)

#4. What are the three most important things that you would like the site committee and the site development team need to consider in designing the school at a new site? (1 min.)



21

OCTOBER
FRIDAY • 6PM

WINTERBERRY'S 7TH ANNUAL

HARVEST DANCE!

CLARK MIDDLE SCHOOL

**LIVE, ACOUSTIC MUSIC! DANCING
WITH CALLER BOB HUME AT 7PM!
VOLUNTEER IN THE LOBBY!**

COST:

\$ 3.00/PERSON, \$12.00/FAMILY

POTLUCK

A - F • BRING SIDE DISH
G - K • BRING MAIN DISH
M - Z • BRING DESSERT

WINTERBERRY FAMILIES...

BRING YOUR FRIENDS, EXTEND THE INVITATION, EVERYONE
IS WELCOME! **CALL SARAH ROBICHEAUX @ 338.8516**

**BRING YOUR OWN DISHES & UTENSILS TO CUT DOWN ON
WASTE & BE ENTERED INTO A DRAWING FOR A DOOR PRIZE!**

**GRADE SEVEN AND EIGHT
STUDENTS WILL BE HOLDING FUND
RAISERS FOR THEIR GRADE EIGHT
TRIPS SO BRING YOUR CHECKBOOK
AND QUICK REFLEXES!**

**WINTERBERRY COMMUNITY
FOOD DRIVE COLLECTION
WILL ALSO TAKE PLACE SO
BRING ANY CANNED FOOD ITEMS
YOU WOULD LIKE TO DONATE!**

Education as an Art

Bulletin of the Rudolf Steiner Association

Vol. 26, No. 4 – Fall/Winter 1967

A CLASS AS A COMMUNITY

A Talk to the Parents of the Fifth through Eighth Grades

By Dorothy J. Harrer (Class teacher, Rudolf Steiner School)

Some time ago one of our students, who had gone abroad for a year, wrote me that she was with her class and their teacher on a 3-week sojourn in the mountains to learn what it means to live as a community. Her question to me was, "Why can't we do something like that in the Steiner School?" I would not tell tales out of school except to point up the fact that community spirit is hard to come by, for when later we did undertake a 3-day class trip, she was on hand and contributed several yards of paper toweling to wrap around and muffle the rising bell, and it was easy for her to misread the importance of promptness to meals and of not hiking off into the woods without a word to anyone.

Attainment of social consciousness can be a soul-shaking experience for a fourth-grader. The day came when the fourth-graders were to start using fountain pens. It was a great day for them. "These are not toys," said the teacher, explaining their care and use. Each pen became a personal treasure. Each fourth grader felt exalted by the sensation of writing in ink. Then came another day when at least half of the class admitted that they couldn't find their pens. Now a sense of trouble bore down on everyone. What could have happened? What could be done? The heavy concern burdened the day, from one lesson into the next, far more important than the instruction in arithmetic or English or French - whatever the subject might be. Toward the end of the day the pens were found under a pile of school bags in a dark corner of the closet. Astonishment! Who put them there? Why? No one seemed to know. The class teacher made a flat statement. "Someone in the class did it, and that person is not going to feel happy until he or she has told what he knows, at least to me." The teacher found a boy waiting for her in the classroom before the class arrived the next morning. His eyes were wide with compunction but he said nothing. "Did you hide the fountain pens?" she asked. He nodded. "Did you do it to upset everyone?" He guessed so. The teacher felt relief. "I will tell the class only that the person who hid the pens told me about it. I know that will make everyone feel better." The boy took a breath and said that he wanted to tell them himself. So he did, and after he had spoken to them, there was a great outpouring of good will. "Good for him!" they said, recognizing the courage in his confession.

Education toward community feeling can include more than what happens seemingly of itself in an interacting group. For one thing it can include the experience of *wholeness*. Twenty-four first-graders begin to take it in as they move in a circle to the rhythm of

"We are all one whole class,
One by one see us pass
While our feet sing the song —
'Two short steps and one long.'
Now we walk two by two
In a ring round and true
While our feet sing the song —
'Two short steps and one long.'"

and so on, dividing into threes, into fours — all parts of the whole class.

