

School Calendar

This Week

Tuesday, January 8
6th, 7th, & 8th Grade Parent Evenings 6:30-8:00 pm

Saturday, January 12
Committee for Social Justice Evening
at the Meshkovs 6:30-8:30 pm

Looking Ahead

Tuesday, January 15
2nd Grade Parent Evening 6:30-8:00 pm

Wednesday, January 16
Parent Council Community Forum 6:30 pm

Tuesday, January 22
EC Parent Enrichment Evening 6:30-8:30 pm

Thursday, January 24
Diversity and Inclusion Workshop 7:00 pm

Thursday, January 31
Board Meeting 6:30 pm

Wednesday, February 6
Biography Workshop 6:30-8:30 pm

How to Contact Us

info@rivervalleyschool.org
lc@rivervalleyschool.org
bot@rivervalleyschool.org
pc@rivervalleyschool.org

Please note that the
EC Parent Enrichment Evening
in January has been changed to
Tuesday, January 22nd from 6:30-8:30
(instead of Thursday, Jan. 17)

**Winter-Spring
After-School Program Starts TODAY!**
Registration forms are at the back of this
week's Current.

It is time, once again, for our monthly
column, **Learning Virtue, Living Virtue** by
Paul Ritchie which can be found at the
end of this week's Current

RVWS Community Events

We have many exciting events coming up that we hope will be of interest to our River Valley Community.

Please join us for as many of them as you can.

RVWS Committee for Social Justice Gathering Saturday, January 12th 6:30 to 8:00 pm

at the home of the Meshkov/Breslin family,
779 Cafferty Road Upper Black Eddy.

The River Valley Committee for Social Justice is looking forward to hosting our event this Saturday at the Breslin/Meshkov home. We, as a group of mostly white people who are not experts have benefited from reading and discussing the ideas in *White Fragility*, and would like to invite all people to help us deepen our understanding of how we address and talk about race at River Valley.

Please RSVP to mimiandaaron@gmail.com.

See page 2 for an excerpt from the book.

Parent Council Community Forum Wednesday, January 16th 6:30 pm

In the All Purpose Room at RVWS

The results of the community survey will be shared and a strategic plan brainstorming session will take place.

Light refreshments will be served.

Please RSVP to edavachi@familymassage.com

See From Parent Council inside for more information.

Diversity & Inclusion Workshop Thursday, January 24th, 2019, 7 pm

Creating diverse and inclusive environments is easier said than done. AND it is possible! Learn how you can contribute to the creation of a culture of dignity as a family member, a community member and a parent with your child.

This workshop will invite you to reflect on unconscious bias, owning your privilege and help hone your communication skills to be an "upstander" and active contributor to a welcoming school community. Please join us.

Awakening Connections – Creating Community Biography Workshop

February 6th, 2019, 6:30-8:30

Sponsored by Center for Biography and Social Art,
facilitated by Kathleen Bowen

"The longing to be seen and heard in our full reality has arisen in every human soul since the beginning of this century and will grow increasingly urgent." Rudolf Steiner

Through creative activities, conversation and reflection we will practice genuine interest and reverence toward the hidden mysteries to be found in every life. Come with an open mind and heart to explore and be in wonderment. By sharing small pieces of our lives with one another, we step inside our own life story and the stories of others. Listening deepens, empathy awakens and a new level of interest and support can develop throughout the community.

From the Committee for Social Justice

The excerpt below from "*White Fragility*" provides a sample of some of the truths (or statements) that have played a role in guiding us toward the awareness for this need. This will give you a feel for our discussion planned for Saturday evening.

