

June 13, 2016

## ALL SCHOOL NEWS

[Early Childhood](#)

[Grades](#)

[Announcements](#)

[Classifieds](#)



### Class of 2016: Congratulations!

When I began as this group's class teacher at the start of grade seven, I saw a heart-centered and imaginative group before me. Getting the room energized was never a problem. The only question before me was how all of their dynamics, individual and collective, would continue to play out. Who would they become by the end of the middle-school gauntlet?

This has been a socially inclusive group who despite, or because of, their tremendously large personalities have found a way of working together to make school a joyful, safe, and enriching experience. The whole, in their case, is most definitely greater than the sum of the very interesting and dynamic parts! This is a group that has consistently risen themselves up to meet challenges, and they have supported each other the whole way. Whether taking on a high ropes course, tackling a class play, building an obstacle course, or studying for a test, this group has always kept the whole in mind. They have been supports for each other, have had nothing but positive intentions toward each other, and have selflessly lent their talents, curiosities, intelligences, and inspirations to the creative and morally guided cauldron that is the Class of 2016.

Their presence on campus will be as missed as their absence will be felt. The younger students look up to and enjoy them, and they in turn have always appreciated the school, their peers, and teachers. I will, myself, miss them and the way that they equally welcomed and supported me as their new teacher. They have been as supportive a group to me as they have been to each other. It is a deep honor to have participated in, and helped them through, this stage of their adolescence. I will always remember them fondly as my first class, and can't wait to see who they will become after their next gauntlet is traversed! Congratulations to the Three Cedars Class of 2016!

—Daniel Packer, Teacher, Class of 2016

**Top row:** York Lou, Rachel David, James Lou, Avishai Goldschmidt, Mr. Packer

**Middle row:** David Collier, Connor Kelly

**Bottom row:** Kira Campana, Angelina Jeantette-Coca, Sage Lou

Photo courtesy of Andy Held

---

## School Year-End Reminders

**Early childhood last day of school and picnic:** Thursday, June 16. Dismissal is at 11:30 AM; potluck picnic immediately following at Wilburton Park. There is no extended day or after-school care for early childhood students.

**Grade school last day of school with grand handshake and ice cream social:** Friday, June 17. Dismissal is at 12:00 noon. There is no after-school care.

**Lost and found:** Please check the table in the hallway off the plaza for missing items. All items unclaimed by Friday, June 17 will be donated to charity.

**Summer office hours:** Three Cedars administrative staff will take advantage of the quiet summer months to catch up on (and hopefully get ahead of!) our tasks. Our office will be staffed from 10:00 AM to 3:00 PM except for the following dates when the office will be closed:

- Monday, June 20 – Wednesday, June 22
- Friday, July 15 – Monday, August 15
- Monday, August 22 – Friday, August 26

Even though the office will be closed to the public on these dates, we will continue to check email and phone messages and we will respond at the earliest convenience.



---

## What's the Rush?

I was lamenting to a colleague recently how the pace of our work and our lives continues to ramp up, and I asked how as a leader of this organization and community I can help us begin to shift our culture. She pointed out the irony that Waldorf

education is a human education—a healing education—and yet we seem to have forgotten that as adults, we too are in need of human connection and restorative, therapeutic time. Around the office we joke that we need two months to get through May; in reality every month can feel like this. My colleague shared that she is listening to an audiobook while driving (multitasking, of course!) titled *Essentialism: The Disciplined Pursuit of Less*. The gist of the book is that much of what occupies our time is nonessential. Author Greg McKeown proposes that if we can discipline ourselves to discern what is absolutely essential, and eliminate everything that is not, we can make the highest possible contribution toward the things that really matter.



I found myself thinking back to April, when I spent five days on the Oregon coast alone, without my computer and with my phone off for much of the time. (I told my children to text me only if in the ER!) I had long anticipated this solitary respite, and knew the biggest challenge to finding the renewal I desperately needed would be me. Could I really allow myself to be still, and sink into the stillness of the beach, beginning each day with an empty to-do list?

