



5 MARCH 2011

Waldorf Weekly News

NOTES TO THREE CEDARS PARENTS, RELATIVES, AND FRIENDS

CALENDAR REMINDERS

Thursday, Mar 10

School Tour
BY APPOINTMENT

Thursday, Mar 10

Parents Brown Bag
Tea and Crafting
DROP-IN 8:30 A.M. TO
12 NOON

Thursday, Mar 10

Community Forum
with Three Cedars
Board of Trustees
7:00 P.M.

Friday-Saturday, Mar 11 & 12

Grade 7 Renaissance
Faire
BELLINGHAM

Wednesday, Mar 9

Public Talk by Sonia
M. Hoglander, BSEE:
Protecting Children
from Hazards of Our
Electronic World
7:30 P.M.

Saturday, Mar 12

Prospective Mixed-
Age Kindergarten
Families Experiential
Morning
9:30 A.M.

Wednesday, Mar 16

Students and Siblings
Portrait Day
AFFILIATED PRESCHOOL
AND PARENT-TOT FAMILIES
INCLUDED!

Thursday, Mar 17

Parents Brown Bag
Tea and Crafting
DROP-IN 8:30 A.M. TO
12 NOON

Friday, Mar 18

NO SCHOOL
FACULTY IN SERVICE DAY

Saturday, Mar 19

Buildings & Grounds
Work Party
10:00 A.M. TO 2:00 P.M.
CHILD CARE PROVIDED

Monday, Mar 21

Festivals Team
Meeting: May Day
Festival Planning
3:45 P.M.

Welcome from Our New Executive Director

Dear Parents of Three Cedars Waldorf School,

I am delighted to be writing this letter to you today, following my first week of service to your lovely and vibrant school.

Getting acquainted with a school community is a wonderful experience. I find the discovery of the multitude of talents, gifts, and challenges which woven together form the unique tapestry of a Waldorf school to be a constant inspiration. Stepping into Three Cedars and meeting students, parents, faculty and staff members this past week, I have felt a wonderful sense of warmth and openness for which I am sincerely grateful.

As I transition into the position of Executive Director mid-year, I feel very well-supported by all who are stepping forward to introduce me to the school community, its culture, and its aspirations. The many conversations I have had thus far, whether with board members, parents, faculty, or staff members, have helped me considerably in forming my initial impression of the school and its immediate needs and wishes. I look forward to an ongoing dialogue with all community members as we work together to bring Three Cedars along into its next phase of development.

As I am sure you will appreciate, my conversations with Briana Bennett are an essential element in this initial stage of discovery. It is desirable – and customary – for a departing director to spend time introducing their successor to the unique features of an organization, its structure, policies, financial position, events, and other specific and important information.

I feel truly blessed by Briana's willingness to make herself available to me as I seek to understand and take hold of the myriad elements of the school's culture and organization. Three Cedars rests on a very well-conceived structure for a school in this particular stage of development. I would like to take this opportunity to congratulate Briana for her legacy of a sound organizational foundation. I also would like to thank her for creating and cultivating - through the school's volunteer program - the caring and thoughtful involvement of community members upon which the school will spring into its future. Briana has very graciously agreed to provide me with the help I may need, as a parent volunteer and at my request. I look forward to benefitting from her intimate knowledge of all aspects of school life and her long-lasting commitment to Three Cedars.

In my commitment to the success of Three Cedars, I bring along many years of experience in community life. From my upbringing in a small French village and ski resort in the Jura mountains, my experience living in the Buddhist monastery of Plum Village in the southwest of France and the last fifteen years in Waldorf schools, I have learned to greatly value the strong personal and collective ties that bind people to a common goal and a shared ideal.

continued on p. 3

Resources and Reminders

FIELD TRIP CHAPERONES AND COORDINATORS

Our Loss Prevention Consultant from GreatAmerican Insurance Group has recently raised the requirements for documenting field trip drivers' insurance:

1. When parent driver-chaperones and private vehicles are used for Field Trip transportation, copies of current drivers' licenses and drivers' insurance must be on file in the School Office.
 - a. Parents who lack a current drivers' license or current drivers' insurance will not be permitted to drive on Field Trips.
 - b. **NEW:** The declaration page must specify a minimum of at least \$100,000 in liability for each person injured and at least \$300,000 per accident or a combined single liability limit of at least \$300,000 per accident.