As a sociologist, I am quite comfortable generalizing; social life is patterned and predictable in measurable ways. But I understand that my generalizations may cause some defensiveness for the white people about whom I am generalizing, given how cherished the ideology of individualism is in our culture. There are, of course, exceptions, but patterns are recognized as such precisely because they are recurring and predictable. We cannot understand modern forms of racism if we cannot or will not explore patterns of group behavior and their effects on individuals. I ask readers to make the specific adjustments they think are necessary to their situation, rather than reject the evidence entirely. For example, perhaps you grew up in poverty, or are an Ashkenazi Jew of European heritage, or were raised in a military family. Perhaps you grew up in Canada, Hawaii, or Germany, or had people of color in your family. None of these situations exempts you from the forces of racism, because no aspect of society is outside of these forces. Rather than use what you see as unique about yourself as an exemption from further examination, a more fruitful approach would be to ask yourself, "I am white and I have had X experience. How did X shape me as a result of also being white?" Setting aside your sense of uniqueness is a critical skill that will allow you to see the big picture of the society in which we live; individualism will not. For now, try to let go of your individual narrative and grapple with the collective messages we all receive as members of a larger shared culture. Work to see how these messages have shaped your life, rather than use some aspect of your story to excuse yourself from their impact (pg 12, DiAngelo, Eric Dyson).

From Administration

New Mail Slot in the Business Office Door

During the break a mail slot was installed in the business office door. If you have a payment to drop off, please put it there instead of in the box in the office.

School Pictures are Available!

Hopefully by now you've had a chance to see the portraits hanging in the school lobby. You can purchase your child's portrait and class picture by visiting: <https://hsmphotography.smugmug.com/Other/RVWS-School-Portraits-Class-Pictures-2018/>. The password for this protected gallery is: rvws2018

Condolences

Our thoughts and prayers go out to the Bader family, David, Chellie and Faye (Grade 6) on the loss of David's father, Dr. Alfred Bader. Dr. Bader escaped the holocaust in Europe, moved to Milwaukee and created a successful chemical company. He devoted much of his life to philanthropy and through the Bader Foundation made numerous grants to support many organizations including River Valley Waldorf School. The Bader Foundation has been a very generous donor to our school since its beginning.

To learn more about Dr. Bader's biography, go to: <https://www.jsonline.com/story/news/2018/12/24/alfred-bader-chemical-magnate-milwaukee-philanthropist-dies-94/2407962002/>

Kind Words from a Former Kindergarten Teacher

Diane Holsenbeck who was one of the first kindergarten teachers at Golden Circle Kindergarten (which became River Valley Waldorf School) came to Winter Fair and sent us a very nice note that we want to share with you.

"What an experience last Saturday was at River Valley!! After so many valleys surmounted over the early years, my spirits soared to absorb all the fruits of 24 years. In song I felt the present community supportive of each and every voice. I drove home uplifted and also with some exceptional work from the hands of members of the River Valley community.

P. S. Enclosed is a check to cover a donation of a staff ticket to the Annual Auction and Gala."

Thank you, Diane. We hope you come back to visit soon.

Open House and Winter Fair Signs

Please return all signs to school so we may use them again next time. Thank you to everyone who helped to spread the word by displaying them!

Last Chance for Lost and Found

We are extending the lost and found deadline for a week. Please take what is yours on Wednesday and Thursday and whatever you can use on Friday. After that the items will be donated to foster children who need them.

Thank you

Many thanks to Tony Stuart for hanging all of the candelabras for our Holiday Candlelight Concert. It was a huge job and we are very grateful. Thank you also for all of your help with the Shepherds Play.

From The Faculty

What the Children are Learning:

First Grade – Arithmetic

Second Grade – Language Arts

Third Grade – Social Studies

Fourth Grade – Math/Fractions

Fifth Grade – Language Arts/Egypt/Greece

Sixth Grade –History/Rome

Seventh Grade – Chemistry

Eighth Grade – History/American Revolution/Slavery

Zany Zoology with Elizabeth Drew, presented by Bricks, Bots & Beakers

For River Valley Waldorf School 3rd, 4th, 5th, & 6th graders – 8 weeks starting Monday, January 14th

Jan. 14, 28, Feb. 4, 11, 25, Mar. 4, 11, 18 - 3:30-4:30 – Cost \$120

Learn about amazing animals from around the world through games, experiments and simulations about Polar Bears, Chameleons, Poison Dart Frogs, Monotremes and more. Activities include Blubber Simulations, Chameleon Slime and Male Betta Aggression featuring live Siamese Fighting Fish.