Well, not only did I give myself permission to do nothing, I did a darn good job at it! I read books, walked on the beach, took naps, and simply sat quietly, enjoying the sound of the waves and the beauty of a pair of eagles circling above. One book I read was a short but powerful exploration by Pico Ayer titled *The Art of Stillness: Adventures in Going Nowhere*. A world traveler, Ayer reflects on the distraction and demands of today's world, largely created by our insistent technology beeping and calling us 24-7. He offers that the tonic we are seeking is slowing down, taking stock, and discovering the simple, cathartic thrill of stillness. Ayer writes, "In an age of speed, I began to think, nothing could be more invigorating than going slow. In an age of distraction, nothing can feel more luxurious than paying attention. And in an age of constant movement, nothing is more urgent than sitting still. You can go on vacation to Paris or Hawaii or New Orleans three months from now, and you'll have a tremendous time, I'm sure. But if you want to come back feeling new—alive and full of fresh hope and in love with the world—I think the place to visit may be Nowhere." This was certainly my experience.

But here I am, weeks later, feeling as ragged and pressed for time as ever. Clearly we need something other than the annual summer vacation or occasional three-day weekend. According to McKeown, we need "...a whole new way of doing things. It's about doing less, but better, in every area of our lives." I could not agree more—our current pace, and I'll speak for the community here—is not healthy or sustainable. Most important, it's not what we want for our children. When we reflect on our year as a faculty during Review Days, and move forward with our planning for next year, I will ask that we hold the question of "is this essential?" front and center. And perhaps parents and families can do this as well.

Wishing you a wonderful, leisurely summer filled with opportunities to be still.

—Tracy Bennett, Head of School

---

## Gratitude for Our Hard-Working Volunteers

Every family has stepped forward to contribute to the workings of our school this year and we couldn't have done it without you! While we extend a warm thank you to everyone, we also want

to mention several people who have made a special investment of time and effort.

### Class Coordinators

**Roslyn Herrera, Elizabeth Hartpence, Martina Fischer-Klee, Ashley Jensen, Thamis Mendez, Andy Held, Molly Kirrene, Rachel Rodriguez, Sue Ann Belmont, Anna Shatrova, and Mary Gagliardi.**

### Pod Projects

- Facebook social media site management: **Lisa Anderson**
- Hospitality and silent angels, TedEd Club, LinkedIn Group / Business Directory: **Sue Ann Belmont**
- Technology support: **Mark Collier**
- Fund-raising support: **Mary Gagliardi, Roslyn and Bobby Herrera**
- Community outdoor kitchen construction, graduate photography: **Andy Held**
- Crafts and Tea Group and Winter Bazaar coordination, yearbook, photography, campus ambience: **Karen Wegehenkel**
- May Faire coordination: **Cris Wegmann, Petra Hines, Kristina Paukova, Anna Shatrova**
- Marketing support: **Michael Wegmann**

### Trustees

**Thamis Esteves-Mendez,\* Javier Rodriguez,\* John Tinker, Andy Hoag,\* Jeff Altaras, George Trifonov\***

*\* Continuing with Waldorf School Association of Seattle Board*



### Fond Farewells

Our Waldorf journey weaves a unique community fabric, the threads of which shimmer and change with the inevitable shift in our faculty, staff, and student composition we experience each year. When someone leaves, an intangible imprint of their presence shines in our hearts.

**Shelly McSweyn**, Bookkeeper and Registrar. Shelly started at Three Cedars in fall 2014 after working as receptionist at Seattle Waldorf School, bookkeeper for an anthroposophical doctor, and business owner. Her combined school and business experience, along with her big heart, brought a sense of welcoming and order to our school office—she streamlined our student records, refined processes for organizing field trips, and emanated a warm and caring presence in her interactions with students and parents. She will be dearly missed!