As second-graders they can scan a whole number, for instance 24, and discover that it contains a wealth of number tables: 2, 3, 4, 6, 8, 12, as well as itself and 1. Teaching from the whole to the parts, disclosing their inter-connections or relationships, placing the human being at the heart of a matter, these can be the guiding principles in the forming of the lessons.

Most of you are acquainted with the key subjects of our main lesson curriculum through the first four grades. The fairy tales, fables, legends and Bible stories picture human capacities and deeds. Nature stories, descriptions of animals, man's work in building and farming lead the children into the world around them. In the fourth grade the Norse Myths encompass, through the deeds of the gods, the confrontation of good by that which is evil; and the study of "Man and Animal" is a comparison of the wholeness and freedom of man, in any environment, with the animals who have developed to an extreme some part of their physical organism in relation to a natural habitat.

It isn't my purpose now to present the elementary school curriculum for grades five through eight, but to give you an example of how a teacher might apply the guiding principles I have mentioned to the presentation of a subject. In springtime, when the plant world is reawakening, the fifth-graders can be introduced to a study of the plants with an imagination:

"From a giant arose heaven and earth:
from his bones the rocks and stones;
from his blood the rivers and seas;
from his flesh the crumbly soil;
from his hair the grass and trees;
the clouds from his thoughts,
the wind from his breath;
and from the heart of the giant arose the Sun.

. . . Even today the giant body of the earth is sustained by the Sun as by a warmth-giving and loving heart." (from Gerbert Grohmann)

More than other beings, the plants are the children of the 'Sun and of the Earth. Rooted in the earth, nreaching toward the sun, cared for by both and by the air and water that lie between, the plants help to unite the sun and the earth, and to provide the right conditions of life for us as human beings, as well as for the animals. Why should we be grateful to the plants? They share with us the food stores that they produce for themselves in their roots and fruits and seeds, and in their stalks and leaves. Mankind gives them care in return for these as well as for other gifts. Neither we nor the plants could live without air and water, but the plants do something that we cannot do. In the process of making food they refresh the air we breathe and release water vapor into the atmosphere to help supply necessary rainfall.

We never see all of a plant at one moment, for some of its parts are not visible when others are; but we can see the whole plant in our mind's eye with all its parts, root, stem, leaf, blossom, fruit and seed.

The "higher" plants are those which are able to develop fully each of these six parts in their proper season with the help of sun and earth and air and water.

The roots, growing downward into the earth and surrounded by its hardening forces, become hard and woody; but the root tips are tender and are the growing part of the root, always reaching further in search of the moisture that clings to particles of soil.

The stem, growing upward toward the sun, surrounded by air, is more tender than the roots because the watery element which the roots drink in rises up as sap through the stem into the leaves.

The leaves breathe in the air and spread out to receive the light. The air and the light combine with the sap in the leaves to provide food for the plant's further growth.

The blossom is a heavenly plant that unfolds in answer to the light and warmth of the sun. The petals are leafy but have color and fragrance and surround stem-like parts that are members of the blossom. These are the stamens, delicate like the petals, which produce the pollen dust as golden as the sun, and the pistil, sturdy and stiff, a continuation of the plant's true stem, in which the seeds are formed. The sap which enters the blossom from the roots is sweetened by the sun's warmth and wells up at the base of the petals as nectar, that lures the honey bees and butterflies who belong to the flowers and to the sunshine and who carry from flower to flower the pollen which helps to form the seeds.

As the summer sun warms the earth, the earth sends the warmth back through the plant as it helps to swell and sweeten the fruit around the seeds. Then when winter comes to nip the fruit, it withers away and the seeds fall to earth to await the coming of spring.

In every seed, however tiny, the plant's whole nature lies concealed within the little seed-jacket which has been hardened by the earth forces to protect the spark of life throughout the cold of winter.

The higher plants develop all their powers in relation to nature's forces in earth, water, air, light and warmth. Human beings develop their full nature in relation to the human powers of thought, of feeling, and of will. When a person does not develop as a whole, he can be described in various ways, depending on what he lacks. We often hear it said of someone, "He never knows his own mind," or "He has no heart," or "He hasn't a will of his own." So, too, there are plants that do not develop all the plant parts. Some lack the power to form fragrant blossoms, others have no leaves, yet others no true roots. These plants have developed only partially what the higher plants have as a whole because they do not have friendly relationships with all of the elements as the higher plants do. These are the "lower" plants. Among them are the mushrooms, the lichens and the mosses.