For more information, contact Elizabeth Drew, Elizabeth@BricksBotsBeakers.com, 908-336-4115

From The Board



Have you Heard the Buzz?

It's time to start collecting items for the auction. Attached to this week's Current you will find a submission form to use in soliciting items. Please help us make this year's auction a success.

From Parent Council

PC/Community Forum

Wednesday, January 16th, 6:30 pm in the All Purpose Room
Light food and basic beverages will be served.

There will be a Parent Council/Community forum on Wednesday, January 16, where the results of the community survey will be shared and discussed, just as they were at the last board meeting. There will also be time for some brainstorming on how key insights from the survey might be folded into the strategic/enrollment plan, which will be getting underway in the new year. All parents and interested members of the River Valley community are welcome.

We chose this date because it's when Parent Council meetings are typically held (third Wednesday of each month—thanks to Liz Davachi and Lorrisa Lock for agreeing to “piggyback” this forum onto the PC's calendar) and because things were getting too hectic leading into the holidays to squeeze it into December.

There will be a box in the lobby for questions from those who cannot attend.

Class Fundraisers

8th Grade Class Fundraising

The 8th grade students will have a table in the lobby on Monday, Wednesday and Friday afternoons where you can sign up for these services to help raise money for their 8th grade trip.

- Baked goods for sale on Fridays or pre-order holiday breads and pies and cookies.
- Hire an 8th grader for babysitting!
- Hire an 8th grader - or two - for odd jobs - leaf raking, cleaning a closet, assisting with a party!

Thank you for your support!!

Pizza has been extended by 2 weeks!

Due to the absence of pizza on our snow day in November and the upcoming Shepherd's Play, we have extended the pizza fun for this semester. **The two dates added are: February 1 and February 8.**

Many thanks from Mrs. Atkinson's Third Grade.

From the Community

Come join the fun at Ottsville Traditional Arts Center 250 Durham Road Ottsville

OPEN MIC NIGHTS

Warm, fuzzy and friendly space to step out, reach up and share what you've got or what you're working on! Open Mic sign up list plus a featured performer/musician set . Coffee House will feature 2 or more performer/musician sets plus Open Mic sign up. Sea Shanties and sing along with Grace! ***Early sign up for kids!!! OTAC is a Great Space and has the most appreciative audience

OTAC Wednesday Jam and Songs 6:00-8:00 and Open Mic Nights - \$5 per person

For updates & further details check out ottsvilletradarts.weebly.com Facebook page
Questions, interest in a fundraiser, event, performance, workshop, etc. contact Grace Morgan
gracefulm@aol.com

Ottsville Traditional Arts Center is a multi generational and varied community that provides service through what we all have to share

Artyard

The Creative Commons: Progressive Studio Practice - January 12 – April 15

Opening on Saturday, January 12, 2019, 6:00 - 8:00 PM

ArtYard is pleased to announce our upcoming exhibition, The Creative Commons: Progressive Studio Practice from the Creative Growth Art Center, LAND Gallery, and the Center for Creative Works. This exhibition will feature the works from three non-profit studios influenced by the work of Creative Growth founders Florence and Elias Katz, whose radical approach to art making and inclusion for adults with developmental disabilities launched acclaimed careers and occasioned a sea change in conceptions of contemporary art.
Gallery Hours: Wednesday – Sunday, 11:00 AM - 5:00 PM.

Friday, January 25, 7:00 PM

Come to ArtYard to learn how to **make your own crankie device** from cardboard, wood, or reclaimed junk with Mike Tyksinski and Eric Fiorito.