**Gabrielle Nembhard**, Roving Support Teacher. Gabrielle has been invaluable to the faculty this year. She has enthusiastically jumped in to support teachers and students wherever a need surfaced. Gabrielle held our middle school woodworking program as well as teaching our third grade class for several weeks. With guitar in tow, she led many musical endeavors with both faculty and students. She will be greatly missed.

**Chris Pressey**, Facilities Manager. Chris came to Three Cedars in spring 2014 and in a just a couple of years has made important transformations to our campus. He brought our garden space to life, worked closely with parent volunteers to develop our outdoor kitchen, worked with different organizations such as Pomegranate and Cascade Water Alliance to build our water cistern, created more functional and organized spaces in our buildings, and re-engineered our Trillium Hall stage—all while handling regular maintenance of our buildings and grounds. We will miss his research acumen, thoroughness, and ability to make things happen on a tight budget!

**Gavin Sing**, Ultimate Frisbee Coach. For three years, Gavin has brought a positive and unassuming coaching style to our elementary and middle school teams and embodied the true spirit of Ultimate Frisbee. He made space for Three Cedars alumni to support and co-coach our players and warmly welcomed players from neighboring schools who did not have access to Ultimate. We wish Gavin well in his changing career path and we hope to see him cheering on the sidelines in his lumberjack plaid!

**Sophia Trinh**, Morning Glory Kindergarten Assistant. Sophia stepped into Morning Glory with joy and enthusiasm this past November and has been a tremendous support to Miss Laura and the students ever since. Having been a kindergartener at Seattle Waldorf School herself, she has a unique understanding of the children and has frequently expressed “I remember doing that very same thing when I was in kindergarten!” Sophia is artistic, quick-thinking, flexible, and unfailingly kind. Her love of children is apparent every day as she works with the class and she will be missed by all of us!

---

## Crafts and Tea: Back This Fall

Our beloved crafting and socializing group will be back in September! We will be able to meet in one of the preschool classrooms throughout the school year, which gives us a safe space for babies and young children while we grownups socialize. There is no pressure to create anything—in fact you don’t have to be creative at all to join us. Chatters are welcome.



If you feel drawn to craft this summer, you can reach out to other Three Cedars moms through our blog: <http://craftsandtea.wegehenkel.com>.

The next Winter Bazaar will be here in no time, so go ahead and start knitting those mittens you’ve always wanted to try.

I look forward to seeing you all in the next school year!

—Karen Wegehenkel, Parent Volunteer

---

## EARLY CHILDHOOD NEWS

All School

Grades

Announcements

Classifieds



## EC Last Day of School Potluck Picnic

To celebrate our last day of school on **Thursday, June 16**, we invite all early childhood families to join us for a **potluck picnic at Wilburton Park**. Kindergarten and preschool parents and three-day preschool students are asked to meet on the hilltop between the restrooms and the playground no later than **11:30 AM**. Woods Day students will be walking to the park after a special morning hike, and the other children who attend school that day will be walking to the park from school. We all plan to arrive at or around **11:30 AM** and having you all ready for us when we arrive will be a wonderful greeting!

When all the children have arrived, we will share some circle games, eat our potluck lunch, and gather to say our good-byes before summer break. Please be reminded that this is an early dismissal day and there is **no afternoon care for early childhood students on this day**.



### A Moment of Quiet

It is hard for us to imagine a time before the invention of cars, trains, telephones, washing machines, radios, ambulances, vacuum cleaners, leaf blowers, and so very many other things that buzz and whir. How did children experience the world of sound at that time, void of so many additional noises that their sensitive ears and souls now experience?

While playing inside the home they likely heard a horse trotting down the lane—trit trot, trit trot. They heard the nuanced sound of the bristles of a broom sweeping the floor—brush, swish, brush. They heard the scrubbing of the clothes on the washing boards, they heard the axe hit the wood—chop, chop, chop—and of course they heard mother or father sing while working. When playing outside in the fields children heard the songs of the birds, the rustling of a field mouse among the bushes, or a startled frog splashing into a pond.