FOR KIDS, SELF-CONTROL FACTORS INTO FUTURE SUCCESS



NPR Morning Edition story by Nancy Shute for NPR, February 14, 2011

"Self-control keeps us from eating a whole bag of chips or from running up the credit card. A new study says that self-control makes the difference between getting a good job and going to jail — and we learn it in preschool." [Learn more](#)

CHICKEN POX

The School Office has received confirmations of chicken pox in the Three Cedars Friday Parent-Tot group, Morning Star Kindergarten and one student in Grade 1. Parents may wish to watch for signs of chicken pox in children who have not been immunized.

More information can be found: [King County Health Department Chicken Pox Fact Sheet](#), [Mayo Clinic: Chickenpox](#).

SAVE THE DATE! GRADE 4 CLASS PLAY

Friday, March 25

All Community Performance
6:20 p.m. audience seated

PARENT BULLETIN COORDINATOR

The Three Cedars Parent Bulletin is seeking a new volunteer coordinator. The coordinator receives submissions from the community via email and compiles them into our electronic bulletin, which is sent monthly to parents. Please contact Mrs. Orzel in the school office for details.

THE FIRST WALDORF KINDERGARTEN

The Beginnings of Our Waldorf Early Childhood Movement by Susan Howard, published in the [Gateways newsletter](#) of the Waldorf Early Childhood Association of North America in 2005. Individuals who are interested in early childhood education may enjoy [this account](#) of the first Waldorf kindergarten programs and their early initiators. Here's just one interesting vignette from a survey of articles and letters, including the early experiences of Elizabeth Grunelius, that led Susan Howard to write this piece:

....Luckily, it was spring and summer time, and she could be outdoors with the children most of the time. She had no toys or play materials. She had only Rudolf Steiner's statements that meditation should be the basis of life in the kindergarten, and that she was to work out of imitation - two entirely radical thoughts that she had never encountered before in her training for early childhood education!

She later remembered one little girl who slammed the door each day very hard. She had asked her several times to do it nicely, to no avail. On the third day, Elisabeth realized that she herself did not close the door completely. So when the little girl was watching, Elisabeth closed the door 'nicely', and after that, the little girl also closed it nicely every time. This was an incredible experience for Elisabeth at that time.

Welcome from Our New Executive Director (cont.)

In my role as director, I strive to create and support a culture of appreciation and mutual respect where gifts are valued and challenges worked through with understanding and compassion. My most sincere wish is to contribute to creating communities worthy of emulation by students and adults alike.

I am deeply grateful to be able to serve the mission which for many years has been at the core of my personal choices and that of my family. On this path I bring along the skills and experience of many highly skilled colleagues who over the years have patiently supported my continued growth as a school leader - most recently my colleagues at the Seattle Waldorf School who for nearly five years have generously and competently contributed talents, skills, experiences, and insights which I am now bringing to Three Cedars in my 'tool-box'. It is my sincere hope that as I transition out of my position of Head of Administration, both schools will continue to experience a high degree of mutual appreciation and support, for the benefit of both organizations.

As you know from the letter announcing my appointment, the Board has instructed me to turn my immediate attention to the recent changes in the salary structure and its potential impact on the school community. A thorough analysis and potential modifications of the current compensation structure will require time and resources not available within the timeframe I am currently working with. I look forward to spending the time needed to design a compensation plan which acknowledges the deep commitment and the expertise of faculty and staff, within the context of a long-range enrollment and financial plan.

