



Green Meadow Waldorf School

The Bulletin

March/April 2017



A group of students is hiking on a forest trail. In the foreground, a young man with glasses and a black jacket over a grey hoodie is walking on a large log. Behind him, another student in a green jacket is also on the log. To the left, two more students are visible, one crouching and another standing. The background shows a dense forest of bare trees, suggesting a late autumn or winter setting.

Class Trips

Inside:

Senior Projects Preview
Faculty Spotlight
Updates from
Development, Diversity,
Service, and more!

The Bulletin

A Publication of
Green Meadow Waldorf School

We invite readers to submit articles for consideration that relate to school activities and events. Green Meadow reserves editorial rights, including the right to reject any material it deems unsuitable for publication.

The Green Meadow Bulletin Committee is composed of Daniel Bieber, Raoul Cansino, Harlan Gilbert, Vicki Larson, Melissa McDonagh, and Vanessa Lee, *Editor*. Meetings are open; please contact the Bulletin Coordinator at bulletincoordinator@gmws.org if you wish to attend.

Guidelines for Bulletin submissions

All submissions are due by the deadline, emailed to bulletincoordinator@gmws.org. We will do our best to include your submission; however, due to space constraints, we may not always be able to include all items.

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The next issue of The Bulletin is the May/June 2017 issue and will be distributed: Friday, May 1 All submissions are due by 3pm: Friday, March 31

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Dear Readers

Bill Pernice, *Pedagogical Administrator*

As I reflect on our mild winter, I am grateful for the many opportunities to stay connected, starting with our Winter Concerts in December, the Alumni Games in January, and the Parent-Faculty Dinner and Parent-Teacher conferences in February. I enjoyed singing an African lullaby with all the parents and faculty who attended our annual Parent-Faculty dinner on February 4. We also heard from many of our faculty and staff at this "State of the Meadow" event. We received our joint NYSAIS and AWSNA accreditation in January and are now working on our strategic plan which Eric Silber, Business Administrator, highlighted at the dinner. Eric also spoke about our good financial health, as Green Meadow has virtually no debt and tuition now covers our expenses. We also had updates from Andrea Gambardella, Collegium Chair, Vicki Larson, Director of Communications and Marketing, Jake Lynn, Board President, and Laura Radefeld, HS Eurythmy teacher. Thank you to Threefold Café for a delicious meal.

As we look forward to spring, we have some exciting events coming in March, starting with our March 7 Parent Education event featuring the film, *Screenagers*. On Wednesday, March 8, the Parent Council will host an Open Forum to discuss Parenting in the Digital Age. We hope to see all of you at our upcoming fundraising benefit on March 25. *It's About Time: A Benefit to Establish Green Meadow's First Endowment* promises to be a fun and lively evening with a 50s, 60s, 70s, and 80s Theme Party in the High School, a music showcase in Rose Hall, an online auction, great food, and much more.

This issue of *The Bulletin* focuses on Class Trips, including a journey with a Third Grade parent, MaryJoe Walikainen, reflecting on sending her daughter on a week-long adventure to a Biodynamic Farm in Hawthorne Valley, NY. Will Minehart, Seventh Grade Class Teacher, writes about the wonders of outdoor education as he prepares to take his students to New Hampshire for a week-long Wilderness Trip. HS English Teacher Defne Caldwell highlights the rewards of reading *Moby Dick* and the trip on a whaling ship in Mystic, CT which helps the novel come alive in the minds of our Tenth graders. Angela Nusbaum, HS English Teacher, fresh from an Eleventh grade trip to PA, shares the amazing transformation these students go through as they study *Parzival* and then experience learning to ask the right question as they work with Camphill Soltane and Beaver Run, two communities that serve people with developmental disabilities.

We also hear from Suzanne Lynn, who writes about her important work as the Educational Support Coordinator in our Faculty Spotlight.

In our Student Spotlight, we hear from four seniors about their senior projects—from witnessing a home birth to writing a novel, from roller derby to building a tiny house. I encourage you to read these articles and join us for the Senior Projects which will happen the week of April 3. I am continuously amazed by our students throughout their time at Green Meadow. Senior projects are a great way to see the benefits of a Waldorf Education as our seniors wrap up their experience here and get ready to journey forth into life beyond Green Meadow, fully prepared and ready for whatever life has to offer them. ■ ■ ●

"In the Air" Meeting: Parenting in the Digital Age

**OPEN TO ALL PARENTS • Wednesday, March 8: 7:30–9:30pm
High School Common Room. • Refreshments will be provided.**

An open forum and discussion on the opportunities and challenges of parenting in the Digital Age, hosted by Parent Council



Class Trips

11th Grade Parzival Trip to Camphill Soltane and Beaver Run in PA. Image courtesy of Joseph Regan

Third Grade Farm Trip – A Parent’s Perspective

MaryJoe Walikainen

My daughter Ava began attending Green Meadow in Third Grade. As if learning through play, free time outside every day, and helping out at nearby Duryea farm on Fridays weren’t enough fun, she also got to spend five days and four nights with her classmates living on Hawthorne Valley Farm in Ghent, NY.

While Ava spoke about the farm trip frequently, she began the official countdown three weeks prior. As part of the preparation for her trip, she received a packing list from her teacher. She brought it home and got right to work. She compiled all the items she’d need. One check mark went next to the items she already had on the list and put in a pile. A star went next to the few items she didn’t have and needed to get. She placed yet another mark next to each item on the list after she labeled it with her name. Then, as the departure day got closer and excitement built, she made a fresh packing list (the other one had too many marks on it) and checked off each item as she placed it in the duffle bag. The duffle bag got packed and repacked several times before leaving. I marveled at her independence as she took care of all her trip preparations herself. While packing

for a trip may on the surface seem trivial, it indicates to me my changing role as she increases her self-reliance and responsibility.

Before she left on the farm trip, she got a schedule outlining the activities and chores she would be able to do at the farm. She wondered what milking the cows would feel like. She questioned if she would really need to clean out the barn or, if she could skip that part. She said she wanted to get up early every day (instead of just one day as indicated on the schedule) to feed the animals. She expressed her excitement about being able to collect the eggs every day and the opportunity to learn how to make fresh butter.

While Ava had spent time away from home before, she was always with a member of her family. This trip would be her first experience without any family. Regardless, when the morning came to leave for the trip, Ava boarded the bus forgetting to say goodbye. I entered the bus to give my goodbye and found her already situated with her friends, anxiously awaiting the journey. Before the trip she was able to write down a couple preferences for who she would want to bunk with while at the farm. Her teacher reassured her that at least one of her preferences would be

honored. This provided a sense of comfort for Ava, knowing that at least one of her closer friends would be with her. At the farm, she ended up with several of her friends bunking near her. And she came to find, through various activities at the farm, that she got to know some other classmates better. This trip provided her first major experience of expanding her sense of place and belonging beyond her immediate family to include the larger class community.

One evening, Ava was particularly tired and was ready to go to bed before the rest of her classmates were ready. She struggled with deciding to either continue on with the group activities or go off to bed by herself. She ended up going to bed before the others. I believe this reinforced her trust in herself to listen to what she needs, even if it is difficult and unpopular. I think this experience nurtured trust in herself and was important for her as she continues to navigate and explore her relationship with herself and others.

When she returned home, she spoke about catching a countless number of frogs at the pond, riding a horse, going for a hike and rolling down a grassy hill, splashing around in a creek, and her rekindled love of eating sweet potatoes, as well as some of the chores she got to do. She loved *continues on next page*

being able to cook soup for every-one one day. She explained that, on another day, she had the much less exciting job of serving and cleaning up after dinner. I could feel her sense of confidence strengthening as she reported that milking the cows turned out to be fairly easy and that she was able to clean out the barn really well and take care of the smelly manure without a problem. While she didn't articulate it directly, I know she understood through experience that some tasks are easier and more enjoyable than others and that what each person does individually helps everyone.

Being at the farm reinforced in a tangible way the lessons she had been learning all year long at school by providing positive experiences which challenged her with new tasks and opportunities. The trip provided many fertile opportunities for her to grow her confidence, independence, and sense of belonging—all in an adventurous manner, in a unique setting, among wholeheartedly supportive friends and teachers. ●

Seventh Grade Wilderness Trip

The Seventh Grader: An Explorer by Nature

Will Minehart, Seventh Grade Teacher

While there is a strong tradition of environmental education throughout all of the grades in Waldorf Schools, the seventh grade is a year when many schools choose to challenge their students with a true wilderness experience. These types of trips can be different from other years in that they confront the seventh grader with their boundaries of comfort while priming them for the realization that we as humans have a surprising propensity for discovery and overcoming adversity.

Before becoming a classroom teacher, I spent many years in the mountains of Colorado and Washington, working with several non-profits as an environmental educator. These were magical times that formed the foundation of my love for working with youth while sharing my

passion for nature and exploration. While I loved working with all youth, there was one age group that always seemed ready for something more, and this was the seventh grade.

I remember one particular group of seventh grade girls from San Francisco with whom I worked for a week. Their teacher had brought them to the temperate rainforests of the Olympic Peninsula in Washington State for an exciting and challenging nature experience. As I gathered my group along the lakeshore after breakfast for our first day of hiking, it began to pour, and I mean really pour. When I shared our plans for that day, which involved hiking several miles up a mountain, their faces expressed an impressive range of emotions. However, as I assured them that while we would likely be cold and soaked for most of the hike, in only a few hours, we would be warm and dry

Class Trips by Grade

1st and 12th Grade Ice Skating at Bear Mountain. Image courtesy of Fernando Lopez.

