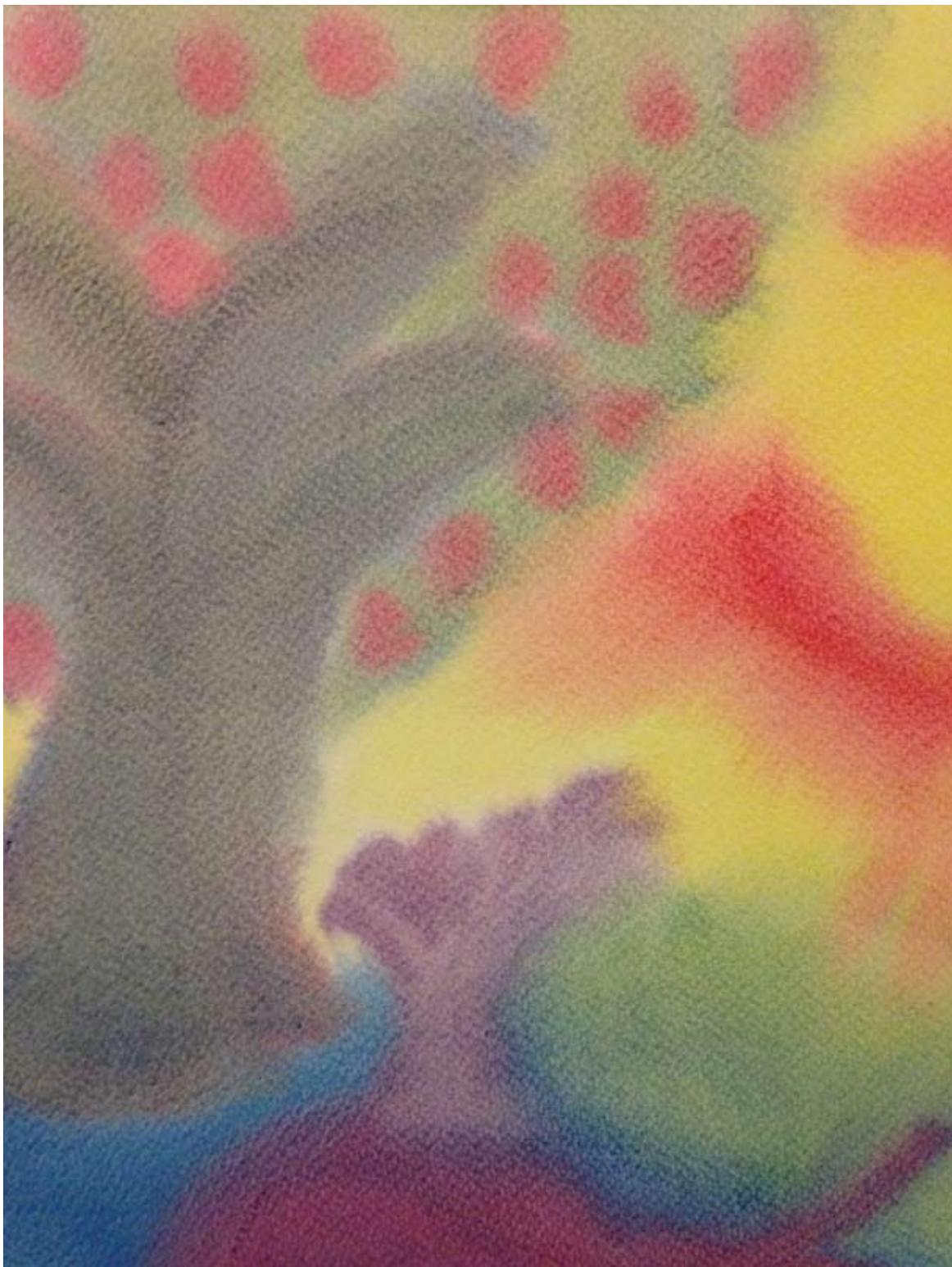


CALYX

PLEASANT RIDGE
WALDORF SCHOOL
Waldorf Education since 1980
Volume 38, Issue 1
Fall 2016



