



## A Word from Ms. Mall

Dear Winterberry Families & Friends,

As many of you may have heard our school mentors, George Hoffecker and Donna Burgess, arrived at Winterberry on Monday, February 25th. During this visit they will be working with our community, staff, and faculty to create a comprehensive picture of where we have been, where we are currently, and where we are hoping to go in the future.

During their first week with us they will be spending time observing and interviewing our faculty and staff regarding pedagogical issues. This time will vary depending on scheduling issues, however each class will be observed for at least 45 minutes. After an observation our mentors will be following up with each staff member for a minimum of 30 minutes.

On Sunday, March 3rd, our mentors will be working with our community from 9am - 4pm (lunch will be provided). This time together will be used to reconnect with our shared community values and experiences. George and Donna will be using the practice of Appreciative Inquiry (AI) to guide us through our day together. AI is based on the theory that organizations move in the direction of the images they hold. This means that when we concentrate or focus on the positive we will be more likely to realize our desired outcome. Together we will celebrate what we have accomplished in the past seven and a half years. We will also work to identify an accurate picture of where we are in the present. Lastly, we will use the information we gather/create to inform our future

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### Upcoming Events

#### March 2013

- 1st Winterberry Stage, 6-9pm  
*The community potluck has been cancelled*
- 3rd Community Workshop 9am-4pm
- 4th In Service: NO SCHOOL
- 5-7th Parent-Teacher Conferences:  
12:30 early release
- 7th WPG Mtg., 6 pm
- 8th All-School Ski/Walk Day
- 9-17th Spring Break
- 19th Search for the Self: Adolescent Talk with  
Principal Shanna Mall 6:30-8:30pm
- 21st WCC Mtg., 6 pm
- 28th SBA Science, Grades 4 & 8

#### April 2013

- 2-4th SBA Reading, Writing & Math, Grades  
3-8
- 4th WPG Mtg., 6pm
- 6th Head, Heart, Hands Auction, 6pm
- 17th Grade 8 Play
- 18th WCC Mtg, 6pm
- 19th Grade 4 Play

*Awakening the innate potential in every child*

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direction. Our hope is that this work will help our community kick off an intentional strategic planning process.

During our mentors' second week with our community George and Donna will be meeting with and interviewing parents, board members, and various staff/faculty. In these meetings they will be completing AI interviews designed to collect community wide information regarding Winterberry. There are sign-up sheets in the front office if you are interested in signing up to be interviewed. The information gathered during these conversations will be used to inform the final summary document created by our mentors in regard to the current state of Winterberry Charter School.

For those who have worked with George and Donna in the past, thank you for all you have added to the life of our school. I hope you will be able to make it on Sunday. We also have many new families and families who have not had a chance to be involved in this work in the past. My hope is that you will be able to make time to share your knowledge and experience with the group. Please mark your calendars and plan to come. If you have any questions about the process please feel free to contact me via phone, email, or in person. I look forward to working with you in the days to come.

Blessings,

Shanna

## Who Are George and Donna?

The Winterberry staff first met George Hoffecker and Donna Burgess during our summer training in 2005. From our first meeting we knew there was a future to be created together. Beginning in the spring of our second year (2007) they became our official school mentors. Our first community experience with them was designed to identify shared community values and create healthy/respectful relationships. From there the relationship has evolved to include teacher, administration, parent, and Board mentoring.

George began his career in education as a public school special education teacher. George and Donna have been teachers (George as a classroom teacher and Donna as a specialty teacher) in Waldorf schools both independent and public. George moved on from the classroom to become the first administrator of Yuba River Charter School, the longest established charter school inspired by Waldorf education, where he not only led a school community but was also involved in the PLANS lawsuit. This lengthy lawsuit was centered around the question of whether or not Waldorf education was inherently religious in nature. Thankfully this lawsuit has been settled and public schools around the country are still able to offer the richness of Waldorf education to all students.