Kindergarten – Walks to Duryea Farm	7th Grade – Wilderness Trip
1st Grade – Apple Picking and Ice Skating with 8th Grade	8th Grade – Wilderness or Service Learning Trip
2nd Grade – Apple Picking and Ice Skating	9th Grade – Mystic Seaport, CT for Moby Dick
3rd Grade – Farm Trip to Hawthorne Valley, NY	10th Grade – Surveying on Cape Cod, MA
4th Grade – North-South Lake Camping Trip	11th Grade – Parzival Trip to Beaver Run Community in PA
5th Grade – Canoeing	12th Grade – Marine Biology on Hermit Island, ME
6th Grade – Stargazing and White Water Rafting	

again. Knowing what was on the other side, they seemed willing to take the plunge. After only 20 minutes of hiking, we were totally soaked, even with good rain gear. At the summit of our hike, we ate soggy sandwiches while enjoying the view of cloud-skirted mountains that extend into Canada.

Once we had descended from the mountain and were about to return to the dry warmth of the lodge, I sensed that this group was ready for something more. Since we were about to get comfortable again, I asked them to take just five to ten minutes alone to find a place to sit and experience what it felt like to be immersed in this impressively wet place. To my surprise they were completely willing, and one girl even walked right into the lake and sat down! I can still remember the treble of the rain on the lake surface that day. An hour later, we were warm and dry, drinking hot chocolate while we wrote about our day. Each day that week, those girls gave me the challenge of finding something new for them to discover, new limits for them to push beyond, and it is still one of my most memorable weeks of working with youth.

For the seventh grader, life is changing drastically. If you can imagine the child as a pool of water, life experiences provide a constant yet variable flow of precipitation upon the surface of that

pool. The child grows accustomed to this flow just in time for the rock of puberty to come splashing in. Amidst such turbulent and unexpected physical and emotional change, teenagers tend to look outward, riding the widening ripples of new, outer experiences. Peer relationships become more important and intense, and facing new challenges together can strengthen these bonds. A new feeling of autonomy urges teenagers to embark on their own discoveries, and it is important that we help facilitate these discoveries in safe and nurturing ways that encourage success and further exploration.

However, if you have ever closely watched what happens to the surface of water after something is thrown into it, not only is there an outward splash and spreading of ripples, but there is also an inner movement of water returning to fill in the void, which sometimes culminates with another splash altogether. Similarly, when the seventh grader is met with the proper outer experiences, it awakens their inner life of reflective introspection, and an upwelling of individual consciousness can result. At a time when it can feel uncomfortable to acknowledge the changes occurring in their physical and emotional worlds, we can confront the teenager with the proper outer experiences to help cultivate a joy

and intrigue for discovering their own personal wilderness. Such experiences in nature also help to connect individuals with the broader, nonhuman world. Removing the convenience and distractions of our daily lives allows us to be fully present in the unfolding moment, and it creates a space for something new to emerge out of one's own will.

I have found that seventh graders are perfectly primed for such wilderness experiences. They are tenacious, bold, excitable, resilient, and gritty. They are just the kind of explorer you want to have with you to journey into the unknown. This year's seventh grade week-long wilderness experience will be facilitated by an organization called KROKA. At a base camp on a rural farm in southern New Hampshire, the class will spend several days exploring individual and team-building challenges presented through rock climbing, water sports, farming and food preparation, self-sufficiency and survival skills, and many other activities and games. The trip will culminate with a three-day backpacking experience in the White Mountain National Forest, during which the class will be challenged to put the skills they practiced earlier in the week to good use. As this class's teacher, I, too, am excited to greet the challenges that await us as we cap off yet another exciting year together. ●

Ninth Grade Mystic Seaport Trip – Why We Read *Moby Dick*

*Defne Caldwell,
High School English Teacher*

You may or may not have read a little book with a compelling title, *Why Read Moby Dick?*, by Nathaniel Philbrick. In it, Philbrick explores elements that are significant to Herman Melville's novel, such as the disastrous tale of *The Essex*, a ship sunk by a sperm whale in 1820 which inspired some aspects of Melville's tale (and Ron Howard's recent film). Philbrick's book also includes several essays on themes, *continues on page 7*



*Class of 2019 on their
Mystic Seaport Trip.
Image courtesy of
Sarah Penson.*

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Continued from page 5

characters, and scenes within the novel, and a wonderful chapter on chowder. Margaret Atwood wrote a column in *The New York Times* (4/28/12) about what she would tell Martians wishing to understand America. Among other things, she tells them to read *Moby Dick*. Their response, "Holy crap! Does this mean what we think it means?" They understand the novel as a metaphor for North America's 21st century role in the oil industry. In March, I will be teaching *Moby Dick* to the ninth graders in "The Novel" main lesson, so I too am thinking about why we read *Moby Dick*, and what the ninth grader has to gain by it.

In some ways the novel, a form of literature that followed epic, lyric, and dramatic literature by around 2,500 years, is a more contemporary art form. In the adolescent's appreciation for what is real, what is present and now, this form of literature meets them where they are. *Moby Dick* has within it passages that are decidedly epic, lyric, and dramatic, and in this way it encompasses all literature that has come before, but is revolutionary and new in the way that it takes them up. This is also the experience of the adolescent who is picking, choosing, and recombining what she inherited, to make herself her own. The theme of independence runs through Melville's novel, which speaks strongly to the 14- or 15-year-old who is close enough to home and school to notice the sharp contrast of moments of independence. And the young person's desire to travel far from home is matched by Ishmael's need to escape the weighty experience of land and go to sea. The novel also meets the adolescent's experience of strong, dizzying waves of sympathy and antipathy. *Moby Dick* too is rich in polarities, Ahab's selfishness and pride vs. Pip's selflessness and shame, Ahab's passionate monomania vs. Ishmael's thoughtful open-mindedness, lulls vs. storms, descriptive passages vs. dramatic passages: the list goes on and on. In considering polarities, the adolescent's thinking and feeling has freedom to move and to come into balance.



Class of 2019 with Defne Caldwell, HS English Teacher, rowing a whaling boat. Image courtesy of Sarah Penson.

Melville's novel is rich in symbols uniquely meaningful to young readers. The gold doubloon, promised to whoever spots Moby Dick, is regarded by many characters on the ship. Each view of the coin is in a way true, yet the truth lies somewhere in the combination of all points of view. This meets 14-year-olds who have an increasing appreciation for varied points of view, yet an increased interest in truth. Ishmael studies a loom on the ship used for weaving mats. Always on the lookout for meaning, Ishmael muses that fixed parts of the loom represent necessity and fate, while the moving shuttle must be free will, and Queequeg's sword which pushes down on the weave to tighten it, chance. This is a rich subject for young people to consider as they begin to develop true freedom. Perhaps the most interesting and most elusive symbol is the white whale: A body of colorless void? An uncontrollable urge? Melville mentions that within the ocean is "the ungraspable phantom of life." Is that it? What is it?! If you remember, becoming aware of the existence of forces one can't understand or control is the mark of adolescence; it is what filled us with feeling and got us thinking.

When I taught the course in past years, the students' conversations were a journey into an uncharted sea. Their writing was a kind of charting of a path of thought and feeling. Their essays were marked by strong, objective observations, clear thinking, emotional commitment, and beautiful language.

To ground their thoughts and feelings, students learn how to tie knots, memorize parts of the whaling ship, chart the path of the Peaquot, and work on an independent project of their own. They also spend two days at Mystic Seaport in CT, where they have an opportunity to climb rigging, row whale boats, throw harpoons, and speak to the world famous Melville scholar Mary K. Bercaw Edwards.

Lastly, *Moby Dick* is indeed a sophisticated read. Herman Melville's language is elevating, and the students read it, speak it, learn it by heart, choose passages that they love, and begin to ingest it and make it all their own. Last time I taught the main lesson, we closed with a final conversation reflecting on the course where one student remarked that his own creative writing had improved during the main lesson. A girl called from across the circle, "It's the language; it's because of the language [of *Moby Dick*]."

I don't think the ninth graders would be surprised by Philbrick's book. Once they study Melville's epic novel, they will have touched upon Philbrick's ideas themselves. I did find one detail in his book that I treasure and will hold in my mind as I savor this course with the ninth graders. According to Philbrick, after Melville died his family found a piece of paper taped inside his writing desk inscribed with the words by Friedrich Schiller: "Keep true to the dreams of thy youth." ● *Class Trips continues on page 9*

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Green Meadow Waldorf School Alum and Parent

11th Grade Parzival Trip

Angela Nusbaum,
High School English Teacher

On a cold, wet, Sunday night, our trusty Green Meadow buses fought their way through the harsh January rains. It was dark on our arrival at the Camphill Special School's Beaver Run campus. The eleventh grade unloaded the buses valiantly, perhaps inspired by the knightly fearlessness and constancy of the heroes in *Parzival*, Wolfram von Eschenbach's rich tale of a Grail quest. Already halfway through the book, the students were deep into an experience which begged the question—among many questions—"How can I come to know the one standing in front of me?" With few expectations, the students were eager both to meet the children with special needs living at Beaver Run, and, through this intensive week, to meet each other newly. The weather echoed and enforced the class's transition through the week. While the torrential rains made it hard to see past one's own nose to begin with, by Thursday the sun lit up the rolling Pennsylvania distances, and gilded the fields and houses in which we had witnessed so much joy and steady love. The houses seemed woven together not just by their shared schedules, but by their shared goals and the wakeful practice of recognizing the highest humanity in each member of the community. Our concentrated morning conversations in the carpeted library or the vaulted, gloriously lit "Rainbow Hall" informed and were informed by the long, joyful exhale of activities the rest of the day. The trip was filled with quiet moments, outdoor work, conversations ready to happen, and a sounding chord of being open and awake to others. As students took up their own breaking through boundaries, the words of Karl Konig, founder of the Camphill movement felt true:

"There is a knighthood of the twenty-first century, whose riders do not ride through the darkness of physical forests, as of old, but through the forest of darkened minds."