Many sounds were rhythmic like a heartbeat, so even if they were loud, they were calming—as if someone were patting them gently on the back. Then, when the work was done, and the ax put away, it was again silent.

Today, our children's sensitive ears are surrounded by constant noise. It is rare to find a place where one can retreat and experience quiet. There are phones buzzing and causing distraction, refrigerators humming, radios blaring, planes roaring... how often do our children experience quiet, without talking and without being talked to? How often are they in a setting without music playing in the background? How often do we take our children out into nature and just sit or lie on the ground and listen?

It is very hard to create such calm, quiet moments in daily life, especially for those of us who live in town. However, by letting the house be quiet from time to time so the children can hear us moving about doing our chores, or by having a moment of silence when everyone is sitting around the dinner table, or by switching the radio off while driving in the car, there is a pause that can support a child to find the calming quiet within. To pause enables one to be aware of breath and the slower pace that comes with this awareness—and then another world, a rich interior world, reveals itself in the spaces between sounds. Sweeter and softer, comforting and calming, this

inner world can intrigue, inspire, and settle, leaving one more capable of making sense of life's daily clamor.

—Emma Goldschmidt, Buttercup Preschool Teacher

## GRADE SCHOOL NEWS

All School

Early Childhood

Announcements

Classifieds

### Grade Eight Class Play

"There is something so exciting about performing a play. Watching it develop is really amazing. It starts as a few kids reading off their lines and becomes a full blown performance. It seems so far away and all of a sudden you only have a week left. This play was quite a bit more challenging than the others. Everyone expects it to be something amazing and you're worried that it won't be. The last week is a mad rush trying to figure out last-minute details. Then, one day it clicks! The day of the play is exciting and nerve-wracking. You enter the stage and you're terrified to mess up, trying to remember your lines and what's going to happen next. And then, you get into the flow of it and it becomes natural." — Kira



"I think that this play really brought out the maturity that most of us didn't know we had. This play also involved lots of self-control... and to stop the impulse to laugh as one does when they get nervous. During our rehearsals we all had to really gather ourselves and put in the work, even if we were tired, stressed, or way too energetic. This play has given me the chance to really emotionally connect with my class in ways I really haven't expressed so much in the past, as I played a very fiery character." — Angelina

"I had a lot of fun with my role, I think he really fit my personality well, although I'm a little glad the performance is over! It was lots of work to pull off this play. More lines, more dynamics, not to mention that everyone was on stage the whole time. At our first rehearsals, I was honestly doubting that we could pull a performance off... the lines and movement seemed a little sketchy. As we proceeded, the dynamics became more solid, and the play proceeded well!" —

David





"It was cool that once we got into character we could play off each other's emotions and energy. Now, whenever there is a jury in a movie or book, I understand what's going through their heads. It was really fun to laugh together at funny mistakes. There were many more lines than we were used to, but we worked together to memorize and help each other in the performance." – *Connor*

"In this play, everyone's on the stage the whole time. Therefore, we all had a lot more lines we had to memorize than plays we did before. Also, this play has a lot of emotional scenes, so we had to be very focused and patient the whole time to really build the drama." – *Sage*



"I was relieved at the end because it was so stressful and we had rehearsed so many times: I got bored of it. However, during the play I found myself both nervous and enjoying the play again. I also found that on stage I was able to be myself (within reason) and act and react how I really would." – *Rachel*

"Before practicing the play, I had a very small concept of the American justice system. While memorizing the lines and practicing with my classmates, I had a chance to experience what it is like to be in a jury myself, and to learn more about the justice system in general." – *James*