This year marks their seventh year with us and they are here to capture a snapshot of where we are as a school and community. It is our hope that all families and community members will consider being part of this process. Please sign up in the front office for an interview time and consider attending our community workshop on Sunday, March 3rd from 9 - 4 with lunch provided. Thank you for all you do on a daily basis to make Winterberry what it is today.

### What Can You Do For the Winterberry Community?

1. Attend the community workshop with George and Donna THIS Sunday at Winterberry from 9am - 4pm.
2. Sign up at the front desk so you can complete an interview during the first week in March with George and Donna regarding your experience at Winterberry.

## What is Appreciative Inquiry?

*reprinted from George and Donna's website*  
<http://www.hoffeckerburgess.com/>

George Hoffecker and Donna Burgess help initiate "Appreciative Inquiry" based organizational development processes. Appreciative Inquiry is a positive, collaborative process for engaging people to build the kind of organizations and world that they want to live in. An AI process can help identify an optimal administrative structure for an organization.

Appreciative Inquiry is based on the assumption that there is a "fateful" connection between the questions we ask about the past and the present and the images we hold of what is possible in the future.

We can choose to inquire into the life of our organization based on the view that human systems are primarily constellations of problems/obstacles to be analyzed and overcome or we can seek knowledge about our school based on the view that human systems contain abundant life-giving forces to be understood and embraced in order to empower change.

Appreciative Inquiry recognizes that, whichever assumption we make about the nature of reality, the choice will lead us to a certain focus in our conversations. Those conversations will lead us to certain images being dominant in our minds, and those images will in turn lead to action at both the conscious and unconscious levels.

If we are focused on "improving" an organization, a team, a family, or a relationship, we can choose to focus on what is broken, what is a problem, what is frustrating us. Or we can choose to focus on that which is life-giving, energizing and valuable to us. An organization will turn its energy in the direction of the questions that we ask about it, whether positive or negative.

## The Search for the Self: Adolescent Talk with Shanna Mall, Principal, Winterberry Charter School

Tuesday, March 19th, 6:30 - 8:30pm

References:

Between Form and Freedom by: Betty Staley  
Sixth Grade Crisis by: Eugene Schwartz

Do you have a teenager on the rise? Do you just wonder what is in store for you and your family? Do you wonder if your child is being met by their current educational environment? Are you facing the question, "Should we stay or should we go?"

If you are currently wondering this, or just want to get ahead of the parenting curve, please consider joining us in an informal talk based on the work of Betty Staley and Eugene Schwarz. Have spare time? Stop by the front office and pick up a copy of Eugene's article and consider ordering Betty's book as well. Hope to see you!

Blessings,

Shanna

## Reflections on the Eight-Year Journey by Jeremy Crawford

*Mr. Crawford is the first teacher at Winterberry to teach a class through the entire cycle of first through eighth grade.*

When I was asked to reflect on my journey with my class, I was honored to take up the task. As the deadline approached, however, the task grew larger and larger: a mountain that I saw in the distance at first, thinking it was nearby, then realizing its true size as I approached. Now I stand underneath its soaring flanks, and can barely see the top. This, truly, is a reflection and remembering that deserves more than a couple of paragraphs.

But, as Goethe pointed out, and I try to remember, let us not be turned away from the good by becoming dazed and, in turn, paralyzed, by the ideal. His phrasing was, “Don’t let the ideal stand in the way of the good.” This is an apt phrase for the experience a teacher has going through the years with his students. Waldorf schools tend to attract strong visionaries, and the training that we receive as teachers is strongly idealistic, rooted in the brilliant and incredibly durable recommendations that Rudolf Steiner made almost 100 years ago to the first group of Waldorf teachers. This leads to my first reflection: that the gift that Steiner gives to teachers is the invitation, even directive, to live in the real world, yet simultaneously stay connected to the earth below and the heavens above. This leads to an incredibly rich daily practice for the teacher, and throughout my eight years at Winterberry, even in the times of stress, or when the reality of the world seems overwhelming, I have constantly been grateful for this gift. Our task, first and foremost, is to work each day to be balanced between the lofty ideals of the heavens (what can be), and the rich, insensate geology of the earth (what is), so that we can actively work on the present good (what is becoming.) The gesture of the teacher is one of constant transformation. We root ourselves to the earth so that we know the past, we gaze up as high as we can reach to see what potential the human spirit has, and thus our real work becomes intensely now, and imminently practical, with the children, as they move through these poles. In other words, the children are a living reality of what is becoming, and it is the sacred duty of the teacher to pay close attention and offer—out of his imagination, his thinking, and his feeling—every experience that seems worthy of the children and which will support their becoming.