At right are words from the journals students kept during the course, writing on impressions of the people, the book, and their experience.



"I was upset to leave because I enjoyed talking to him, but we both knew that we would see each other for lunch, as he asked me, 'Corey, you need to leave? Aw. Will you come back?' To which I replied, 'Of course! I'll be back for lunch!' He was ecstatic, as was I."

"Like Gawan, the creator of Camphill and

all the caretakers and teachers dedicated their lives to asking questions. 'What is hurting you? How can I help?' Gawan, the asker of questions, would sacrifice his life for the sake of others."

"I hope that this coming summer I will have the opportunity to return to Beaver Run and volunteer for a few weeks. In this way I hope to create stronger relationships with the incredible children, and perhaps have a greater appreciation for the abilities that I have been blessed with."



"Answers are an odd thing. We yearn for them, are impatient for them...sorrow for them. It seems, though, that once we have our answers, we only have more questions."

"Parzival learns from trial and error, sometimes, which we are strongly able to experience when entering into someone else's house. Just as when Parzival intrudes on Jeschute, we might rudely interrupt or cross over boundaries into someone else's space, because we do not know better." ■●



Eleventh grade Parzival trip to PA.
Images courtesy of Joseph Regan.

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Faculty Spotlight: Educational Support at GMWS, Kindergarten through Grade 8

Suzanne Lynn,
Educational Support Coordinator

Educational Support at GMWS spans Kindergarten through Grade Twelve. The work of the Educational Support Coordinator primarily focuses on grades K-8, spanning all three sections of the school, helping to bridge both rising first graders and their parents from the Kindergarten into the lower school and the rising ninth graders and their parents from the middle school into the high school. Joanne Monteleone, HS guidance counselor, coordinates support in grades 9-12.

Educational Support works with students, teachers, and parents to support each student's academic success by understanding and supporting unique learning styles, strengths, and challenges. This is accomplished through bi-weekly meetings with each grades teacher, managing the in-house educational support team and outside tutors, overseeing or administering assessments, coordinating outside testing, helping develop and implement educational support plans for students, and meeting with parents. Parents are always welcome to reach out with questions or for guidance.

Over the last seven years, our educational support program has evolved and continues to progress to meet the ever-changing needs of our students. Our school mindfully blends the core principles of Waldorf Education, advances in assessment, and support for cognitive and learning differences. Our work remains rooted in Rudolf Steiner's model of the developing human being, placing assessments at key times in child development such as rising first grade, second grade, cognitive learning assessments of reading and math in grades three, four, and seven.

This is ongoing collaborative work



Fifth graders share their state projects. Image courtesy of Fernando Lopez.

with very dedicated colleagues in the early childhood, lower school, middle school, and high school, including those on the Care Group committee who are dedicated to child study—all of whom work together to fully support each student. Class teachers and subject teachers bring this support to their students through their daily lessons and nightly preparation. Their consistent striving and keen observations are an essential part of our educational support program, surfacing questions about underlying learning differences that might require testing, adaptation of teaching methods, or specific support plans.

In addition to these colleagues, we have a growing educational support team that works together to offer additional support that may be needed at varying times in a student's schooling. We currently offer:

- Eurythmy therapy, to harmonize the whole child through orchestrated movement. This works constitutionally, from the inside out;
- Occupational therapy, to harmonize the whole child through specific movements engaging students in earlier developmental stages to free hindrances and organize movement and sensory integration. This works physically, from the outside in;
- The Extra Lesson, to harmonize and

integrate the whole child through varied activities that bring about balanced breathing and support cognitive learning. Created by Audrey McAllen who took up Rudolf Steiner's many lectures about the developing child and developed a curriculum of movement, speech, drawing and painting exercises;

- Homogeneous reading groups that meet students where they are in their reading acquisition, furthering their skills at a pace that meets them;
- Screenings and assessments to help uncover learning differences that may require further testing, and;
- When necessary, more direct intervention which is either brought in or referred out, such as reading, writing, and math tutors.

The Educational Support Coordinator orchestrates the moving parts, bringing all the players together in ways that meet the needs of our students, allowing them to more freely develop to their fullest capacity. We are working in the present to meet the needs of our students while simultaneously building for the future—five, ten years from now. We are working to create an educational support program that is woven into the fabric of the school, to meet the diverse learning needs of all our students. ●



Register for March Open Days

Thursday, March 9: Waldorf Elementary Education
Thursday, March 23: Waldorf Early Childhood Education



Register for Summer Series 2017 Courses and Workshops

Introduction to Waldorf Early Childhood Education • Waldorf Weekend
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The Student Activism Club organized a bus to join the March on Washington.

Women's March on Washington

Emily Lauer, Twelfth Grade

Sunday, January 21 will go down in history as an extraordinary day. On this day, millions of women and men came together not just across our country, but across the planet to stand together, united, to show their support for each other and to rally against the mistreatment of women.

With the help of parent Bonnie Johnson and Activism Club Advisor Vicki Larson, the Student Activism Club organized a bus that brought 52 energized, powerful, and spirited souls to Washington for the march. On our way to DC, we made signs, sang songs, and told stories. There was a buzz of excitement and a commitment to be heard. After fighting our way (peacefully) through the mad Metro crowds, we were greeted with roaring waves of sound from the thousands of March participants; the energy was palpable.

It was wonderful having so many Green Meadow representatives walking side by side sharing in the smiles and tears of the masses.

Experiencing our ability to express ourselves in a peaceful but strong way highlighted one of the key foundations of our democracy and brought to life how truly fortunate we are.

Miana Johnson, Eleventh Grade

On January 21, I joined a group of students and community members and attended the Women's March on Washington, one of the many marches around the country and the world that took place that day. This was my first protest and I don't think I could have asked for a better, more peaceful one. After five hours on a bus, we arrived and took a long, very crowded Metro ride, walked a few blocks, and then joined the March. As far we could see in front of us were people; there

was a vast sea of pink hats and signs and all 52 of us eagerly joined in with our own signs and even our own chants. That day I felt I was a part of a community; I was marching in solidarity with thousands of protesters in DC, and I felt I was part of something really cool and special. It was very inspiring to see such a large group of diverse and empowered people. Thousands upon thousands peacefully came together to spread love and support and stand up for what they believed in. It wasn't just about women, it was about anything and everything that people felt was unjust. Although many aspects of the day were unpleasant (the long bus ride, the packed Metro, my sore feet), just being able to be a part of something like this was an experience I would not trade for anything. I felt like I was a part of something really inspiring, something so much more powerful than myself, and it gave me just a little bit of hope. ■●

Student Spotlight:

Senior Projects – Four Voices

Midwifery by Olivia Oswald

In late September, I started my senior project and met with my mentor Valeriana Pasqua-Masback, who is a licensed midwife with her own homebirth practice and is a GMWS alumni parent. Valeriana's love for her work was contagious and inspiring. I knew immediately I was in the right place. Excited for the next few months, I left with a stack of books and movies on birth to begin my journey on this path.

Valeriana welcomed me into her professional life with open arms and has allowed me to attend visits with her pregnant clients. During the visits, I first observed how she is able to create a warm, safe, and friendly environment. She and her assistant midwife, Nuranisa, give advice on nutrition and have open discussions about the mom's fears and hopes for her birth. They inform mothers on both sides of controversial topics like vaccinations, and let the mom make those decisions for herself. From sitting in on these visits, I learned how their homebirth practice operates, how they care for and support pregnant women, and the medical processes they undertake, such as finding the baby's heartbeat and drawing blood. I took notes at each visit, and I was able to ask the moms questions.

Because I attended these visits frequently, I was able to make strong connections to the families, so much so that one family felt comfortable enough to invite me to their birth.

In January, I attended this birth. It was the most powerful thing I have ever witnessed. It was during the night, and I drove to the woman's house to meet the midwives who had been at another birth right before. At the beginning, things were slow but soon enough the mom was ready to push. I was running up and down the stairs and getting different things. The father supported the mom, and the midwives encouraged her,

telling her she was doing great. The midwives were focused on the mom and worked without fear through the intense time. I had so much respect for the midwives and for the mom. The fact that this woman was pushing a human being into the world was so incredible. When the baby came out, the energy in the room was so powerful. And I watched emotionally as the mother scooped up the beautiful baby boy and looked at him with so much love.

I feel really lucky that I am getting to work with such intelligent midwives on such an important event in people's lives, and I am very excited to share my experience!

Roller Derby by Esmé Graziani

Last year as a junior, I knew that I would have to make the hard decision that every student at Green Meadow will eventually make: what should I do for my senior project? I had two requirements for my potential project: it had to be something active and something that no one had ever done before at this school. I mused about the possibility of doing roller derby, a contact sport played around a track on roller skates which originated in the 1930s-40s. I had first heard about roller derby from a movie, but thought that it was a tough and violent sport that simply involved a lot of knocking people's teeth out. (I would later come to realize that this is definitely not the case.) So when the time came to make the final decision, I took the leap and committed to learning how to play roller derby.