"We spent at least two hours per day practicing our play. We all had a lot of lines to memorize which meant that all of us had to put hours working on them during our free time. One of the challenges





was that we had to be on stage the whole time. In other words, we needed to learn how to stay in scene and be ready for our lines the entire time.” – *York*

“I really was excited when I read the script and saw that we got to scream and get mad, and I thought it would be a good experience. And it was interesting that we were on set the whole time, while drinking water and eating m&m’s, acting naturally in front of the audience. I found it challenging to stay focused when there were big gaps between my lines, and I think it was a good experience.” – *Avishai*



## Grades Seven Ropes Course

Grade seven visited the South Bellevue Community Center Challenge and High Ropes Course on Monday, May 23. Here is what the students had to say:

“At the ropes course we had fun! We had fun because we were patient on some of the more plain activities, and because the guides let us figure things out on our own so it was more

relaxed.” – *Lucy*

“At the ropes course there were also challenges, which were focused on communication and thinking. We did four similar but different ones. One of the challenges required us to work in pairs. We had the task of putting a puzzle together, but one person was blindfolded and the other could only talk to the person but could not touch their partner or the pieces. That was a very tough and fun challenge!” – *Cole*

“Teamwork is the essence of a ropes course. Being with one another gives you a sense of security and protection, which helps you conquer your fears. Teamwork means everyone working together for a common goal, and while alone we achieve many things, together we can do anything. We made a ton of progress together, from building puzzles with blindfolded teammates

to distributing our weight over a seesaw. Making sure everyone was helping was essential to finishing our activities.” – *Finn*

“The high ropes course had a number of different activities, such as the log walk and the rope swing. All of the activities and challenges on the high ropes were very fun, and we would definitely want to go again. Although you were buckled in, it was thrilling when you jumped out into empty space to catch a rope or balance on a log.” – *James*

“Safety was an important part of the high ropes course, because if you didn’t have a proper safety system you could slip or step in the wrong place; then you would fall around 35’ and be seriously injured. What we did for safety was to have carabiners attached to strong metal wires which were all along the course. We would never have less than one carabiner on a wire and, to make sure of that, we had a buddy system which prevented people from doing an unsafe carabiner transfer.” – *Slava*

“Communication was key when we went to the ropes course. We had to have good communication in every challenge and activity we did. On the low course, it was more teamwork communication and the high course was more safety communication. Over all, if we weren’t able to communicate clearly we wouldn’t have accomplished much that day.” – *Adrien*

–Compiled by *Jeanne Stevens, Teacher, Class of 2017*

***Pictured left to right: Ropes guide, Finn, Slava, James, Lucy, Cole, Adrien***



## Grade Six Medieval Games

On Thursday, May 26 and Friday, May 27, the sixth graders joined fellow Waldorf students from the Puget Sound region to compete in the Medieval Games hosted by Bright Water School. On the first day of the event, the students were split into

mixed school shires, each representing a particular virtue. In these shires, the students together faced challenges of focus, balance, strength, teamwork, and endurance. While engaging in these Medieval-style activities, the students were encouraged to extoll the qualities of honesty, justice, nobility, benevolence, self-restraint, loyalty, and honor. These were virtues that the sixth graders have been encouraged to manifest throughout the year during their own individual quest toward knighthood. To conclude the first day, there was a banquet where the students dressed in medieval attire, feasted with their teammates, and enjoyed each class’ performance for the king.

The second day was tournament-style, pitting shire against shire. Here, the students ran through a cross-country relay race, did target and trajectory archery, launched the javelin at the dragon, completed a stilt race, engaged in a massive tug-of-war, and concluded the event with the teamwork needed for the trolley race. It was another joyous event shared among our larger Waldorf community!

