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# MISSION

Winterberry is a tuition-free, Waldorf-inspired, K-8 charter school – a fully public school, part of the Anchorage School District (ASD) and all staff are ASD employees. Winterberry operates under a charter approved by the State of Alaska as well as the Anchorage School District, and must be renewed every ten years. The last renewal occurred in 2018.

## DAILY SCHEDULE

- Arrival: Students are invited to arrive 8-8:15 am. Teachers receive students at 8:15 am.
- Thursday Early Release: Students are released at 12:30 pm to

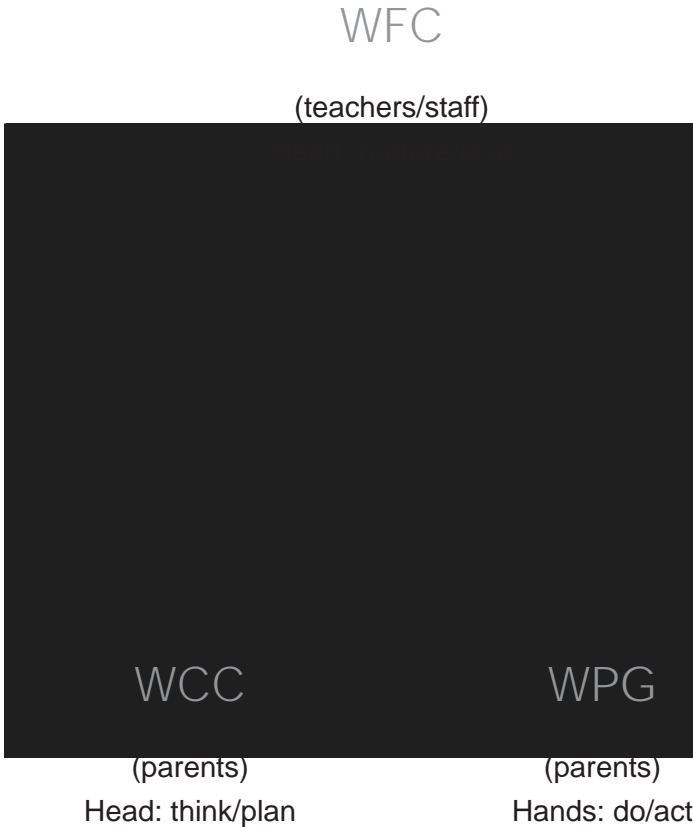
# **WARM WINTERBERRY WELCOME**

The faculty and staff of Winterberry Charter School welcome you and your children. Your sincere involvement in your student's education is key to deepening and enriching their experience.

# SCHOOL GOVERNANCE

The successful functioning of Winterberry depends on the cooperative efforts of three vital groups: the Winterberry Charter Council (WCC), Winterberry Faculty Council (WFC) and the Winterberry Parent Guild (WPG).

Winterberry strives to honor a three-body decision making process, when appropriate. The Winterberry Faculty Council, the Winterberry Parent Guild and the Winterberry Charter Council seek consensus through a robust review of major schoolwide issues. Each group has a voice in the process.



## Winterberry Charter Council (WCC)

People: Winterberry is governed by an Academic Policy Committee known as the Winterberry Charter Council (WCC), consisting of up to 13 members (up to 10 parents, up to two staff members, and a community member).

A voting liaison member attends the Winterberry Parent Guild (WPG) to offer a report and share important information linking the two parent-run bodies.

Purpose: This Academic Policy Committee employs and manages a Principal/Administrator who, in turn, manages the faculty/staff and the day-to-day operations of the school. The Principal/Administrator meets with the WCC chair regularly and reports at the monthly meetings.

Meetings: 6 pm, third Thursdays, at school and/or via remote conference. Everyone in the school community is encouraged to attend as often as possible. Agendas are posted online and in the school foyer in advance of the meetings. Past minutes are available on the ASD website.

## Winterberry Faculty Council (WFC)

People: Consists of the school's teachers, classroom support and administrative staff. Attendance of these weekly meetings are part of each staff member's workload.

Purpose: Collectively, the WFC is responsible for pedagogical issues and decisions. Faculty apply their expertise to schoolwide issues and help ensure that Winterberry's decision-making process truly supports Waldorf-inspired education. The WFC also leads many of the school festivals to ensure that these events meet their educational purposes.