Lucy Taylor, Grade 3

COMING EVENTS

OCTOBER

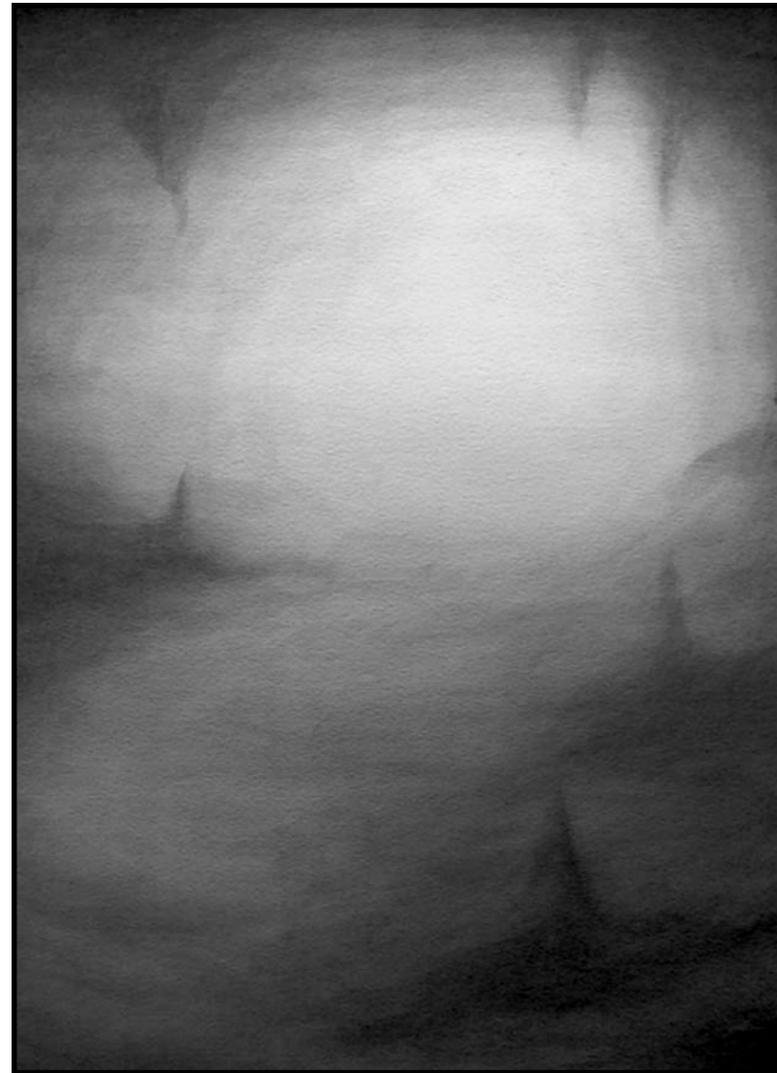
- 22 Waldorf Education Series: The Social Mission of Waldorf Schools
- 27-28 Parent/Teacher Conferences, No Classes
- 31 Faculty In-Service, No Classes
- 31 Halloween/Enchanted Forest

NOVEMBER

- 1 Parent/Teacher Conferences, No Classes
- 9 WOW: Waldorf Open Wednesday
- 11 Martinmas Lantern Walk
- 12 All-School Work Day
- 18 Fall Music Concert (Upper Grades)
- 19 Waldorf Education Series: The Developing Child and the Waldorf Curriculum
- 22 Grade 8 Eurythmy Performance
- 23-25 Thanksgiving Break

DECEMBER

- 2 Holiday Faire Set Up, Noon Dismissal
- 2-3 Holiday Faire
- 5-6 Advent Spiral
- 13 Santa Lucia
- 16 Festival of Light, Noon Dismissal
- 19 Alumni Reunion



Autumn

When to my being's depths I penetrate,
There stirs expectant longing
That self-observing, I may find myself
As gift of summer sun, a seed
That warming lives in autumn mood
As germinating force of soul.

Calendar of the Soul

Rudolf Steiner (English translation by Ruth and Hans Pusch)

WELCOME

This year we have ten new families joining the school, two returning student and four new siblings – for a total of **eighteen** new and returning students. Below is a list of our new parents, where they are from, their names and the classes of their children, and the parents' occupations and interests. I have included a list of all returning students and new siblings as well. Welcome new families and students – we are happy that you are here!

-Jordan Brudos, Enrollment & Outreach Coordinator

NEW FAMILIES

Nicholas Enjalbert & Gail Doesken –
Davis, California

Matisse – Violet Kindergarten
Nicolas works as a plant breeder of alfalfa and forage crops. Gail is currently unemployed, working on renovating their home and seeking eventual employment in the organic agriculture sector.

Josh & Erica Gerrity –
Minneapolis, Minnesota

Judah – Violet Kindergarten
Seamus – Grade 3
Josh and Erica are both social workers. Josh works at Mayo Clinic Health System and in his free time enjoys beekeeping, spiritual anthropology and all things Vikings. Erica works for the Minnesota Prison Doula Project and her interests are pie baking, politics, and reproductive justice.

David Goodner – Iowa City, Wisconsin
Megan Felt – Cazenovia, Wisconsin

Henry – Cherry Blossom Kindergarten
Megan is an alumna of PRWS and is a self-employed homesteader.

Jason Schmidt & Katie Holmes –
Tomah, Wisconsin

Meyer – Violet Kindergarten
Jason is a physicist, currently on medical leave. He enjoys building and welding, gardening and all things wildlife. Katie is a stay-at-home mom and does occasional freelance photography and graphic design. She has a passion for all things vintage and yoga.

Eric Levermann & Martha Karlstad –
Viroqua, Wisconsin

John – Cherry Blossom Kindergarten
Martha is a Child and Adolescent Psychiatrist who works at Vernon Memorial Healthcare and at Center Point Counseling Services Cooperative. Eric is a stay-at-home dad; he formerly worked as a chef. He is interested in blacksmithing.

