



Sprouting Cedar

April - May 2016



photo by Christine Martin

Grade 2 students (from left) Shaelynn Williams, Morgan Cochrane Dowad and Elysse Makhan are pictured here in their lean-to shelter they built as part of their class shelters block.



Q+A with alum Erika Yokouchi

Where are you now?

I attend Vancouver Waldorf School. I'm in Grade 12.

What will you do after graduation?

I'm planning to take the year off and do some travelling, but I need to save up a little first. I want to go to Hawaii for a bit, visit grandparents in Japan for a few months, and then go back to Switzerland – I did my exchange there when I was 16 and was there for five months. I spent my first few days staying with (former CVWS teacher) Andie Flett and her family. It was amazing. My brother Riki is 16 and he's currently on an exchange in Germany.

When I get back it's hard to say what I will study. I am thinking about interior design or photography. I don't know about a career just yet, but those are things that I'm interested in as something that I want to learn more about – I still just want to keep learning, for a long time. I don't have an end goal in mind just yet.

Are you glad that you stayed with Waldorf after CVWS?

I'm definitely glad I stayed in Waldorf. I knew when I graduated from Cedar Valley that I wanted to go to Whistler or the Vancouver Waldorf School.

Cont'd page 9

2021 strategic plan announced

By Kirsten Andrews

Over the past year we have been asking parents and members of the school community for their input into the future of Cedar Valley Waldorf School. We are growing quickly. In the 14 short years since our humble beginnings in a church basement with a mixed-age kindergarten we now serve close to 100 families from our parent and child program through preschool and kindergarten all the way up to the grades. We have over 110 registered students and many others who access our programs on a more casual basis.

We have been in our current location for eight years and it has served us well. It will continue to serve us well for several more, but truth be told, we are bursting at the seams. It is time for us to cast our

eyes toward the future and create a new possibility for our school.

Earlier this year we created a strategic plan with an end date of 2021, with the assistance of school parent Natalie Michael. Parents were asked for their input and from this the faculty and administration worked over the course of several months to build the final document. It was presented to the board for their contribution and ultimate approval in February.

In the strategic plan (centre-spread, page 10/11) you will read the school's refined vision and goal, our key values, objectives and pathways - and the indicators that will show us along the way if we are reaching our mandate.

Cont'd page 10

PRINCIPAL/
PEDAGOGICAL ADMINISTRATOR
Christine Martin

EARLY CHILDHOOD EDUCATORS
Astrid Lackner, Judy Roberts
Shannon Johnson

KINDERGARTEN TEACHERS
Bego a Cid, Kelsey Lovell
Kirsten Walter, Assistant

CLASS 1 TEACHER
Fritz Bindseil (German)

CLASS 2/3 TEACHER
Christine Martin

CLASS 4/5 TEACHER
Ralf Hoerger (Handwork)

SUBJECT TEACHERS
Spring Burke, Strings
Carrie Griffin, French
Meghan McCrone, Handwork

Sibylle Wuethrich, Special Ed. Asst.
Elise Vasina, Special Ed. Asst.

BUSINESS ADMINISTRATOR
Gabriel Alden Hull (Music)

MARKETING & ENROLMENT
Kirsten Andrews

OFFICE ASSISTANT
Carrie Griffin

BOOKKEEPER
Will Meadows

BOARD OF DIRECTORS
Adam Greenberg (President)
Christine Martin (Vice-president)
Denise Gassner (Secretary)
Dan Griffin, Kirsten Andrews
Peter Belostotsky

PIC CHAIR
Georgia Richards

Sprouting Cedar is published
4 times a year (September to June)
for the families and friends of
Cedar Valley Waldorf School.

EDITOR
Kirsten Andrews
kirsten@cedarvalleyschool.com

38265 Westway Ave. Box 5356
Squamish BC V8B 0C2
info@cedarvalleyschool.com
604-898-3287
www.cedarvalleyschool.com



photo by Kirsten Andrews

Kindergarteners are busy at work digging in the sandbox. This purposeful play is one of the key elements encouraged in Waldorf in early childhood.

Dates to remember

MAY

7	Sat	Kindergarten Open House 9 to 11:30 am
7	Sat	Mandala Workshop 10 am to noon
14	Sat	May Fair and Open House 11 am to 3 pm
20	Fri	Professional Development – NO SCHOOL
23	Mon	Victoria Day – NO SCHOOL
25	Wed	School Tour 9 to 10:15 am
25-28	Tues - Fri	Olympic Trip Grades 4 & 5

JUNE

1	Wed	Mandala Workshop 7:30 pm
9	Thurs	Mandala Workshop 7:30 pm
6-10	All week	Grades camping and day trips
15	Wed	Last Day of School
15	Wed	Preschool Potluck Picnic @ Alice Lake 10 am to noon
15	Wed	Year End Potluck @ Alice Lake noon
16-17	Thurs - Fri	Administration days for teachers
20-24	Mon - Fri	Summer Camp for 5 ½ - 8 year olds: Session 1
22-25	Wed - Sat	Work Bee: School Grounds
27-31	Mon - Thurs	Summer Camp for 5 ½ - 8 year olds: Session 2

JULY

4-8	Mon - Fri	Summer Camp for 5 ½ - 8 year olds: Session 3
4-15	Mon - Fri	Summer Camp for 4 – 5 ½ year olds: 2 week session
11-14	Mon - Thurs	Summer Camp for 5 ½ - 8 year olds: Session 4

AUGUST

13	Sat	Summer Work Bee 10 am to 4 pm
27	Sat	Summer Work Bee 10 am to 4 pm

SEPTEMBER

5	Mon	Labour Day
6	Tues	First Day of School

OUR MISSION

Cedar Valley Waldorf School provides a holistic education that addresses the spiritual, emotional, intellectual and physical aspects of the child. The school develops confident, independent thinkers who have a strong social and environmental conscience and who respond to the world with compassion and creativity. The school community honours the child, fosters harmonious relationships and celebrates the wonder of life.