Meetings:

## Winterberry Parent Guild (WPG)

**People:** The Guild consists of parents/family members of students – one class representative per class, one faculty member and six officers. Each primary representative is supported by an alternate, who fills in, attend meetings and vote in the absence of the primary rep. A voting liaison member attends the WCC to offer a report and share important information linking the two parent-run bodies.

**Purpose:** Support the school and its teachers for the betterment of our students. The Guild shapes the culture of the school, conducts fundraisers and volunteers to support the school's

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# THE WHOLE CHILD

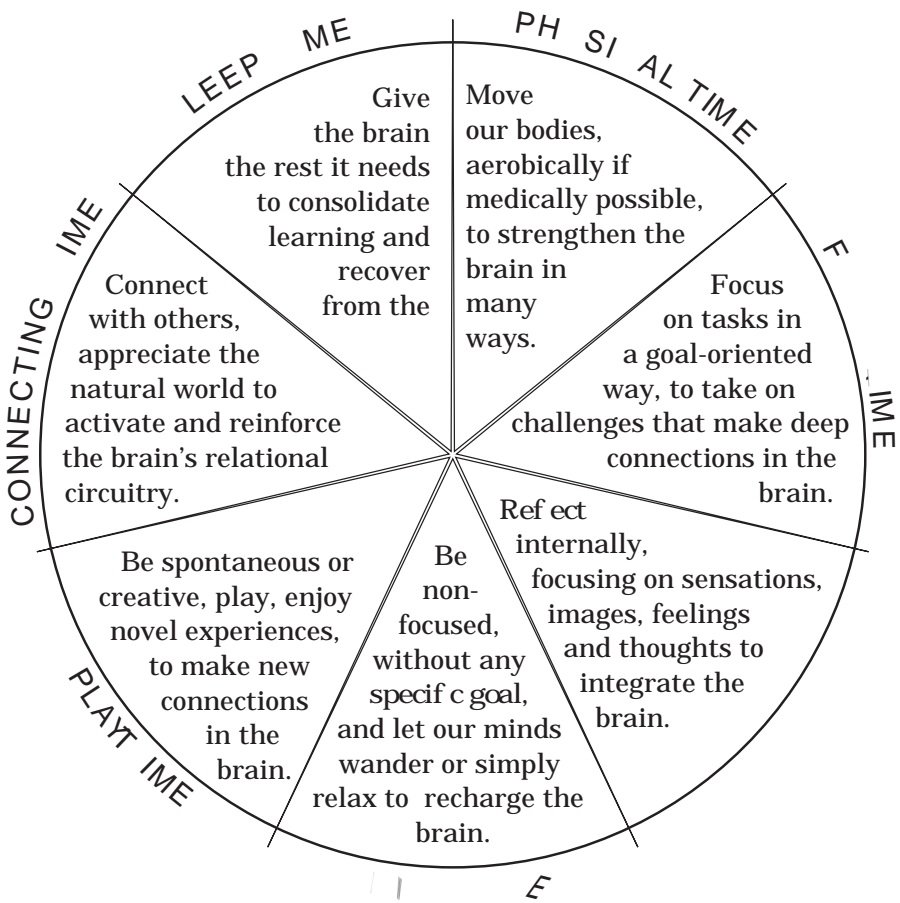
As a community of faculty, staff, parents, families and students, we are all committed to promoting safe, stable, nurturing relationships and environments.

## 10 Needs for a Healthy Childhood and Educational Experience

1. Proper Nutrition: A good, hot, nutritious breakfast every day before school. Breakfast, snack, and lunch should contain lots of protein, and limit sugar and food additives.
2. Adequate Sleep: Consider 8 pm bedtime on school nights. Most young children needs 10-12 hours of sleep per night.
3. Minimal Media: Minimize screen time and media influence. Maximize direct, real-life experiences in the physical world. Unstructured playtime is more valuable for a young child's developing brain than electronic media.
4. Quiet Time: Provide some daily quiet time without the stimulus of noise. Give your child the gift of silence.
5. Outside Time: Spend some time in nature every day. Experience the weather, pay attention to the seasons, moon, stars, and sky.
6. Chores at Home: Assign some age-appropriate responsibilities for taking care of the home, pets and yard.
7. Appropriate Gear: Keep your child warm and dry while at school, with special attention to feet, hands and heads.
8. Reverence: All spiritual traditions offer practices that help develop the reverence for life that supports home, school, and community relationships. If need be, create your own.
9. Supported Education: Help develop healthy homework habits, participate in school activities, and communicate honestly about your concerns with your child's teachers.
10. Supported Class Community: Get to school on time. Plan vacations during breaks. Support class agreements. Children need shared values and alignment among their adult role models.