John Saunders & Stephanie Pedretti –
Viroqua, Wisconsin

Logan – Cherry Blossom Kindergarten
John is a truck driver and Stephanie works at the Macintosh Memorial Library, as well as teaches the recorder ensemble at PRWS. They are both interested in music.

Mike Moon & Eva Schulte –
Madison, Wisconsin
Max – Grade 1

Mike is currently employed at Ethos Greenpower. Eva is self-employed as a Spanish interpreter and translator. Their interests include thinking, building, daydreaming, biking, soccer, and dancing.

Mike & Mandy Palen – Bend, Oregon
Finley – Grade 1

Mandy has been a teacher of various grades for 15 years. Mike has been a PGA golf professional for about 20 years. Both have their own businesses. Mandy's in the areas of safe skincare, hot yoga and nutrition. Mike's is in the area of Alternative Energy.

Andy & Justina Manspeaker –
Grand Rapids, Michigan

Zaiah – Grade 4
Kai – Grade 6

As a family, they love to camp, cook, bike ride, play board games and hang out with friends. Andy works as an ER doctor at VMH and in the Upper Peninsula. Justina enjoys being at home for now, but has been a yoga teacher for many years as well as a doula.

Daniel Yildirim & Dayna McGuire –
Northeast Missouri

Dagny – Grade 5
Daniel is working delivering milk and other fresh foods. Dayna and Daniel are both working at Small Family Farm. Dayna has recently begun volunteering at the Ark Café. Their interests tend toward personal and interpersonal growth, meditation and simplicity.

RETURNING STUDENTS

Caspian, son of Raven & Emily Stevenson
Grade 8

Zachary, son of Gino & Dodie Whitaker
Grade 4

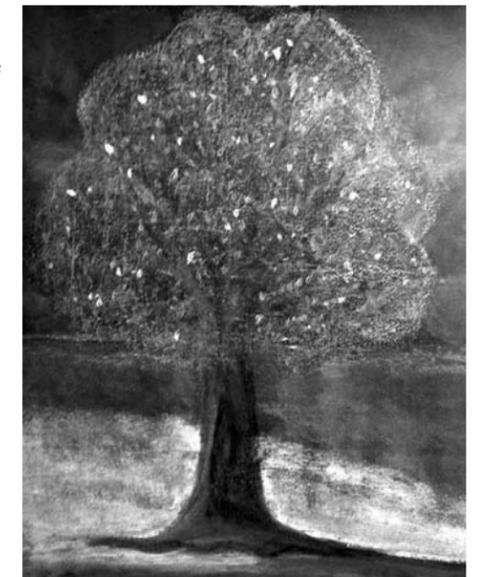
NEW SIBLINGS

Ephraem Carns-Hilliker, son of
Cullen Carns-Hilliker & Jess Krueger
Violet Kindergarten

Evelyn Hundt, daughter of
Jacob & Sofya Hundt
Violet Kindergarten

Lucy Kottke, daughter of
Steven & Robin Kottke
Violet Kindergarten

James Neidel, son of James & Aja Neidel
Violet Kindergarten



SCHOOL NEWS

Welcome to the New Cherry Blossom Kindergarten!

The former Rosemary Kindergarten has new staff, a new name and a new space! New kindergarten teacher Marinella Pro will be working in the Landmark Center, in a room next to fellow teacher Shannon Landis and the Violet Kindergarten. Cathy Brummer and Lisa Geary are the new kindergarten assistants.



Painting a Brighter Future

Mark Brueggen and Loann Frie, representing Nelson Center Tru Value, present 18 gallons of paint to Marinella Pro (center), new Cherry Blossom kindergarten teacher at Pleasant Ridge. The school was selected as the winner of a paint grant through Nelson AgriCenter's partnership with the True Value Foundation's Painting a Brighter Future program.



2

Welcome to Sofya Hundt, Our New Business Manager

Sofya has taken up the position of Business Manager and has begun an immersion plunge into the world of our business operations. She is determinedly tackling many tasks: contracts, payment plans, ACH, accounts receivable, accounts payable, and much more. Please stop in to see her if you haven't already – she is in the small office through the faculty lounge. Sofya has been a parent at our school for several years now, and we are happy to have her join our administrative team!

Farewell to Erika Broser, Our Former Business Manager

Erika has served Pleasant Ridge Waldorf School for over a decade. She served on the Finance Committee, the Board of Directors, the Budget Committee, and, most recently, as the school administrative Business Manager. During her tenure as Business Manager, she has worked creatively to streamline many of our operational systems and has been an excellent collaborator as new programs were developing. Erika has taken a new position at E3 Coalition as of September 1. We are grateful she will continue supporting our school as a dedicated and committed parent volunteer. Thank you, Erika!