Of course, there are many more layers of this journey, the principle one being the long time-frame in which it is traversed. The Waldorf curriculum is unique in many ways, of course, but the eight-year loop is perhaps the most obvious and, to some, most insane. Why, I have been asked many times over the years, would it benefit a child to stay so long with one teacher? Don’t they all turn into little versions of you? Don’t they need to experience many different personalities, sets of expectations, and so on to gain flexibility and to be able to survive in the real world? If you are reading this, perhaps the value of the eight-year journey is already obvious, but my one reflection, as I approach the end of this particular stage of the journey, is simply this: *the human being is never complete*. The teacher must constantly change and grow with his class, and the children, of course, are constantly changing as well. Being able to observe the changes in my students over eight years has been another incredible gift that I am constantly grateful for, and the change in them is mirrored in my own inner development. It is difficult to overstate the profound transformation that I have gone through as my students have moved through the stages of childhood. The idea that the teacher is a “fixed” entity, and that the children, over time, will press into the “mold” that he shapes for them, belongs to an entirely different paradigm of what education is and does. The image here is one of unfolding the wings that we all have, and of celebrating those unfoldings one at a time, with awe,

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reverence, and mutual respect. My students are fellow human beings on a life-journey, and I am blessed to stand by them every day. I would not dare to “mold” them—I do not have that right. To see them, to encourage them, to strive to look past the outer shell to what lives and breathes within—yes. And, in an incredible stroke of the brush that paints our lives, this year they are really seeing me, even empathizing with me as a member of their expedition. Our relationship has transformed profoundly: from the imitation and imagination of their young years, to the need for strong boundaries in the middle years, and now to a moral and ethical equality. I am still the one “in charge” of the rhythms and routines, but the students are now fully aware of the relationship, and actively support its growth. This, perhaps, is the most surprising and rewarding element of the cycle.

Finally, I reflect, and have done so continuously throughout the journey, on the connected lives that a Waldorf class creates. Much has been said, and I have just added my bit, about the teacher/student journey. But what of the families? For me, this has been every bit as rewarding as my work with the children. The words “parent involvement” are pale and inadequate descriptors of the commitment that families make when they embark on this journey. In ways, the leap of faith by parents is far greater than that taken by any other group involved here, for the parents must trust, trust, and trust again. In my experience, the trust placed in me by the parents of my students has been the greatest gift of all, and every parent of every child I have worked with in connection with this class has left me richer. This does not need to be spoken, really, for the sheer fact of it is profound: for the entirety of the child’s educational years, the parents trust a single human being to go through the necessary growth to see the evolving needs of the students. It sounds implausible at best, when we approach it from a purely materialistic place. No amount of “training” can ensure this, no amount of “adult education” can guarantee the successful completion of this journey. Only faith and trust, which must flow both ways, can achieve this remarkable situation. I have always trusted the families of my students, and they trust me. There is plenty of room for disagreement, of course, and healthy dialogue on class or individual issues, but the underlying mutual support is essential. We are all climbing the same mountain, and at times it seems that it is insurmountable. Yet each and every time, we take the next step. It is this faith, this trust, that nourishes the entire enterprise, which holds every child in a safe embrace, and which says, in the end: “You are a human being; unfold your wings; take flight.” And, when we have done this together, waving goodbye is joyful.