Here I am, eight months after making that decision and with hours of skating and derby classes under my belt. Every Thursday after school, I make the trek down to Brooklyn to take classes with the Gotham Girls Junior Derby league. Now, what goes on during these classes is quite the opposite of what I previously expected; instead of girls ruthlessly elbowing each other in

the face, we focus on the foundation of derby which is, unsurprisingly, skating! Each little detail of skating (that I assumed was trivial) is in reality what I have spent these past months trying to master. How to do crossovers, jump on skates, fall and stop properly are all skills that every derby player needs to know. Before I started, I assumed it would be so easy to do all these things, so I was definitely in for a surprise when I discovered just how hard it is to even stand on skates without falling.

Doing this project has been so difficult and rewarding at the same time. Personally, I tend to shy away from things that I know I'm not good at, and I certainly was not good at skating to begin with. Because of this fear, I initially didn't throw myself into learning so completely. I had trouble dragging myself all the way to East Williamsburg and didn't feel motivated to skate. But eventually I came to understand that watching myself progress is even better than instantly excelling.

Writing a Novel by Dylan Manning

Iam always thinking about Harper Wolfe. She is the protagonist of my novel, my flawed hero who questions her purpose, the value of taking personal risks, and possible rewards in the face of failure. I am writing about the world through her eyes. This is challenging, because although I am well acquainted with what it means to be an insecure high schooler, I am not a musical virtuoso like my character. I do not go to a school with 1,000 people in my grade. I do not make friends with an old man on a public bus. I rarely ride the public bus.

Writing a novel was a challenge I had been flirting with for a long time. I love to read, and I have always loved telling a great story. The senior project was the perfect opportunity to take it on. I am fortunate to have the talented



Seniors Dylan Manning, left, and Matt Olson, right, at work on their senior projects. Images courtesy of Ed Manning and Dan Olson, respectively.

Emmy Laybourne (parent of a seventh grader and a fourth grader) as my mentor. She is a skilled and successful published writer. She has a good sense of humor, an established process, is gracious with her time, and importantly for me, she has a tactful way of delivering constructive criticism. She has taught me how to plan ahead, how to make a detailed outline, and how to keep pushing forward.

I thought I knew what I was getting into: plot, subplots, structure, story. But I didn't realize how overwhelming and all-consuming the process could be. I had always thought I would be able to compartmentalize, keep it at the desk, leave it in the coffee shop. I had assumed that I would be able to close my laptop and leave my characters safely tucked away until the next morning. This was not the case. Harper has a way of slipping into my thoughts, sliding into other moments in my life that I had thought would remain novel-free. I once even caught myself telling someone how "my friend is also afraid of spiders", only to realize that the friend I had been referring to was a fictional character I had created.

It's early February now, and I am almost halfway through with my first draft. The writing has gotten easier. The world I've built has become easier to organize, and I no longer have to look through my people-and-places list to remember my characters' backstories. Yet, the process is still overwhelming. There are days where I wake with an anxious tightening in my chest when I realize how

many pages I have left to write, times when I worry that I will never finish or that my characters are all too fake and two dimensional.

But when I am on the verge of one of these total freak-outs, I take a breath and remember Emmy's advice on how to keep writing, the unconditional support from my family and dog, and the wise words of Tom Clancy, "Try to keep it simple: Tell the damned story."

Making a Tiny Contribution by Matthew Olson

When deciding what to do for my senior project I was sure of two things. I wanted to do something I was passionate about, and I also wanted to help the world become a better place. When I heard about the tiny house movement, it struck me as the perfect way to combine these two things. I have loved building things ever since I can remember. What better way to contribute to society than to give a house to a family in need?

My choice also reflects my desire to raise awareness about the problem of climate change. A tiny house uses far fewer resources and costs much less to maintain than a traditional house, and while I know my tiny house will keep a family warm, I also hope it will help keep our planet cool (or help to cool it down), while demonstrating how home sweet home requires no more than 80 square feet of space.

Before embarking on this project, I knew it would require a lot of time

and energy, but now that things are in full swing, I am realizing just how much effort is required. Working in the cold (and sometimes snow) on weeknights and on weekends is now part of my routine, and I expect it to remain so for the next couple of months.

Fortunately, I have received an amazing amount of support: first and foremost from my mentor Michael Scharff (a Green Meadow alumnus and alumni parent), without whom my tiny house would probably be more like a tiny shack. I've been overwhelmed by the generosity of people in the Green Meadow community and beyond, not just in terms of monetary support, but through their kind words and encouragement, and sometimes by swinging hammers and hauling lumber with me.

I'm thrilled that in a little over a month I have raised over \$4500 towards my goal of \$6000, and I can't wait to finish the roof so we can start in on the electrical and plumbing. Before long I also hope to find, with the help of a local a non-profit organization, the perfect family to make my tiny house their home.

You can find out more about Matt's tiny house project at www.gofundme.com/matts-tiny-house-fund. 

To hear more about these projects and the rest of the senior projects, please join us in Rose Hall for Senior Project Presentations:

Monday, April 3-Friday, April 7
(Everyone is welcome)

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Seniors Utchaa Williams and Alex Allen-Walden perform Eurythmy at Martin Luther King, Jr. Day Assembly. Image ©Dyana Van Campen.

Diversity and Inclusion Update

Vanessa Lee, Based on an interview with Leslie Laboriel, Diversity and Inclusion Committee Co-Chair

When Leslie Laboriel and I met at Threefold Café, sharing warm tea on a January morning, Leslie provided a glimpse into what the Diversity and Inclusion committee is up to this year. Leslie has been a member of the community for the last six years. Her first two years at GMWS were spent supporting a variety of activities. During the second year, she joined the Diversity and Inclusion Committee.

Last year, she welcomed an invite to become co-chair of the committee joining Vicki Larson and Maskit Ronen. She says that the committee is willing to embrace the difficult work ahead, and does so in part by listening and learning from each other. During meetings, the goal is to create a safe room filled with love and respect. The committee corrects and supports each other as they continue to learn from one another and work to increase diversity of all kinds in our community. We hope you will read the Diversity Statement at www.gmws.org/diversity

to better understand the committee's goals and work.

This year, the Diversity and Inclusion Committee is focused on the following goals:

- Educate faculty/staff on the value that diversity brings, and the challenges to and urgency of being an inclusive community
- Offer practical support for faculty on culturally responsive pedagogy
- Improve support networks and advocacy mechanisms for diverse students and parents in our school
- Involve students in the diversity and inclusion work
- Evaluate the committee's impact in the community

What has the committee accomplished this year?

Facilitated faculty/staff attendance at the Undoing Racism Training

To build a shared framework, Green Meadow has committed to having all teachers, staff, and Board members participate in Undoing Racism

training within three years of joining GMWS. Currently 27 people from Green Meadow have attended the training.

Undoing Racism was developed by the People's Institute for Survival and Beyond, an organization focusing on the understanding of racism and its historical roots as well as why it persists and how it can be undone. When Leslie Laboriel attended in October 2016, there were about 80 participants from a variety of backgrounds including social work, education, law enforcement, and the legal community. She found the training extremely informative, transforming, supportive, and engaging. She left rejuvenated, with a feeling of what is possible.

Supported Student Activism Club members on logistical details involved with chartering a bus to the Women's March on Washington on January 21

The march provided an opportunity for our students to exercise their democratic right to a peaceful expression of their opinions. They created powerful posters and experienced firsthand the results of grassroots organizing.

Helped create the Martin Luther King, Jr. Day Assembly

Diversity Committee Co-Chair and High School Science Teacher Maskit Ronen headed up a sub-committee of parents, teachers, and staff to create this collaboration of offerings from the grades. The assembly was performed on Tuesday, January 16 in Rose Hall. The Second Grade shared a hymn and the entire school sang "We Shall Overcome". The third and fourth grade recited Maya Angelou's "I Know Why the Caged Bird Sings." There was a eurythmy performance by two seniors, Utchaa Williams and Alexander Allen-Walden, to the poem, *Can U C the Pride in the Panther*, by the late rapper Tupac Shakur. In a moving demonstration, the sixth grade recited "Letter from a Birmingham Jail" by Dr. Martin Luther King, Jr. The afternoon culminated with the visual presentation of MLK's "I Have a Dream" speech in *continues on page 19*

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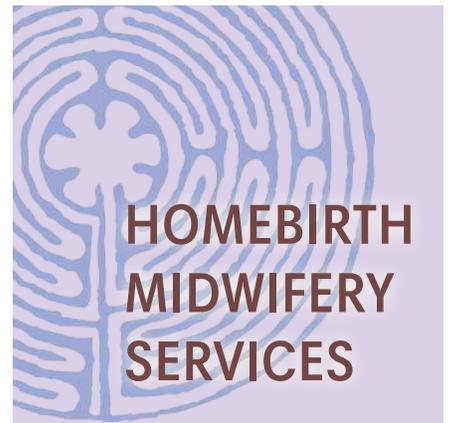


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Continues from page 17

Washington, DC. Karl Frederickson, a retired Green Meadow history teacher, told the audience how the "I Have a Dream" speech was originally unplanned. Dr. Martin Luther King, Jr. read a scripted speech and when he finished, singer Mahalia Jackson cried out, "tell them about the dream, Martin!" The iconic "I Have a Dream" speech is one of the most famous and moving speeches in US history.