New Aftercare Program

Beginning in September, Pleasant Ridge began offering an after-care program for children enrolled in kindergarten through grade six (ages 3.5 to 12 years). The aftercare program is a combination of outdoor play and a walk, a Waldorf inspired craft and a healthy snack. It is available to school families between the hours of 2:45 and 5:30. Kristen Wickert began the program before leaving to take a position at a Waldorf school in Oregon. Courtney Maatouk took over leadership of the program at the beginning of October.

Enrichment Days

The Administrative Staff and Faculty have worked together to create a series of Enrichment Days during the school year that will support working families when school is not in session. Throughout the course of the school year there are faculty in-service days, parent-teacher conference days and other non-attendance days scheduled into our school calendar. The Enrichment Days are not only designed to help families with childcare needs, but also to provide the children with the guided social experiences of games and stories as well as informal experiential education in the form of nature walks and nature-based crafts. This curriculum is designed to enthusiastically engage all students in each age range. Susana Ruder is the Enrichment Day Coordinator.

Kitchen Upgrade for Hot Lunch Program!

With a great deal of support from the surrounding community, Pleasant Ridge Waldorf School recently installed a large walk-in cooler-freezer as part of their hot lunch program.

Pleasant Ridge Waldorf School (PRWS) was founded in 1980 and serves 150 children in grades K-8 from the counties surrounding Viroqua. The school supports its curriculum with an all organic, vegetarian hot lunch program.

The organic hot lunch program was started by Adrienne Fox more than 15 years ago, and for the last 12 years has been run by Jim Hallberg, a Viroqua local and father of a Pleasant Ridge and Youth Initiative alum.

Recently, Julie Turino, mother of two Pleasant Ridge alumni has taken over the program, starting out part-time helping Jim and then moving into full-time organizer and chef of the program.

It has been a couple of years now since Turino and Hallberg started discussing new ways the program could grow, and, they started thinking about a large walk-in cooler-freezer.

"While working with Jim, we just talked about how convenient that would be," Turino said.

The cooler-freezer is something that would enhance the program as a whole and help it move forward. The new cooler-freezer replaced smaller, outdated equipment and allowed for expanded storage of food, including greens grown in the school garden and greenhouses of The Flower Basket.

"In the fall, with all the organic family farms around, a lot of times they can't sell their squash and potatoes and root vegetables and things, and we've had to turn a lot of things away, and now that we have a five-by-six-foot cooler and five-by-six-foot freezer, we can process these things and freeze them to use in all the soups I make every Wednesday throughout the school year," Turino said.

The first step in actualizing the project was to find money for the equipment.

Cynthia Olmstead, PRWS Development Coordinator, was able to secure a \$10,500 grant from the Waldorf Schools Fund and additional matching funds of \$2,000 from Vernon Communications Co-op. Additional donations were given by Brian Wickert (alumni parent) and the Bank of Cashton.

To finish the project, Julie and Joel Turino donated the remaining money needed for installation. Joel was instrumental in researching and securing the cooler-freezer unit as well as selling some of the old kitchen equipment to help with the overall project cost.

PRWS was also able to cut costs through a variety of donated equipment and labor. Joel coordinated workdays to pour the cement pad and install the cooler-freezer. He was assisted by PRWS parents Arthur Bernstein, Eric Levermann and Mike Severson as well as Mark Brudos, who helped with transportation of the unit. Jon Dehlin helped with materials for the concrete pad and hauling away the old asphalt.

Nelson Agri-Center staff member Andrew Gratz assisted with a forklift to deliver the unit and Croell Concrete helped Joel with the concrete pour. Alumni parent Larry Jansen helped consult and coordinate on the purchase and installation of the unit.

PRWS is grateful to all of the individuals and businesses that helped with this project.

"It is so nice to start the new school year off this way — the organic hot lunch program has always been the heart of our school, nourishing the children and teachers of our school and nearby Youth Initiative High School," Olmstead said. "This cooler-freezer is a dream realized for Jim and Julie, and highlights a wonderful community effort to help our school."

—Lydia Turino (PRWS Class of 2012) for the Vernon County Broadcaster, September 14, 2016



3

CURRICULUM

Why Strings, Part Two

(Ed. note: The following article is Part 2 of a wonderful and thorough description of the music program at Pleasant Ridge. Part 1 was published in the Summer 2016 issue of the Calyx. If you would like to reread Part 1 but have no easy access to your copy of the last issue, you can read it online at <http://pleasantridgewaldorf.org/our-school/calyx/>)

The sound of a stringed instrument has a strong connection to the heart and the emotional realm. Music played on any instrument can be experienced emotionally, but often it is the strings' sound that pulls at one's heartstrings, so to speak. The plaintive sound of the cello can be heard in the most moving part of a movie; the soaring sound of the violins in a Brahms symphony can take one's breath away. The sound of the bow pulled across strings resonates in one's core. When played well, a stringed instrument can closely resemble the human voice, which most closely reflects the soul of a human being. Rudolf Steiner said of the experience, "The human being feels how [his] whole organism is being enlarged; processes which are otherwise only within the organism are carried over into the outside world...when the child learns the violin, the actual process, the music that is within him, is directly carried over and he feels how the music in him passes over into the string through his bow."

