



## A Word from Ms. Mall

Dear Winterberry Families,

Rudolf Steiner, the creator and founder of Waldorf education, looked at human development as a continued cycle of seven year stages. From birth to seven children live primarily in the physical or etheric realm. During this time children learn through imitation. Then, from age seven to fourteen, they live in the feeling or astral realm. At this stage they learn primarily through imagination which anchors the academic subjects. Beginning in the fourteenth year and continuing through the twenty-first year they live in the thinking or ego realm. During this time they are interested in knowing the truth and using their judgment. As our children (and ourselves) move through life they continue to use what they gained in these first twenty-one years to inform their further development.

As I look at the developmental path of our beautiful school I find it interesting that we too seem to be following Steiner's path of

development. Starting a charter school is often compared to giving birth to and raising a child. Using that metaphor, it is interesting to note that our school came into its complete physical development at the end of our seventh year. Looking back over the past seven years there are so many examples of growth stages that run parallel to the human developmental cycle. Finding ourselves solidly in our physical body at the close of seven years was quite a miracle yet was totally age appropriate.

Now it is time for our second seven years. The primary theme of this stage involves the development of our feeling life accessed through our imagination. One concrete way community members can be involved in this stage of development is by joining our outdoor site committee. This committee is working on the immediate needs of the outdoor physical space but is also tasked with much greater things. For example, this committee is preparing for the construction of additional annex classroom space in the form of yurts to house music, foreign language, handwork, and the Winterberry Enrichment Program (WEP). Additionally, this committee will be working on plans for future expansion to include a community theater space and specialty classrooms. In short, this committee needs imagination! We need people who can think outside of the box and then commit to making the impossible possible!

**Continued on Page 2**

### Upcoming Events

#### April 2013

2 <sup>nd</sup> – 4 <sup>th</sup>	SBA Testing: Reading, Writing, Math Grades 3-8
4 <sup>th</sup> 6 <sup>th</sup>	WPG Meeting, 6pm Head, Heart and Hands Auction
17 <sup>th</sup> 18 <sup>th</sup>	Grade 8 Class Play WCC Meeting, 6pm
19 <sup>th</sup> 24 <sup>th</sup>	Grade 4 Class Play Musical Recital, 6pm

#### May 2013

2 <sup>nd</sup> 3 <sup>rd</sup>	WPG Meeting, 6pm Grade 7 Play
10 <sup>th</sup> 13 <sup>th</sup>	Grade 2 Play NO SCHOOL
14 <sup>th</sup> 16 <sup>th</sup>	Grade 6 Play Grade 5 Pentathlon
17 <sup>th</sup> 18 <sup>th</sup>	Grade 3 Play & Graduation Field Day
23 <sup>rd</sup>	May Day Celebration LAST DAY of SCHOOL!

## A Word from Ms. Mall – Cont'd

Beyond the physical, we need volunteers who are willing and able to stand up and imagine an even deeper feeling life for our school community. We need people passionate about exploring Nonviolent Communication, Appreciative Inquiry, and other ideas for growing the amazing good in our community. If you are one of these people please consider coming to our WPG (held the first Thursday of every month) or WCC meetings (held the third Thursday of every month). These meetings are open to the community and your input is invaluable.

In closing, it has been a fantastic honor to serve you for the past seven and three-quarter years. It is my hope that our community will continue to grow in strength and love. Thank you for your partnership.

Blessings,

Shanna

## School Mentors Help Start Winterberry Appreciative Inquiry

Our school mentors, George Hoeffcker and Donna Burgess, returned to Winterberry early last month. On March 3, they led a workshop at Winterberry introducing the attendees to Appreciative Inquiry. Several parents, teachers, and board members attended the session throughout the day. We interviewed each other in pairs, and then compiled our results in teams. Both teams shared their results with each other, and we discussed how to use the same methodology to learn with our whole community what issues, ideas, and inspirations exist that can help enhance Winterberry. Many participants from this workshop will be inviting other families to be interviewed and the MTC has volunteered to compile all the interview responses. If you would like to be interviewed, or be trained to interview other families, please contact Melissa Janigo ([janigo\\_melissa@asdk12.org](mailto:janigo_melissa@asdk12.org)) for more information.

## Education Is Knowledge...

### *Knowledge is Transformation*

Many Voices of Thanks from the Winterberry Faculty...