Provided support for faculty on culturally responsive pedagogy

Among other initiatives, the Diversity and Inclusion Committee created an extensive resource list for teachers for Black History Month. The list contained links to websites and reading materials to support teachers of all grade levels.

Booked a local speaker for Black History Month

Dr. Weldon McWilliams IV, a pastor and community organizer in Rockland County, spoke to high school students at GMWS on February 28.

Advocated for a professional development day in March 2017 on gender diversity

On March 20, a trainer from the Ackerman Institute for the Family in NYC will present to staff on working with gender diverse students and families. Gender diversity is on the rise and as part of capacity building for teachers and staff, the Ackerman Institute will help us better understand what gender diversity looks like today and how we can support students who are transgender or gender fluid.

Families of Color Lunch

The Diversity and Inclusion Committee will have their second annual Families of Color Lunch on Sunday, March 5 in the High School Common Room. The lunch came out of a request last year from families of color, with the goal of sharing resources and having an opportunity to connect with one another. *(The lunch is open to families of African, Arab, Asian, Hispanic/Latin, and Indigenous descent, and mixed-race families.)*

What are we working on for the remainder of the year and beyond?

Each member of the Diversity and Inclusion Committee will complete the Harvard University Implicit Association Test (IAT) surveys to identify hidden biases; they will use the results to deepen their understanding of how hidden biases affect our actions and perceptions.

We plan to deepen our connection to Otto Specht School, which supports students with diverse learning styles.

We will focus on teacher and student recruitment practices. The committee has heard from individual families and through the school's recent parent surveys that diverse families are more likely to choose Green Meadow if the school has a more diverse faculty and student body. To increase enrollment and improve retention, they are working to ensure that our school is attractive to, and prepared to serve, all kinds of families. ■●



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Clarkstown and South Orangetown residents must download an application each year from the website of your school district, and submit a completed one directly to your Transportation Office by April 1. (If you prefer, you may pick up an application from Joan Sandstrom in the Lower School Office.)

Families requesting transportation for the first time should contact the transportation office of your local school district and deliver all required documents directly to them. Be advised that your school district could deny busing to your child(ren) if you fail to do this by April 1 If you have any questions, feel free to contact Joan Sandstrom in the Lower School Office.

Please note that the first day of school (a full day) for both the Lower School and High School will be **Wednesday, September 6, 2017**. The Early Childhood program begins **Monday, September 11th**. School opens at 8:10am and closes at 3:10pm

At Your Service:

Our Children Helping Around the Country and the World

Raoul Cansino, Service Learning Committee

The **Second Grade** collected an enormous pile of warm down coats and other winter clothing for children at the **Lakota Waldorf School on the Pine Ridge Reservation** in South Dakota. Some second grade students helped second grade parent, Anna Silber, pack it tightly in a box and ship it to South Dakota. It was warmly received (no pun intended) with a lot of gratitude.

The **Third Graders** earned money for their Heifer project by doing jobs at home and for friends and relatives. According to their class teacher, Mrs. Kono, "We ended up giving a sheep, a pig, and two sets of chicks."



These animals will be a wonderful gift for a family in a developing country.

As part of their Parzival block, the **Eleventh Graders** spent a week at **Camp Hill Beaver Run**. They participated in residential life there, serving as temporary co-workers and helping developmentally disabled residents.

The **Fourth Graders' clothing drive** for the children of the Grandview Elementary School netted six large bags full of coats, boots, snow pants, scarves, knitted caps, and other items. The Fourth Graders catalogued what they had collected during their Spanish lesson (*abrigos, guantes,*

pantalones, gorras, etc.) The clothes were then delivered to the school's nurse. Thank you to all the donors!

On April 3, 4, and 5, **Eighth Graders and their families** will be preparing and serving dinner to **Helping Hands' homeless guests** at the United Church of Spring Valley. Several of the eighth graders already donated their help to the Safe Haven in November and were inspired to do it again! The eighth graders may be cooking for as many as 120 people over the three evenings, so help is welcome! Please contact Amanda Bergner (Eighth Grade parent) if you would like to take part.

In their Spanish lessons with Profesora Fitzgerald, the **Eighth Graders** are writing and illustrating original books for the Honduran **Sociedad Amigos de los Niños**, an orphanage, where the books will find homes with the children living there. As Profesora says, "There is nothing like a hand-made book to bring joy to these children!"

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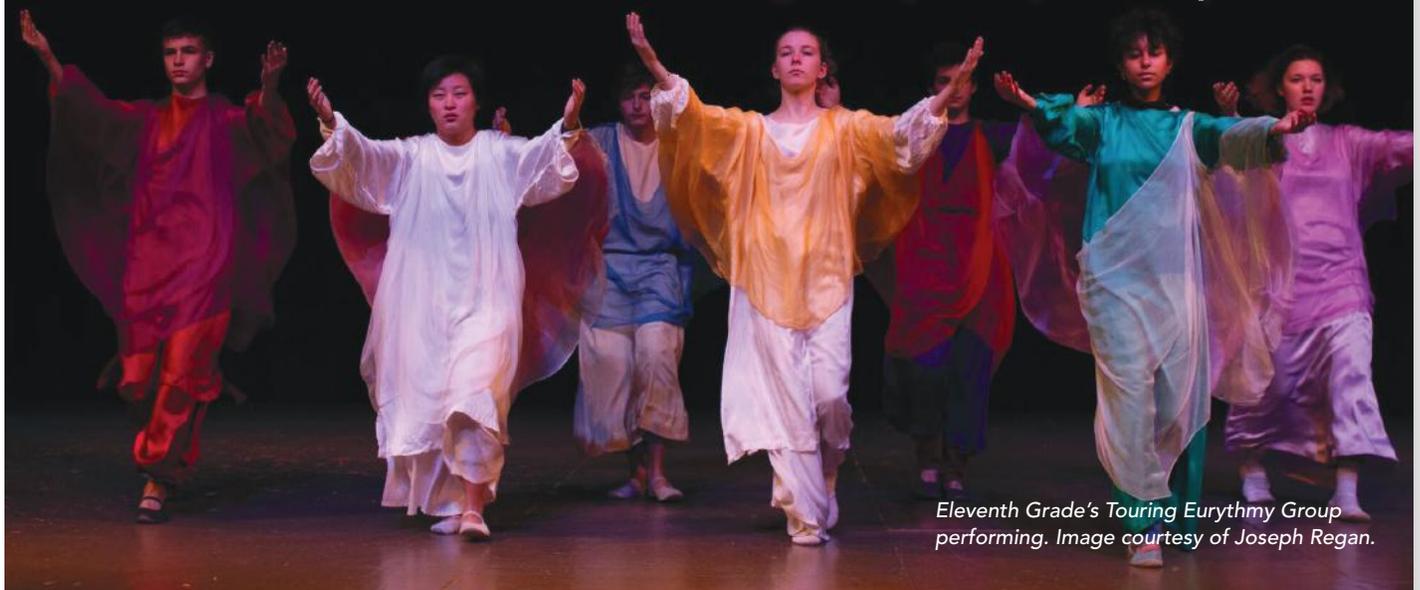
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Eurythmy on the Road:

The Eleventh Grade's Touring Eurythmy Group



Eleventh Grade's Touring Eurythmy Group performing. Image courtesy of Joseph Regan.

David Bánóczy-Ruof, Eleventh Grade

In early autumn, Laura Radefeld, who teaches Eurythmy in the high school, asked the eleventh grade if any of us would be interested in beginning an extra-curricular eurythmy group. Eleven or 12 students expressed their interest, and a few weeks later, our troupe was formed. Interestingly, most members of this group are Waldorf lifers; that is, people who have gone to a Waldorf school most of their life, so our group is imbued with years of training.

With practices only once a week, we are preparing a number of pieces to perform in Seattle, and here in Chestnut Ridge later in the year. The works, a mixture of tone- and speech-eurythmy, all encompass the legend of Orpheus and Eurydice, the magical, tragic tale of the Greek god of Music and his beloved.

This trip is an exchange of sorts with some juniors and seniors from the Seattle Waldorf School (SWS) and their eurythmy teacher, Maiko Canard, who will come here in early March and perform for us. SWS has a rich history of taking eurythmy on the road. Just this January, their Twelfth

Grade took a performance of a fairy tale to Vancouver.

Touring eurythmy groups used to be more common around the country. For example, Laura Radefeld has taken approximately 10 classes on tour, but each time, they were part of the in-school curriculum, rather than a small, elective group.

Virginia Hermann and Cameron MacArthur, now both professional eurythmists in Eurythmy Spring Valley's Stage Group, told me about a similar group at the Austin Waldorf School (AWS). For the first few years of the program, it was mostly girls in the group, many of whom were also in extra musical ensembles and on the basketball team. "It wasn't popular until after the basketball stars—all of them—joined," MacArthur said.

With such a strong group, tours in Germany, Brazil, or the East Coast were possible, such as Hermann's last year at the AWS, when the group took a tour throughout New York, with performances in the community here (which is an internationally-renowned center for eurythmy), the Garden City Waldorf School, and in Hawthorne Valley. Another year, a group of about

four different schools met in Austin for a week of intensive performances.

Hopefully, our group is the beginning of a larger legacy of national and international Waldorf schools joining together to create art, music, and eurythmy.