It can be said that the different families of musical instruments have a relationship with the three-fold quality of head, hand, and heart: the winds and brass relate to thinking, the percussion to willing, and the strings to feeling. In asking "Why strings?" one can surmise that the bowed sound with its relationship to the feeling realm is a good match for the changing nine-year-old student, whose feeling realm is expanding and who is seeking emotional expression.

Another aspect of string playing is the repeated crossing of the midline as the right arm moves in and out with the bow. The left arm also eventually moves up and down on the fingerboard, in and out from the body in a similar gesture. The activity of crossing the midline is known to be healthy for children in their development. Similar to other archetypal movements such as sweeping, digging, and shoveling, these movements with stringed instruments help children develop strength, will, and coordination, physically imprinting these skills in their bodies.

Another aspect of playing string instruments is that the two hands are engaged in very different activities at the same time. The left arm and hand are concerned with finding the spot for the correct pitch, moving with ease and accuracy into different positions up and down the fingerboard, and activating fingers appropriately. The right arm and hand are engaged in tone production, similar to how we use the breath in singing or in playing a wind instrument. Sometimes the left hand will move very quickly while the right arm is moving slowly; at other times, the right arm and hand move quickly, either together with or separate from the left. The effect can be similar to the well-known "patting head and rubbing tummy" feeling, but it quickly becomes far more complex as string players advance. According



to Brenner, "Neurological research suggests that the early study of music, and particularly string study beginning at a young age, changes the development of the brain...string players have greater neuronal activity and a larger right motor cortex than non-string players."

Another challenging aspect to string playing, and one that draws most heavily on the child's own striving, is that the pitches are not set by simply plucking a string, like on a lyre, or by covering a particular hole, like on a flute, but must be found through listening and placing fingers in the correct spot. Even though beginning string players generally use strips of tape to mark the correct spots, the children will follow their discerning ears and move their fingers accordingly. String playing calls for careful listening, and the students develop this skill. Many are very attuned to the correctness of a note and will work to make sure they are playing in tune with accurate pitch.

Playing any instrument, and string instruments especially, is largely an activity in muscle memory. The large and small motor skills need to be developed over time and can only develop well if there is consistent practice and attention to detail. There is no instant gratification in learning a stringed instrument! Daily doses of disciplined practice, even short sessions, will yield results over time. Success comes in baby steps. The main ingredient of success on a musical instrument may appear to be talent, but in reality it is discipline and consistent practice that give the best results.

In a Waldorf setting, daily practice on their stringed instrument is often the first "homework" the students have. At first they are so excited to have their new instruments that they can't wait to get home and practice. This enthusiasm usually wanes after

a few weeks or months. Practicing an instrument is, on some level, a chore for all musicians. It may be a beloved chore but it is more comparable to an exercise regimen than to a leisure activity. It is work, and it requires focus and concentration and, above all, will. When the students are supported in creating a daily practice habit, they are developing good work habits and engaging in a healthy will activity. As Brenner says, "Study of a string instrument requires highly complex motor skills and concentration, and the development of these skills from an early age allows for the achievement of excellence when practiced over a significant period of time. These qualities of thought and action may also spill over in children's attitudes toward education more generally, as they begin to apply the self-same skills in other settings beyond string study."

As a cellist, I know the amount of work that goes into learning to play a string instrument. I know what it takes to carry a large instrument around and transport it between home and school. I know the inner perseverance required to keep up a daily practice habit and continue to work toward good results even when it doesn't come easily. I know how expensive stringed instruments are and how careful and protective one must be so that they don't get damaged. I know that the endless tuning of the instrument and honing in on good intonation and sound can feel like a constant striving.

So why do it when it takes so much work and so much overhead? While I may ask myself this question as a teacher—namely, why bring this activity to the children, knowing all of its inherent difficulties—I have never asked this question of myself as a cellist. I too began playing cello in fourth grade and fell in love with it despite all the complexities it brought to my life. I remember, as I improved, feeling proud that I could do something that was difficult and that not everyone could do. I remember loving the magic of playing in an orchestra when all our collective striving brought forth something transcendent. Although playing the cello has presented me with some of my most difficult challenges, it has also filled my heart and soul with something I would not have traded for anything.

While one of the most exciting times for me as a music teacher is when the students choose and begin their study of a string instrument, the most rewarding is the day of our annual concert. That is when I get to witness firsthand their pride in what they have accomplished, both as individuals and as a group. During the concert, I see their earnest attentiveness, their uprightness and goodness, and their strong desire to do well and create something beautiful. I see the students living into that highest place that we as Waldorf teachers hold them. Together, they have created an experience of beauty, not only for themselves, but also for their parents and their community.

