



2011-2012 Annual Report

Our Shared Mission & Values

Mission Statement

Founded on Rudolf Steiner's humanitarian curriculum, The Denver Waldorf School awakens and inspires students' critical thinking, emotional intelligence and artistic expression, preparing them to bring relevant contributions to the world.

Values Statement

The Denver Waldorf School's educational model is based on Rudolf Steiner's philosophy of developing the whole human being and is informed by Anthroposophy (a philosophy of human wisdom). It is important to us to preserve the innocence and wonder of childhood, to practice and encourage wholesome living, and to provide emotional and environmental safety.

Creativity and artistic expression are essential in a child's healthy growth and development, and are fully integrated into the curriculum. We seek and embrace inclusivity in our community. We believe that the education of students, teachers, and parents is a lifelong process. Our values fall into the spheres of Truth, Beauty, and Goodness; Social Renewal; and Organizational Integrity.

Truth, Beauty, and Goodness encompass a collection of values that foster a healthy emotional and intellectual life:

- Liberal arts education
- Analytical, creative and flexible thinking
- Vigorous academics
- Comprehensive artistic training
- Kindness & compassion
- Gratitude & reverence
- Humor & play

Social Renewal manifests itself through our actions. Waldorf education exerts a healing force in the world through:

- Sustainability of Humankind
- Service to others
- Care of self
- Stewardship of Earth
- Work in partnership with parents & greater urban community
- Inclusiveness
- Personal responsibility, integrity & courage

Organizational Integrity requires us to be thoughtful in the way we organize and run our school:

- Transparent processes
- Decision-making through consensus
- Governing bodies & individuals working in partnership
- Professionalism & collegiality



The Board of Trustees

2011-2012

Community Trustees

Charlene Hunter ~ Co-chair
John Roberts ~ Co-chair
Johathan Ahalt ~ Treasurer
Chris Chen
Krista Douglass
Melissa Kendrick
Tyler Lewark
David Oppenheim
Daniel Opyd
Scott Pearson
Ron Pierce
Jeff Price
Ed Spotts



©Bruce Kelley 2012

College Trustees

Tom Clark
Darlene Gaillot
Todd Matuszewicz

Administrative Trustee

Judy Lucas

Ex-Officio members

Kristi Frahm
Christa Gustafson
Lori Pucelik
Marcie Rhysling



©Bruce Kelley 2012



©Bruce Kelley 2012

Waldorf Education

The Waldorf approach works with human nature and recognizes that capacities emerge in students at fairly predictable stages, while also allowing room for individual rates of maturation. This appreciation for the metamorphosis of comprehension underlies both the organization of the curriculum itself and the changing methods of teaching throughout the grades.

For the Waldorf student, music, dance and theater, writing, literature, legends and myths are not simply subjects to be read about, ingested and tested — they are experienced. Through these experiences, Waldorf students cultivate a lifelong love of learning as well as the intellectual, emotional, physical and spiritual capacities to be individuals certain of their paths and to be of service to the world. Waldorf teachers strive to transform education into an art that educates the whole child: The heart and the hands, as well as the head.



An Educational Community

Waldorf education recognizes that healthy individualization goes hand-in-hand with community building. In the course of the year, students perform yearly plays, sing in harmony at choral concerts, and play in instrumental ensembles, learning to listen to their fellow classmates, cooperate, yield for the greater good, and pay attention to the needs and contributions of others. Each student has a place in the group. Ideally, a group of students stays together for Grades 1-12 and learns to weather the ups and downs inevitable in community life. In the larger school community, parents, teachers and staff weave a rich social texture around and with the students through special events, field trips, seasonal festivals and class plays. These events bring young and old alike together in celebration of shared community life.

Philosophy

Waldorf education values soul moods through which learning unfolds: wonder, awe, devotion, gratitude, compassion and trust. The ability to recognize beauty, to discriminate between right and wrong, to carry out a chosen course of action, are the qualities consciously cultivated at The Denver Waldorf School from early childhood through adolescence. True education is about transformation — the gradual unfolding of faculties and capacities — which take the individual beyond tradition and the conventions of our time. Today's students will become tomorrow's initiators of cultural progress. We believe that a lifelong love of learning and a curiosity to ask deep questions are vital to this process. Our graduates leave school with clear, independent thinking, feelings of empathy and creative activity, and ultimately strength of will that propels them toward moral courage and social responsibility.