At this time, I would like to share with you the most recent developments in the area of teaching staff commitments for the 2011-12 school year. Lolly Rogers, our current grade 7 class teacher, has expressed her wish to continue with her class until their graduation in the spring of 2012. In our grade 6 class, Mr. Preston has reconsidered his recent decision to relocate to Hawaii and has expressed his commitment to remain with his class. I am most grateful to both Ms. Rogers and Mr. Preston for their willingness to consider their next steps in the context of renewed parameters, and for their commitment to a stable middle school. Please rest assured that, should there be any further developments in our teaching faculty for the 2011-12 school year, I will be in close communication with you as situations arise and evolve.

In the coming months and until I am able to step into my position on a full-time basis, I will be on campus on a fairly regular schedule, published in this newsletter. I look forward to meeting you on Monday mornings at drop-off and on Thursday at pick-up time. In addition to my presence on campus, you can reach me at your convenience via my email at gkline@threecedars.org.

I look forward to getting to know all of you, and to working together for the well-being and future of Three Cedars Waldorf School, its lovely students, and the whole community.

Sincerely,



Geraldine Kline, Executive Director
Three Cedars Waldorf School

Executive Director Schedule

Date	Hours	Notes
Mondays until end of school year	6:30 am – 2:30 pm	
Wednesdays until end of school year	10:00 am – 2:30 pm	
Thursday March 3	11:00 am – 9:00 pm	
Thursday March 10	7:00 pm – 9:00 pm	Community open forum
Tuesday March 15	7:00 pm – 9:00 pm	Board meeting
Thursday March 17	10:00 am – 2:30 pm	
Friday March 18	6:30 am – 7:00 pm	In-service day
Thursday March 24	10:00 am – 2:30 pm	
	7:00 pm – 9:00 pm	Joint board/staff meeting
Tuesday March 29	7:00 pm – 9:00 pm	Board meeting
Thursday March 31	10:00 am – 9:00 pm	
Tuesday April 5	7:00 pm – 9:00 pm	Board meeting
Thursday April 7	10:00 am – 2:30 pm	
Thursday April 14		Professional training
Thursday April 21		Varies – spring break
Thursday April 28	10:00 am – 9:00 pm	
Friday April 29	6:30 am – 12:30 pm	May Day
Thursday May 5	10:00 am – 9:00 pm	
Tuesday May 10	7:00 pm – 9:00 pm	Board meeting
Thursday May 12	10:00 am – 2:30 pm	
Thursday May 19	10:00 am – 9:00 pm	
Saturday May 21	10:00 am – 4:00 pm	Spring Faire
Thursday May 26	10:00 am – 2:30 pm	
Tuesday May 31	7:00 pm – 9:00 pm	Board meeting
Thursday June 2	10:00 am – 9:00 pm	
Thursday June 9	10:00 am – 2:30 pm	
Sunday June 12	12:00 pm – 3:00 pm	Grade 8 Commencement

Invitation from the Three Cedars Waldorf School Board of Trustees

COMMUNITY OPEN FORUM

The Three Cedars Board of Trustees would like to invite all members of the TCWS community to attend an open forum discussion on Thursday, **March 10th from 7:00-9:00 p.m.** The purpose of the meeting will be for the Board to gather additional input from the community; hear questions, suggestions, or concerns; and continue to foster open communication.

Sincerely,

The Board of Three Cedars Waldorf School

Lisa Conaghan, Chief Governance Officer • Tom Doggett, Vice President • John Tinker, Secretary • Kelly Anderson, Trustee

Architectural Planning—Thanks!