## Why Did We Choose a Grade 1-8 Cycle?

Traditionally in the U.S., elementary school runs from 1st-6th grade and middle school runs from 7th-8th. Increasingly in Anchorage, the shift to middle school is beginning in the 6th grade. At Winterberry, we have chosen to honor the Waldorf tradition of a 1st-8th grade cycle. What are the reasons for this and how does it benefit our students?

As with many aspects of Waldorf education, the 1st-8th grade cycle is rooted in the natural development cycles of children. During these years, children learn primarily imaginatively and through their feelings. Thus, teachers tell them wondrous stories and draw beautiful pictures; the children then weave these together to create their own “text books”. The “Middle School” years begin the transformation of the child from this stage to the next more intellectual stage. However, the early teen is still a child in many ways. Nurturing the beginning of this intellectual development within the imaginative, beautiful, and familiar rhythms of the 1st-8th grade school will help to ground the burgeoning intellect.

Not only does the octave support the child in the transition between imagination and intellect, but it allows the children to truly develop this “middle space,” (which has its own value), and come out true leaders and visionaries among their peers. Removing the child from the community in which he has developed so well for the first six grades makes no sense developmentally, for in his last two years he can transform into a leader, a provider of

community service, and someone aware of his place in the world—a much stronger position to enter high school from than from the unnatural isolation that "middle school" creates. The connections that 7th and 8th graders make with their younger friends, and the role-modeling that they have the opportunity to show, is valuable beyond measure.

From 9th to 12th grade, the way children learn changes even more strongly towards a more intellectual focus. The Waldorf based high school seeks to foster independent, critical thinking skills along with personal ethics. Teachers need to have a greater depth of knowledge in the particular subjects they teach in order to earn the respect of their students.

There is a fundamental difference in the teaching methods and rhythms of a Waldorf 1st-8th grade school and a Waldorf 9th - 12th grade high school. At Winterberry, we have chosen to stay with the 1st through 8th grade cycle, because we believe this model most closely meets the developmental needs of most of our students.

Sources: Why Waldorf Works, Association of Waldorf Schools of North America, <http://www.whywaldorffworks.org>

Education from the Inside Out, Waldorf School of Santa Barbara, <http://www.waldorfsantabarbara.org>

## **The Transition from Winterberry to High School: A Parent's Perspective** **by Della Swartz**

When our oldest daughter approached the end of her 6<sup>th</sup> grade year at Winterberry, we agonized over the decision of whether to stay at Winterberry for her 7<sup>th</sup> and 8<sup>th</sup> grade years or transfer to another middle school. She had been at Winterberry since 3<sup>rd</sup> grade, and with her teacher since 5<sup>th</sup>. Her younger siblings were at Winterberry as well. We loved the school and trusted and admired her teacher, but we didn't know if staying at Winterberry for middle school was the right decision. Would she truly be prepared for the rigors of high school – tests, homework, math, and science? Would she be able to adjust to the social aspects of moving to a high school with a student population more than five times the size she was used to? We had no real answers to these questions.

After considerable research and soul-searching, we decided to stay at Winterberry for the middle school years. We made this decision largely out of our trust and respect for our daughter's class teacher. We had seen how this teacher's example had helped transform our daughter from a very disorganized and forgetful child to an organized and conscientious student. We reflected that our own middle school experiences had not been good ones from a social aspect, and we felt that staying with the small, caring community that is Winterberry for these crucial years would be of incalculable benefit in our daughter's development during the tumultuous early teen years. We were still unsure if she would be ready academically for high school, but we trusted and hoped.

Now she is in her second year of high school, and we look back and marvel at the doubts we harbored four years ago. Although there was certainly a period of adjustment to the high school environment, and her first few quiz and test scores were not the best, she adjusted easily to the academic realities of a conventional educational setting and has been an honor student since her first semester of 9<sup>th</sup> grade. Socially, although she had some initial difficulties making new friends since most of her classmates had gone to school together for several years, the self-confidence and self-knowledge that she developed during her years at Winterberry helped her to overcome her initial shyness and reach out and make friends.