Cedar Shavings

Volunteer for May Fair

On Saturday, May 14, people will arrive at our school to join in our May Fair celebrations. There will be crafts and Waldorf school supplies for sale, refreshments and a barbecue to enjoy, and lots of activities for all ages, and none of it could happen without volunteers. The sign up board is posted outside the school- get your name up early to secure a position and time frame that suits you or see sign-up.zone/cedar-valley and sign up online. "Now that I have volunteered, I cannot imagine a Waldorf fair without that experience. It would not be as much fun," says one parent. Grandparents and family friends love to pitch in too so don't be shy to invite them to participate.

Nesters Cards

Our top ongoing fundraiser is the sale of Nesters cards. On page 6 PIC treasurer details how well our various fundraisers are going –and the incredible amount of money that Nesters cards bring into the school on a monthly basis. Thank you to everyone who has been participating. For those of you who do not, we'd love to know how we can make it easier for you. It is a fundraiser doesn't cost you a cent to participate in – we sell the cards at face value and the school gets to retain as much as 10 per cent (cash, cheque and email transfer) and closer to seven per cent for credit card/pay pal purchases.

Care to set up a weekly, bi-weekly or monthly purchase order? Please see Kirsten in the office.

Summer Work Bees

This summer we take the time to make our school beautiful inside and out. Work bees will be held June 22 through 24, as well as August 13 and 27. There will be classrooms to paint, grounds to freshen and maintain, furniture to build, repair and assemble, and preparations to accommodate a new Grade 1 and the growing students in Grade 5 and 6.

Not handy with tools? We could use your help preparing lunch or minding children. Some tasks can be completed on your own time if you cannot make the bees. See sign-up.zone/cedar-valley or contact Gabriel or your child's teacher to see how you can help.

Year End Potluck

At 5 pm on Wednesday June 19 at the Alice Lake locals beach, we will gather to celebrate the end of another year. Be sure to bring cutlery, cups and plates as well as a dish to share.

Gardeners Needed

Now that the warmer weather has arrived, our gardens are growing! Speak to Gabriel to adopt a flower bed in front of the school or be added to our watering, mowing/weed whacking schedule.

Next PIC Meeting (Parent Initiative Council)

Thursday, May 5 | 7:30 pm

Location: CVWS

Everyone is welcome!

Waldorf Summer Camp

CVWS will again offer its popular summer camp- this time starting in those crucial last weeks of June for children aged 5 ½ to 8. Camps will be led by Kelsey Lovell and will provide a rhythmical day of forest play, circle, and purposeful activity Mondays- Fridays from 9 am – 3 pm. Camps will run in one week sessions beginning June 29 and ending July 14, with a discount offered for 3 or more sessions. For children aged 4 to 5 ½, Sibylle Weuthrich will offer a two week session July 4 -15, 9 am to noon. Spaces are first come first serve. Registration closes June 1. See our website for details and to register.

Bake for May Fair

We need your savouries, sweets and healthy eats for the Waldorf Café. Bring your contributions wrapped for individual sale to school on Friday May 13 so that they can be priced. Ingredients lists are appreciated!

Miss Shannon to open Waldorf daycare

We are excited for our colleague, preschool teacher Shannon Johnson who is about to embark on a new chapter in her life as she leaves the school to open a daycare in her family's new home in Garibaldi Highlands.

"For nearly 10 years Cedar Valley School has been my place of work, my love, my community and my training and education ground," said Johnson. "I have much gratitude to the whole school community. It has added so much to my personal and professional life. It is with joy and eager excitement that I move on next year to serve children in a new way."

Sign-Up Zone

Signup.zone/cedar-valley is our online page for helping people organize their volunteer commitments to the school and support the work we do.

Families with children in kindergarten and grades are asked to volunteer a minimum of 40 hours per year. Families with preschoolers are asked to volunteer a minimum of 10 hours per year.

When you sign up, it makes it easier for administration to co-ordinate and helps to spread the work around.

Criminal Record Checks

Parents will need criminal record checks complete before volunteering for class trips. The web process is simple and confidential. Go to justice.gov.bc.ca/eCRC/. Access code: GS2LSWZVRL

Thank you for participating!

Roses: We couldn't do it without you

As a show of appreciation we would like to say thanks!

🌹 A level field of roses to **Coast Aggregates** for trucking gravel to fill the potholes in our driveway.

🌹 A spring bower of roses to **Eva Lorena Perez** for her help with the Spring Festival.

🌹 A fresh bouquet of roses to our cleaning crew: **Sharm Makhan, Leah Fisher, Jennifer Bylow, Monica Laverdiere, Aidee Velasco Arenas, Nancy Normandin, Darlene Maloney, Gaia Sophia, Rich Laverdiere, and Juliette Woods.**

🌹 Long stemmed roses to all the individuals who volunteered and gathered donations for our gala auction and comedy night: **Angela Rivers, Susan Butler, Jessica Stachoski, Kirsten Andrews, Carrie Griffin, Georgia Richards, Sara Forest, Emily Perdue, Monica Laverdiere, Sean Kozak, and Mina Kavia.**

🌹 Bouquets to all the businesses who donated to gala auction. The event raised over \$6,890 for the school:

Adam & Tracey Greenberg
Airhouse
Arturo Arcos
Be Clean Naturally
Begona Cid
Beyond Balance
Booster Juice
Bounce
Brand Central Design
Britannia Mining Museum
Bruce Kay
Candice Hatina
Carol Roberts



Caroline Miller
Carolyn Morris
Chief Yoga
Clearly Krystal Cleaners
Climb On
Club Flex Athletics
Corsa Cycles
Derek Kyle Physiotherapy
Dirt Series
Djordje Banovic
DoTERRA Essential Oils/Haley Hardy
Dr. Ashely Gordon
Dusty's Bar & Barbecue
Empire of Dirt
Endure Designs
Escape Route
Evolution Creekside
Flow Training Centre
Fourfold Health and Nutritional Healing
Gabriel Alden Hull
Garibaldi Veterinary Hospital
Gary Eder