We owe many thanks to parent volunteer extraordinaire, **Flor Lozano-Byrne**, for her many hours of research, scheduling, meetings, discussion and tracking of numerous scenarios for mitigating two areas at the school where we have discovered higher than desirable electromagnetic fields. For over three months now, our school has been greatly assisted by consultations with service providers who specialize in helping businesses and homeowners on matters of building biology, health, and mitigation including: electromagnetic radiation (electric fields, magnetic fields, high frequency radio waves), geopathic anomalies, eco building and remodeling, moisture and mold, energy conservation, air quality, and drinking water. We would like to acknowledge their efforts, generosity, and critical assistance here, and note that many donated all or part of their time and/or worked for significantly discounted rates to tackle the first items on our electrical “to do” list:

*Brenna Davis, Senior Environmental Scientist
Mike Smith, Field Measurement Assessor
Puget Sound Energy*

*Marston Gregory, Building Biology Consultant
Building Environmental Services*

*Ben Fabens, Electrician Journeyman
Ben's Electric Inc.*

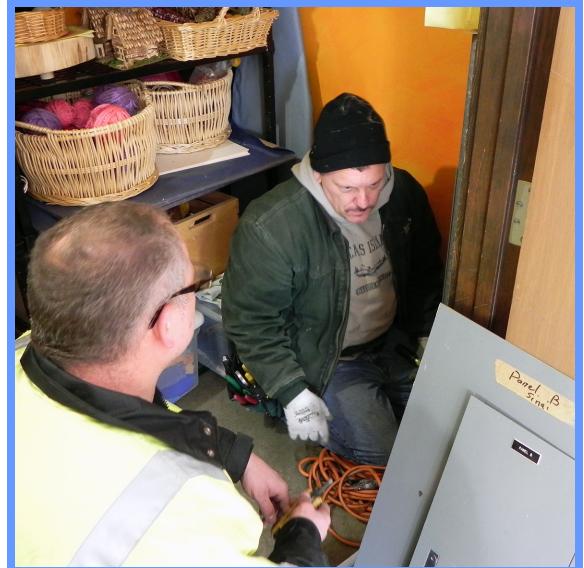
During the month of February we have been further assisted by:

*Sonia Hoglander, Principal
HomEvolution*

*Jim Ellison, Master Electrician and
Jim Underwood, Electrician Journeyman
Ellison Electric*

Sonia, Jim and Jim provided both pro bono consultations and discounted rates while correcting problems with the Morning Star Kindergarten classroom electrical subpanel and the school’s original main panel (now a subpanel in the furnace room) so that the research and project costs from November through February have totaled less than \$3,000. We are happy to report that in working together, we have successfully reduced the electromagnetic field from the subpanel in the Morning Star Kindergarten classroom by 99%!

Our new electricians have validated many symptoms that our facilities staff and volunteers have experienced with repairs over the years, but we had never known the source of our problems. Both panels had been feeding significant energy back into the whole school system: pseudo grounds were discovered, missing bonding (including for related fire sprinkler system and gas line

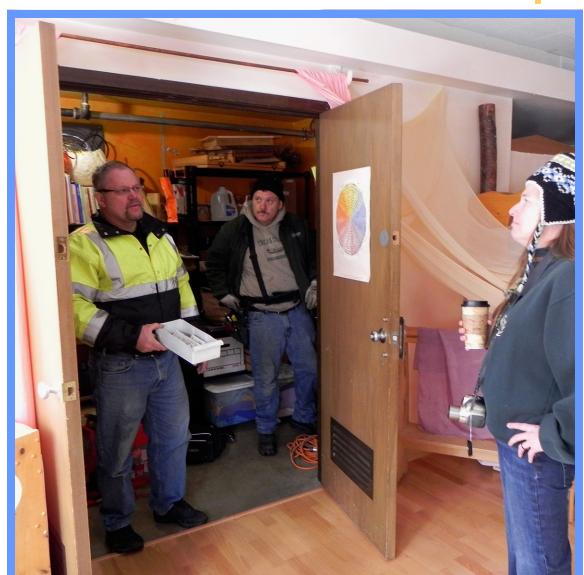


Jim Ellison and Jim Underwood of Ellison Electric

*Henry Lai
UW Bioengineering Department*

*Luis Espinar
Systems Engineer and Electrical Contractor*

*Scot Appert,
Building Biologist & Consultant BioHealthy Homes*



*The Jims joined by HomEvolution's
Sonia Hoglander*

Architectural Planning (cont.)