The decision to stay at Winterberry for middle school or transfer to another school is one that each family must make for themselves based on what is best for their family and especially their child. The decision may be different for different children in the same family. For us, the continuation of the safe and loving environment created by the faculty and staff at Winterberry combined with the academics of the Waldorf-based curriculum were the decision makers. We couldn't be happier with the preparation our daughter received – academically, emotionally, and socially – for high school.



## The Transition from Winterberry to High School: A Student's Perspective by Gail Swartz

I feel strongly as though I was both socially and academically prepared to go into high school. Even so, it was daunting to go from a small school where the classes came to me, to a gigantic building where I had six minutes to get to class no matter how far I had to walk, and where I did not know anyone. The first few weeks in my new setting were stressful, mostly because I did not know anyone and I was still getting used to the school, but it did not take a very long time to make friends and get comfortable.

I have gotten very good grades consistently and feel as if I have fitted myself into the high school setting very well. It is mostly a quest to find your niche at first, and once you find it, it gets a lot easier

Everyone has their area that they can fit into, and I have found that I would not have been able to settle in as quickly if it had not been for the school-within-a-school program at Chugiak High - World Discovery Seminar. I met many friends, including my boyfriend, in this program, and it remains an important part of my school life.

Overall, I do feel as though I was very ready for the transition to high school. Winterberry prepared me in more than one way for the organized chaos that is high school.

## Waldorf High School Initiative Continues the Conversation

A group of dedicated parents and community members has been fostering a discussion of how to bring Waldorf or Waldorf-inspired secondary education to Anchorage for a year now. Recently, the group brought Meg Gorman up from San Francisco to give a lecture and a workshop on Waldorf high school and the developmental and educational needs of adolescents. Meg is a long-time Waldorf high school teacher and teacher trainer. She has taught at independent Waldorf schools across the country and internationally.

On Friday, February 15<sup>th</sup>, Meg gave a lecture at Winterberry. Her talk brought in both current and former Winterberry and Anchorage Waldorf School parents. Meg focused her lecture on the needs of adolescents, and also discussed the structure of Waldorf high schools, curriculum, and staffing. She gave examples from her own experiences of different approaches to running schools, and offered her listeners much to consider about high school education and what it can be for our children.

If you are interested in learning more about Waldorf high schools and the progress being made locally, please contact Dawn Morse ([dawn.morse@mac.com](mailto:dawn.morse@mac.com)) or Mary Lee ([maryplumbmentjes@yahoo.com](mailto:maryplumbmentjes@yahoo.com)).

### Winterberry Stage

Friday, March 1st  
6 - 9pm @ Organic Oasis

**Featuring:** Melissa Mitchell & Spiff, Amy Lou & the Starling Sisters, Hot & Awkward, Kevin Worrel

*and the 7th Grade Students & Faculty!*

Proceeds to support 7th grade graduation trip in 2014

## *The Next Big Thing:* Head, Heart, Hands Auction

The Annual Head, Heart, and Hands auction is quickly approaching. This event is great fun for our parent community, as well as an important fundraising foundation for our program. The Winterberry Parent Guild, which sponsors this event, raises funds to support school needs.

As a Waldorf-inspired school, Winterberry needs additional funding for our program. Teacher training is the cornerstone of our program. Our teachers make a huge commitment when they agree to take a class from 1st to 8th grades. And though everyone benefits from the strong bonds that are built, it is similar to being a new teacher every year for 8 years in terms of the amount of work that they must do! The “Foundations of Waldorf” training that they have been undertaking throughout the year is only one part of the behind the scenes professional development that the teachers work on. They also take, and will continue to take, an “Art of the Grades” class every summer as they prepare for the next grade they will be teaching. Because this teacher training is beyond the normal teacher responsibilities in the Anchorage School District, and critical to the quality of the education Winterberry students receive, we support the teachers by funding this program as much as we can.