As we approach the season of looking ahead to the transition between this school year and the next, the faculty extends thanks to all who participate in the fundraising that supports our Waldorf Education training. There is excitement in the air as we start wondering about how to plan for summer training. Many of us are looking forward to celebrating the completion of the Hybrid Waldorf Certification Program this summer. We are anxious to receive George and Donna's report so we can move forward in the growing of the good for the school. It is truly amazing to be able to teach in a school that so supports in-depth staff development. At a recent faculty meeting we were invited to share what our training has meant to us. Here you go!

*"Teachers of Waldorf students feel an inherent commitment and zeal toward life-long learning.*

*We appreciate the opportunity to glean new information about the process and journey we take with our classes.*

*The staff we have worked with through Rudolf Steiner College has offered many treasures that bring us much joy to share.*

*Each summer we look forward to experiencing more, collaborating with Waldorf teachers from all over the country, and diving deeper into our important practice.*

*Thank you for your unwavering support."*

*"My training has helped me build lesson plans that incorporate movement, music, poetry, art and so much more. My training has given me a foundation in Rudolph Steiner's teachings. I have an understanding of the why behind the curriculum. I have grown as a person and a teacher and I have grown in my ability to open my heart to the children."*

*"Attending courses at Rudolf Steiner College gave me opportunities to deepen my understanding of Waldorf education philosophy through lectures, reading, and discussion with classmates.*

*Cont'd on Page 3*

**Education is Knowledge... Continued from Page 2**

*Several of the lectures on Steiner's view of human life and purpose have become for me guiding lights through challenges in the classroom and beyond. The most enjoyable hours of study, however, were definitely the artistic explorations – clay and beeswax modeling, charcoal drawing, and painting engrossed me and helped me understand the importance of working artistically with children. Building relationships with other teachers, from other schools and states, gave me an additional gift of friendship and more resources on which to rely when problem-solving in the classroom.”*

“Teaching is a practice, teaching with Waldorf methods is teaching through experience, the more practice and training we receive during the summer, the closer we become towards reaching our vision for our school. Achieving teacher certification was vital towards understanding the Waldorf pedagogy and curriculum, digesting and bringing it to the children. Every year the teacher is able to grow, learning and transforming to be able to present material and concepts in a lively way, in addition to meeting the needs of the ever changing students.”

*“ This journey into the heart of Waldorf Education has been incredibly inspiring to me as a person and has allowed me to grow in new and unique ways as a teacher. While my formal training with RSC has been minimal, the time spent with mentors and coaches throughout the year has been remarkably invaluable. In addition, the time I have spent in collaboration and in dialogue with my colleagues here at Winterberry as they work on their certification has been so helpful and wonderful.*

*Whole new view :*

- *new way of thinking about children as early learners*
- *new way of thinking about myself as a teacher*
- *new way of thinking about the whole process of becoming for us all”*

“\* Transformative

- \* An invitation to engage in personal growth
- \* Unique in many ways
- \* Instructors who are active in their own teaching
- \* Collaborative within the Winterberry staff, as well as with other Waldorf schools
- \* Based on indications: NOT a programmatic, dogmatic "how to"
- \* The teacher's individual creativity remains at the heart of the curriculum.
- \* Steiner was a prophetic thinker: his few indications are robust enough to support generations of teachers, and the excitement of the training experience is in penetrating his indications for ourselves —not to simply "buy in" to a pre-existing paradigm.
- \* The teachers and mentors are, without exception, living models of human excellence. Not one has disappointed me in terms of offering something of lasting and meaningful value.
- \* RSC campus and facilities are inspiring and enlivening, and I always return from the coursework feeling energized and invigorated.
- \* George and Donna, in particular, have been incredible collaborators with this school, and I have personally gained much from George's mentorship.”

*“Happiness is not a matter of intensity but of balance, order, rhythm and harmony.”*

*– Thomas Merton*

*Cont'd on Page 4*

Education is Knowledge... Continued from Page 3

*“Practical application of Waldorf Education:  
~ Who are the children at a deep developmental level?*

*~ How to use images to teach and bring the children along?*

*~ How to create a sense of reverence and respect?”*

“The training has brought us together as a staff. We have an ever more sophisticated shared vocabulary. We coach each other in seeing the larger picture and in finding the deeper knowing. We practice being better observers, listeners and responders. Our disciplined practice and spiritual practice guide our personal growth. We are getting more and more talented at knowing why we do what we do, giving true intention to our work.”