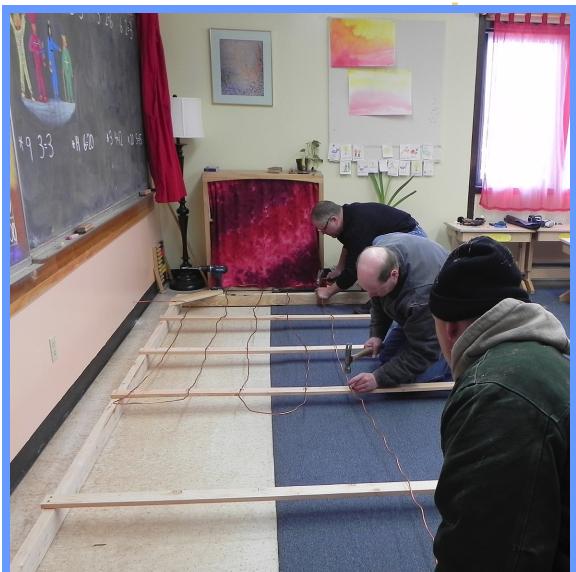
feed), the neutrals in one panel were not isolated, legitimate grounds were incorrectly installed, and other code violations were discovered and corrected in this first of two major steps.

Now that the major issues “downstream” have been addressed, we may proceed with determining best options for the main panel and the Grade I classroom. Although this newer main panel was installed properly in 2005, it is the school’s primary feed to all of the buildings and conducts a high level of energy 24/7. We have confirmed that it is properly and adequately grounded and that the circuits are balanced, so that the next step will be to shield the Grade I classroom from its field. We have ruled out shielding paint and also have tested “halo” mitigation grid (which unfortunately proved ineffective), and we are now looking to barriers to be installed along the south wall of the classroom. While desks have been pushed away from the area in question, we would ideally reduce the field sufficiently so that any area of the floor in this classroom would be safe for prolonged sitting.

From time to time, parents question the field from the high power lines across the street from the school on 124th Avenue SE. HomEvolution has verified the readings that PSE provided when we first moved into the site: the readings from the high power lines across the street drop off to a negligible field by the time that we enter the parking lot, however, the very low residential lines that run along our side of 124th create a much stronger field! This is important information as our students walk to and from Wilburton Park on this sidewalk. This field also drops off quickly within the parking lot, and sometimes new parents are surprised to learn that fields from appliances like refrigerators or fluorescent lighting pose greater concerns within the classrooms than fields coming from the power that runs along the street.

As harmonics are an emerging field, we will learn more together about the optimal environment that can be provided for our children at school and at home. Thank you also to all of our **staff** who dedicated extra hours, including some very early mornings and long days, over the break to this project. And as always, thank you to our Architectural Planning Team volunteers — **John Elsbree, Chris Pressey, Ben Ralston, and Gretchen Stude Whitlatch** — for their oversight of these matters.

-Briana Bennett, Architectural Planning volunteer



Parents who are interested in learning more about EMF and other health hazards in the home are invited to attend Sonia’s talks at Three Cedars in **March and April**, on **Wednesday nights from 7:30 p.m. to 9:00 p.m.**:

**How to Protect Children
from the Hazards of our Electronic World**
March 9th

Creating a Healthy Home in a Toxic World
March 23rd

Making the Healthiest Baby's Room
April 6th

Healthy Space for your Pregnancy
April 20th



Charlotte's Webpage: WHY CHILDREN SHOULDN'T HAVE THE WORLD AT THEIR FINGERTIPS

Kids, computers and the internet

by Lowell Monke

(The Lake Champlain Waldorf School in Shelburne, Vermont will be hosting a workshop with Lowell Monke on March 11-12.)

Thomas Edison was a great inventor but a lousy prognosticator. When he proclaimed in 1922 that the motion picture would replace textbooks in schools, he began a long string of spectacularly wrong predictions regarding the capacity of various technologies to revolutionize teaching. To date, none of them—from film to television—has lived up to the hype. Even the computer has not been able to show a consistent record of improving education.