The mushrooms dislike the sun and grow best in shade and darkness. What should be stem and leaf stays underground with the roots to form a network of fibers, and what we see above ground is a combined blossom-fruit that produces spores that are a combination of pollen and seed.

Lichens love the sun but scorn the earth. They form no real roots, nor stems, nor blossoms, nor seeds. They are mainly the leaf part of the plant world, and they spread by means of little pieces of themselves that separate off and start

growing in new places. You find lichens growing on those surfaces of rocks and tree-trunks which get the most sunshine.

Mosses love the watery element and are mainly stem and leaf filled with moisture. Their roots are very short and weak, always rotting off to form soil. No blossoms develop, but tiny pods that contain spores.

Many another plant that has what approaches an exclusive relationship with one or another of the surrounding elements can be described and observed, such as the grasses, the bulb plants, the conifers or the ferns. The key to understanding them lies in comparing their variations with the completeness or wholeness of the higher plants.

As the fifth grade comes to the end of this study, it takes a look at the earth as a whole in relation to the sun and the plants. An imaginary journey from pole to the equator — through the tundra where plant life is dwarfed because the subsoil is frozen and the sun's force is weak, through the coniferous forests wherein the hardness and woodiness which the earth gives to roots pervades the trees in their needles and cones, and through the temperate zone where sun and earth are productive of the four seasons and the harmonious development of the higher plants, to the equatorial forests where the powerful overhead sun draws the plants up and away from the earth to great heights, even to the roots which can grow in the air, and to the blossoming vines which spread over the roof of the forest like flower gardens — such a journey leads to the picture of the earth's vegetation as one great plant with its roots toward the pole and its blossoms and fruit in the tropics.

In the years that follow on after grade five, when the children by rights disassociate themselves from much that they have taken as a whole heretofore, it is increasingly easy for varying degrees of crises to appear and disrupt their relationships with each other, and with their teachers and parents. Exclusive friendships can become rampant. They can discover disparities between preachment and practice. Their emerging sense of independence appears as self-will. Their burning curiosity can put them in contact with many kinds of excitement. Divisiveness threatens the class community!

The example from out of the botany lessons represents the method that is repeatedly attempted by our teachers in literally every subject throughout the elementary and high school years with the aim of helping the individual child fulfill his nature in relation to the world. Starting with the whole of some matter, what is contained within gives the grand design leading back to the whole, which, as the starting point, has become familiar ground. And in the juxtaposition of two kinds of subjects every year, the humanistic and the naturalistic, a looking inward to what lives in man, a looking outward to the world man lives in, there is little inspiration for self-centeredness, or for detachment from oneself. Rather do the cooperative aspects of life relationships become a cause for wonder and enthusiasm.

It remains to say that when teachers and parents, as an adult community working together for the well-being of a class, surround their children with their interest in the class as a whole, then the class spirit thrives and the community of the class reaches out beyond the classroom walls.



Winterberry 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 Charter Council (WCC)

Melissa Janigo, Chair
Tara Smith, Vice Chair
Erin Fleischer, Secretary
Della Swartz, Treasurer
Arthur Harmon, Staff
Franny Hall, Community Member
Todd Robicheaux, Parent
Bob Steinmann, Parent
Lynne Jablonski, WPG Rep
Meg Eggleston, Faculty Chair
Faculty Seat, Vacant
Shanna Mall, Principal

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

Winterberry Parent Guild (WPG)

Craig Lyon, President
Eric Judge, Vice President
Christina Eubanks, Secretary
Sarah Rygh, Treasurer
Lynne Jablonski, Fundraising Chair & WCC Rep
Mike Rehberg, Volunteer Coordinator
Jeremy Crawford, Faculty Rep
Vacant, Grade Eight Rep
Karie VanDusen, Grade Seven Rep
Emma Allen, Grade Six Rep
Dave Swartz, Grade Five Rep
Brian Sarka, Grade Four Rep
VACANT, Grade Three Rep
Haras Cullers, Grade Two Rep
Tara Petter, Grade One Rep
Leif Lidin-Lamon, Grade Kindergarten Rep
Shanna Mall, Principal

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