[\*Link to Medieval Games photos\*](#) (*Medieval Games photos on SmugMug courtesy of Karen Wegehenkel*)

*Pictured left to right: Sheldon, Orlando, Lauren, Alara, Eitan*

## Ultimate 2015–2016: It's a Wrap!

Spirit of the Game™, the sportsmanship guidelines that underpin Ultimate Frisbee, can be expressed in many ways—one of which is to have fun! Undoubtedly it has been a fun year for the Geckos and the Lumberjacks, thanks to the dedicated support and guidance from our coaching team and parent coordinators who spent many hours working with players to grow skills, practice responsible behavior, and inspire enjoyment of the Ultimate experience.

Coaches have been on point in all weather conditions for Wednesday afternoon practices and nearly every weekend during our spring games and tournaments. After an action-packed season, our Ultimate teams amped up the fun factor by wrapping up with scrimmages and a pizza and frozen fruit pop party at Wilburton Park. Coaches **Gavin Sing**, **Aldous Root**, and **Anna Tinker** were presented with some fine lumberjack plaid in thanks for their supportive and skillful team-building. (Not present was Coach **Chris Laliberte**, and we thank him too for his dedication!) Big thanks also go to our parent coordinators **Mary Haller** and **Mark Collier**, who kept Ultimate families up to date with schedules and logistics in addition to cheering for our players. We thank **Tabatha Jeantette** for managing attendance and escorting players back and forth between campus and Wilburton field, and **Cris Smith** for serving as faculty sponsor. And the list wouldn't be complete without thanking the many alumni who showed up at practices and games: **Carly Campana**, **Grace Haller**, **Paige Jeantette-Coca**, **Adam Jemal**, and **Kai Pressey**.

Summer Break is a wonderful time for Three Cedars families to take advantage of the many local opportunities to enjoy Ultimate (or if it is new to you, sample the sport)—and we look forward to seeing the next group of players and supporters on the field in 2016–2017!

*Pictured left to right: Anna Tinker, Aldous Root, Gavin Sing*



## ANNOUNCEMENTS

All School

Grades

Early Childhood

Classifieds

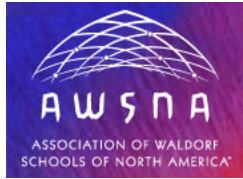
## Sound Circle News

Sound Circle Center (SCC) is an independent, not-for-profit adult learning community. SCC offers many inspiring Waldorf teacher training and professional development programs during the school year and over the summer. Workshop topics include Waldorf education, leadership, and



parenting. The teachings of Rudolf Steiner, the founder of Waldorf Education, are at the heart of the SCC mission, and SCC is dedicated to the support of Waldorf Education in the Pacific Northwest and all of North America.

Visit the [Sound Circle Center website](#) to learn more about our [programs](#) and [summer intensives](#).



## Information About Waldorf Education

**Inform Newsletter:** The Association of Waldorf Schools of North America (AWSNA) is a nonprofit membership organization of independent Waldorf Schools and Institutes in Canada, the United States, and Mexico. To read their June 2016 newsletter, please visit [AWSNA Community Newsletter, June 2016](#). Highlighted topics include coverage of the Mexico Seminar 2016, an update on the Waldorf100 “think tank,” and an update on the AWSNA survey.

## CLASSIFIEDS

[All School](#)

[Grades](#)

[Early Childhood](#)

[Announcements](#)

### Child Care Needed

A Three Cedars family seeks an experienced sitter or nanny to care for a 4-month old baby girl at home on the border of Redmond and Woodinville Mondays and Wednesdays. Ability to drive preferred. Please contact Zhenia at 914.772.2247.

### Open Positions at Three Cedars

The Three Cedars campus has openings for the following jobs. Please visit our [website](#) for more information.

[Extended Day / Break Program Coordinator](#), in charge of after-school care and programs and administration of our popular Ultimate Frisbee program.

[Facilities Associate](#), to help ensure the smooth and safe operation of our campus including its buildings, playgrounds, and landscaped and undeveloped outdoor spaces.

Our newsletter is published once per month when school is in session.  
This is our last issue for the 2015–2016 school year.

We wish you a happy and rejuvenating summer!

---