# Healthy Mind Platter

Similar to food guidelines designed to keep our bodies healthy, Dr. Dan Siegel's Healthy Mind Platter is a great reminder of the simple things adults and children need each day to stay mentally healthy. These seven daily essential activities optimize brain matter and create well-being.



## Proper Nutrition

Children need nutritious food with enough vitamins, minerals, complex carbohydrates, protein and fat to fuel their school day. When preparing food for your student's school day, store your snacks and lunch in reusable lunchboxes, bags and containers free of media designs or advertising. Consult the Mayo Clinic (Nutrition for Kids: Guidelines for a Healthy Diet) to learn more about the nutritional ratio. Cons3 1 0 v. Cor a Hcdren neeto diffeet8F.

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## Simplicity Parenting

Based on the work of family counselor and researcher Kim John Payne, “Simplicity Parenting” offers a guide to simplify four realms at home to reduce stress and foster connection, creativity, and relaxation. These four realms for simplifying are:

- Environment: De-clutter excess stuff at home.
- Rhythm:

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# PARENT INVOLVEMENT

## Volunteer and Pay Supply Fee

Winterberry functions smoothly when dedicated school families volunteer their time, energy, presence, effort and services.

- **20 Hours:** We ask each parent to give 20 hours of time/per student each year to the school.
- **Annual Supply Fee:** \$100 per student is needed to cover the cost of high-quality supplies necessary for Waldorf-inspired learning. Please pay promptly at the start of school through the ASD website.

Parents have many opportunities to support their children's individual classes and the school as a whole. Tune in to volunteer opportunities and class material "wish lists" and teacher requests. All forms of volunteer hours count towards the number requested by the school.

Help teacher prep: Take home materials, prepare, organize and return them promptly to teachers for class activities. Chaperone field trips. Assist in the classroom. Contribute to work parties. Recruit and volunteer during festivals or fundraisers.

Serve as a member of the Winterberry Parent Guild, the Winterberry Charter Council. (See page 2-4 for details.)

20. Hours requested by twice before 14rela82

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## April: Head, Heart and Hands Auction

The annual springtime Head, Heart and Hands auction often raises the most funds. Parents, teachers, staff and students all participate by gathering donations from local businesses in the form of merchandise or gift certificates. Enticing items, experiences and coveted class-created art is sold via live auction. More items are sold through on-site silent auctions. Volunteers organize ambiance, food menu, setup, procurement, web-based auction management, copious event support details and cleanup. It's a good night for babysitters and a great night for generous





# COMMUNICATION

## Nonviolent Communication

Nonviolent Communication (NVC) is a method of communication developed by Marshall Rosenberg often referred to as compassionate communication. It's a process of connecting compassionately and powerfully with ourselves and others from the heart.

This process involves four components: observation, feeling, needs and requests. When we fully realize that all actions, helpful or hurtful, are expressions of common essential needs, we see the humanity in every person at every moment – which is the foundation of compassion.

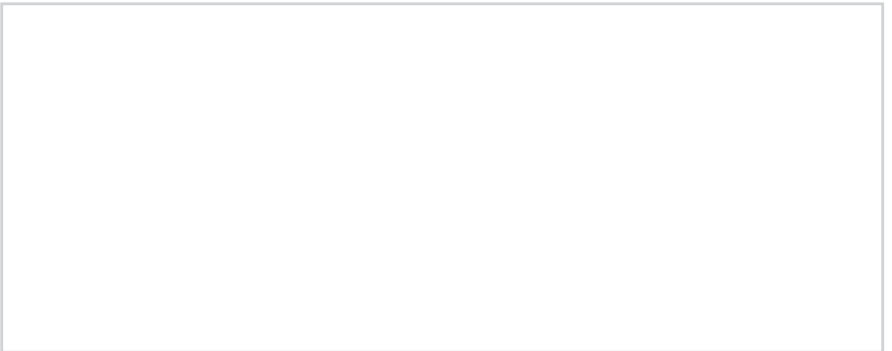
Disagreement may arise in any community. Such differences are an inevitable consequence of human interaction. In a majority of these situations, the people involved can resolve the issue through direct personal communication.