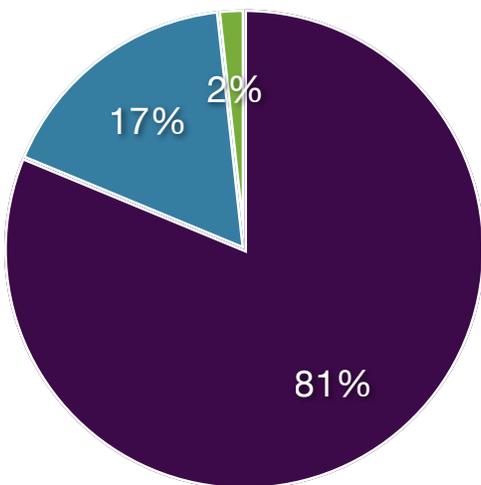


Annual Revenue and Expenses 2011 ~ 2012

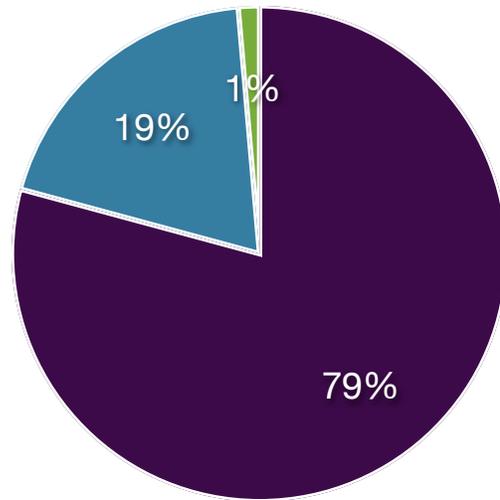
Revenue	2011	2012
Tuition and fees	\$2,758,546	\$2,886,582
Donations	746,598	239,800
Special events and fundraising	62,925	59,511
Other income	5,614	4,299
Interest and investment income	3,284	6,870
Total revenues and other support	3,576,967	3,197,062
Net unrealized and realized teaching on investments	72,282	14,252
Total revenues and gains	3,649,249	3,211,314

Expenses	2011	2012
Teaching and classrooms	2,334,892	\$2,455,517
Administration	488,939	601,895
Fundraising	49,826	42,868
Total expenses	2,873,657	3,100,280
Increase (decrease) in Net Assets	775,592	111,034
Net Assets, Beginning of Year	2,613,833	3,389,425
Net Assets, End of Year	\$3,389,425	\$3,500,459

Expenses 2011



Expenses 2012



- Teaching and classrooms
- Administrative
- Fundraising

Our School's Finances: Balance Sheet 2011 ~ 2012

Assets	2012	2011
Cash and cash equivalents	\$1,705,739	\$2,205,309
Investments	534,762	522,702
Tuition and other receivables	243,245	106,848
Inventory	25, 656	43,046
Prepaid expenses and deposits	35,956	31,021
Loan fees	1,694	3,763
Land, building and equipment, net	3,534,929	3,277,158
Others assets	27,362	19,455
Total Assets	\$6,109,343	\$6,209,302
Liabilities and Net Assets	2012	2011
Liabilities		
Accounts Payable	33,262	121,476
Mortgage payable	1,530,308	1,631,316
Accrued expenses	19,102	18,373
Funds held for others	1,982	8,251
Tuition and fee deposits	985,943	949,493
Interest rate swap related to mortgage payable	38,287	90,968
Total liabilities	2,608,884	2,819,877
Net Assets		
Unrestricted		
Undesignated	2,770,861	2,587,300
Designated	534,762	522,702
	23,305,623	3,110,002
Temporarily restricted	194,836	279,423
Total net assets	3,500,459	3,389,425
Total Liabilities and Net Assets	\$6,109,343	\$6,209,302

Statement of Functional Expenses: 2011 ~ 2012

Expenses	Teaching & Classrooms	Administration	Fundraising	Total
Salaries	\$1,550,671	\$337,699	\$35,520	\$1,923,890
Health Insurance	175,240	34,717	592	210,549
Workers comp insurance	-	13,776	-	13,776
Sabbatical	-	-	-	-
Professional Development	27,702	-	-	27,702
Payroll taxes	114,933	23,349	2,730	141,012
Substitute teaching	23,424	-	-	23,424
Honorarium	7,380	-	-	7,380
Payroll services	-	7,974	-	7,974
Retirement	22,394	-	-	22,394
Accreditation	676	-	-	676
Interest expense	36,230	-	-	36,230
Insurance	1,880	25,628	-	27,508
Depreciation	125,282	6,887	-	132,169
Repairs and maintenance	30,729	-	-	30,729
Fire alarm	4,078	-	-	4,078
Janitorial	25,393	-	-	25,393
Trash	4,940	-	-	4,940
Utilities	34,760	-	-	34,760
Programs and events	2,818	-	-	2,818
Class trips	85,362	-	-	85,362
Materials and supplies	73,467	18,889	4,026	96,382
Facility rent	14,000	-	-	14,000
Misc.	410	12,811	-	13,221
Advertising	-	34,472	-	34,472
Amortization	-	2,069	-	2,069
Legal and accounting	-	21,500	-	21,500
Bad debt expense	21,932	-	-	21,932
Bank charges	-	13,736	-	13,736
Copier lease	15,000	-	-	15,000
Sports program	29,002	-	-	29,002
Travel	933	-	-	933
Association Fees	26,881	-	-	26,881
Computer services	-	33,885	-	33,885
Licenses and permits	-	878	-	878
Postage	-	4,344	-	4,344
Telephone	-	9,281	-	9,281
TOTAL EXPENSES	\$2,455,517	\$601,895	\$42,868	\$3,100,280

The College of Teachers

The College of Teachers is a group of individuals who, out of something larger than what they are as personalities, take upon themselves the task of carrying the needs of the children and the school as a whole.

