



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

October

10.20.11 WCC Meeting, 6pm @
Winterberry

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:

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

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.

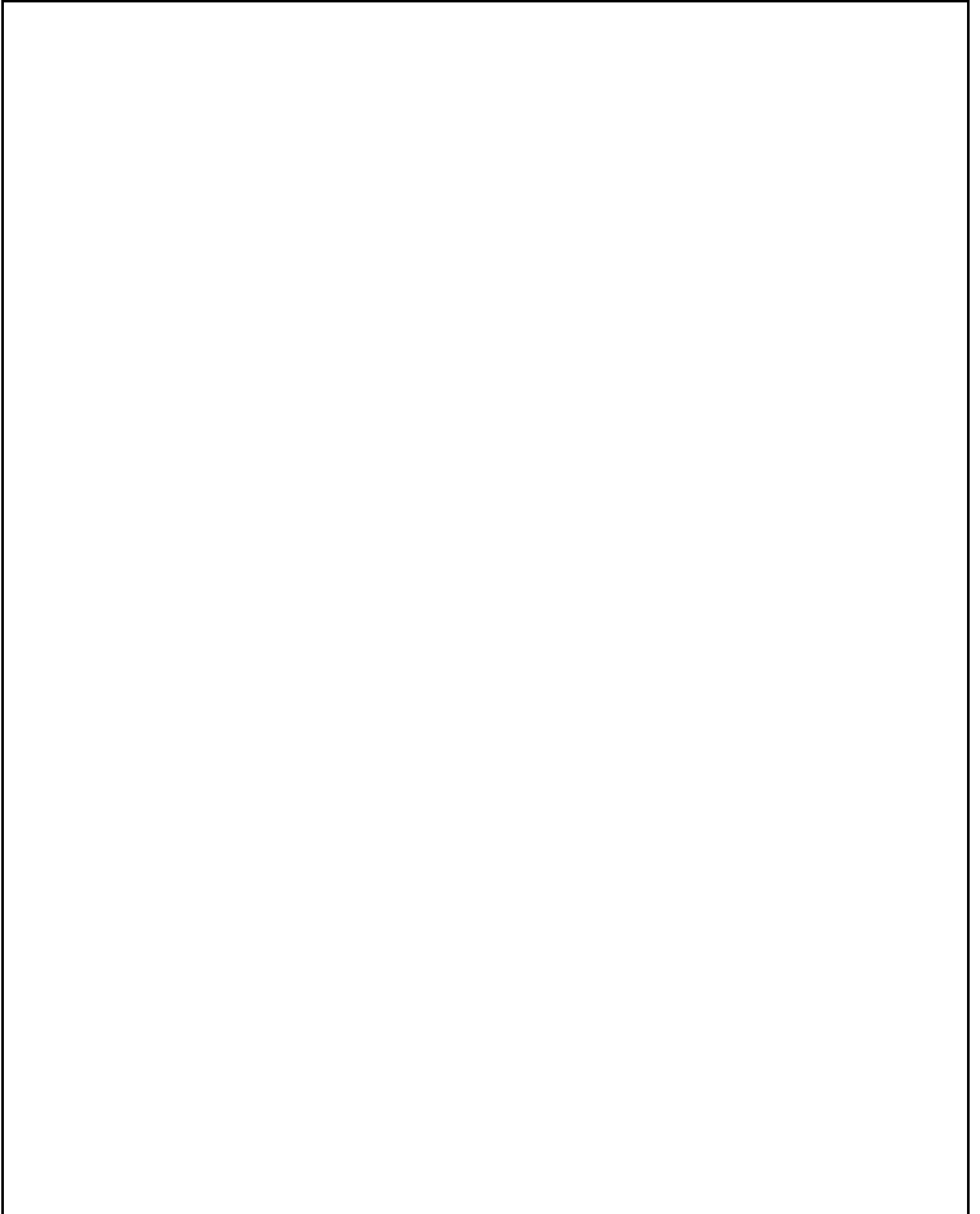
#1. As you think about Winterberry Charter School moving from its present location, please tell me about some aspects of the current school culture that you value most and want to continue to experience at Winterberry in a new location. Examples could include: classroom culture; qualities of interactions 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.)





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 the love to nip, and the love to nip through the seed. They do

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

Winterberry Charter Council (WCC)

Melissa Janigo, Chair

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Tara Smith, Vice Chair

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Erin Fleischer, Secretary

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Arthur Harmon, Staff

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Lynne Jablonski, WPG Rep

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Meg Eggleston, Faculty Chair

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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

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Vacant, Grade Eight Rep