Haley Lorraine Photography
Howe Sound Brewing
Janice Forman
Jessica Rempel
Kaos Kids
Kirsten Andrews
Little Mountain Music Club
Luciana Azevedo
Mina Kavia
Mountain Horse School
Mountain Life Media
Muddy Marvels
NaTai & Emily Perdue
Nesters Market
North Yoga
Panago
Pins + Peeples
Reach Physio
Rio Branner
SAM
Scandinave Spa
Sea to Sky Gondola
Sea to Sky Sports Clinic
Sherri Muir
Squishy's
Summerhill Pyramid Winery
Suzanne Baker
Toad Hall Studio
Tracey Greenberg
Warren Russel
Wendy Winter
West Coast Float
Westcoast Railway Heritage Park
Whistler Blackcomb Food & Beverage
Zephyr

Do you have a rose you'd like to share in the next newsletter? Please send it to kirsten@cedarvalleyschool.com.



Adam Greenberg

CVWS Board of Directors

We are thrilled to announce that Adam Greenberg is the new president of the CVWS board of directors. Adam lives with his wife Tracey and their daughter Ellie, who is in her second year in Miss Bego—a kindergarten class.

While not initially convinced of sending his daughter to an independent school, Adam said he quickly came to see the benefits of Waldorf education.

I have seen how the school helps instill self-confidence, empathy for others and, as importantly, a love of learning which I know will stay with Ellie – and the other students of this dynamic school – for a lifetime, he said. This is a holistic approach to education that no other pedagogy embodies and it is in perfect alignment with our family values. It has also made me reflect on what I can do to contribute to the school's place in our community and in the world.

Adam is vice-president and country manager for PeopleFluent, an International Human Capital Management (HCM) Software and Services Company, and is responsible for Canadian sales and operations.

Outside of his professional pursuits, Adam is involved in numerous philanthropic endeavours. Aside from supporting Cedar Valley Waldorf School, Adam is a major fundraiser and supporter of the Nuevo Creation Orphanage near the family's vacation home in Mexico's southern Baja region, and has successfully sponsored a family of Syrian refugees to Toronto, Ont. and is actively working on bringing another family to Squamish, B.C.

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WEDNESDAY, JUNE 1 | 7:30 TO 9:30 PM

THURSDAY, JUNE 9 | 7:30 TO 9:30 PM

Create your own mandala!

Parents and children aged 9-12 are invited to learn how to create their own beautiful mandalas. Think:

Make your own adult colouring book and create an image you can take home to your family!

Part of this learning experience will be shared with your child, and then there's time apart for

them to work ahead while interested

parents can learn more about the

Waldorf pedagogy in the upper

grades. See how Waldorf

provides academic excellence

through a holistic, yet rigorous

and engaging education that

sets your child up for success

in later years.



RSVP required – call 604-898-3287 or email info@cedarvalleyschool.com

www.CedarValleySchool.com

PIC reports on fundraising success

By Sara Forest
Parent Initiative Committee Treasurer

I am so thankful to be a part of a school that is so welcoming, open and thoughtful. Since his arrival in January, Jacob looks forward to his days with his friends in Class 1 and teachers and is engaged in his learning in a new way. That is what we wanted for him and we have found it at Cedar Valley!

It is with great enthusiasm that I wish to support our school wherever I can. Treasury is a perfect fit for me. I have been treasurer of the Parents Initiative Committee (PIC) since January and I am happy to be able to report the results of your hard work with fundraising.

Nesters is our most consistent fundraiser and the best part is, it doesn't cost us a cent to participate. It's win-win! January saw \$572 in revenue whereas February brought in \$785. March, which only had two weeks of sales due to spring break, brought in \$670! We hope that you spread the word with friends and family that this is a wonderful way to support our school. A great way to make this happen is to have your friends and family members pre-order



photo by Scott Cozens

Sara Forest with her three children (from left) Jacob in Class 1, Téo, and Noémie in preschool.

by e-transferring funds to info@cedarvalleyschool.com and offering to pick up their cards for them.

The My Funny Valentine comedy and gala auction was a big hit. Our

comedian Graham Clark was a crowd favourite and the auction was a success. Ticket sales, liquor purchases and auction profits came to a grand total of \$6890.



Waldorf Kindergarten

With two joyful kindergartens, and half- and full-day options, we are pleased to announce that registration is now open for the 2016/17 school year for children ages 4^{1/2} to 6. In the formative years Waldorf education focuses on honouring childhood and encouraging creative free play - for future creative thinkers!

We spend time outdoors daily, rain or shine, and explore the environment with forest walks and purposeful play. Inside we bake, experience stories, sing, paint and enjoy many other artistic activities. Our experienced faculty provide a warm, home-like environment for children where they are cared for and guided with love and compassion.

Register today! Call 604-898-3287 | info@cedarvalleyschool.com | www.CedarValleySchool.com

Thank you to everyone who worked on putting this together. Jiva has great quality bulk organic purchasing. I was impressed by the quality and freshness of the nuts and seeds that I purchased. This was my first time ordering. I gathered five families to split the larger bulk orders with me and it was economical for us all. Our school brought in \$537 from the February order. PIC intends to place orders quarterly with adequate spacing to stock you up for the summer months.

The Christmas and May fair are such a treat for children and parents alike. Unique to Waldorf, these community building events show the world what we're about. Crafting has already begun for May fair. Please sign up to volunteer in the way that suits you best, as there are so many options to choose from on the sign-up board outside of the school. You can also sign up online through our website. I have never experienced May Fair and am very excited for Jacob, Noemie and TLB to participate. It will be a wonderful celebration.

Things are rolling along well at our monthly PIC meetings. I'd love to invite all parents to join a committee or a meeting to voice their vision for the PIC. The PIC is here for the betterment of the students at Cedar Valley. I have great hopes for a prosperous future for our school and our families. I look forward to meeting you all!