January 31- February 3rd, 2019

Poetryyard's Intensive Residential Workshop with Ross Gay

A rare opportunity for a small group of only five participants to work closely with a nationally known poet in a workshop-style format.

Saturday, February 2nd, 6 pm

Poetry Reading and Book Party with Ross Gay

Saturday, February 16th

The Chalkboard Chronicles, 6-7:30 pm – Exhibition Opening, 7:30 pm – Film screening

Saturday, February 23rd, 7:30 pm

Screening of two phenomenal films (one short and one long): The Watchmaker and The Price of Everything

Sunday, February 24th, 1-3 pm

Artist Talk and Drawing Workshop with Paige Donovan and Mary T. Bevlock

Sunday, March 17th, 1-3 pm

Build Your Own Bird Costume for Artyard's 3rd Annual Hatch

Sunday, March 30th, 7:30 pm

Crank Night – This year's theme is *Questions*.

Go to: artyard.org for tickets and more information about all of these events.

ArtYard, 62A Trenton Avenue, Frenchtown, NJ 08825

Code Blue Shelter

If you're lacking inside shelter in Upper Bucks County during periods of extreme, life-threatening weather (temperature or wind chill of 26°F or below) between November 15 and April 15, your neighbors and friends are ready with an Upper Bucks Code Blue Shelter at the Quakertown Masonic Lodge (501 W Broad St, Quakertown, PA 18951) from 8:15 PM to 7:00 AM the following morning. We'll have a hot meal and breakfast for you as well as shelter.

Car rides will be provided from the following stops—call 267.450.5191 to request a ride:

- Turkey Hill @ Ottsville/Harrow 7:45 PM
- Perkasio Square Shopping Center 7.45 PM

To find out if the shelter is open, contact the Code Blue Status Line: 267.450.5191 after 1:00 PM

The Upper Bucks Code Blue Shelter is a ministry of Advocates for the Homeless of Upper Bucks (AHUB)

Learning Virtue, Living Virtue by Paul Ritchie January – Prudence

“Prudence is the mold and mother of all virtues.” -- *Thomas Aquinas, et. al.*

Socrates and his philosophical contemporaries took for granted traditional values known as the four cardinal virtues: prudence, justice, fortitude and temperance. Their teachings were based on the idea of virtue within the context of the four cardinal virtues' spectrum. Prudence headed this spectrum, known as the “doctrine of virtue.”

This doctrine enjoyed a key role as one of the great intellectual discoveries of thought through the centuries, championed by iconic luminaries such as Plato and Aristotle, Cicero and Seneca, Philo and Clement of Alexandria and St. Augustine and Thomas Aquinas.

And then it fell into disrepute.

Why?

The classic origins of the doctrine of virtue later made Christian critics suspicious of it. It was seen to be too philosophical and not Scriptural enough. There was a preference to talk about commandments and duties rather than virtues.

Why was that a problem?

A doctrine of commandments or duties runs the risk of arbitrarily drawing up a list of requirements and losing sight of the person. The doctrine of virtue, on the other hand, speaks both to (a) the kind of being a person is and (b) the kind of being she ought to strive toward. By definition, the doctrine of virtue has, as its aim clearing of a trail, opening a way.

What is the importance – even the relevance – of prudence to the other cardinal virtues?

First, it is the measure of moral virtues since it provides a model of ethically good actions.

How does that affect the work we do?

Prudence's function is to point out which course of action in any concrete circumstances. It lights the way and measures the arena for their exercise. Don't the River Valley Waldorf School Board of Trustees, Faculty, Administration and volunteers benefit from planning and measured execution of the work we do?

Let us look at how prudence can apply to specific situations. Integral parts of prudence include:

- Accurate memory, reflecting fidelity to experiences of the organization and its participants;
- Open-mindedness, recognizing variety and the ability to seek and make use of the experience and authority of others;
- Understanding of first principles supporting a common purpose and function;
- Ability to evaluate a situation quickly;
- Discursive reasoning and the ability to research and compare alternatives;
- Foresight; the capacity to estimate whether particular actions can realize goals;
- Ability to take all relevant circumstances into account; and
- Ability to mitigate risk.