In our school community, complete resolution without lingering negative feelings is important for maintaining healthy relationships between the adults in our community and to ensure that adults are modeling non-violent interactions for our children.

Winterberry strives to practice nonviolent communication and conflict resolution to perpetuate a climate of collegiality and mutual trust. We aim to resolve differences in a direct, timely, objective and respectful manner that honors the dignity of everyone involved.

– Rumi

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## Parent-Teacher Communication

Winterberry teachers value open and honest communications of needs, concerns, opinions, suggestions, questions, and comments from parents. Parents and teachers maintain a special partnership for the care and development of each child, and strong and healthy communication is critical.

Parents are the “eyes and ears” at home, just as the teachers are the “eyes and ears” at school. Teachers encourage parents to ask clarifying questions about anything from changes they see in their children to specific curriculum questions.

It is our goal to support each child in his or her individual journey through the grades, and the parent-teacher relationship is a critical part of this endeavor.

Winterberry parents are encouraged to share insights, questions and goals regarding their child’s development with teachers and staff members. Parents and teachers are requested to observe the confidentiality of these communications, and to maintain a habit of direct communication with those directly involved.

In the early morning the teachers have their attention on the children and are focused on the work of the day. It is very difficult to stop and have conversations with parents in the morning. This is also true at dismissal time.

Parents who need to speak with teachers can email, leave a message for them at the front desk, or quickly request a meeting at the beginning or end of the day. Of course, there are always exceptions, such as the need to communicate unexpected occurrences.

Throughout the year, teachers send email with information about upcoming events, supply needs, and newsletters, or to changes to dates or times of field trips. It is important to provide an email that you will check often for important information and updates.

## Parent Communication Policy (adopted in 2018)

A family's journey through the years of their child's education will be filled with happiness, wonder, and excitement. It can also be filled with misunderstanding and various degrees of conflict.

We should understand these are all natural occurrences in life and the intent of this communication policy is to provide guidelines that promote a healthy form of communication

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5. Group Messages: If you are tempted to originate a group email to

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## Class Parent Meetings

One of the unique opportunities of a Winterberry parent is the chance to attend three annual parent gatherings (one in the fall, one in the winter, one in the spring). At these gatherings, parents learn about child development, Waldorf curriculum and have a chance to meet, share refreshments, and build bonds of support that last through this school journey together. Parents get to experience some of the activities the children do during the school day as well.

It is of greatest importance to teachers that at least one adult from each family be present at each of the three parent meetings. Parent presence is a gift to the child, the class, and the school as you build our community and attend to this important time in your child's life.

## Parent-Teacher Conferences

Parent-teacher conferences are scheduled two times each year. These conferences are held to discuss the development and well-being of each child.

The teacher will present the child's work, current functioning within the classroom, and an evaluation, in addition to providing an opportunity to exchange ideas and questions. Additional conferences may be requested by the parent or teacher.

– Winterberry Parent

# CHILD STUDY

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## The Principal's Role

The Principal is responsible for the final decision regarding discipline. Some behaviors are considered automatic office referrals and could possibly result in suspension. We follow ASD guidelines for disciplinary action.

Automatic referrals include: intentional injury to another person, fighting, harassment and/or bullying of others, verbally abusive or offensive language, possessing weapons or replicas of weapons, alcohol, drugs and/or not reporting these possessions or other dangerous situations.

Behaviors that require an Office Referral will be entered into the child's district record as an incident and will be reported to the parents in the appropriate manner.

## Possible Plans to Address Behavior Violations

**Time Out:** Students take a break in a designated spot within the room away from peers and are typically asked to debrief the incident and propose alternative choices for the future before returning.

- **Step 1:** Student is asked to reflect on their actions in a designated chair located within the classroom.
- **Step 2:** Student is asked to reflect on their actions located in a buddy room or the front of ce.

**Call Home:** The administrator, teacher, or the student will call home to describe the situation to parents. The parent and the administrator or teacher would decide upon an appropriate course of action for the day.