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Tracey Greenberg

CVWS Jiva Organics Bulk Buying Group



Interested in quality organics and reducing packaging by buying bulk? Jiva Organics is a Burnaby-based company that supports local Canadian growers and manufacturers and offers a large selection of organic, vegan, vegetarian, cruelty free, biodegradable and fair trade products. No cost to join, tell your family and friends! Split or share orders on big items. Save money!



VISIT www.cedarvalleyschool.com/jiva
EMAIL ORDERS to cedarvalleyjiva@gmail.com
PHONE ORDERS to Jessica at 604-815-8432



Support CVWS with this incredible fundraiser. Proceeds help make Waldorf education an affordable option for all families. Join the "CVWS Jiva Organics Bulk Buying Group" on Facebook for updates and reminders Visit www.CedarValleySchool.com for all the details, catalog, order forms and more!

Morningstar kindergarten continues to grow

CVWS is pleased to welcome Kirsten Walter to the faculty at Cedar Valley Waldorf School as the kindergarten assistant in Morningstar Kindergarten. While Miss Lauren takes a parental leave to settle into her new role as mother to twins, Miss Kelsey has taken lead in Huckleberry Kindergarten. For the period, Kirsten Walter will assist with the children - and we are delighted to have her!

I have lived in Squamish since 2001 with my husband and two beautiful daughters. During the 2014-15 school year, my youngest daughter Abby was enrolled in the Grade 6/7 class here at Cedar Valley Waldorf School.

The transformation I saw in her changed the way my family looks at education and personal growth.

At first she was shy and more reserved, unsure of how to express herself creatively. And then with the guidance of her teachers, and support of her classmates, she started to explore her creativity in art, drama, crafts and music. She truly flourished in all areas and her selfconfidence improved. And with her renewed confidence, her academic skills became stronger.

After watching this transformation, I was sold on the Waldorf philosophy, which has always been very closely related to my own outlook and values.



Kirsten Walter

I believe that our hands are an extension of our heart and our voice is an extension of our thoughts, beliefs and – ultimately – our soul when we use our voice to connect to our passions.

I started volunteering at CVWS after my daughter graduated from the school as I was still so drawn to it and the staff. Walking into the Waldorf school has always felt like home to me. I could not leave the school even though my daughter was no longer attending. And so my journey with the Waldorf school continues.

My training and background is very diverse. For years I worked in

the hospitality/tourism industry in Whistler and just before my first daughter was born in 2001, I began to work in the healthcare field.

After having two children, I decided to go back to school and study Integrative Energy Healing through Langara College in Vancouver. This three-year program changed my life and marked the beginning of my own personal journey of healing and learning to work with other people's energy fields.

The most important thing I learned over the years of my study is that if we take care of our own energy field by supporting our health physically, mentally, emotionally, and spiritually, we can have a positive effect on others and our environment. In other words, healing takes place within us and it is from this place that we may be of service to others.

Since completing my studies in 2010, I have been growing and learning more in the field of holistic health. I have also been drawn to doing hospice care in Squamish and have been volunteering with the Squamish Hospice Society for approximately five years. Caring for the dying and offering bereavement support to individuals dealing with the loss of a loved one is something that is very close to my heart.

I look forward to working within the Waldorf family and building a strong, inspired community.

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Q+A with Erika Yokouchi

Cont'd from page 1

It was my choice to go to Vancouver, and I'm really glad to be here now – it has a well-structured curriculum and it's been really great.

How would you describe your experience in the Waldorf high school?

Here you don't really choose your classes like in public school. That's part of Waldorf philosophy, you have a well-rounded education – the scientists would know about art and history for example, not just the area they are choosing to study. It's important to have an overall education in all the subject areas.

Also, I know everyone that's in my class really well. The Grade 9s and Grade 12s – and everyone in between – hang out and chat. Everyone is friends. We're not segregated by grade or group. If there's a party or event, the entire high school is there. There's a strong community feeling. I really love the trips we go on as well – we did a whole school trip at beginning of year and at the end of each year we do a class trip.

For the first portion of your day you are steeped in one topic consecutively for weeks at a time – your Main Lesson. What benefit do you see to learning like this?

To be able to focus on one subject for a month – you can really get in depth with whatever you are studying. You come up with all these ideas along the way. When it's all in one block you can go into great detail and bring in other ideas from the block. We still create our own main lesson books but it's a bit different from when we were younger. Now we write our own texts, which is really nice. We're not just being told what to include. When we have a lecture, we can go home and write what our take is of it. In Grade 9 you would write what the teacher spoke about, but now, as we get older, we go home and write something related to the topic, own own ideas incorporated with the facts. You get to offer your own personal take.

*Self-portrait by Erika Yokouchi
with graphite shavings,
watercolour and pencil.*



What do your main lesson books look like?

Esthetics are important. Once you get to Grade 11 you've done so much handwriting! Half the time, we draw from photos and add colour, and add a lot of artistic details depending on your style. I really like drawing so I'm able to draw something I like for any topic we are on. Instead of pictures in textbooks you can draw your own pictures, add little details

that you wouldn't normally notice – it gives you the opportunity to look really closely at things, zoology for example. Doing it this way you notice the different forms and can more easily compare one thing against another, like with anatomy. It's kind of the same as reading something or writing something – it's a very different experience just looking at a photo compared to drawing a photo or something real.