We would greatly appreciate your donations, to help support the cost of this trip. You can give online at gofundme.com/eurythmy-on-the-road.

Upcoming Eurythmy Performances:

8th grade Eurythmy Jam

March 10, 11am, Rose Hall

Open to parents; Green Meadow is hosting the Steiner School NYC, Hawthorne Valley, and the Brooklyn Waldorf School to share eurythmy. We will be joined by a special guest group from the Seattle Waldorf High School.

Eurythmy Elective Group Performance

Thursday, March 16, 7:30pm

"Yet music and love were victorious..."—a program of eurythmy, poetry, and music by the Eurythmy Initiative group of the GMWS class of 2018

News from the Development Office

Why Endowment?

Lynne Wu, Director of Development

Michael Cottler, Development Committee member

Spring is quietly approaching. With spring comes our Annual Benefit & Auction, which this year is aptly named, "It's About Time: A Benefit to Establish Green Meadow's First Endowment," because all proceeds from the event will fund an endowment for Green Meadow. We hope you all can make it as it will be a creative, fun-filled, community evening.

Many of you are probably wondering, why do we need an endowment in addition to tuition and the fundraising that we already do?

As you may know, tuition income makes up just under 90% of Green Meadow's total annual income. The remaining 10% comes from rental income and fundraising efforts that include Fall Fair, the Annual Benefit & Auction, Shop to Give, and the Annual Growth & Renewal Fund. These fundraising efforts also help pay for distinct projects in the Early Childhood, Lower School, and High School. We are profoundly grateful for all the dedication, generosity, and hard work you have given Green Meadow. And with this



foundation, it's time for us to move on to our next phase of growth.

Unlike our fundraising efforts thus far, an endowment is a fund in which the money is held in *perpetuity*—in other words, forever. Funds in an endowment are invested prudently, with the goal of (1) growing the endowment (principal) and (2) generating income. While the principal in an endowment remains untouched, the income generated from that principal is expended annually. As such, a healthy and robust endowment provides a reliable source of long-term funding, and support for activities not just for the current year, but for many years, and hopefully generations

to come. To the Green Meadow community, families of prospective students, and other potential donors, having an endowment sends a message of stability, fiscal responsibility and sustainability.

We live in a society that is fast-paced, technology-driven, and in which values are quickly changing. No matter what is happening in the world around us, Green Meadow offers a haven for our community to share a set of values that we believe is important for our children. As times continue to change, we want there always to be a space where families will feel their children can have the same genuine and joyful education and experience. Not only do we want to preserve this experience for our children, and our grandchildren, but also for generations to come. Establishing an endowment helps us get there, and it's up to us to work together to lay the groundwork for future growth and sustainability.

We hope you will join us at the Benefit on March 25 and support this effort through your ticket purchases, sponsorships, auction bid and contributions, multi-year pledges, and outright gifts. Thank you to all who have already contributed and to our tireless volunteers. On behalf of our extended community, we look forward to beginning this next chapter in Green Meadow's story. 

Fund Participation rates

(as of 2/7/17)

Mrs. Burchell-Fox's K.....	86%
Ms. Duijneveld's K.....	47%
Ms. Gambardella's K.....	69%
Mrs. Grieder's K.....	88%
Ms. Oswald's K.....	60%
Mrs. Rowland's Nursery.....	83%
Mrs. Ruof's Nursery.....	67%
1st-Ms. Swift.....	73%
2nd-Ms. Lonnemann.....	83%
3rd-Mrs. Kono.....	70%
4th-Ms. Jamieson.....	100%
5th-Mrs. Gilbert.....	71%
6th-Mrs. Olson.....	89%
7th-Mr. Minehart.....	100%
8th-Ms. Hall.....	83%
9th.....	88%
10th.....	59%
11th.....	68%
12th.....	77%
All Families.....	77%
Board.....	75%
Faculty.....	91%
Staff.....	100%

Support the education you love.

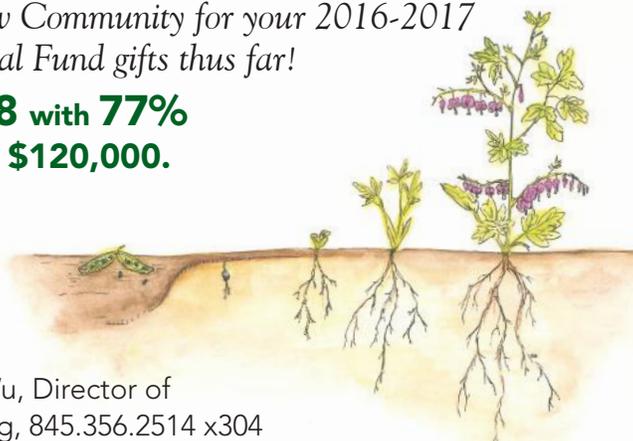
Thank you Green Meadow Community for your 2016-2017 Annual Growth & Renewal Fund gifts thus far!

We have raised: \$96,698 with 77% participation. Our goal is \$120,000.

There are many ways to give: Go online to www.gmws.org/givenow or contact us!

Questions? Contact Lynne Wu, Director of Development, lwu@gmws.org, 845.356.2514 x304

Thank you for your support and for nurturing Green Meadow's seeds of growth and renewal.



It's About Time:

A Benefit to Establish
Green Meadow's
First Endowment

March 25, 2017

6-8pm Rose Hall reception
and Music Showcase

8-11pm Decades Theme Party
and Auction

Tickets \$50 • We welcome sponsors, auction
& in-kind contributions, and volunteers.

www.gmws.org/benefit

Online auction is live! Please visit:

www.biddingforgood.com/greenmeadow

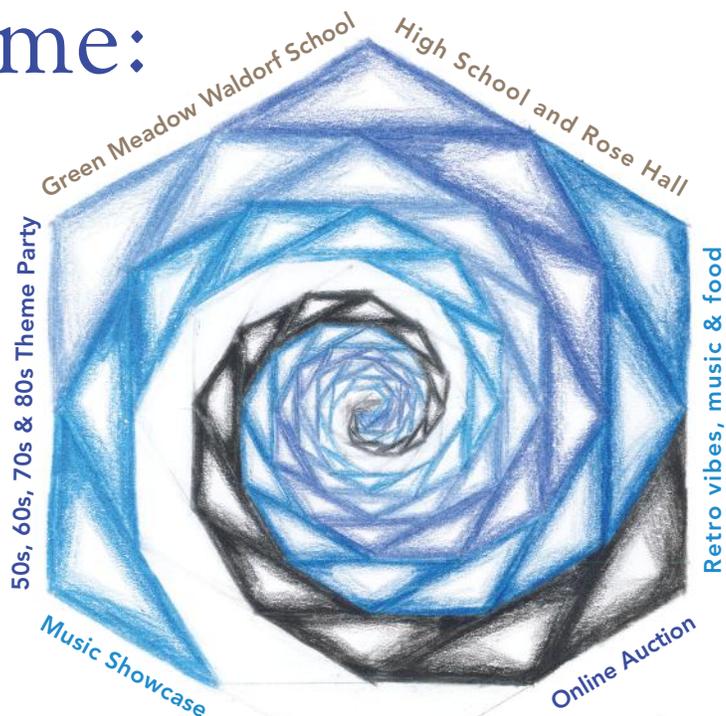


Illustration by Anis Berrier, Class of 2018

THANK YOU TO OUR BENEFIT SPONSORS TO DATE (as of 2/7/17)

SAPPHIRE SPONSOR

Joshua and Sandra Abrams
Brandon & Anne-Marie Kavulla

PLATINUM SPONSORS

Paul Childs & Berit Schumann



GOLD SPONSORS

Dr. Joseph & Amy O'Brien



SILVER SPONSORS

Chestnut Ridge Wine & Spirits

William Grella & Gary Osborne



BRONZE SPONSORS

AdminService, Inc.

Pamela Lardinois & Daron Lundeen

Burgis Associates, Inc.

Martine and Andrew Littlewood

Alex & Tamara Freuman

President Cheese 

India Hicks - Kelly Chamblee

 Smart Beer

Alvaro & Kelly Mello

Community Announcements

Christian Community – A movement for religious renewal

845-573-9080

15 Margetts Rd.

Chestnut Ridge, NY 10952

www.christiancommunitysv.org

christiancommunitysv@gmail.com

The Christian Community, founded in 1922, is a worldwide movement that received its decisive support and help from Rudolf Steiner and the spiritual science he founded.

Persephone

A talk by Daniel Hafner, priest in
Nürnberg, Germany

Monday, March 20, 7:30pm

Donations welcome

The Ancients worshipped a multitude of Gods. What has become of them since the advent of Christianity?

Bringing Death Back into Life

At the Christian Community, Chestnut
Ridge, NY

Friday, March 31, 7:30pm & Saturday,

April 1, 10am-12:30, 2:30-5 pm

\$60-80 donation welcome

To register, please contact Christiane
Landowne at

christianelandowne@icloud.com

A weekend workshop providing practical-spiritual guidance to home death practices and the rituals that support them. With home funeral guides Anne-Elizabeth Barnes and Jonathan Hasse and Reverends Bastiaan Baan and Patrick Kennedy.

Fiber Craft Studio

845-425-2891

275 Hungry Hollow Road

Chestnut Ridge, NY 10977

information@fibercraftstudio.org

www.fibercraftstudio.org

Open Studio

Fridays 2pm-4:30pm

Special Open-Studio Demonstration Days

March 24, April 28, May 19, June 16 –

Demos TBA

Come visit us at our Studio at Orchard House on Friday afternoons to browse, see us at work and experience our unique plant-dyed materials. Our yarns and craft kits are available for sale, and we are ready to assist you as needed. Don't miss our special demonstration days, where you can watch us work and have a unique hands-on experience.