*“Education is knowledge, knowledge is transformation.”*

### Winterberry Charter Council Meeting Report

The WCC met March 21<sup>st</sup> in the teacher’s lounge. Present were Mary Meade, Shanna Mall, Haras Colors, Alicia Besh, Meg Eggleston, Erin Fleischer, Melissa Janigo, Meggan Judge, Mike Rehberg, Tara Smith, Bob Steinmann, Della Swartz, and Kyle Vander-Schrier.

We were joined by our new liaison with the College Alps condo association, Tamara Baughman. We heard reports on the new ASD electronic lottery and the new ASD superintendent transfer of duties. We elected new WCC officers: Erin Fleischer, Secretary; Mike Rehberg, Treasurer; Della Swartz, Vice-Chair; Tara Smith, Chair; Melissa Janigo, Past Chair. We discussed sound volume of recess activities, and we reported on our individual and subcommittee board goals on parent education, teacher training, ASD organization, and intra-body communication. We will assess our progress this year at the May WCC meeting. Finally, we worked on plans for our annual administrator and board evaluations.

## SBA

### Testing Information

Beginning March 28<sup>th</sup> our students in grades three through eight will be taking the Alaska Comprehensive System of Student Assessment (CSSA); Standards Based Assessments (SBAs). The tests will be given on March 28 and April 2, 3, and 4 beginning at 8:45am. SBA subject tests will be given in the following order:

Thursday, March 28, 2013	Science (grade 4 and 8)
Tuesday, April 2, 2013	Reading
Wednesday, April 3, 2013	Writing
Thursday, April 4, 2013	Math

While these tests are not timed and students will be given ample opportunity for breaks, it has been decided at the district level that all elementary *students must conclude testing by the end of the school day (3:30pm)*. See below for our testing day schedule:

8:30 – 8:45	Abbreviated Circle Activities and Welcome
8:45 – 9:00	Test instruction and preparation
9:00 – 10:00	Testing
10:00 – 10:10	Break
10:10 – 11:10	Testing
11:10 – 11:20	Break
11:20 – 12:30	Recess followed by Lunch
12:30 – 1:30	Testing
1:30 – 1:40	Break
1:40 – 2:40	Testing
2:40 – 2:50	Break
2:50 – 3:30	Testing

*“SBA Testing...”*

*Cont’d on Page 4*

## Summer Site Work

As the days get longer and we start to feel the heat from the sun, we know summer is on it's way! With the warm weather and long days, we have our opportunity for outdoor site work at Winterberry. Winterberry site work is always a lot of fun – you leave feeling a sense of accomplishment and having made new connections with others in our community.

We are planning two big projects this summer – outbuildings and play yard. Both are dependent on funding from the State's capital budget. The outbuilding is planned to include a large yurt for movement and music. The play yard work will include planting trees, developing our garden and, hopefully, defining our early grades play yard.

Regardless of funding, we have some exciting projects in store this summer! We have a \$10,000 grant from the U. S. Fish and Wildlife Service for a schoolyard habitat project, and we are partnering with the Alaska Zoo's Acres for Atmosphere program which will dovetail nicely with the USFWS goals which include making the school site more hospitable for wildlife and helping students learn more about the natural environment.

There is also a lot of general landscaping work to be done such as laying out more wood chips and planting. Do your passions run more toward lumber than dirt? We'd love some play platforms and a bike rack!

If you have any ideas of how to improve our outdoor site or are just willing to help, please join us at our planning meeting on Tuesday April 16, from 3:00 to 4:30 PM in the front lobby of the school.

## SBA Testing Information - *Cont'd*

Please provide your child with a hearty breakfast that is protein rich before school on these days so they can have the energy necessary to complete the testing. We will have fruit, small snack items and water available for snacking during breaks. Encouraging your child to get a good night's rest on these days will also help your child feel successful.

As a charter school associated with the Anchorage School District, Winterberry receives funding from the State of Alaska to operate instead of charging private tuition. By being a charter school and accepting these funds we have agreed to follow the requirements set forth by No Child Left Behind (NCLB). This includes taking all state mandated tests. After our students take the tests, they will be processed in order to measure whether or not our school has made Adequate Yearly Progress (AYP). One measure of this is the grading component of the test that measures a student's proficiency in each subject area. Another measure of equal weight is *student participation* in the assessment. This alone will determine whether or not our school makes AYP. The consequences of not making AYP are varied and are contained in the PDF accompanying this letter. Our school does not receive Title I funds so we fall in the second category of schools. Please consider this when making the decision to test or not to test your child.