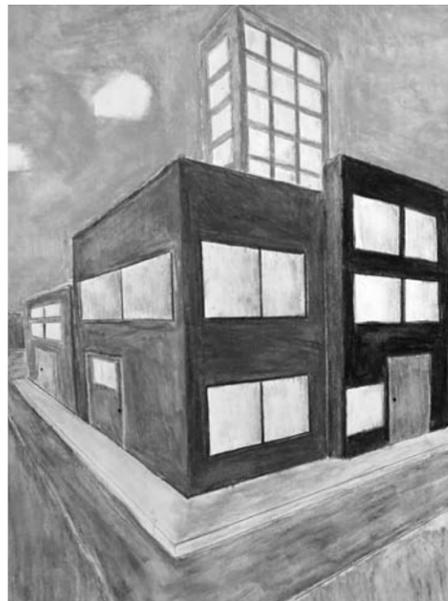
It is never easy, but at the end of that evening, I don't hear about the negatives. What I do hear, besides the congratulations and the joyful laughter, is the third graders whispering to one another, "Which instrument are you going to choose?"

—Monika Sutherland, Music Teacher



CURRICULUM

Grade 7— Perspective Drawing



The seventh graders have expanded their understanding of perspective drawing that was begun in 6th grade. They are now working with 2-point perspective and beyond!

Grade 5—Botany

The fifth graders have been looking at plants to discover the miracle of growth. The following description of plant life will be a part of the main lesson book they are making, along with many beautiful and scientifically accurate drawings of flowers.

“Between the darkness and weight of earth, and the light and warmth of the sun in the heavens, the plant stands as the balance of all creation. The roots grow deeply into the soil, drawing out living water and nutrients. The stem carries the water upward. The leaves live in light and air, and in their breathing all life begins. Like fragrant flames, the flowers strive upward toward the sun, and are the jeweled crowns of the plant’s growth. Created out of the four elements, the plant is a rainbow rooted to the earth.”

Grade 6—Geology

The sixth graders have been studying geology. They have heard many stories about the formation of the rocks that are all around, and have created poetry and miniature active volcanoes—with clay, vinegar and baking soda!

Geology Poems

SAPPHIRE

Sapphire of the deepest sky,
So like the calm waves of the ocean
So like a flower in a sea of gray.
Let my eyes gaze on your wondrous light.
Humble yet radiant
Your patient beauty
Banishes dark worries
And brings hope to all things.

—Ada Lenarz

JADE

A gem of leaf
Bird of flight
A gem of green
Jade seen as light.

A rock of many colors
Blue, orange and white
A rock of many names—
Jadeite and nephrite.

—Fischer Olson

EMERALD

Emerald is the green morning grass,
The northern lights’ true beauty,
The pasture on which green meadows grow,
The brook flowing over the stones.
Emerald, true and pure.

—Toby Hunt

OPAL

Blue as the morning sky
Red as a blazing fire,
White as the moon on high
Pink as the roses in bloom.

Silvery threads thin as hair
Round as the sun at midday
Green as the freshly dewed grass
Beautiful to the human eye.

—Rowen Brummer

EMERALD

Emerald, green as grass
Found in some sediment,
Heavier than glass
With a unique tint.

Glowing in the light
When pulled from the ground.
Although the shine is bright
To the earth it is bound.

—Breckin Petersen

SAPPHIRE

Sapphires are as blue as the sky
Shining like a full moon on high,
They cast their beauty through the night
Sapphires are a wonderful sight...

—Rhiannon Dehlin

Grade 3— The Days of Creation

The third graders have been hearing the story of creation as told in Genesis, the first book of the Hebrew Bible, and the Christian Old Testament. They have been painting the days of creation and will make a book of their paintings.



WOW!

Waldorf Open Wednesday offers a window into the truth, beauty, and goodness of Waldorf education. Story, conversation, and classroom tours are included. Sessions are scheduled for the second Wednesday of each month, first thing in the morning.

ALUMNI

Silas Hundt (2002) and Suyeon Khim were married on August 27 at the Hundt Farm in Coon Valley, Wisconsin, home of Vince and Dawn Hundt. Silas and Sue live in San Francisco. They are cofounders of Brilliant.org, a community wiki made for math and science, to help people master advanced concepts through explanations, examples, and problems.



Amanda Rubasch (2001), alumna and former kindergarten assistant, is now married to Reed Fitton. They celebrated their unity and love on September 3, 2016. The festivities involved a home-grown dinner, homemade pie, music, and dancing!

Calvin Daniels (2015) – attended the Chicago Chamber Music Workshop with Midwest Young Artist in northeast Illinois, July 5 through July 25. He had a recital in June to help raise funds for the workshop.

Toby Engel (2003) – I have been an elementary special education teacher in Baltimore City Public Schools for the past 2 years. Before I became a teacher I completed 2 years of AmeriCorps service. The first year I was a Team Leader for the National Civilian Community Corps. The second year of service was as graduate fellow working for UMBC’s Choice program in Baltimore City. As a fellow I worked with and mentored youth who had been adjudicated, and needed intensive support to move forward.