Josef Pieper, perhaps the most popular Thomist philosopher of the twentieth century, waxed passionately about *The First of the Cardinal Virtues*, “Prudence is the **cause** of other virtues being virtues at all. What is prudent and what is good are substantially one and the same. Prudence works in all the virtues and all virtue participates in prudence.”

We ignore prudence at our own peril. It is an advocacy to tend fully, literally, to its root, which is **wisdom**. It is prudence that enables our judgment to determine if, whether and/or which action(s) are to be taken.

Accepting anything less would simply not be prudent.

Following Pediatrician Guidelines, Including Screen Time Guidelines, Could Make Your Kid Smarter

By Screen-Free Dad

Despite critics recently suggesting that screen time guidelines are outdated, new research adds to the larger body of research supporting those screen time guidelines put forth by the American Academy of Pediatrics.

The new study funded by the National Institutes of Health (NIH) examined the impact of three guidelines provided by pediatricians on the global cognition of 4,524 children (8-11 years of age):

- Restricting screen time to under 2 hours (37% of the sample met this guideline).
- Ensuring the child slept 9-11 hours (51% of the sample met this guideline).
- Meeting the physical activity guideline of 60 active minutes per day (18% of the sample met this guideline).

These are basic and attainable guidelines for child health and we are doing a pretty poor job as a nation ensuring that our children meet them. The researchers found that global cognition was positively associated with each additional recommendation met. Additionally, they report that compared to children who met no recommendations, children who only met the screen time recommendation had superior global cognition. Compared to children who met no recommendations, children who met the screen time and sleep recommendations had superior global cognition.

As with many large health studies, the results are correlational and not experimental in nature. This means that there can be other factors contributing or that the lack of global cognition could be causing increased screen time and less physical activity.

Why do these recommendations matter?

The results should not be all that surprising, given that previous research supports a connection between these guidelines and executive functioning in childhood.

Research on recreational screen time suggests that it impairs executive functioning. Longitudinal research demonstrated a link between television viewing at ages 1 and 3 and attentional problems at age 7, such that each additional hour of recreational screen time was associated with a 10% increase in the likelihood of attention problems. In an experimental study, children who viewed fast-paced programming had worse performance on test of continuous attention. Another experimental study demonstrated that after viewing just 9 minutes of a fast-paced "entertainment" children's show, children performed worse on a task which required executive control.

Research on sleep demonstrates the critical importance of sleep to executive functioning, emotional regulation, and physical health. Researchers found the effect of one less hour of sleep on academic performance was as great as the difference of two grade levels. Sleep affects memory and in a way that explains why sleepy people are moody. Sleep-deprived individuals can remember negative words and memories with amazing accuracy but their performance on positive memories and positive words is woefully lacking. High school students' academic achievement, levels of depression and automobile accidents are all affected positively by later school start times. One of the biggest determinants of childhood obesity might be sleep deprivation, as sleep-deprived children are less active and feel hungrier. That's why sleep is a far greater parenting anxiety for me than screen time.

A large body of research links physical activity to improved cognitive functioning. For children, ample opportunity for physical activity is associated with improved concentration, memory, and behavior within the classroom. All this to say that there was a large body of research which informed the researchers' hypotheses that these three variables (limited screen time, sufficient sleep, and a minimum amount of physical activity) would have a positive impact on children's cognition.

Where do we go from here?

For your own child, the rules are pretty simple: opportunities for outdoor active play, good sleep habits and limited screen time are likely to put your child's brain in the best possible position to acquire new information.

For our broader culture, perhaps we need to focus a bit more on children's overall well-being if we want to see our international test scores improve. All this focus on test preparation has not improved our reading and math scores, but perhaps focusing on the whole child by reducing screen time and ensuring there is adequate time for physical activity in the classroom would make our children healthier and happier, as well as boost those test scores.