If you are adamantly against testing and NCLB and would like your voice heard please contact your local and state representatives as well as the Alaska Department of Education. The final results do not consider the reasons for choosing not to test. Below you will find contact information for these offices.

Thank you for your continued support and partnership. Together we have created an amazing educational option for all ASD students that will continue to support and develop the whole child. We are honored to serve you and cherish everything that makes your child who he/she is today. Please remember that if your child attends school on a testing day he/she will be tested.

## Legislative and Administrative Contacts...

Department of Education & Early Development

PO Box 110500 • Juneau, AK 99811-0500

[www.eed.state.ak.us](http://www.eed.state.ak.us)

State Capitol, Juneau, AK 99801-1182

Interdepartmental Mail Stop: 3100

[Senator\\_Firstname\\_Lastname@legis.state.ak.us](mailto:Senator_Firstname_Lastname@legis.state.ak.us)

The Honorable Lisa Murkowski (R- AK)

United States Senate

709 Hart Senate Office Building, Washington, DC 20510

[Murkowski.senate.gov/contact.cfm](http://Murkowski.senate.gov/contact.cfm)

The Honorable Mark Begich

United States Senate

825C Hart Senate Office Building, Washington, DC 20510

[begich.senate.gov/contact/contact.cfm](http://begich.senate.gov/contact/contact.cfm)

### Consensus At Winterberry

Assume goodwill from all involved...

Create for yourself a new, indomitable perception of faithfulness. What is usually called faithfulness passes so quickly. Let this be your faithfulness:

You will experience moments.... fleeting moments.... with the other person. The human being will appear to you then as if filled, irradiated with the archetype of his spirit.

And then there may be.... indeed will be.... other moments, long periods of time, when human beings are darkened. But you will learn to say to yourself at such times: "The Spirit makes me strong. I remember the archetype. I saw it once. No illusion, no deception shall rob me of it."

Always struggle for the image that you saw. This struggle is faithfulness. Striving thus for faithfulness, we shall be close to one another, as if endowed with the protective powers of angels.

-Rudolf Steiner

### What Is Consensus?

Many people assume that a consensus means a unanimous agreement in which all the individuals involved get their way. As practiced at most Waldorf communities, including Winterberry, consensus is not just an end result, but a specific process for arriving at decisions. It involves working together to make decisions that reflect the values of the group.

The "Consensus at Winterberry" document outlines the goals and principles of the consensus process used by our school. This document was developed from an administrative workshop Ms. Mall attended at the Rudolf Steiner College during the summer of 2010 where the participants studied and practiced the process of consensus. Since the fall of 2010 the faculty and the WCC have used this process in their decision making at all times. The WPG uses it at three-body meetings, and also strives for consensus as a group.

The first major decisions we made as a community using this process led to the eventual construction of our new building. We are currently using this process to work through the policy governing the Eighth Grade Trip.

*Cont'd on Page 7*



## Consensus Process in Action

Unity, not unanimity...

Ask yourself, "Is the spirit of the action moving in the direction of the shared values?"

Discernment...Standing Behind the Principle vs. Personal Preference...

Ask yourself, "Is having my strategy adopted important for the nature of this particular decision or is this more about steering the decision in a direction that is closer to my own personal preference?" Clearly identify if this about principle or preference before adding to the discussion.

Stand Aside / Step Aside...

Typically happens when a person realizes they are too attached to personal preference and are only holding the group process back. Once a person stands or steps aside he or she is agreeing to let the group move forward without them. In doing so they agree not to undermine group decisions. The aforementioned behaviors uphold the integrity of the body and its agreements.

Blocking or Standing in the Way...

This technique should rarely be used and has been estimated that a person who uses consensus consistently in their everyday life should use this no more than six times in a lifetime! In terms of an organization, it should only be used when a particular decision would lead to a probable disaster for the group as a whole. It should only be used to ensure the survival of the group or if the proposed action can be shown to conflict with group's shared values. The blocker bears responsibility to group and process to identify a valid reason for blocking and should provide evidence to support the decision to block.

Tools for Consensus Making...

Rule of Three...