**Conference:** A meeting of concerned adults may be requested, either by the school or by the family. A plan for addressing the behavior can be agreed upon.

**Suspension:** In rare instances, if the behavior fall under specific ASD guidelines, or if it is deemed serious enough by the administrator, a suspension from the school or classroom may be imposed.

- **In School:** Student spends half or full day in another teacher's class with work to complete.
- **Out of School:** Student is not allowed on school grounds. Missed work may be made up based on an agreement between teacher, student, and parent.

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**We are aware that this process may not work for all students.  
For some students, staff and parents will develop alternate  
intervention plans in a collaborative effort to best serve the child.**

# THE WALDORF CURRICULUM

## Kindergarten

The kindergarten program is based on the conviction that the most important activity for strengthening and nurturing the young child is imitating what is meaningful and true in life.

## Grade 2

Legends and animal fables, reading and writing. Arithmetic, times tables, place value, carrying and borrowing. Elements of grammar and cursive writing. Science exploration through the lens of observation/nature walks. Movement and games, more advanced handwork knitting projects. Continued exploration with world language and culture. Singing and pentatonic flute.

Students in grades K-2 will do not have homework in the traditional sense. Instead, all Winterberry families are encouraged families to

- Play, tell stories, relate and enjoy nature together.
- Read together daily.
- Enjoy healthy meals together whenever possible.

This “homework” builds strong family connections and foundations for happy, healthy children.

## Grade 3

Study of practical life: farming, housing, clothing, reading, spelling, writing, composition, grammar, punctuation and parts of speech. Cursive writing practice. Hebrew stories. More complexity in the four math processes; weights, measure, and money. Science exploration through the lens of observation/nature walks, gardening, movement and games, introduction to spinning wool and crochet. Continued exploration with world language and culture. Music class with singing and pentatonic flute as well as beginning recorder.

## Grade 4

Norse mythology and sagas. Composition and letter writing. Local and state history, Alaska Native culture, local geography and map making. Study of the animal kingdom. Fractions. Seward SeaLife Center overnight field trip, science exploration through the lens of observation/nature walks, animal habitats, movement and games (including Native Youth Olympics: Alaska Native Games). Handwork projects include three-dimensional design and hand-sewn animals and cross-stitch. Continued exploration with world language and culture. Music class with choral singing and recorder.



Beginning in Grade 3, projects related to the curriculum are assigned to the children and class. These projects are designed to inspire the students and build their passion and desire to connect with the lessons. Grades 3-8 students have meaningful homework appropriate to their developmental stages and abilities. Students need parents to help create healthy homework habits. Read with your child for at least 20 minutes a day.

## **SPECIALTY CLASSES**

Subject classes include world language, movement/physical

## Movement

In the younger grades, imaginative play and active noncompetitive games are a central part of the program. Students learn to work with one another as a part of a team bringing their individual gifts to the class. The lower grades participate in chase games, cooperative games, simple dancing and many imagination-based play activities.

In Grade 4, students participate in the Native Youth Olympic games with our neighboring Waldorf school challenging each other with traditional skill and strength-building activities.

At the end of Grade 5, students compete in a Greek Pentathlon along with three other Waldorf schools. This culmination highlights their studies of ancient civilizations. Students recreate the original Greek Games competing in javelin, discus, running, long jump, and wrestling. In the upper grades, they continue to play cooperative games as well as more team-based sports.

Grade 8 closes their year with a circus performance incorporating



# WINTERBERRY HYBRID PROGRAM

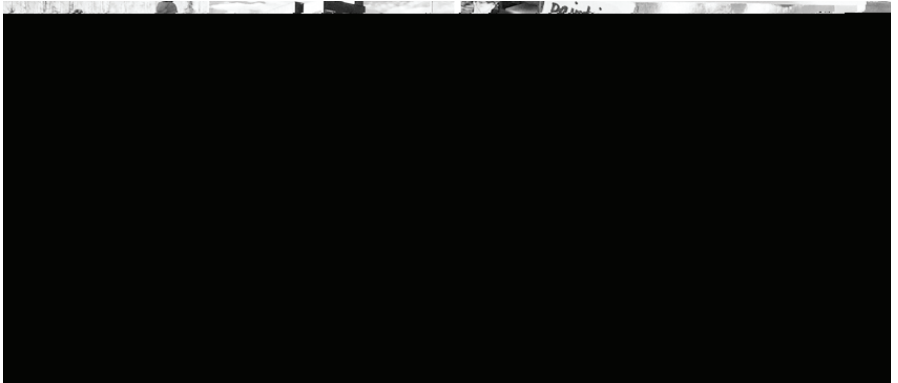
The Winterberry Hybrid Program (WHP) is a blended school option for parents who wish to have more flexibility and involvement with their child's education. Students and families have the option of attending class with multi-age peers led by the Hybrid teacher. Students then continue grade-level specific learning at home delivered by their parent-teacher.

