



Chalkboard art by Grade 5 teacher, Mr. Nelson.

As we enter into the Lantern Walk season, may we all kindle the warmth from within our hearts to intentionally and lovingly shine brightly into our community and the broader world.

~Excerpt from Lantern Walk by Eileen Chanti

Dear CWS Community Members,

Greetings from beautiful Corvallis, where the leaves are falling, the wind is blowing and we are settling down for a celebration of all that we have around us. This time of year brings recognition of friends and family and gratitude for the abundant beauty of all that we have and all that we can give to others. Thank you for being a part of our community!

The school has been busy with activity since September. The students are eagerly and meaningfully engaged in learning and building relationships with peers and teachers. We're grateful to see more parents on campus, more volunteers in the classrooms and more attendance at our festivals and assemblies! We hope you've been able to join us recently, but if not, perhaps this newsletter will remind you of your time here - or of the work of your children or grandchildren in the past. Community involvement has been central to Corvallis Waldorf School in its mission. Since the beginning of the school year, event after event, we have witnessed continued support and commitment from our families, friends, and current and former students.

We are happy to bring you our quarterly newsletter, as Corvallis Waldorf School strives to keep the school community informed on school updates, events and activities. This is our first newsletter of the 2022-23 school year and in this edition you will find some updates on school leadership, school activities, and images from our days together. We'll continue our faculty spotlight this year and this edition introduces Ms. Sadie, our new handwork teacher. We are also working more towards community inclusivity. Read about our process in creating our new DEI statement on page 3.

The Board has been hard at work with longer term planning and brainstorming how to support the school and reach out to our community. This group of parent and community volunteers has a hard task and big ideas for campus improvements that will help our mission. You can help us get there with your continued support and by contributing to our **Annual Giving Campaign**. To find out more click the blue box below. While community involvement bolsters our efforts, it also inspires and encourages us to evolve and improve. We are grateful for your support!

Sincerely,

Executive Council



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### Mark Your Calendars

Parent/Teacher Conferences  
Nov 21-22  
No School / No EDP

Thanksgiving Break  
Nov 24th to 26th  
No School / No EDP

Winter Light Festival  
Dec 10th from 10-4pm  
On Campus

Strings Concert  
Dec 18th at 3pm  
First United Methodist Church

Winter Assembly  
Dec 22nd

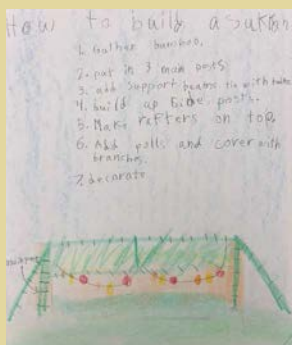
Winter Break  
Dec 23rd to Jan 6th  
No School / No EDP

## Grade 3 builds a Sukkah

During Fall 2022, the third grade class tied together their studies of the Hebrew Bible with their study of home building. They constructed a sukkah near the CWS garden in anticipation of the Jewish holiday, Sukkot. In 2022, Sukkot began at sundown on Sunday, Oct. 9 and ended at sundown on Sunday, Oct. 16. The temporary structure was constructed using bamboo poles for both the frame and support beams. Twine was used to secure the poles together. The top covering was made from bamboo leaves. Canvas and sun cloth were used for the walls. The sukkah provided shade for students on hot days as well as a special place for the class to gather to celebrate Sukkot. Several grades at CWS helped to decorate the sukkah by stringing fresh flowers and adding paper decorations.

We appreciate Dain and Suya Sansome of Bamboo Valley for their generous donation of bamboo as well as volunteer Brad Attig for his technical expertise and leadership with the construction portion of this project. And many thanks to the eleven eager 3rd graders for all their effort with construction and for sharing this special sukkah project with the entire school.

Below are instructions from the third grade class on How to Build a Sukkah and their completed building. ~Laura Young



## Alumni Spotlight



Hello CWS family,

I graduated from CWS in 2007 and Ms. Barrios was my teacher. I loved being part of such a tightly knit arts centered community. My whole class were my best friends and I've kept in touch with many of them. I loved singing and learning to crochet and play the violin. I loved the trips to beautiful outdoor places. Most of all I remember the plays- particularly Fiddler of the Roof which we pulled off splendidly with only 13 people. I have taken part in dozens of local community theatre productions over the years since my passion for acting has only grown since my time at CWS. I graduated from Oregon State with a BS in BioHealth Sciences about 4 years ago and now I am working as a pharmacy technician at the Corvallis area Safeway stores, volunteering as a cashier at the Heartland Humane Society Thrift Shop and thinking about what comes next.

Ellie Smith  
Class of 2007

Know a graduate of Corvallis Waldorf School? Let us know! We'd love to feature them in an upcoming newsletter. Email [office@corvalliswaldorfschool.org](mailto:office@corvalliswaldorfschool.org).