Aurora Brinsfeld Boyd (2001) and Kelly Boyd, along with older sister Astrid, welcomed their new son & brother, Leo Emerson Boyd, born September 17, 2016.

ALUMNI REUNION

*This year’s ALUMNI REUNION will be on
Monday, December 19, 2016.
See the Pleasant Ridge website for more
information: <http://pleasantrydwaldorf.org/our-school/alumni/>*

DEVELOPMENT

“Giving is the transaction that unites human beings on a higher level. In giving, we almost always feel joined in community toward achieving a social goal that has implications far into the future, and rarely just for ourselves. Even though it is a lonely act, giving comes about in its purest form only when there is a whole community of human beings to receive it and use it for the benefit of us all.”

—Siegfried Finser, Founder – RSF Social Finance, Money Can Heal

Pleasant Ridge Waldorf School has been the recipient of many selfless acts of giving since its very beginning in 1980 which is one reason the school has survived and thrived in this unlikely corner of the Midwest. The board had the courage to dedicate some meager resources and take the leap into real fund development at a time when the school was still pioneering – a time when bake sales and events usually dominate the fundraising landscape in a small organization.

Parents and faculty were urged to learn about gift money, to exercise their philanthropic muscle through their own giving, to reach out to their relations and friends and ask for monetary support. Perhaps Christopher Mann, a friend from East Troy who founded the Michael Field Agricultural Institute, was the first mentor who pointed in this direction. These initial gifts were used for teacher training, for operating expenses and eventually to purchase houses for their growing school. They were a small community of parents – with about twenty families by 1986.

They were so aware of gifting as a necessary spiritual activity that when the greater Waldorf movement sent an appeal to Waldorf schools across the nation to help support Pine Hill Waldorf School after a devastating fire, PRWS sent a contribution. I heard this story from Siegfried Finser, who was amazed that our little school sent money when it was obvious that we did not really have money to spare. But these pioneer school builders had a belief in philanthropy and in giving back out of gratitude for the gifts that flowed to our school.

Perhaps there is something in the Midwestern soul that elicits this gesture of generosity. In the mid-1980’s, Elise Ott Casper created a grant-making group to provide grants to Steiner inspired initiatives, including Waldorf schools. It was important to Elise and the advisers of the fund to work with the thought that the rightful use of surplus capital is actually reinvesting in the cultural sector, in renewing human capacity. We won’t have a living economy unless we have people who are being educated in such a way that they understand what it takes to be an entrepreneur – to have tools and the capacity to organize around that, that’s what an education is for.

Pleasant Ridge was among the first group of schools invited to help create a unique grant-making model that became known as Fund Sharing. It began with nine schools and has grown over the years to 18 schools. The meeting occurs over a weekend with a representative (or two) from each school. The representatives

study, (e.g., the nature of gift money to transform the world), report on their schools’ health, acknowledge the use of the previous year’s grant, and present their current grant proposals. The group is given an amount of money to share, and the total of the grant requests is always more than the amount that is available. The “sharing process” involves “taking away” from your own grant and “giving a portion” to other schools – thus the name “shared gifting.” The process itself changes the participants and puts “giving and receiving” into a relationship that is inspired by generosity and idealism. Each person returns to their school with a smaller grant (usually), inspiration for the coming year, and supportive, collegial friendships.

This experience stretches and changes the ways we understand money and financial transactions. It provides each of us an opportunity to work with money in a way that is consistent with our ideals and with our concern for society. We have a real experience of money’s ability to heal, transform, and free the spirit. We become partners to each school through the act of giving, which manifests our care and compassion for each other’s schools. We become humbled by the act of receiving. One could even say that within all of the transactions we lose ourselves until we experience the true meaning of philanthropy, “love of humanity.”

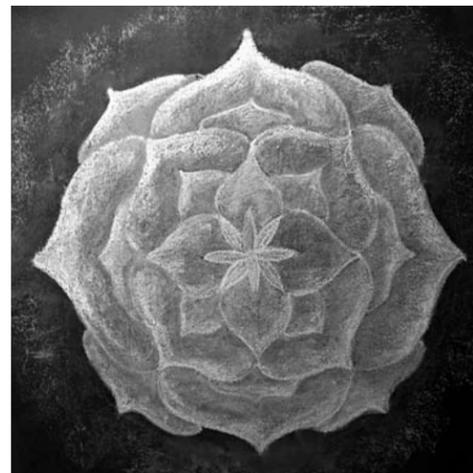
Please join us this year to support our students in their becoming the source of renewal for our society. Your gifts to the Annual Giving campaign are vital to our operations and funding the teachers’ salaries. Thank you to everyone who encourages us through gifts!

—Mary Christenson, Development Director

From the Raffle Committee

We are excited for a new year and we look forward to working with all of you to make this year’s raffle the best one yet. Our theme is “One of a Kind”—reflecting the unique beauty of our rural Waldorf school and the community that we are. We hope to collect several completely original prizes—if you have something that you think would fit the bill, let us know! Thanks, Hallie Ashley, Lars Bergan, Shelly Brenneman, Erica Gerrity, Mary Christenson.