Applied Arts Program- 10th Cycle

Registration ends May 1

10th Cycle Begins: July 24- August 4

This four-year, part time program involves a path of learning and inner development based on the study and practice of Anthroposophy, Waldorf Education, the Arts, and the Fiber Crafts. It is especially designed for those who currently teach or would like to pursue teaching Handwork, and would like to engage with others on a similar path in order

to deepen, expand, and better articulate the importance of their work.

Beginners' Knitting Workshop Series

5 Friday mornings: March 10, 24, 31,

April 21, May 5, 9:30-11:30am

Overcome your fears! This class is for beginners to learn how to knit and purl, cast on and off stitches, and how to increase and decrease. Madeleine Wuergler will help you choose a project that will suit your experience and pace, building skills and confidence as you go. Please bring size 7 or 8 needles. They will also be available for purchase at the studio.

Apron-Designing and Sewing Weekend Workshop

April 21-23, Friday evening, Saturday, and

½ day Sunday

We will consider type of fabric, length, fastening, straps, and pockets as we create our own apron.

Sheep to Shawl: a year-long course in Artistic Fiber Arts

Exploring Fiber Transformation and
Deepening our Experience of Color

Remaining Saturdays: Mar. 11, Apr. 8, May

13, Jun. 3, Sept. 9, Oct. 28, Nov. 18, Dec. 2

9am-5pm with lunch break

Fiber Craft Studio's Sheep and Wool Festival

Sunday, May 28, 10am-5pm, Rain or Shine

Held on the grounds of the Threefold Educational Center. Come celebrate nature's gifts and fiber transformation. Meet Sheep, Goats, and Bunnies. Participate in Fiber Craft Activities: spinning, weaving, knitting, felting, and plant dyeing. Admission is free! A small fee will be charged for the activities and proceeds will benefit the Fiber Craft Studio.

The Pfeiffer Center

845-352-5020 x 20

info@pfeiffercenter.org

All events listed at

www.pfeiffercenter.org/events

Begin a Vegetable Garden

With Mac Mead

Saturday, April 1, 9am-5pm

For anyone who wants to start a vegetable garden, incorporating basic skills for new gardeners. Topics covered will include: planning the garden (what goes where and when), preparing the soil, fencing the garden, planting and raising seedlings, companion planting, making and using compost, and weeding and mulching. Fee: \$95

Conscious Beekeeping: Special Session for Beginners With Bill Day

Friday, April 28, 2-5:30pm

This half-day orientation for beginning beekeepers will cover: A comparison of Langstroth, top bar and Warré hives; the parts of the Langstroth hive, and how they work; choosing an appropriate site for your hives; rhythms of life in the honeybee

colony; and the basics of working with bees. Beginning beekeepers who plan to attend the Conscious Beekeeping workshop on Saturday, April 29 are strongly encouraged to register for this session. Fee: \$50

Conscious Beekeeping: Practical Organic Approaches for Healthy Bees and Growing Apiaries With Bill Day

Saturday, April 29, 9am-5pm

This workshop approaches beekeeping by asking the question: What can we do to help our bees thrive and flourish in the present-day environment? Starting from an understanding of the honeybee colony as an organism unlike any other found in nature, we will consider: swarming as an expression of the bees' vitality, healthy rhythms of life in the hive, and how to support them, alternative hive designs, gardening to support your bees and much more! Fee: \$95

Pfeiffer Center Plant Sale

Friday, May 19, 9am-5pm

Saturday, May 20, 9am-5pm

Sunday, May 21, 9am-5pm

Don't miss this opportunity to buy beautiful, healthy, **biodynamically raised** bedding plants for your garden. Also available will be the Pfeiffer Center's own-made teas and salves, Pfeiffer Center Garden Gold Biodynamic Compost, and more! Special Events include guided tours of the garden, a close encounter with our honeybees, craft activities, and more. Every plant and product sold at our sale is raised and made by Pfeiffer Center staff and interns using biodynamic methods, and all proceeds from the plant sale benefit the programs of the Pfeiffer Center.

Sunbridge Institute

845-425-0055 x20

info@sunbridge.edu

Information/Registration for all
listed events: www.sunbridge.edu

Open Day: Waldorf Elementary Teacher Education

Thursday, March 9

For prospective Waldorf grades teachers

Open Day: Waldorf Early Childhood Teacher Education

Thursday, March 23

For prospective Waldorf early childhood
educators

The Four Core Elements of Successful Leadership

Friday, April 21-Saturday, April 22

A collaborative leadership workshop with Joachim Ziegler, PhD, and Jessica Heffernan Ziegler of Sunbridge Institute

Waldorf teacher education programs enrolling this summer:

Waldorf Early Childhood Teacher Education
Completion Track • June 19-July 7

Waldorf Elementary Teacher Education •
July 10-28

Community Announcements, continued

Waldorf Grades 1-12 World Language Teacher Education
July 10-28

Summer Series 2017 Courses and Workshops Open to All: Introduction to Waldorf Early Childhood Education • June 25-30
with Lisa Miccio of Green Meadow Waldorf School

Circle Activities and Handcrafts for Early Childhood Educators • June 25-30
with Nancy Blanning of Sunbridge Institute and Motria Shuhan of Acorn School

Eurythmy and the Growing Child • July 2
with Laura Radefeld of Green Meadow Waldorf School

Working with Parents • June 26-27
with Melissa Merklung of Housatonic Valley Waldorf School

Painting with Plant-Dyed Wool • June 26-27
with Judit Gilbert of Green Meadow School

Approaching Grade One • July 2-7
with Karen Atkinson of River Valley Waldorf School

Approaching Grade Two • July 2-7
with Karen Crandall of the Waldorf School of Saratoga Springs

Approaching Grade Three • July 2-7
with Jennifer Rosenstein of the Waldorf School of Princeton

Literacy in the Early Grades • July 7-9
with Margot Amrine of The Rudolf Steiner School of Ann Arbor

Approaching Grade Four • July 9-14
with Steve Simonak of the Brooklyn Waldorf School

Approaching Grade Five • July 9-14
with Karen Crandall of the Waldorf School of Saratoga Springs

Approaching Grade Six • July 9-14
with Calisa Tucker of The Rudolf Steiner School of Ann Arbor

New Approaches to Grades Seven and Eight • July 16-21
with Gary Banks of The Rudolf Steiner School of Ann Arbor

Exploring Waldorf High School Education • July 16-21
with Stephen Sagarin of Sunbridge Institute

Painting in the Grades • July 17-18
with Steve Simonak of the Brooklyn Waldorf School

The Urban Waldorf Kindergarten • July 17-18 • with Meggan Gill of the Brooklyn Waldorf School

Waldorf Weekend • July 21-23
with Anna Silber of Sunbridge Institute

Collaborative Leadership • July 23-28
with Joachim Ziegler, PhD, and Jessica Heffernan Ziegler of Sunbridge Institute

The Power of Folk Dancing in Grades 1-6
July 24-25 • with Patricia Campbell of Housatonic Valley Waldorf School

Eurythmy Spring Valley www.eurythmy.org

845-352-5020, ext. 113

For information on any of the listings, please call or email:
info@eurythmy.org.

The Spiritual Service of Art in the Digital Age: A Lecture by Michael Howard – An ESV 4th Year Dornach Fund Raiser
Saturday, March 4, 8pm, School of Eurythmy. Suggested donation: \$20 / \$10, students and seniors. Michael Howard will show how artists develop capacities, such as inner freedom and empathy through their artistic activity, and consider the practical value of artistic capacities for human beings in all spheres of life. This can lead us to see new ways for art and artists to serve the spiritual needs of our time

An Evening of Bach for Unaccompanied Violin with Green Meadow Alumnus and Solo Violinist Emmanuel Vukovich – An ESV 4th Year Dornach Fund Raiser
Saturday, March 11, 8pm, Threefold Auditorium. Suggested donation: \$20 / \$10, students and seniors / \$5 children. Join us for this rare opportunity to hear the sublime sonatas and partitas by Johann Sebastian Bach for solo violin performed by a Green Meadow alumnus. Canadian violinist Emmanuel Vukovich studied at the Juilliard School and the New England Conservatory of Music.

The Lady and the Lion: A Premiere by the Eurythmy Spring Valley Ensemble
Saturday, March 18, 8pm, Threefold Auditorium. Tickets: \$15/ \$9, students and seniors. This action-packed tale, adapted from a Brothers Grimm fairytale, leads us through many inner and outer landscapes before, with beating hearts, we find the lady and lion transformed at the end.

A Public Eurythmy Course at Eurythmy Spring Valley with Annelies Davidson
Saturday, March 25, from 9am-4pm, School of Eurythmy. Course Fee: \$60
This Saturday course gives an opportunity to make or renew your acquaintance with eurythmy, which is both naturally therapeutic and an invaluable doorway to deepening our sense of self and the world. Beginners are very welcome.

School of Eurythmy – Winter End-of-Term Festival
Thursday, March 30, 7:30 pm at Threefold Auditorium. Donations welcome. Join us in celebrating student work.