The program serves students in grades K-8. Parents teach their children at home using their choice of a professionally crafted curriculum rooted in Waldorf methods. Winterberry's experienced Hybrid Program teacher offers close support.

The Hybrid Program also offers a variety of parent classes to train and enhance the curriculum delivery by parents. In addition to providing parents with a supported, Waldorf-inspired curriculum and supplies, the program offers the opportunity for families to participate in a variety of daily classes and activities held at the school and taught or led by Winterberry's teachers. These include: outside seasonal circle time, outdoor playtime, a weekly watercolor painting class, guided drawing, storytelling with beeswax molding, and weekly classes with specialty teachers in music, handwork, movement and World Language and weekly field trips.

The program offers instruments and high-quality art supplies to help parents successfully deliver the program to their children.

Community-building and parent collaboration are other core components of this program. There are many weekly opportunities for parents and students to interact, to get to know one another, to build relationships, offer support, and PLAY!



# SPECIAL EDUCATION

Winterberry functions as a “public school within the Anchorage School District.” As such, the school adheres to the federal and state law put forth for special education by providing a Free Appropriate Public Education in the Least Restrictive Environment, as well as Disability and Related Services. Services are determined by the team based on testing and creation of the Individual Education Plans (IEP) or 504 Plan. The plan will be implemented in various school locations choosing the least restrictive environment for the student first.

The Special Education teacher and/or related service providers collaborate with the classroom teacher and parent or guardian to form a team to ensure modification or differentiation of instruction and assessment in meeting a student’s needs.

Special education services are available to all students attending alternative, optional and charter schools of the district. However, when a special education student is considered for a position in one of these schools, it is critical that a review of the student’s Individualized Education Plan (IEP) be conducted to determine whether the district is able to provide a free appropriate public education for the student in the new school setting.

## Student Support Team

Parents or teachers concerned with a student’s progress, may bring their concerns formally to a Student Support Team meeting. The Coordinator documents all concerns at this time and the team will develop a specific plan of interventions to be implemented to give the student needed supports.

After a minimum of eight weeks, the team will reconvene to review documented progress or continued areas of concern. At that time, the team may decide to continue interventions, try new interventions, or request this student be looked at for a possible Special Education referral. Special Education referrals need to be able to document all interventions and their level of effectiveness.



## EIGHTH GRADE TRIP

The Eighth Grade Trip is a culminating experience in which students bring closure to their years together as classmates, gain a sense of confidence from encounters with new environments and new challenges, and deepen understanding of their studies.

Each class is unique and no two class trips are the same. These guidelines present general principles and possibilities. Waldorf founder Rudolf Steiner viewed child development in various stages. According to Steiner, children ages 13-14 are in the second stage of childhood, marked by a need for independence, an interest in the world, a search for world truth, a deep interest in one's own place in the world, and the ability to genuinely transcend individual needs to work as a group.

### Destination

The teacher, administrator and students begin discussing trip destination at the beginning of Grade 8. Parents are included in the process after initial discussions identify two or three possible destinations. We suggest that parents enter the conversation at the first Grade 8 parent meeting. The final decision considers



## SEASONAL CELEBRATIONS: FESTIVALS AND SEASONAL EVENTS

The human spirit finds its expression in seasonal festivals celebrated through story and artistic activities. Students from a wide range of religious, ethnic and cultural backgrounds attend Winterberry and differences are honored. Our Waldorf-inspired curriculum provide many opportunities to share many world cultures, through nature stories in the younger grades, to the Hebrew, Native Alaskan, Norse Myths, Indian, Egyptian, African, Roman and Greek mythologies.