"There have been no advances over the past decade that can be confidently attributed to broader access to computers," said Stanford University professor of education Larry Cuban in 2001, summarizing the existing research on educational computing. "The link between test-score improvements and computer availability and use is even more contested." Recent research, including a University of Munich study of 174,000 students in thirty-one countries, indicates that students who frequently use computers perform worse academically than those who use them rarely or not at all.

Whether or not these assessments are the last word, it is clear that the computer has not fulfilled the promises made for it. Promoters of instructional technology have reverted to a much more modest claim—that the computer is just another tool: "it's what you do with it that counts." But this response ignores the ecological impact of technologies. Far from being neutral, they reconstitute all of the relationships in an environment, some for better and some for worse. Computers tend to promote and support certain kinds of learning experiences, and devalue others. As technology critic Neil Postman has observed, "What we need to consider about computers has nothing to do with its efficiency as a teaching tool. We need to know in what ways it is altering our conception of learning."

[Read the full article here.](#)

Lowell Monke's article originally appeared in Orion Magazine. To view the article at source, [click here.](#)



Photo Gallery — Grade 7 Drawings *Perspective Studies*

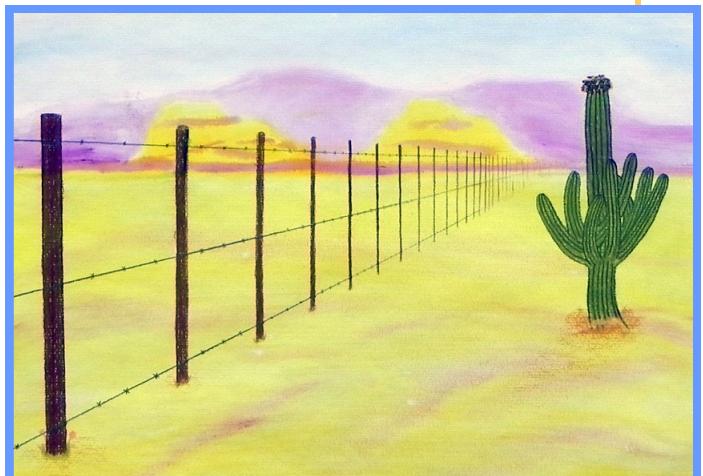
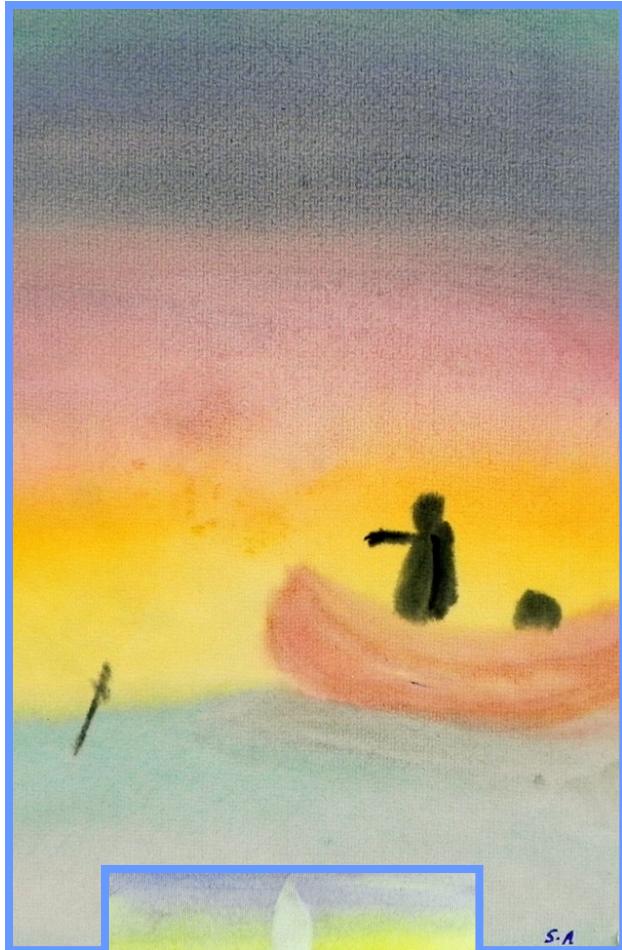


Photo Gallery —Grade 6 Paintings

The Sword of King Arthur



S.A.