Frontier Eurythmy Part-time Training Course: New Class Forming for April 2017
First Training Block: Sunday, April 23 through April 29 and Second Training Block:

June 18 – July 1. New class in our Frontier Part-Time Training, ideal for those who want to begin their studies in professional eurythmy while honoring other existing commitments. **Unlike the full-time training at Eurythmy Spring Valley, we do not offer a new Frontier class every year.**

A Public Workshop with Dorothea Mier! An ESV 4th Year Dornach Fundraiser
Friday, April 21: 7:30am-9pm and Saturday, April 22: 9am-1pm, School of Eurythmy. **Workshop Fee: \$75**

A unique opportunity to experience the joy and substance of eurythmy with Dorothea Mier, director emeritus of ESV. Out of her lifetime of working with eurythmy, she will share her insights in this open course suitable for beginners, as well as for those who have a long-standing love of eurythmy. **Pre-registration is required.**

30th Anniversary Celebration Performance of the Eurythmy Spring Valley Ensemble
Saturday, April 29, 8pm, Threefold Auditorium. Tickets: \$15/ \$9, students and seniors.

Join us for this singular performance, celebrating both the history and members of the ensemble, who have made its continuous work possible over three decades.

Threefold Educational Center

845-352-5020 x 10

info@threefold.org

All events listed at
www.threefold.org/events

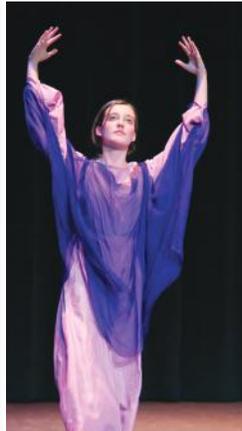
East Coast Singing Training With Christiaan Boele
July 5-9

A study in singing from the School of Uncovering the Voice, an artistic impulse first developed by Mrs. Valborg Werbeck-Svärdström under the guidance of Rudolf Steiner. In this work, the singer and the process of singing is viewed holistically, encouraging a natural opening and balancing of the voice. Newcomers are welcome to join Session 3 even if they did not attend Session 1 or 2. For more information, and to register: Contact Shannon Boyce at 646-932-6062 or shannonaliciaboyce@gmail.com.

Classifieds

Child Care and Light House-Keeping Monday to Friday from 7:00 to 10:00 am and 3:00 pm to 7:00 pm for two boys for ages 10 and 13 from GMWS living in Chestnut Ridge. Call 845-367-1751.

Precision Carpentry at affordable prices, Clockwork Construction, Inc. Former GMWS parent Ben Williams 845-429-7735.



Front cover: Eleventh Graders on their Parzival Trip in PA. Image courtesy of Joseph Regan.
Above: Seniors performing their Eurythmy solos. Images ©Dyana Van Campen.

Important Dates

Sunday, **March 5:** 12pm, Families of Color Lunch hosted by the Diversity and Inclusion Committee (Open to families of African, Arab, Asian, Hispanic/Latin, and Indigenous descent, and mixed-race families.)

Tuesday, **March 7:** 7:30pm, Film Screening open to the public: *Screenagers*

Wednesday, **March 8:** **"In the Air" Meeting: Parenting in the Digital Age** – An Open Forum for ALL Parents

Friday, **March 10:** 11am, 8th grade Eurythmy Jam

Friday, **March 10:** 7:30pm, High School Poetry Evening

Thursday, **March 16:** 7:30pm, Eurythmy Elective Group Performance

Monday, **March 20:** NO SCHOOL (Professional Development Day)

Saturday, **March 25:** 6-11pm, *It's About Time* Gala

Monday, **April 3** – Friday, **April 7:** Senior Projects

Monday, **April 10** – Friday, **April 14:** NO SCHOOL – Spring Break

Wednesday, **April 26:** 7:30pm, Parent Council Meeting (Open to All Parents)

Pop-up Thrift Shop

*A partnership between Green Meadow Waldorf School
and Meadowlark Toys & Sunbridge Books*



WHAT: Sell gently used clothing and toys matching the Waldorf philosophy

WHEN: Tuesday, March 7 through Saturday, March 11 — during Meadowlark store hours (Tuesday through Saturday 10am-5pm)

WHERE: Meadowlark Toys & Sunbridge Books, 817 Chestnut Ridge Rd. (2nd floor), Chestnut Ridge, NY 10977

WHY: Clothing production has a significant impact on our environment. Extending the life of our children's clothes and toys is a way to spare natural resources. By sponsoring this pop-up thrift shop we can go green while saving money and supporting our community.

PROCEEDS: To benefit Green Meadow Waldorf School and Meadowlark Toys & Sunbridge Books

CLOTHING DONATIONS: Your gently used clothing and toys may be dropped off now at Meadowlark Toys & Sunbridge Books during store hours at 817 Chestnut Ridge Rd., Chestnut Ridge, NY. Please leave a tag with your name and contact information in your box/bag. As a thank you, you will receive a discount coupon to Meadowlark. If you would like a tax letter, please let us know and we will forward you a form.

VOLUNTEERS NEEDED: We need your help to make this a success! Please contact Sophia Brambilla sophia.brambilla@gmail.com or Lynne Wu lwu@gmws.org with any questions.

We look forward to seeing you at the sale. Thank you for your donations and participation!





*"Every human being has a singing voice. Our work is to unveil,
take away the hindrances, and free the voice."*

Valborg Werbeck- Svärdström

Health Through Singing

a workshop with Christiaan Boele

Sponsored by



Thursday March 2, 2017 7:30pm

GMWS Art's Building

Open to parents, faculty, and high school students

We all use our voices every day. But do we ever stop to think about how we care for our voices? Probably not. The way we use our voice can be beneficial or detrimental to our overall health. Just as we take daily oral care of our teeth our voice also requires daily care to remain healthy.

Out of the artistic impulse first developed by Mrs. Valborg Werbeck-Svärdström under the guidance of Rudolf Steiner, Christiaan offers a refreshing, motivating, and inspiring approach for the novice and professional alike.

*All are welcome who long to sing, even those who feel they cannot!
No special talent or musical skills required.*



Christiaan Boele is the leading authority of this work and has devoted his life to "The School of Uncovering the Voice". Born in the Netherlands, he studied voice at The Hague Conservatory, Alanus-Hochschule, and the Folkwang Hochschule. A private student of Jurgen Schriefer, who worked directly with Valborg Werbeck- Svärdström, Christiaan traveled and performed with Schriefer throughout Europe, promoting the Werbeck method. Christiaan travels the globe year-round teaching courses at various institutions, including Waldorf Schools and Teacher Training Colleges. He continues to perform as a soloist and directs a professional ensemble.

The experience of the Health Through Singing workshop cannot be captured in words. Moving, replenishing, inspiring and lovely are some that come to mind. Christiaan is a gentle, masterful teacher who has crafted a training as relevant for experienced singers as well as for beginners and self-proclaimed non-singers.

- Dana R.

*"Christiaan is not only the best vocal teacher, but also the best teacher I have ever experienced. This is for everyone.
Uncover your voice today! –Matthew Thurber*

Meet Our New Farm Manger at Cropsey Community Farm!

The ancient bond between femininity, fertility and healthy growth will be rekindled at Cropsey Community Farm as the first female Farm Manager is taking on Rockland County's first locally grown organic CSA- a project of Rockland Farm Alliance.

Pearl Wetherall will head up the production team at Cropsey, and she plans to transform the CSA experience by adding a brand new touch of creativity, passion and ingenuity.



Drawing on more than ten years of experience managing a 45-acre organic farm, Pearl is eager to make some big improvements to Cropsey Community Farm and its 250-person CSA. In her new role, she has already put changes in place to allow for greater diversity of crops and higher yielding production all year long. Root veggie lovers will be happy to hear that succession crops will be more frequently sown and harvested, allowing for more robust selections every week of the 6-month CSA season.

From a delicious biodynamic harvest to a more profound experience learning about and participating in farm life, Green Meadow families will find so many new things to discover and love about the 2017 CSA at Cropsey Community Farm. A CSA membership also means a free season pass to the farm's celebrated workshop series, featuring classes in foraging, organic growing and herbalism.

2017 marks a new beginning for Cropsey Community Farm. Under Pearl's guidance, local soil will give life to a well-rounded community, connected by a shared love of the earth, conscientious living, and the enjoyment of eating healthy, deeply flavorful food.

**Join our CSA and pick up your weekly share of locally grown produce at Hungry Hollow Co-op or at the farm:
220 S. Little Tor Rd. New City, NY**



We look forward to our upcoming growing season and hope you will join us!

**For more information go to:
www.rocklandfarm.org and click CSA,
or call us at 845-634-3167**



NOW AVAILABLE!

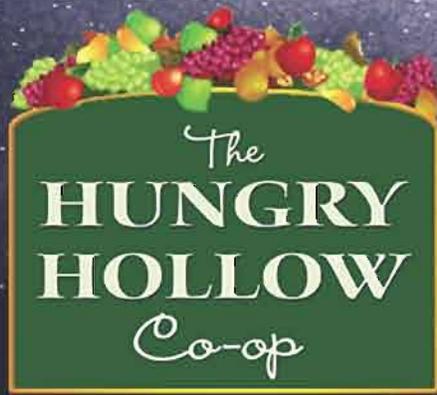
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WITH

PICK UP OR DELIVERY!

visit www.hungryhollow.coop or
call (845) 356-3319 for details





PRESENTS



FOR MORE INFO ON THIS EVENT VISIT
WWW.HUNGRYHOLLOW.COOP