We strive to bring a universal nature to our celebrations of festivals through their connection with the rhythms of the earth and cosmos. Ceremonies and rituals associated with the seasons reveal the deeper significance of many everyday occurrences.

The rhythms of the year, though honored in each class in different ways, help provide a common foundation for the children. In preparation for the festivals, the teachers consider the mood of the season in the celebration.

The nature of the festival is universal and teachers allow students absorb their beauty and significance quietly into their hearts. Children love preparing for the festivals by decorating the room, baking special treats, learning special songs and more. Nature stories and tales bring deeper significance of the season to the children in a pictorial way.

### August/September: Welcome Picnic

The Winterberry Parent Guild (WPG) hosts a back-to-school potluck at the beginning of each school year. This is a time for families to meet and get to know one another and for all to celebrate the start of a new school year. Families bring a side dish to share while the WPG provides the main dish. Participants minimize environmental impact by bringing their own dishes and silverware.

# September: Festival of Courage





During this winter festival, each child is invited to walk into a

# STUDENT ACHIEVEMENT AND ASSESSMENT

Winterberry's curriculum is aligned with the curriculum standards of the Anchorage School District and the state of Alaska, but it differs in its implementation and timing.

While this includes the mastery of academic skills and knowledge needed for career or college success, this set of cognitive, academic attainments is part of a much more comprehensive educational goal that explicitly includes and fosters the emotional, physical, social, ecological, and ethical development of each student.

The goal of Winterberry's Waldorf-inspired education is to support the development of the whole child – head, heart and hands.

In addition to academic instruction, Winterberry prioritizes activities that allow the growing child to explore multiple aspects of the human condition. This includes fostering character development, healthy physical growth, social consciousness, relationships, imagination and creativity, environmental awareness, and the capacity to make informed decisions and to act upon them responsibly.

In Waldorf education, these are considered essential aptitudes for twenty-first century learners – for success in college, careers, and in life.

– Rudolf Steiner

# REPORTING STUDENT PROGRESS

## ASSESSMENT METHODS AND TOOLS

Along with state and district-required assessments, Winterberry focuses on monitoring and documenting individual progress through a range of assessments used formatively to assist students in their learning.

### Observation/Portfolio (Main Lesson Book) Assessment

Formative and summative methods are used to review a student's work in Main Lesson books. Work in progress reflects a student's ongoing process, and pages are not considered complete until rendered with best efforts. Main Lesson books reflect many aspects and reveal a student's qualities with great sophistication.

### Students Showcase

Many opportunities exist for students to showcase and celebrate their work and achievements. These include end-of-block celebrations, assemblies, class plays and other performances, individual and group projects and presentations.

### Block Assessments in Grades 6-8

Major content areas (Math, Science, History, and Language) are taught in three- or four-week blocks, and in the upper grades these blocks often culminate with written tests, projects, presentations, or other evidence of individual learning.

### Quarterly and Annual Reports

Winterberry class and specialty teachers prepare reports for each student at the end of each quarter that reflects their growth and development for that quarter. At the end of the year, teachers prepare a comprehensive end-of-year report to share information about each student.

### State and District Required Testing

Winterberry has and will continue to participate in State and District required assessments and surveys. When possible, Winterberry will request waivers to administer standardized tests using paper copies rather than using a computer. When computer testing does occur at Winterberry, students will be given an opportunity to practice using a computer and keyboard ahead of the testing date.





## Personal Safety

Since 1978, STAR has been responding to the needs of survivors of sexual assault, while integrating prevention and education programs with a goal of reducing harm to all Alaskans. The organization offers age-appropriate presentations that provide personal safety and sexual violence information as well as resources and skill building. STAR is very careful with the material brought into schools, using information geared toward the child's age and development. All curricula are reviewed and approved by the Anchorage School District.

As adults, it's our job to help keep children safe. STAR visits Winterberry's classrooms twice each year with the goal of promoting body safety and giving children the knowledge and skills to identify an unsafe situation and know what to do if these behaviors are experienced in themselves or others.

# DAY TO DAY

## Absences

When you know your child will be absent, notify your child's class teacher and the front office by email.

The Anchorage School District absence policy: absences are counted as unexcused unless a parent contacts the front office to excuse their child's absence within three days of that absence.