Cont'd page 19

School's plan for the future includes designs on new building and

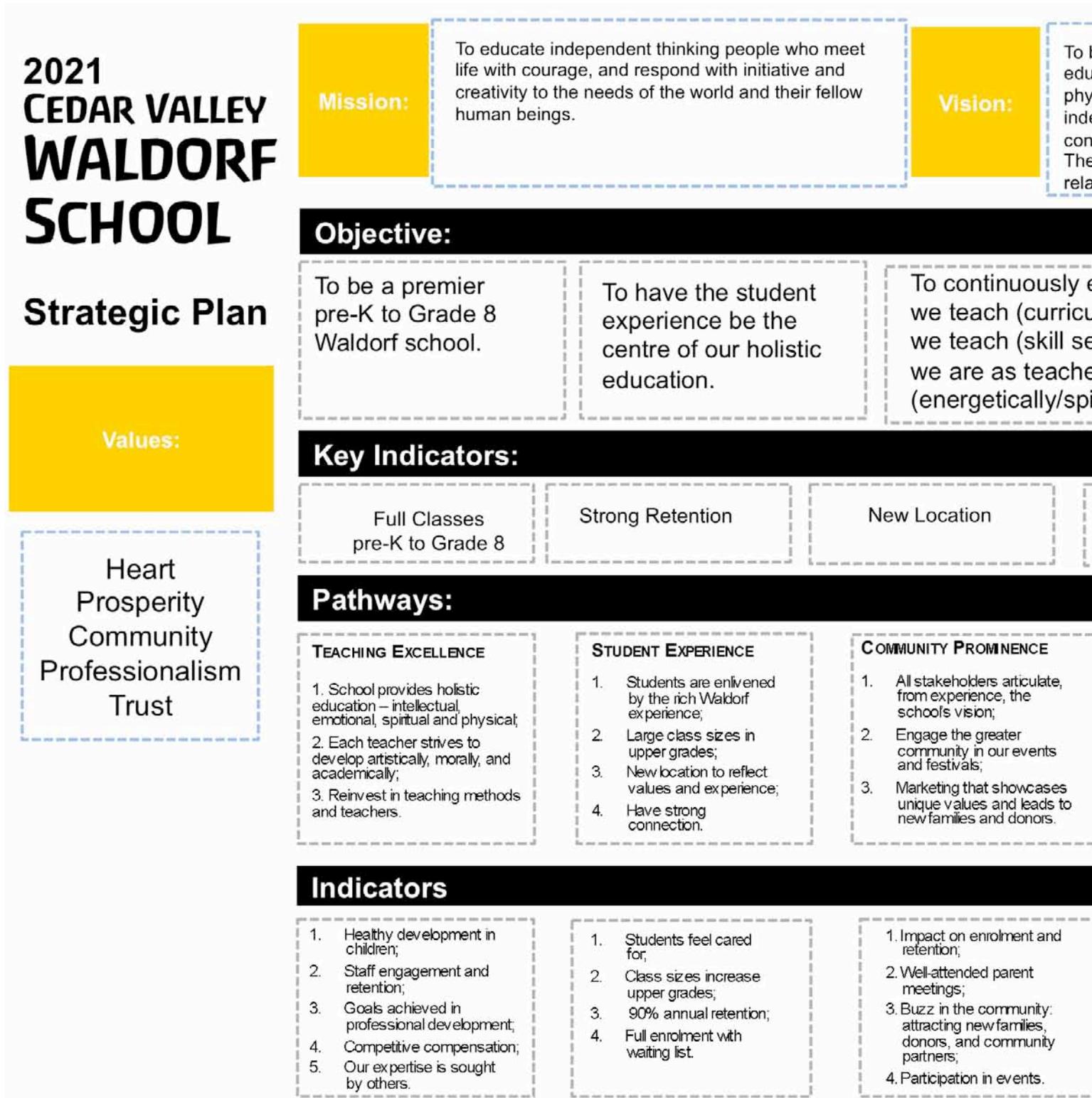
Cont'd from page 1

As outlined below, the main objectives set forth in the strategic plan include being a premier pre-K to Grade 8 Waldorf school; to have the student experience be the centre of our holistic education; to continuously enliven what we teach, how we teach, and who we are as teachers;

and to cultivate a values-based community centred on the work of Rudolf Steiner, in the context of the modern world.

At the core of the key indicators, among other things, is a new location – and building – for the school.

I'm passionate that we need to grow the school in such



and location, teaching excellence, student experience and more

a way that we can continue to offer the quality, holistic Waldorf education that we are known for. To do this we need land, a new facility that offers more than what we currently have, said Christine Martin, a founding parent of Cedar Valley, principal of the school and class teacher.

be a premier pre-K to Grade 8 Waldorf school providing a holistic education that addresses the intellectual, spiritual, emotional, and physical aspects of the child. The school develops confident, independent thinkers who have a strong social and environmental conscience and respond to the world with compassion and creativity. The school community honours the child, fosters harmonious relationships and celebrates the wonder of life.

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To cultivate a values-based community centred on the work of Rudolf Steiner, in the context of the modern world.

10% Annual Revenue Surplus

Engaged & Enthusiastic Stakeholders

FINANCIAL MOMENTUM

1. Enhance revenue model and strategy;
2. Access funds to support new location.

LEADERSHIP/GOVERNANCE

1. School guided by consistent vision;
2. Clear, transparent structure, roles and decision making (Board, PIC, Admin);
3. Succession planning and better capacity planning.

1. New location funded outside of operating surplus;
2. 10% annual revenue surplus;
3. New revenue streams created.

1. Vision carried by all stakeholders;
2. Engaged and committed stakeholders;
3. High performing board and admin team;
4. Strong financial stability.

Martin lists off a number of areas that would benefit the school once a new location was secured and facility built.

We need a performance hall, a gymnasium, land that is spacious, buildings large enough to house single classes from preschool through Grade 8, including additional classrooms for specialty subjects such as handwork, she described.

Last week parents received a short email survey from the board of directors. Our new board president (see page 5) Adam Greenberg is in the early stages of creating a business case to help execute our strategic plan and expand our school to better serve our students, faculty and our dynamic and growing community.

Squamish is growing and I believe that CVWS has a unique opportunity to help serve this growing and wonderful community – as it does today – in so many ways. To accommodate that growth, however, a new, larger school in a new location is paramount, said Greenberg.

For that reason, I am extremely enthusiastic to have the privilege of leading the board on this exciting journey.

It is going to be challenging for sure, but with the commitment from parents and students, faculty, board members and the community at large I believe in my heart that we can do this and that all of us can play a role, big or small.

“

CVWS has a unique opportunity to help serve this growing and wonderful community...