J.C.

Update from WFIS

Judy Jennings, Executive Director, Washington Federation of Independent Schools

Legislative Update: February 25, 2011 excerpts:

"Thank you to all of you who have contacted your legislators regarding SB 5639! It is making a difference. Your voice is significant in determining the future of private school representation in governmental affairs that affect all of our schools. I have received many positive comments from both Senate and House members regarding your input. It has also been gratifying to hear from your parents and community members that have been vocal in their support of our issue. To date, we have provided testimony to both Senate Education and Ways and Means Committees, spoken with staff and legislators in each of their offices, met with the Governor's policy director, and are working collaboratively to craft workable language to reinstate our representation in P-12 education in our state.



Our work is by no means over! Please continue to be available to work with WFIS to communicate with our elected representatives as this bill continues to move forward."

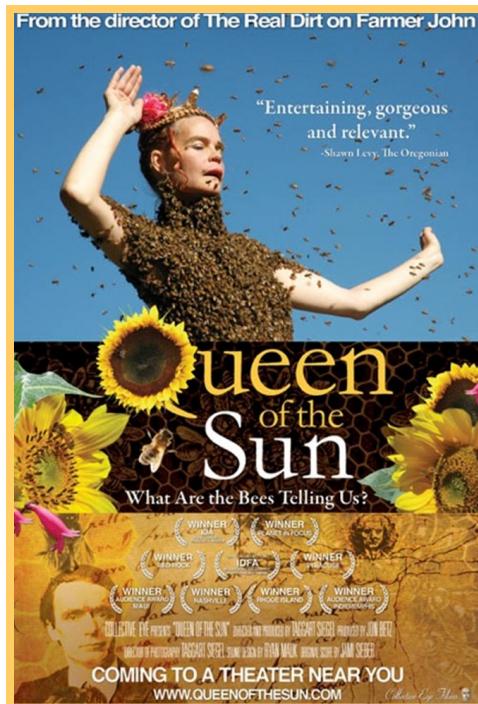
"Senate Bill 5848 (concerning education vouchers). Introduced by Sen. Dan Swecker (R) on February 22, 2011, to authorize parents who choose to educate their children outside the public education system to receive an education voucher for each child educated outside the public education system. This bill creates the education support account."

"Even though the Annual State Budget continues to be the most critical of tasks facing our government, education continues to be at the top of the priority list for legislators. There have been 117 bills introduced. While many have little chance of passage, others can be critical to our schools without our representation at the table. Thank you again for your participation in the democratic process by making our voice heard in Olympia!"

Japanese Doll Festival at Three Cedars



The Japanese Doll Festival
雛祭り
*Hina-matsuri*²
or Girls' Day
is held on March 3rd. Platforms covered with a red carpet are used to display a set of ornamental dolls
雛人形
*hina-ningyō*³
representing the Emperor, Empress, attendants, and musicians in traditional court dress of the Heian period.



Mar 04 - Mar 10, 2011

Seattle Theatrical
Premiere!