We have found support in the surrounding business community, but especially among our families, to provide an incredible array of items worthy of bidding on at an auction. Our children participate by creating classroom-made artwork, of which they are very proud, to offer up for sale to their parents and other community friends. The teachers each provide a handmade piece of art, a teacher date, a crafty workshop or something else that the parents can benefit from or their children can enjoy. In short, we come together for an elegant evening and additionally benefit by winning useful and exciting items, such as yoga classes, guitar or violin lessons, memberships to museums, rafting trips, ski tickets, hotel nights, restaurant gift certificates, art, services and more.

Please lend your support by attending, donating, and helping with this year’s auction. Tickets (\$60 per person) are available at the front desk. An individual ticket includes entry, awesome food prepared by the Bridge, as well as a few libations. To purchase a table, it is \$800 (for a table of 8). There are only 10 tables, so buy early!

If you are willing and able, you may purchase “donation” tickets for parents of Winterberry students who would not be able to attend otherwise. You are also able to, if you choose, sponsor tickets for members of our staff or your classroom teacher, a sweet gesture started by a few of our parents last year. Contact Lynne Jablonski ([lynnejeffrey@yahoo.com](mailto:lynnejeffrey@yahoo.com)) for more information on sponsoring a table or tickets for other Winterberry community members.



## **A Parent's Reading of *Encountering the Self: Transformation and Destiny in the Ninth Year* by Hermann Koepke**

In *Encountering the Self*, Hermann Koepke draws on his experiences as a Waldorf teacher to discuss the developmental change children undergo between the ages of nine and ten. His book is intended to guide parents in understanding and responding to this change in their children. Although this book is of particular interest to parents of third graders, it is also of value to those seeking a better understanding of how the Waldorf curriculum is designed to educate children according to their developmental stages.

The book begins with two chapters describing home visits by a teacher to two families of nine-year-olds. These conversations between teacher and parents illustrate how children of this age are developing a new concept of themselves as individuals, often accompanied by questions about mortality, their own origins, and a sense of separation from others. In addition to defining the fundamental transition experienced in the ninth year, the dialogue in these chapters illustrates the importance of the teacher and parents working together to guide the children, and help them connect in a new way with people and their environment.

Koepke explains how the practical, purposeful work (such as farming and building) that makes up the third grade curriculum enables the children to see work as part of a larger world and future for themselves. The Old Testament stories studied during this year, including the creation story, help give them a framework for a sense of their own place in the world. All the third-grade activities and lessons allow the children to find their own sense of self. Koepke also expands on this discussion to compare this stage of development and the corresponding education approach to how children learn in the earlier and later grades.

Even though I value learning about philosophy and methods of Waldorf education, in the past I have sometimes been reluctant to read books and essays on the subject. The discussions of the relationship between soul, spirit, body and ego can be challenging to understand, and don't always fit with my own perspectives. I found this book to be worth the effort. By taking a careful look at one particular year in the child's experience, I gained a clearer understanding of what it means to educate a child

## **Winterberry Charter Council Meeting Reports**

The WCC met February 21<sup>st</sup> in the 5<sup>th</sup> grade classroom. Present were Shanna Mall, Alicia Besh, Erin Fleischer, Melissa Janigo, Meggan Judge, Mike Rehberg, Tara Smith, Bob Steinmann, Gail Swartz, and Kyle Vander-Schrier.

We heard reports on testing, budget, the February WPG meeting, and the Faculty Council. We discussed the March WCC officer elections. We reported on our individual and subcommittee board goals on parent education, teacher training, ASD organization, and intra-body communication. We viewed the draft Winterberry informational video together and reached agreement on what revisions we would like to see. WCC officer elections will be held at the next meeting.