Our Early Childhood teachers presented a puppet show at the Corvallis Fall Festival.



Grade 5 on a field trip to Parker Creek Falls, hunting for mushrooms.

## Off Campus Activities

Our 8th grade students took a very successful backpacking trip to the Rogue River Wilderness.



## *CWS sets a new DEI Statement*

This school year started with much excitement, and we are progressing into the year with the same enthusiasm. Corvallis Waldorf School transitioned into a shared leadership model before the school year, with the Executive Council established. The Executive Council consists of the School Administrator and the Pedagogical Administrative team. Meanwhile, committees responsible for different aspects of school functions were initiated, and employees were empowered to bring their strengths to the decision-making through these committees. Most importantly, collaboration was instilled into the practice to involve all the employees in school-wide discussions and to make informed and collective decisions.

The positive shifts are observed not just in logistics and school operations, but also school culture. The information exchange between committees and leadership branches fosters ongoing reflection and dialogue. As one of the initial tasks of the year, the school personnel reflected on shared values from the lenses of diversity, equity, and inclusion. Our newly adopted statement follows:

We at Corvallis Waldorf School denounce discrimination, bigotry, and racism in any form and acknowledge their presence in our history, culture, institutions, and personal lives. We take an organizational and pedagogical approach to nurturing diversity, equity, and inclusion in our classrooms and school community. Our school fosters inclusive collegiality and community participation in which individual and institutional dialogue reflect the diverse strength of will, depth of feeling, and clarity of thought required to manifest change. The curriculum, enriched with traditions, songs, and stories representing cultures worldwide, instills a love for learning and goodness toward humanity in our students and cultivates compassionate critical thinkers who acknowledge and resist inequities and injustice. The teachers are intrinsically and explicitly tasked to help students seek awakening within themselves, gain wisdom, confidence, and serenity in all feelings and courageously face challenges the future will bring. We endeavor to support students in their true beings and to build school-family partnerships within a foundation of belonging, trust, integrity, and transparency. Corvallis Waldorf School welcomes and aspires to meet the needs of all individuals from diverse socio-economic, racial, religious, ethnic, and cultural backgrounds, gender identities, marital statuses, abilities and demographics. As an ongoing process, Corvallis Waldorf School strives for inclusivity, embraces feedback, and promotes ongoing reflection to move beyond an understanding of structural prejudices and become a community of advocates for diversity, equity, and inclusion.

This statement is also our pledge to the school community. Corvallis Waldorf School is committed to partnering with community groups, families, and organizations to evolve and improve its diversity, equity, and inclusion policies and procedures.  
~Karim Hafizov, School Administrator

## *Around Campus*



Grade 7 Painting



Grade 1 chalkboard  
-"D" is for dragon



Grade 5 dyeing yarn with plants



Ms. Shellece returns teaching weaving as a popular middle school elective!

Grade 2 creating jam with Marta in Gardening class. They picked the elderberries, smashed them, and added sugar & pectin to create their own freezer jam.



Grade 4 violins, tuned and waiting for students.

# Welcome Ms. Sadie!

Sadie Lifton joined the CWS faculty as our Handwork Teacher beginning with the 2022-23 school year. Sadie is an alumnus of the Portland Waldorf School (PWS). She has taught in various capacities in Waldorf schools since 2009, including at PWS, at Micha-el School in Milwaukie and at Swallowtail Waldorf School in Cornelius.

## What was it like growing up in a Waldorf school and going to a Waldorf high school?

Growing up in a Waldorf School gave me so many of the tools that I could use in life, particularly in my 20's. Waldorf gave me a safe place to be and a place I could succeed. There's something so special about going to a Waldorf High School.

## What drives your passion for teaching Handwork?

Discovery inspires me as a teacher. In practical terms, students are discovering tools for the first time. In a broader sense, handwork has a unique way of cultivating self discovery. Today during class, one student realized their fingerless glove was too big so I helped them to explore options and to creatively problem-solve. The student decided to start over because they determined the piece could be better. This ties directly into self esteem; when a student does it a second time it is better, this is self-rewarding.

My mentor growing up could solve any issue from my perspective. I always thought to myself that I'd never be able to solve problems like her but then, after practice, I realized I can.

## What handwork projects are your students at CWS currently working on?

Currently, first and second graders are learning to knit. Third graders are using the yarn that they recently dyed to crochet hats. Fourth graders are cross stitching. Fifth graders are using yarn we dyed together to knit socks. Sixth and seventh graders are hand-sewing. Eighth graders have started quilting.