The College offers DWS teachers a range of opportunities to commit themselves to work with colleagues and to consciously take on the responsibility for the daily life and future development of the school. The members of the College are committed out of their own inner work, unselfishly, for the good of the school, to strive to create a vessel for the school. College members must be willing to give up their personal wishes, or what they wish to see happen, in order to discover the spiritual tasks and needs of the school as its own living organism.



For this to happen, the work of the College needs a protected space, which is why it needs to be supported by the faculty, the Board and the parents. To make this possible, the College needs to create a living culture of consulting, communicating and contributing within the school, striving for mutual trust through recognition of one another.

At our school, the College of Teachers is responsible for the hiring and firing of staff, for handling personnel issues, for

The College of Teachers, 2011-2012

Michael Baker
Jessie Cartwright
Laurie Clark
Tom Clark
Betsy Doyle
Darlene Gaillot
Vicki Hindes
Ina Jaehnig
David Johnson
Alice Jordan
Judy Lucas
Magally Luna
Sylvia Nordoff
Todd Matuszewicz
John Reinhart
Leigh Rhysling
Mary Spotts
Nancy Taylor
Rosemary Vermouth

The Administration, 2011-2012
Judy Lucas, Administrative Director
Lori Pucelik, Business Director
Leigh Rhysling, Enrollment Director
Marcie Rhysling, Marketing Director
Kristi Frahm, Development Director
Christa Gustafson, Main Office Manager
Carolyn Goodman, Financial Coordinator
Renata Heberton, High School Coordinator
Kristi Sandusky, Database Coordinator

School History: 40 Years of Waldorf Education in the Heart of Denver



Preparation for the Denver Waldorf School began in 1939 when a small group of spiritual seekers in the Denver area learned about [Anthroposophy](#), committed themselves to it, and started an active working relationship with it that was to continue for decades.

The [Christian Community Church](#) fostered, tended and nurtured the birth of the school. In 1971 the Reverend Diethart Jaehnig guided a study on Waldorf education, inviting leading Anthroposophists from around the world. Diethart and the group conducted ongoing workshops, out of which grew a strong desire of the parents to have their children experience the reality of Waldorf education.

Diethart, his wife Ina, and their friend, Joan Condon, began a small preschool. The Jaehnig's living room became the seed-bed for the early childhood program. On September 29, 1974, the school secured its first home in the Sunday school rooms of a church across the street from a beautiful park. The school outgrew several facilities and finally found a permanent home in 1977, in a dilapidated, drab, old school building where they stayed for twenty-six years.

The teachers during the early years were not only teachers but were also the school's administrators, janitors, painters, groundskeepers, fundraisers and chauffeurs.

In 1990 a group of parents from the third grade class formed the first High School committee, and they were soon joined by other parents and faculty. Meeting monthly for years, this group prepared the way for the opening of The Denver Waldorf High School. This, despite minimal funding, took place in the autumn of 1995.

In the fall of 2003 the school realized its goal of becoming a complete Pre-K through Grade 12 program under one roof with the purchase of the present facility at 940 Fillmore Street. The Denver Waldorf School has always chosen to be an inner-city school. This means cramped quarters and the innovative use of space. Ethnic diversity is one of the school's priorities and is slowly becoming a reality. Over the years, many local people have joined the school, becoming loyal and dedicated teachers and administrators. The present full-time teachers average more than fifteen years of service to the school; many have been here over twenty years, and some over thirty.

The growing child is the heart of our work. Our school is a community of children, teachers, parents, community leaders, family and friends joined in a celebration of life and education. We educate our students to become free thinking adults who are able to impart purpose and direction to their lives and who will offer new solutions for the problems of our age.

We strive for intellectual freedom, artistic creativity and a sense of social responsibility. Graduates of The Denver Waldorf School carry with them into the world the developed capacities of wonder, gratitude and integrity out of which they are able to serve the larger community with flexible thinking, moral courage and skillful, purposeful work. We are concerned with the transformation of education itself. We consistently explore, train and develop ourselves and share and foster such growth in those around us.

The faculty and staff of The Denver Waldorf School are made up of courageous women and men who serve as a model of partnership and cooperation. We are dedicated to the conscious evolution and development of the whole human being.



©Bruce Kelley 2012

The Denver Waldorf School 2011-2012 Annual Report



©Bruce Kelley 2012



©Bruce Kelley 2012



©Bruce Kelley 2011



©Bruce Kelley 2012