If the group is going to make a major policy decision it should be brought to no less than three meetings. When there are time concerns special meetings can be called, but the format should be:

Mtg 1: Introduction of the issue and dialogue (20-30 minutes): Prior documentation should be provided to committee/board/group members. From here the issue gets sent to committee with the mandate to create/bring a proposal. This should be sent out to members prior to the second meeting.

Mtg 2: Full discussion of the proposal by the group (60-90 minutes): Send all recommendations back to committee for revisions after input. Once revisions are finished the new proposal should be sent out to group prior to the third and final meeting.

Mtg 3: Final discussion and decision (45 minutes)

Define the Role of the Mandate Team or Committee... This can be anything the group wants it to be. One example is making clear that maximum representation of stakeholder input be solicited prior to a recommendation being made. Another is that the proposal be objective and principle based.

Documentation...

While time consuming to create, this is a total time saver in the life of a group's meeting time. At least one paragraph should be offered for every item to be discussed at the meeting. Each item on the agenda should have a sponsor who provides the history and documentation of the proposed issue. Good practice says no sponsor/no documentation equals no consideration by the group.

Timely Agenda...

The agenda should be sent out in a timely fashion and adequate time should be allowed for the topics at hand. A group should have a calendar of the year and its yearly goals should drive agenda topics when possible. There should be a good energy flow to the meetings and breaks or moments of silence should be taken when necessary.

Clear Minutes...

Minutes should not be a play-by-play representation of the meeting. The minute taker should strive to capture the key points and identify the "Minute of Decision" or the motion/unity of the group.



## Head, Heart, Hands SPRING AUCTION

### WHEN:

Saturday, April 6<sup>th</sup>

### WHERE:

The Bridge Restaurant

### WHY:

The Winterberry Community is committed to helping fund teacher training. Our children and our community benefit from the exceptional knowledge that the teachers bring back to the school each year. We also support the continued site development of our campus, classroom and school-wide needs, while helping to accommodate additional faculty requests.

### HOW TO HELP:

***VOLUNTEER! DONATE!  
ATTEND!***

Contact Lynne Jablonski for more details:

907-529-6969 / [lynnejefferey@yahoo.com](mailto:lynnejefferey@yahoo.com)

*Purchase Your Auction Tickets!*

*So you can celebrate this fabulous event with our community!*

*Individual tickets are \$60 and include dinner and entertainment.*

*Consider reserving an entire table to help sponsor this gala event. The Sponsorship Package (\$800) includes 8 admission tickets, a reserved table with wine and all new "Table Swag!"*



## Faculty Council

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

Sarah Glaser, Grade One,  
[glasser\\_sarah@asdk12.org](mailto:glasser_sarah@asdk12.org)

Alicia Besh, Grade Two,  
[besh\\_alicia@asdk12.org](mailto:besh_alicia@asdk12.org)

Suzanne Drinen, Grade Three,  
[drinen\\_suzanne@asdk12.org](mailto:drinen_suzanne@asdk12.org)

Molly Towner, Grade Four,  
[towner\\_molly@asdk12.org](mailto:towner_molly@asdk12.org)

Meg Eggleston, Grade Five, Faculty Chair  
[eggleston\\_margaret@asdk12.org](mailto:eggleston_margaret@asdk12.org)

Chloe Parry-Childerley, Grade Six,  
[parry-childerley\\_chl@asdk12.org](mailto:parry-childerley_chl@asdk12.org)

Diana Johnson, Grade Seven,  
[johnson\\_diana@asdk12.org](mailto:johnson_diana@asdk12.org)

Jeremy Crawford, Grade Eight,  
[crawford\\_jeremy@asdk12.org](mailto:crawford_jeremy@asdk12.org)

Cheryl Silcox, RTI,  
[silcox\\_cheryl@asdk12.org](mailto:silcox_cheryl@asdk12.org)

Kyle Vander-Schrier, Music & Movement Specials,  
[vander-schrier\\_kyle@asdk12.org](mailto:vander-schrier_kyle@asdk12.org)

Natalia Ramstad, Russian & Other Specials,  
[ramstad\\_natalia@asdk12.org](mailto:ramstad_natalia@asdk12.org)

Patti Nielsen, .49 Special Education,  
[nielsen\\_patti@asdk12.org](mailto:nielsen_patti@asdk12.org)