Flower Basket Update



We want to thank the wonderful staff of The Flower Basket and the many dedicated community volunteers who gave so much of themselves during this first year in business.

We did what we set out to do—follow the business plan of the former owners while learning how to oper-

ate the infrastructure and keep a long-standing community business going. We also want to thank the dedicated steering committee members who spent many hours of volunteer time to set up and provide leadership for all aspects of the business.

As we reviewed the finances it became clear that annual sales were not sufficient to maintain the staffing levels needed for daily retail operations. In order to preserve our remaining capital, we made a decision to close the floral shop and garden center and reduce staff and inventory while we worked on plans for the future of the property and the business.

Careful consideration was given to the plants – we kept the annuals that could be used for cuttings or overwintered along with the geraniums and all of our perennials, house plants and succulents. With a priority on maintaining the remaining inventory and the property, we reduced staff hours to a minimum. While the reduction in staff hours, the sale of inventory and the composting of annuals were all activities the previous owners did each year at this time it affected us differently as it did result in a need for fewer employees. It also surprised the community as people were more involved and aware of the changes than they were when it was a private business.

The closing of the floral shop and garden center does not mean that we plan to sell the business or property, nor will it adversely affect the school’s finances. What it does mean is that we have an amazing opportunity to turn our focus and energy to projects aligned with our original vision of becoming an urban farm and education center involved in building soil, growing organic food, and providing educational opportunities to our community. Our other priority will be to develop a strong site plan that will guide future developments on the land. Additionally, we will maintain and expand our school’s gardening program, summer camps, and other school activities on that land.

Thank you for your patronage, your volunteer time, and your goodwill! We feel that we had a successful year in so many ways. And we can’t wait to share the exciting new plans with you as they evolve.

Current Steering Committee members are Stephanie Brown, Alycann Taylor, Mike Link, Joshua Ecklund, Marianne Fieber-Dhara and Mary Christenson. Please call one of them if you have questions or if you have an interest in being on our committee. Thank you!

DONORS

Many thanks to those who have supported our school June 28 – October 1, 2016

Mary Lynn & Burley Channer
Roberta Ducharme
Lisa Fanning
Adrian & Kathleen Hendrickson
David Levin & Margret Lenarz
Andy & Justina Manspeaker
Beth Moore
Barbara & Thomas Muth
Anne O’Connor
John & Sheila Sherwin
Viroqua Food Co-op
David White

In Memory of

Anita Lang & Alison Banner
David & Diane Banner

Gisela Nocker & Shizuko Sutherland
Monika & Wyatt Sutherland

Barbara Von Nostitz Peterson
Carol Siyahi Hicks
David White

In Honor of

Ethan, Mike & Lucy Danforth
Roberta Ducharme

Marriage of Silas Hundt & Sue Khim
Mary & Steve Christenson
Marjorie Dick

Grants & Foundations

Amazon School Rewards
Driftless Area Art Festival
Organic Valley
PAXAM Foundation
Planet Green
Scotts Company
Target Take Charge of Education
Vernon Communications Co-op
Walmart Foundation

In Kind & Restricted

Hal Bergan
Lars Bergan
Bill Brooke
Mark Brudos
Croell Concrete
Jon Dehlin
Chris & Gary Leinberger
Karen Minett
Maureen Karlstad
Nelson Agricenter
Cynthia Olmstead
Geri Shonka
Gabriel Slattery
Julie & Joel Turino
David White (Library)

SCRIP

All Creatures Animal Care
Bill Brooke Realty
Bright Life Center Chiropractic
Burke’s Tire & Auto Repair
DeLap Tire & Service Center
Driftless Books & Music
Driftless Café
The Flower Basket
Kwik Trip
Nelson Agri-Center
Paper, Scissors, Stone
Parrish Music
Quality of Life Chiropractic
Ridgeland Harvest
Rising Sun Animal Wellness Center
Rockweiler Appliance & TV
Schlicht Auto Repair
Matt Shortridge: Music Lessons & Carpentry
Sime Furniture
Sing Your Heart Out Studio:
Dodie Whitaker
Tapestry Yoga
Viroqua Public Market
Viroqua Village Market



BILL BROOKE REALTY

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Call Bill first when you are looking at real estate, whether you are buying or selling. Mention the school and we will earn a donation. To look at properties visit:

www.BillBrookeRealty.com

HOLIDAY FAIRE

2016

FRIDAY December 2

A Celebration of the Season for Adults

6:30–9:30pm | Pleasant Ridge Waldorf School

Driftless Dance Party

9:30pm–1:00am | Driftless Books and Music

SATURDAY December 3

A Festive Day for the Entire Family

9:30am –3:00pm | Pleasant Ridge Waldorf School



ALL WELCOME – CELEBRATE. SHOP. EAT. ENJOY.

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pleasantridgewaldorf.org

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