The WCC held a Special Meeting on February 22<sup>nd</sup> in the teachers' lounge to meet with Cheryl Johnson of ASDTube. WCC members present were Alicia Besh, Erin Fleischer, Melissa Janigo, and Tara Smith. Cheryl Johnson and Mary Mead also attended. We focused on finalizing the Winterberry informational video.

Please feel free to attend any WCC meeting just to listen or to give us your comments! Our next regular meeting is March 21<sup>st</sup> at 6pm.

### After-School Dance Class

After-school dance class on Mondays 3:30-4:30.  
Classes held in the Eighth Grade classroom.  
Taught by Trinity Colvin.  
\$5.00 per a class.  
Proceeds go towards the Eighth Grade Class Trip.  
Have fun learning new dances!

### Volunteer Coordinator Needed!

We are still in need of an enthusiastic individual to fill the vital role of Volunteer Coordinator for the school. Please contact Ms. Mall for details!

## From the MTC

Hello Winterberry Friends and Families,

Since we are welcoming Winterberry's mentors, George Hoffecker and Donna Burgess this month, it seemed appropriate to organize this issue of the newsletter around the theme of Waldorf education. We are pleased to share with you a variety of perspectives on Waldorf education, as we explore the philosophy behind the curriculum and the experiences of students, parents and faculty.

We aim to keep the calendar in the newsletter reliable and up-to-date. However, when scheduling changes occur or new information is announced, you will receive emails from the Winterberry Business account. If you are receiving regular emails from your child's teacher, but not from the Winterberry Business email, check with the front desk to make sure that the school office has your correct email address.

Please feel free to contact any of the current MTC members with any questions or comments you might have about anything in the newsletter. You can find our email addresses at the end of this newsletter. You are invited to contribute to our newsletter and attend our meetings to share your ideas for topics you'd like to see covered in future issues. We meet every Monday, right after school.

With Thanks,

The MTC

If you have questions for the Anchorage School Board, their names are below. Contact information for these board members can be found at [www.asdk12.org](http://www.asdk12.org).

#### Anchorage School Board

Jeannie Mackie, President  
Tam Agosti-Gisler Gretchen Guess  
Pat Higgins Natasha Von-  
Imhof  
Kathleen Plunkett Don Smith  
ASD Superintendent  
Jim Browder Ed.D.

*“We receive the  
children in  
reverence,  
educate them in  
love, and let  
them go forth in  
freedom”*

*- Rudolf Steiner*

## Faculty Council

Lisa Stratford, Kindergarten,  
[stratford\\_lisa@asdk12.org](mailto:stratford_lisa@asdk12.org)

Sarah Glaser, Grade One,  
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Meg Eggleston, Grade Five, Faculty  
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Natalia Ramstad, Russian & Other  
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## Winterberry Charter Council

Tara Smith, Parent, Chair  
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Melissa Janigo, Parent, Past Chair  
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Erin Fleischer, Parent, Secretary  
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Della Swartz, Parent, Treasurer  
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Kyle Vander-Schrier, Faculty/Staff Seat  
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Bob Steinmann, Community Member  
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Meggan Judge, Parent  
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## Winterberry Parent Guild

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## Moving Traditions Committee

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### Vision:

*To hold the heart of Winterberry through the transitional first year in our new home*

### Charge:

Ensuring that all the intangible components of the community, who we are and who we aspire to become, are transferred to our new location; Realizing the possibilities the new location brings to help the community towards our shared vision for the school; Supporting community members in transitioning their work and participation to the new location; Listening to concerns from the community, gathering information, and helping channel ideas to the appropriate committees or individuals.

### Members:

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*Winterberry nurtures and promotes the development of healthy, responsible and creative human beings. Our aim is to provide a holistic learning environment and demonstrate that all children are natural and inspired learners who can achieve. Inspired by Waldorf educational methods, our integrated curriculum seeks to provide each student with meaningful, hands-on, developmentally appropriate experiences that inspire learning and personal growth.*

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