Any child who reaches six unexcused absences will be marked as "at risk" in the district's attendance system. If a child reaches 10 unexcused absences, the school principal will contact the family for a meeting. The district has deemed these five circumstances as reasons an absence can be excused:

- Legitimate illness
- Death or serious illness in child's immediate family
- Participation in a school event
- Attendance at a religious event
- Extenuating circumstances (must be approved by school principal)

Missing school days severely impacts students' learning, sense of rhythm, and comfort within the classroom community. Waldorf students learn through stories told and presented by their teacher and captured in their own Main Lesson books.

A student's learning depends upon hearing these stories presented in different ways in keeping with daily and weekly rhythms. Students experience story-related activities and are included in the socially rich environment of the classroom.

It is very difficult to recreate missed days of school so daily attendance is clearly crucial. The faculty at Winterberry strongly encourage families to schedule vacations during school holidays.

## Dress Code

The purpose of our dress code is to improve the learning environment by reducing distractions and ensuring students are wearing appropriate and functional clothing.

Our dress code also aligns with our values by encouraging respect for our school setting, discouraging mass marketing to children, embracing the natural beauty of the human being, and encouraging healthy physical movement in any kind of weather.

Thank you for dressing children in clothes that are free of large distracting commercial logos and characters or words.

Students not abiding by dress code guidelines will be asked

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## Cell Phones

We ask all adults to be good examples of cell phone usage. Only use cell phones, if needed on campus, briefly away from students and others. Use phones in the vestibule/enclosed entry area of the school or in the parent hospitality room near the front office.



# DAILY TRANSPORTATION

## Morning Drop Off

Children may arrive to Winterberry as early as 8 am for class start at 8:15 am. Please follow the guidelines for curbside drop off. Alternatively, park and walk your student to their drop-off spot where they will be supervised by Winterberry staff until dismissed to classrooms at 8:15 am. Please bring young children to the bathroom before coming into the classroom, especially during the first month of school.

Once students greet their teacher at the door, they will enter the classroom, store their gear and lunches, and get ready for the start of their day. All students must be in their seats by 8:30 am. This is when the teacher begins the greeting with verse and song to signal the start of the Main Lesson or Specialty Class.

If you arrive later than 8:30 am, please sign your child in at the office and a staff member will escort young children to their classrooms. We encourage prompt arrival so your child will experience this very important ritual in a relaxed way without interrupting other students.

Unless prior arrangements have been made, an adult must accompany Kindergarten students to and from class during arrival and pick up.

## Afternoon Pick Up

Afternoon pick up happens 3:15-3:30 pm every day except Thursdays, when pick up happens 12:30-12:45 pm. Thursdays are half days to accommodate weekly Winterberry Staff meetings from 1:30-4 pm.

In the afternoon, please follow the guidelines for curbside pick up. Alternatively, park and walk to your child's class pick-up area. Upon reuniting with a parent, the child may shake the teacher's hand to say goodbye for the day. Teachers release children only to their parents or to pre-authorized caretakers with paperwork at the front office.

Drop off and pick up are very busy times for teachers. While it's an excellent time for teachers and parents to shake hands or connect quickly, it's not the best time for in-depth one-on-one conversations or questions. Teachers are available for more focused and lengthy conversations by appointment.

# RESOURCES

Waldorf education has its roots in the research of the Austrian

Research professor, author, studies courage, vulnerability, shame, and empathy. Authored five #1 New York Times bestsellers, and hosts of weekly Spotify Original podcasts *Unlocking Us* and *Dare to Lead*.

[brenebrown.com](http://brenebrown.com)

Waldorf teacher and behavioral and developmental pediatrician shares health information about raising children and creating a healthier family life.

[youandyourchildshealth.org](http://youandyourchildshealth.org)

Since 1978, STAR has been responding to the needs of survivors of sexual assault, while integrating prevention and education programs with a goal of reducing harm to all Alaskans

[staralaska.com](http://staralaska.com)

Nonprofit membership organization of independent Waldorf schools and institutes in Canada, the United States and Mexico

[waldorfeducation.org](http://waldorfeducation.org)

Fostering a new cultural impulse for the work with the young child from pre-birth to age seven. WECAN is committed to nurturing childhood as a foundation for renewing human culture

mission

Grow the innate potential of each child.

“Receive the children in reverence;  
educate them in love and  
send them forth in freedom.”