## Outside of school, what handwork projects are you working on?

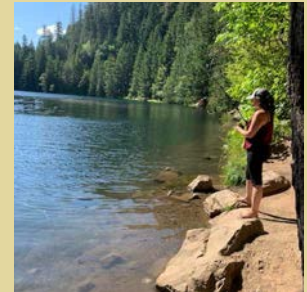
This past weekend I spent four hours knitting an emerald green sweater. I got inspired by new dyes that I saw for the first time at the Oregon Flock and Fiber event, which was last month at the Linn County fairgrounds. I'm already thinking about my next project even though I'm not yet done with my green sweater. My next project will have complex color work. I used to only wear dark colors like navy blue. Once I became a handwork teacher I became obsessed with wearing colors. I really love the colors in sunsets, if you look closely you can see green!

## Please share about your hobbies.

I like to play with my dog, Ila. She is my greatest joy and biggest challenge. Ila is almost two years old, she's a mix of Border Collie, Australian Shepherd, and Golden Retriever. She loves to do anything I ask. When she's done training she wants to keep doing it to please me.

Hiking, camping, road tripping and cooking are all things I like to do during my free time along with spending time with my family and friends.

~Laura Young/Sadie Lifton



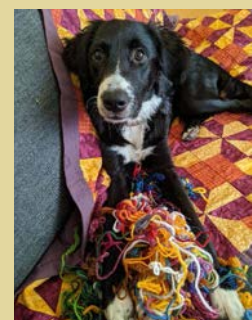
Fishing in Lake Harriet in the Mt Hood Natl Forest



First grade knitting needles with student plant dyed yarn in the background



Whole school project at Swallowtail.



# CWS Lantern Walk



Ms. Kristi's lantern walk drawing hangs in the main hallway.



Lanterns made by grade 3



Lanterns made by our Willow Wind kinders



Grade 1 lanterns, ready to go!

Throughout the Autumntime, as the days get shorter and we approach the cold darkness of winter, humans all over the western hemisphere begin to celebrate the light and warmth that fed us all summer long and carries us through the long nights and short days. Summer has passed and as we turn our gaze towards wintertime we can imagine gathering this fortifying light and warmth from the summer and holding it in our hearts until the days begin to grow longer once again. The crisp air of autumn, the dying back of the plants around us are all signs that Our Mother Earth is beginning her long deep inbreath and recharging time. It is now that the stories, images, and inspirations of the warmth that dwells within each of us is pertinent to share, listen to and hear.

It is this impulse of kindling the light inside that has led Waldorf schools all over the world to hold a Lantern Walk where, through reverent song and the carrying of handmade lanterns, we emit light into the darkness. This is to recognize the spark that dwells inside each of us as well as the truth that our light shines brightest when it is amongst the light of others. It is no small coincidence that the spiritual "This Little Light of Mine" is a beloved song to share during this time. The truth about the light inside each of us is that when we carry it into the darkness we can also provide light on the path for others around us.

The Waldorf Lantern Walk tradition comes, originally, from the Western European celebration of St Martin, known as Martinmas. Martinmas is often celebrated throughout Western Europe and though it is a western Christian traditional story, its archetype can be found in stories from around the world. The story is that late one evening, while serving in the army of Amiens, Martin Du Tours (316-297 CE) passed under an archway and discovered a poor man huddled there, wearing only rags. The young man was shivering with cold and, upon seeing him, Martin, a man of high rank and standing, took his own heavy cape from his shoulders, tore the garment in half, and covered the poor man to keep him warm. The following night, Martin had a dream in which he saw an angel cloaked in light wearing the same piece of his cape. This vision confirmed to him his devotion to all mankind, regardless of their station in life as he recognized the divinity that exists within each soul.

During the cold dark of November, we can begin to feel cold physically and a sense of turning inward can happen. There is an invitation, however, to be like Martin, sharing the love which we have in abundance with our fellow human beings. This call to shine our inward light outward while also recognizing the light inherent in those around us is the meaning of the season's celebration. The process of celebrating goodness and light is courageously brought forth at Michaelmas, exuberantly celebrated at Diwali and now reverently tended to at Martinmas during our Lantern Walk.

At our school, the early elementary grades gather together on a cold dark evening in November to wind their way through the field into the forest while carrying their lanterns and singing songs of light. The Early Childhood program does the same too during the school day, bringing songs of light throughout campus to be enjoyed by grade students and teachers alike. This event is carried with a mood of reverence and warmth similar to a singular flame kindled on a dark stormy night. The experience of a community of people lighting the dark path ahead while bringing their voices in harmony is one that brings a true feeling of inner warmth, safety, and goodness.

As we enter into the Lantern Walk season, may we all kindle the warmth from within our hearts to intentionally and lovingly shine brightly into our community and the broader world.  
~Eileen Chanti, Grade 3 teacher