(Continued on next page.)

At screen-free parenting, we believe we can best fight the infiltration of screens into every aspect of children's life by refocusing our attention on those displaced activities: outdoor play, social time with friends, imaginative play and reading. We believe we can make changes through a positive approach. Screen time will be limited naturally if we all (parents and teachers included) start doing more of those things we find meaningful and purposeful in our lives.

While over half the sample had more than two hours of daily screen time, I am more concerned that over 80% of the sample did not meet the recommendation for one hour of physical activity per day. I believe and the American Academy Pediatrics states that the best way to ensure our kids have adequate physical activity is through the school system. That is why we are advocating for one hour of active play in the school day. To see the research and join this movement, check out our Yard Time initiative.

From weforum.org

The Humanities are Becoming More Important. Here's Why:

By Anna Moro

I don't know why we call them "soft skills."

They're certainly not easy to learn, although they are as valuable and necessary as the skills doctors use in surgery, bankers use to assess risk and physicists use to split atoms. Communication, observation, empathy and logical thinking: These precious and frequently undervalued skills have everyday names.

I prefer to call them "essential skills," because we all need them every day, though we don't always use them well. They are the foundational skills that allow us to learn and live and work productively with other people. They are the skills that determine our chances of succeeding. They are the skills of leadership. These essential skills are the ones most sought by some of the largest, most successful organizations. Those blue-chip employers recognize that their future leaders are people who can understand and communicate about the world around them, who can see the whole picture and find ways to fit into it.

People learn to do this by studying the humanities, the academic fields that have somehow fallen from the nest of subjects considered most worth studying.

Skills for an age of disruption

Since the Second World War, the pragmatic, empirical disciplines of science, technology, engineering and mathematics (STEM), as well as business, have risen to prominence. They have been hived off the traditional, all-purpose liberal arts education, which was designed to prepare students for full participation in the adult world. The tide now appears to be turning, as it becomes clear that essential skills enable us to adapt and thrive in our rapidly changing world and bring the technical skills to life.

RBC Royal Bank — a corporation known for its business successes — took a yearlong, cross-country look at what Canada's job market will be like in the 2020s. Its report this spring, *Humans Wanted: How Canadian youth can thrive in the age of disruption*, offered some compelling projections, including the following: Increasing demand for foundational skills such as critical thinking, coordination, social perceptiveness, active listening and complex problem-solving. The Canadian economy is expected to add 2.4 million jobs over the next four years, all of which will require this new mix of skills. Global competencies such as cultural awareness, language and adaptability will be in demand. Virtually all job openings will place significant importance on judgment and decision-making and more than two thirds will value an ability to manage people and resources.

The report confirms what many business leaders have been saying for years: Educators should be leaning harder on the humanities to build those foundational skills in graduates — not just through degree programs in the humanities, but also by incorporating more humanistic teaching into STEM and business education.

Liberal arts rule a digital world

Investor Mark Cuban says the employment market of the near future will demand fewer hard skills since technical tasks are increasingly being performed by computers. Instead, he says, we'll need more people who can put information into human context.

(Continued on next page.)

Steve Jobs, the late co-founder and CEO of Apple, once said: "It is in Apple's DNA that technology alone is not enough — it's technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing."

Recent books such as Scott Hartley's *The Fuzzy and The Techie: Why the Liberal Arts Will Rule the Digital World* and Christian Madsbjerg's *Sensemaking: The Power of the Humanities in the Age of the Algorithm*, make similar points very powerfully. Research shows that exposure to the humanities is linked to higher empathy and emotional intelligence among trainee doctors. Still, we keep still hearing the same question from parents and even from humanities students themselves: "What can you do with a humanities degree?"

Empathy, tolerance for ambiguity, wisdom

It can be hard to convince these parents and students that the humanities are the training they need.