Director in attendance
Sunday and Monday
nights

Sponsored by [KBCS](#)
[91.3FM](#)

Sat, Mar 05 at 07:15PM

Sat, Mar 05 at 09:15PM

Sun, Mar 06 at 07:15PM

Sun, Mar 06 at 09:15PM

Mon, Mar 07 at 07:15PM

Mon, Mar 07 at 09:15PM

Tue, Mar 08 at 07:15PM

Tue, Mar 08 at 09:15PM

Wed, Mar 09 at 07:15PM

Wed, Mar 09 at 09:15PM

Thu, Mar 10 at 07:15PM

Thu, Mar 10 at 09:15PM

When documentary filmmaker Taggart Siegel released his debut feature *The Real Dirt on Farmer John*, he knew he was onto something special. A new wave of local environmental concern since that film's release has become nearly commonplace in Seattle. *Queen Of the Sun*, like *Farmer John*, provides a profound, alternative examination of the tragic global bee crisis, known as Colony Collapse Disorder. Featuring Michael Pollan, Gunther Hauk, and Vandana Shiva, *Queen of the Sun* reveals both the problems and the solutions in reforming a culture to be in balance with nature.

From the
Director of
*The Real Dirt on
Farmer John*



Queen of the Sun

What are the bees telling us?



QUEEN OF THE SUN: What Are the Bees Telling Us? is a profound, alternative look at the global bee crisis from Taggart Siegel, director of **THE REAL DIRT ON FARMER JOHN**. Taking us on a journey through the catastrophic disappearance of bees and the mysterious world of the beehive, this engaging and ultimately uplifting film weaves an unusual and dramatic story of the heartfelt struggles of beekeepers, scientists and philosophers from around the world including Michael Pollan, Gunther Hauk and Vandana Shiva. Together they reveal both the problems and the solutions in renewing a culture in balance with nature.

A Collective Eye, Inc. Production | Directed by Taggart Siegel | Produced by Jon Betz
Press: press@queenofthesun.com Sales: jon@collectiveeye.org

WWW.QUEENOFTHESUN.COM



Three Cedars Waldorf School

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The original motivation for the Waldorf education movement was to promote the peaceful evolution of humankind by leading children away from narrow interests toward a broad worldview. Three Cedars Waldorf School continues the active development of that tradition. Consequently, it is not merely an act of compliance with federal law, but of free, willful and deliberate policy to offer Waldorf education to families who desire it for their children regardless of race, color, national or ethnic origin, class, gender, sexual orientation, family structure, or, to the extent our resources permit, their ability to pay.

Three Cedars Waldorf School opened our doors in 1995, in space rented from Unity Church in the Crossroads neighborhood of Bellevue. In 2001, the school purchased our current, permanent facility from the Temple De Hirsch Sinai, in the Wilburton neighborhood of Bellevue. Our school provides elementary grades 1-8 and mixed age kindergarten in service to Eastside families who desire Waldorf/Steiner education for their children.

a Candidate Member of



a Candidate Member of



Submissions to this newsletter may be made to seraphinao@threecedars.org with "WWN" in the subject field of your message. The deadline is 5 P.M. Wednesday for inclusion in that week's edition. Submissions may be refused or trimmed by the editor to fit to the available space in a particular week's newsletter. Requests for a paper edition of this weekly may be addressed to the school office.

Seattle Premier of “Play Again”



Join [Wilderness Awareness School](#) and the makers of the award winning documentary, [PLAY AGAIN](#) for the free Seattle Premiere on March 7th from 7-9pm at [REI Seattle](#). This inspiring film will be followed with a Q & A session with the producer Meg Merill and others. You will not want to miss this!

Through the voices of children and leading experts including **Richard Louv**, sociologist **Juliet Schor**, environmental writer **Bill McKibben**, educators **Diane Levin** and **Nancy Carlsson-Paige**, neuroscientist **Gary Small**, parks advocate **Charles Jordan**, and geneticist **David Suzuki**, [PLAY AGAIN](#) investigates the consequences of a childhood removed from nature and encourages action for a sustainable future.

FOR A PREVIEW OF THE FILM, CLICK [HERE!](#)

Please join us for this community event and be a part of an essential conversation about future generations and their relationship with the natural world. For more information, contact Lindsay Huettman lindsayh@wildernessawareness.org 425 788 1301 EXT 53.

-submitted by Andy Held, Three Cedars parent