”

Adam Greenberg, CVWS board president

Over the past couple of years the momentum has increased for this new stage of growth. There is an active locations committee and the board of directors is now committed to holding bi-weekly meetings in order to devote enough time and energy to achieving the goal of a new location. The board is also meeting with community members, philanthropy and development consultants, real estate developers and many others to begin to piece together what is needed in order to achieve this goal.

Greenberg challenges the school community to begin envisioning their ideal school now.

You can start today by imagining what that school will look like and how our diverse and inclusive student body will grow, he said. If you have any ideas or thoughts to share or wish to contribute in any other way please reach out to me directly at any time. We are all in this together.

SUNFLOWER PRESCHOOL



photo by Kirsten Andrews

Preschoolers dig in the garden box to find worms.

Rain flow,

Wind blow,

Sun glow,

Help the earth our seed to grow!

~ N. deBruyne

Ah! Spring and the flowers in our gardens. The daffodils were standing tall, their heads held high as if to greet us when we walked into our playground. The tulips we planted earlier this year are just beginning to unfold from the earth and will soon enough be upright and reaching for the sun.

Each time we return to school after a break and I look at my children – I am always amazed at the changes I see in them. Yes, they are taller and their faces have changed but so too have their ways of being. It is how they interact with one another, expressing care and concern that moves me most. The gentleness and kindness they show and express in their conversations while we are having our tea-time and in their play is beautiful to witness. Our children are growing strong.

Thank you and I am indeed fortunate to have the opportunity to be with your children and enjoy first-hand their wonderful family life.

~ Miss Judy

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Located in picturesque Garibaldi Highlands, Little Rose Daycare is a Waldorf-influenced, full-time, home-based childcare centre led by Shannon Johnson. Shannon is a licensed early childhood educator and Waldorf-trained kindergarten and preschool teacher, with 10 years experience.

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RAINBOW PRESCHOOL

I recently listened to the CBC program Ideas where Payam Akhavan (who worked for the UN legal counsel) gave a forecast on humanity. He said: In the future we will have a commodity that is more precious than gold or diamonds, this commodity is authenticity ... we will yearn for this in our innermost self.

Payam Akhavan's words touched me very deeply. What do his remarks signify? How can authenticity be a commodity? And what is authenticity?

The Cambridge English Dictionary characterizes authenticity as the quality of being real or true. Wikipedia claims authenticity concerns the truthfulness of origin, attribution, commitments, sincerity, devotion and intentions.

I believe, as human beings we are all longing for authentic experiences and above all, I see children yearn to meet what is real and genuine. This is especially challenging today, as children arrive in a world that is saturated with virtual reality and consumerism.

Children and adults alike spend a lot of time in front of screens, in a virtual world that draws us in. While exciting, it leaves us unsatisfied and wanting more. I searched for a list of the best toys of 2016. The Top 10 include a lightsaber from Star Wars, a maleficent (evil) barbie doll and a Fisher Price robot which dances and moves teaching your child fun songs and dance moves.

Is there anything real and true about these toys? How, in this sea of fabricated and distorted realities, will children be able to navigate and find what is beautiful, good, and true? What can we as adults do to give the gift of authenticity to our children?

Rudolf Steiner spoke of our youngsters needing role models of real work to imitate and absorb and this is where we can start. The children's play depends upon its impulse towards imitating. You know children do what they see grown ups do. Steiner said in *Basel Course on Pedagogy*.

The work of the kindergarten and preschool teacher provides many opportunities to imitate. We bake, we sweep, we sew, and rake, etc. This work is real, it has a purpose, and it happens in real time. It gives children a sense of where things come from and what follows: grain turns into flour, turns into bread; a piece of cloth becomes a doll.

These tasks are taken up by the children and are later reflected in their play. Children love to participate in practical work, they enjoy sweeping the floor, grinding flour, gardening, helping to fix a broken toy, and such. All these activities require sincerity, devotion and commitment - elements of authenticity.

A child in my classroom recently took a piece of fluff from the wool basket, carded it, tied a string around it and dedicated the rest of his morning to finding friends, a nest and food for their bluebird. Simplicity, imagination, and the work of the hands were all tied together in this real



file photo

Young children work with their hands in real time, the ultimate experience of authenticity.

experience for this child. Other so called simple activities like storytelling, singing, eating together, seasonal festivals and their preparations, walks in nature, a backyard fire all satisfy the yearning for authentic experiences as well.

Another element to consider in this endeavour is the inner bearing of the adult: It is important that you think and feel only what children should imitate when you are in their presence, Steiner is quoted as saying in *Education as a Force for Social Change*. Our attitude needs to be true, engaged, and interested.

The children will imitate this attitude. One of my mentors told me once: Miss Astrid, you need to learn to love clean up. The quality of my presence, the devotion to the task at hand needs to be real. It cannot be faked. Some may call this state mindfulness. Being mindful and present is not always easy since our lives are so busy. Oftentimes, when we are involved in one activity, we are already planning the next step; and our young ones, who are in the present and engaged will frequently protest when we try to herd them along.

Children take all experiences deeply into themselves, many a time becoming what that reality is and revealing elements of it in their play. As adults, as educators and guardians in the lives of our children we have the opportunity to make their experiences real, truthful and genuine.

The gift of authenticity is a powerful gift and grants to meet the yearning in each child's innermost self.

~ Miss Astrid

MORNINGSTAR & HUCKLEBERRY KINDERGARTENS



photo by Kirsten Andrews

The use of imitation and example as a teaching method constitutes a non-intellectual approach. It reaches the innately dreamy consciousness of the child and works with the natural pace of the child's development. Here, Miss Begoña sweeps the stoop of Huckleberry Kindergarten with students Bianca Gazdik and Anni-Mae Bruce.

The children in the kindergarten have grown so much since September. It is so hard to believe that spring is already here and that we are in the final stretch of the school year. Friendships have evolved, blossomed, and have become so strong. All the children are at ease with the rhythms of our days and with one another.