You might be writing a history essay, for example, but you're developing important broader skills by doing it. You're gathering information from different points of view, you're using it to marshal an effective argument and to present it effectively in writing, with supporting evidence. The fact that the content is history doesn't matter in the end: You're developing skills in research, critical thinking and written communication.

A study conducted across five medical schools in the United States found that trainee doctors who were exposed to the humanities had higher levels of positive personal qualities such as empathy, tolerance for ambiguity, wisdom, emotional intelligence, self-efficacy and visual-spatial skills. Exposure to the humanities also reduced levels of some components of burnout.

A valuable investment

We won't need as many coders, but we will need people with digital literacy. Many STEM jobs will be automated. A disruptive culture needs people who can adapt. It takes time to cultivate the essential skills that enable adaptation. Learning to work collaboratively and to understand new perspectives takes time.

Not everyone is willing to wait, nor do they necessarily trust the outcome of a humanities education. Many employers still recruit for degrees and credentials that apply specifically to the field. They may say the "soft skills" are important, but how much of a priority do they really make of them?

The skills that result from studying the humanities develop obliquely, and that may have caused us to lose our sense of their value. Yet these are highly transferable skills. They are valuable and necessary today. They are worth making the investments of time and trust, because they will be worth even more in the years to come.

**2018-19 After-school Program
Winter-Spring Registration Form**

Our 2018-19 Winter-Spring After-school Program will begin on January 8th. Josh Laker will be back to challenge and entertain RVWS grade school children. Below is a description of activities that will be held on each day.

Classes will be held on Tuesdays, Wednesdays and Thursdays from January 8th through April 25th. Dates are listed next to each class because the program will not be held during vacations, assembly days and early dismissals. **Please note that there will not be afterschool program for the week of March 4th-8th.** The cost is \$20 per class with a \$10 materials fee for the session.

Tuesday – Sports and Running Games (recommended 5th grade and up)

January 8, 15, 22, 29, February 5, 12, 26, March 12, 19, 26, April 2, 9, 23 – NO CLASS 3/5

Total – 13 classes = \$270

Any and all sports, indoor and out, four square, battleship, shark attack, capture the flag, flag tag, handball, wall ball (big and small), indoor Olympics, obstacle courses, etc.

Wednesday – Games, Drama, Challenges and Puzzles, Outdoors

January 23, 30, February 6, 13, 27, March 13, 20, 27, April 3, 10, 24 – NO CLASS 1/9, 1/16, 3/6

Total – 11 classes = \$230

Park bench, improv, hunter, skits, storytelling, treasure and scavenger hunts, kick the can, Frisbee golf, simple ball games, group challenges, nature art, cooperation puzzles, hand and nature crafts if desired, etc.

Thursday – Cooking

January 10, 17, 24, February 7, 14, 28, March 14, 21, April 11, 25 – NO CLASS 1/31, 3/7, 4/4

Total - 10 = \$210

Baking many different kinds of bread, pickling, desserts, bagels, pizza, sushi, etc. These are just some of the things that were and could be done again, it will be tailored to students' desires.

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Child's Name _____ Child's Teacher _____

Parent's Name _____

Parent's Phone Home: _____ Work: _____ Cell: _____

I would like to register my child for the following After School Program(s):

- | | | | | |
|--------------------------|--------|-----------|-----------------------------------------------|------------------------|
| <input type="checkbox"/> | Tues. | 3:30-5:30 | Sports and Running Games (G5 & up) | <u>\$270.00</u> |
| <input type="checkbox"/> | Wed. | 3:30-5:30 | Games, Drama, Challenges | <u>\$230.00</u> |
| <input type="checkbox"/> | Thurs. | 3:30-5:30 | Cooking and Crafts | <u>\$210.00</u> |

NOTE: Materials fees are included in the prices.

TOTAL: _____

Payment in full must be attached to the registration form. Payment is non-refundable and is set regardless of the number of classes actually attended by your child. Classes will be filled on a first come first served basis.