Shannon Metrokin, .2 Special Education,  
[metrokin\\_shannon@asdk12.org](mailto:metrokin_shannon@asdk12.org)

### 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!

## Winterberry Charter Council

Tara Smith, Parent, Chair  
[taramarlene@gmail.com](mailto:taramarlene@gmail.com)

Melissa Janigo, Parent, Past Chair  
[janigo\\_melissa@asdk12.org](mailto:janigo_melissa@asdk12.org)

Erin Fleischer, Parent, Secretary  
[erininak@gmail.com](mailto:erininak@gmail.com)

Della Swartz, Parent, Vice-Chair  
[della.swartz@natca.net](mailto:della.swartz@natca.net)

Kyle Vander-Schrier, Faculty/Staff Seat  
[vander-schrier\\_kyle@asdk12.org](mailto:vander-schrier_kyle@asdk12.org)

Bob Steinmann, Community Member  
[bsteinmann@live.com](mailto:bsteinmann@live.com)

Meggan Judge, Parent  
[ericandmeggan@gmail.com](mailto:ericandmeggan@gmail.com)

Mike Rehberg, Parent, Treasurer  
[mike@rehbergs.net](mailto:mike@rehbergs.net)

Haras Cullers, WPG Liaison  
[roadrunner1427@yahoo.com](mailto:roadrunner1427@yahoo.com)

Meg Eggleston, Faculty, Faculty Chair  
[eggleston\\_margaret@asdk12.org](mailto:eggleston_margaret@asdk12.org)

Alicia Besh, Faculty/Staff Seat  
[besh\\_alicia@asdk12.org](mailto:besh_alicia@asdk12.org)

## Winterberry Parent Guild

Craig Lyon, President, [craig.lyon@gmail.com](mailto:craig.lyon@gmail.com)

Eric Judge, Vice President, [ericandmeggan@gmail.com](mailto:ericandmeggan@gmail.com)

Christina Eubanks, Treasurer, [christinaaann58@hotmail.com](mailto:christinaaann58@hotmail.com)

Sarah Rygh, Secretary, [sara.rygh@gmail.com](mailto:sara.rygh@gmail.com)

Lynne Jablonski, Fundraising Chair, [lynnejeffrey@yahoo.com](mailto:lynnejeffrey@yahoo.com)

Sara Glaser, Faculty Representative, [glaser\\_sarah@asdk12.org](mailto:glaser_sarah@asdk12.org)

VACANT, Grade Eight Representative

Pili Goddard-Vaughan, Grade Seven Representative

[pilibone@gmail.com](mailto:pilibone@gmail.com)

Dave Swartz, Grade Six Representative, [daveanddella@gci.com](mailto:daveanddella@gci.com)

Greg Veltkamp, Grade Five Representative, [jessvelt@yahoo.com](mailto:jessvelt@yahoo.com)

Emma Allen, Grade Four Representative, [emmaallen2@yahoo.com](mailto:emmaallen2@yahoo.com)

Haras Cullers, Grade Three Representative,

[roadrunner1427@yahoo.com](mailto:roadrunner1427@yahoo.com)

Tara Petter, Grade Two Representative, [tarapetter@gmail.com](mailto:tarapetter@gmail.com)

Becca Bernard, Grade One Representative

[becca\\_bernard@yahoo.com](mailto:becca_bernard@yahoo.com)

Rayna Swanson, Kindergarten Representative, [yitzu@mac.com](mailto:yitzu@mac.com)

## 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 community, gathering information, and helping channel ideas to the appropriate committees or individuals.

### Members:

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Meg Egelston, [eggleston\\_margaret@asdk12.org](mailto:eggleston_margaret@asdk12.org);

Carrie Hedman, [carriehedman@clearwire.net](mailto:carriehedman@clearwire.net);

Lynne Jablonski, [lynnejeffrey@yahoo.com](mailto:lynnejeffrey@yahoo.com);

Collene McClurg, [mcclurgcj@aol.com](mailto:mcclurgcj@aol.com);

Marya Pillifant, [Marya@benchmark-alaska.com](mailto:Marya@benchmark-alaska.com);

Tara Smith, Chair, [tamarlene@gmail.com](mailto:tamarlene@gmail.com);

Della Swartz, [daveanddella@gci.net](mailto:daveanddella@gci.net)

Please feel free to contact us with any questions or comments.

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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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4802 Bryn Mawr Court  
Anchorage, Alaska 99508