We would like to share what it is we teachers work with every day. As we know, the child under seven is a being of will, a huge sense organ that explores the world with openness and devotion: tasting, touching, smelling, seeing and hearing everything. This exploration is crucial to his development and must

not be interfered with by constant distraction, early intellectualization, and pressure to learn. There are two words that indicate how children make a sense of the world: imitation and example.

So what exactly is imitation? It is the union of impressions coming toward the child from the outer world and the child's inner world of will (movement). The child sees and then does – he repeats. There is a simple rule to this. If we want the child to do something, we must do it ourselves, in order to offer her someone to imitate.

We, as teachers, like to think of the young child's capacity for imitation as nutritional. The way a child imitates

is similar to the way he digests the food we offer. He simply takes it in, and, depending on the nutritional value of the meal, he is well nourished or undernourished. By creating environments that nourish the child's life-long learning and by establishing healthy life rhythms (sleep, meal times, work, play), we lay essential foundations for learning.

The use of imitation and example as a teaching method constitutes a non-intellectual approach. It reaches the innately dreamy consciousness of the child and works with the natural pace of the child's development. Kindergarten teachers believe the use of imitation and example to be an age-appropriate learning method. Cognitive-based learning is avoided and instead, a movement-based, self-initiated (imitation) is what is being nurtured. By questioning, explaining, and instructing a child too much at such a young age, we pull the child into an accelerated consciousness.

The role of the adult is very important. The adult is balanced and serene, active but calm, speaking little, purposeful in doing her own work: cooking, baking, washing dishes, sweeping, cleaning, knitting, mending, gardening, etc. If appropriate, the adult may sing and hum while working. The children may imitate, help and make use of the material. A child wants to imitate, so once he has watched an activity, no explanation is needed, he will want to do it to the best of his ability and age.

In less materialistic cultures, and in our grandparents' day, parents had to work most of the time in procuring the basics. In those cultures, the child naturally gets to see those activities. As modern parents in the western hemisphere, living in such a fast-paced world, we might benefit from going back to this way of thinking. In doing so, we will get in touch with ourselves, the sources of our food, clothing, and perhaps discover an old art or craft form which really inspires us.

While the imitative response is a constant theme in our program, certain moments of the day regularly involve imitation and will be repeated on a regular basis. A rhythmical repetitive element in the kindergarten experience brings another dimension to the use of imitation and example: rhythm and repetition. The rhythm soon becomes a habit, and very quickly these habits are established and become unquestioned, removing the need for instruction and direction; the child “goes with the flow.”

The child demonstrates a willingness to follow an adult’s lead without being forced or asked to do so, and this becomes a habit. An attitude of respect and trust for the adult world is fostered through this experience. This is an important step in moral education.

All learning associated with speech at this age should be learned through imitation. This is why songs are so important. Songs make pretty and rhythmical impressions on the senses; the beauty of sound is greater than the meaning. Dancing movements in musical rhythm have a powerful influence in building up the physical organs. The child is a musical instrument and inwardly feels a kind of well-being in the sound. By imitation he learns to sing out of the inward joy he experiences in building up melodies and rhythms.

At circle time the principles of imitation and example become particularly significant as the teacher becomes

aware of her own speech and gesture. It is one of the only moments of the morning that is a teacher-led activity. Using appropriate seasonal themes, the teacher becomes a source of knowledge and understanding of the world

of vocabulary, clear speech, control of movement, imagination, listening skills and phonological awareness.

These skills lay a solid foundation for literacy and numeracy at a later stage. At this point the teacher has become a clear point of reference, and the children are encouraged to balance the individual freedom of creative play with the communal, co-operative mood of circle time, while looking towards the teacher as a leader.

We can see how the skillful use of imitation and example has the capacity to develop social skills. They are also effective in bringing about positive behaviour from a non-authoritarian discipline.

The way in which adults work together is also an example for the children to imitate. We have to set an example of co-operation amongst the community of adults (teachers, assistant, school staff, parents) that is worthy of their imitation. Thusly, their social skills will be developed.

Children need adults that look and act with happiness and most of all with honest, sincere and genuine love. If we want a child to move toward self-control he must experience and observe self-discipline in adults.

~ Miss Bego—a, Miss Kelsey and Miss Kirsten

“ The way a child imitates is similar to the way he digests the food we offer. He simply takes it in, and, depending on the nutritional value of the meal, he is well nourished or undernourished. ”

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CLASS ONE



photo by Kirsten Andrews

Class One is steeped in outdoor play as much as possible to augment their Main Lesson studies. Building confidence and strong relationships within the group in a natural environment is key to their education.

Als ich ein Kind war, hatten wir ein soziales Netzwerkes nannte sich Draussen.

“When I was a child we had a social network – it was called outside.”

Recently a friend from Germany sent me this quote and old childhood memories came flooding back. In the '50s and '60s, the time when I went to elementary school in the former East

Germany (GDR) my friends and I would spend every day after school outside. I did not watch any TV. My parents had a GDR black and white one with two GDR programs which were controlled by the communist government, but there were no computers or cell phones, and people still handwrote letters, sent each other parcels and spent a lot of time together after work because there were

no other alternatives like Google or Netflix, all kind of pads and phones and other modern toys.

As a child I played outside until six o'clock and then we had to be home for supper. That was the only rule: be home at six. We played soccer, built tree houses, we went fishing, swimming, and (of course, because we were boys) we had our fights. I wore my lederhosen every day and usually I came home with bloody knees from all the playing, running, and falling.

Now, more than 60 years later, I am so glad that I can pass on my “holistic” outdoor and non-electronic experiences of that time to my Grade 1 students.

My students and I spend a lot of time outside and we play, create, walk, and discover regardless of the weather. This outdoor playtime will change over the years but we will keep the wonderful opportunities that Mother Nature offers us here in Squamish and take advantage of it as much as the growing intellect will allow.

The 13 students in Class 1 are doing very well. We are currently in an English block and the children are creating their very first reader. The main characters in this book are Paddy the Beaver and his wife, along with Puma the Cougar, Old Man Coyote, Buster Bear, and others.

There is a real beaver pond close by so our storybook has a realistic backdrop, and close meaning for the children.

And, by the way, if you happen to see (or hear) me zooming through the back forest while I am playing with my students do not worry – I am very happy and still enjoying my never-ending childhood!

~ Fritz Bindseil

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Visit Cedar Valley Waldorf School and “like us” for news, inspiration and articles relevant to parenting. Class parents will receive updates on school events, PIC meetings and important events.

CLASS TWO/THREE

Children reaching the age of nine undergo a decisive change in their relationship with the world; the world that was part of them becomes the world that surrounds them. The Shelters and Houses block is an excellent way to help the children understand the world and to connect to the vast and varied environments in which people live.

As we look at shelters from around the world, our first investigation into geography, we see how ingenious human beings are in their ability to create just what they need out of the materials in their environment. We also delve into social studies and examine the lives of people in diverse parts of the world. Geography and social studies are subjects that help lead the incarnating child 'down to earth,' thus preparing him or her for their approaching maturity.

If we want to help the children to enter into partnership with nature and the world we must enable them to go beyond mere intellectual knowledge and penetrate the material with feeling and hands-on experiences. This block is filled with stories, art – drawing and painting, writing, and physical activity.

Hands-on physical work helps the children incarnate more fully, and strengthens the sense of connection to the environment. The children worked in groups of three to six to build a lean-to. The process took communication skills, teamwork, organizational skills, and logical thinking. Children naturally love to build forts; it generates a sense of satisfaction in what they have created – a home where they feel safe and happy in.

We will also be engaging as a class in a much bigger task for our next building project – creating a log hut that will be three metres long. There will be a real sense of pioneering as the children cut the wood with a hand saw (no electrical tools), work with mallets and chisels to create notches,



Top photo by Kirsten Andrews, below: Christine Martin
(From top) Students in Miss Christine's Grade 2 and 3 class show off their individual shelter projects to parents and other students on Monday, May 2; Koyuki Belostotsky, Izabella Jost, Beau Laverdiere, and Eveylyn Sinclair work in the forest on their lean-to.

build the walls and then the roof.

Through the house building and farming main lessons, the children will come to understand that complex work processes can take a long time to complete. The upcoming farming

block, for example, will demonstrate the entire sequence of agricultural yield – from ploughing the earth to sowing the seed to harvesting the grain and finally, the end result: delicious bread!

~ Christine Martin

CLASS FOUR/FIVE

With the nice weather and the warmer temperatures of early spring, Class 4-5 spent a lot more time outside preparing for the Waldorf Olympics which take place in Hope, B.C. at the end of May. About 10 schools will send their fifth grade students to this event to compete an important part of their Waldorf curriculum. The children have already established contact with some of their peers, who they will meet in person later this month, by writing and receiving letters. All of them are very excited to meet those pen pals at the Games. In the meantime we have been training and learning how to throw the javelin and discus, how to wrestle Greek-style, and what one can do in order to jump farther in the long jump. And let us not forget all the running we do to prepare for potential races and to just get into better physical shape.

The students are learning that their performance will not be only judged by distance and time. As was the case in the ancient Greek Olympics, grace and harmonious physical movement are equally important. We hope for continued good weather so that we can hone our skills even more.

Our time in the classroom has been spent with a good deal of Canadian geography. The class learned what the



Photo by Kirsten Andrews

Class 4-5 have been practicing in the Valleycliffe meadow off the dike trail as they prepare for the Waldorf Olympics in Hope, B.C. at the end of May. Pictured here (from left), Marina Lopez Bago Cid, Erin Hardy and Ruby Laverdiere prepare to throw the javelin.

motivating factors were in bringing immigrants to Canada, the hardships they had to endure, and what then made them move farther and farther west. We compared Canada by size, geography, weather and natural resources to other countries around the globe. We also

took a walk in our minds from west to east and found out a bit more about each province and territory. This block will continue after the summer and will expand into North and South America.

After that it was back to ancient civilizations. We are now learning about India: its geography, a variety of gods, and the myths. We will also talk about the caste system and the Buddha. As part of this block the children will engage in some yoga practices before class. In about a week we will then move on to Ancient Egypt and then Greece in mental preparation for the Olympics.

Our year will be rounded out by another botany block during which we will learn about the rose and lily families. We will also take several day trips to explore nature in our part of the world.

~ Ralf Hoerger

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Q+A with alum Erika Yokouchi

Cont'd from page 9

You've always been quite talented at art, is this something you will pursue?

This art aspect is a mandatory part of our curriculum. In the high school we can also do other fields. I'm doing stained glass, a bust of a head in clay, and porcelain cups with a mould I've created.

What else would you like to add?

I would say I'm really glad my parents put me through Waldorf. The way you learn in the lower grades is just amazing. The freedom to be able to play the way we did was just amazing. There are academics, but it's not academic centric. The child is growing up, and Waldorf tries to educate them as they grow up in a natural way, not for what they could be in the future.

All throughout school there is a good teacher-student relationship. The teachers really know you, and in high school they base their classes off of who is in the class and adjust their curriculum to fit the class. It's really amazing. You can have really interesting discussions in class because of this.

The teacher will bring the subject but the students will explore the subject. They're not lecturing, they bring the material and it's more of a discussion around it.



Photo by Kirsten Andrews
Erika Yokouchi with mother Yoko Haga.

To other people who might be thinking about going or continuing in Waldorf? I would really encourage it. It's not an experience you can get anywhere else. I absolutely loved going to Cedar Valley. I definitely feel like I've gained so much from going to that school. It's helped me a lot coming out of there.

With subjects like math and letters, language arts – I still remember learning everything from Grade 1 and the stories that were brought with the math. Everything that was brought to me was never boring, or felt mandatory that I had to learn. It made me actually love school. I always looked forward to going to school. In the lower (elementary) school I wanted to go, which is I think is a rare thing to be able to say.

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