



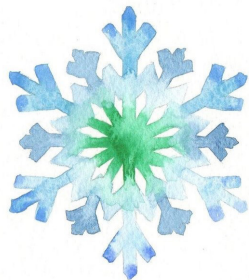
A reflection on Fall
changes and growth in
the school from our
Administrative Director

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Upcoming Events



Winter Fair

Winter Journey
Craft & Wreath Kits
Delicious Delights Raffle

November 30 - December 18

Traditions bring a sense of comfort and togetherness to a community. They give us something to look forward to and count on each year. With the overwhelming changes that have accompanied 2020, it is especially important that we retain our Waldorf traditions and not lose sight of the glue that binds us.

It is also necessary to reimagine these beloved events so we can keep our families and friends safe.

[Winter Fair](#) in particular is an event that thrives on the senses: the smell of greenery, the taste of a brownie from the eighth grade bake sale, crowding in for a puppet show, the feel of the treasure in your hands as you run from the Sleeping Giant. How do we preserve the heart, spirit and legacy of Winter Fair while also allowing for social distancing? Is there an opportunity to bring in new ideas that will delight the senses? We are excited for this year's Winter Fair because we believe it will accomplish all of the above, and most importantly it will keep the tradition alive for children who look forward to it every year.

A message from our Administrative Director

Dear Friends,

Welcome to Autumn 2020.

San Francisco Waldorf School has embraced constant change during the past eight months of the COVID-19 pandemic and the long overdue national focus on racism in America. While the path may be bumpy and winding at times, we seek stability and rhythm in our commitment to each student's growth and development as well as in the regular changes of the natural world during this fall season.

Some changes and growth are highlighted in this newsletter. The challenge of distance learning and increased computer usage provided an opportunity to expand the middle school Cyber Civics curriculum to include diversity, equity, and inclusion. Maintaining physical distance while supporting the healthy social life of our community encouraged new thinking for how to host Winter Fair to engage a broader section of our community. The dedication of the David Bushnell Center for Athletics and Community created a moment to acknowledge that our deep history provides solid ground from which to step into the unknowable and promising future.

I am grateful to the adaptability, striving, perseverance, and understanding of faculty, staff, parents, and guardians. Together will continue to move forward to help our students embrace this time of change.

Sincerely,
Craig



WELCOME BACK TO IN-PERSON SCHOOL, NURSERY THROUGH GRADE 5!

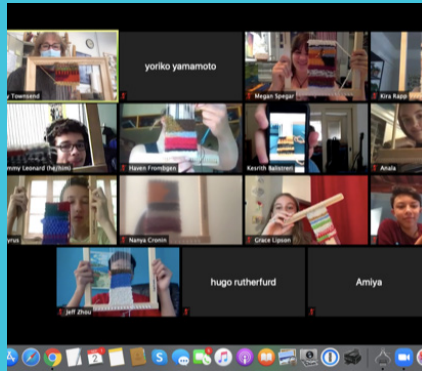
We hope to greet everyone on campus again soon.



Signs of (High School) Life



Hands-on Forms with Tal Honig



Student weaving with Art Instructors



HS Faculty Spirit on Zoom

Summoning the Imagination Needed for Lasting Structural Change

BY BENJAMIN D. WEBER, HIGH SCHOOL CLASS OF 2003

Thank you for inviting me into dialogue with alumni, families, and friends in the SF Waldorf School community. It has been a whirlwind of a homecoming back to Northern California, punctuated by toddler shenanigans bringing moments of levity to this time of crisis and possibility. The death-dealing catastrophes of racist state violence, the global pandemic, and ongoing environmental degradation—crowded in by the hazy red skies of the latest wildfires—have made things feel apocalyptic for sure.



Yet, as I joined students and new colleagues in the Community Circles held by the Hart Hall Ethnic Studies Departments at UC Davis, I could feel how we might all summon the breadth of imagination needed for lasting structural change. Change is the perfect theme for this fall newsletter, and for Waldorf's mission for the next 100 years. Instilling a caring, unruly, creative imagination has been the greatest gift from my Waldorf education. And I believe it is what we all need now more than ever.



One of the courses I'll be teaching at UC Davis this year, "Policing, Prison, and Protest", is both similar and different from earlier iterations I taught at Brown University last year and at the University of New Orleans back in 2016. In this course, students will study the roots of the current uprising in Black, feminist, and youth-led organizing. They will learn how pressure has been mounting to release longtime political prisoners, elderly people in prison, and to

#FreeThemAll, as more and more people begin to completely rethink the role of policing and prisons. This kind of reimagining continues decades of anti-carceral movement-building for Black lives through prison organizing, direct action, creative cultural work, transnational campaigns, and revolutionary struggle.

As new future-making practices take shape, students will have the chance to learn about forms of collective care and frameworks for justice and liberation from the Black freedom tradition of antiracist organizing. They will study primary sources from collections like the Black Radical Tradition [Reader](#) and the Freedom [Archives](#) alongside secondary works about Black prison organizing, the feminist fight to end violence, and the Movement for Black Lives (M4BL).

Continued on page 11: Structural Change

College of Teachers' Statement on Diversity, Equity, & Inclusion and on Steiner's References to Race



Steiner figure drawn by a high school student

"With love and devotion, we strive to nourish the unique capacities of every student, that in each may awaken the critical and creative intelligence to envision the future, the compassion and the commitment to understand others, and the courage to be a free and active participant in our common human experience." — SFWS MISSION STATEMENT

While we continue to uphold our stated mission, we know that our values are only as important as how we actually implement them. That is why we believe that we must recognize and play an important part in transforming the historical and contemporary injustices faced by so many in our country. We are committed to continuing our active inquiry into the sources of and solutions to injustice as part of our work as educators and builders of the future.

Waldorf education is rooted in anthroposophy, especially in what anthroposophy has to teach us about human development. The founder of anthroposophy, Rudolf Steiner (1861-1925), dealt with questions of individuality, diversity, and race in his talks and writings in the early 20th century. We acknowledge that some passages characterize race and other group identities in a way that we recognize as incorrect and offensive.

Throughout his life, Steiner spoke about the growing social and spiritual importance of diversity in communities of the future, principles of common humanity that we affirm. We explicitly reject any theory or statement in Rudolf Steiner's work that characterizes or judges individual human beings as superior or inferior based on racial, gender, ethnic, or other group identity. We honor what diversity brings to the richness of human perspective.

There is no aspect of anthroposophy that the SFWS faculty embraces dogmatically. Rather we continually test it to see what is true in these times and in this particular place and what is healthy for our students. We do this while recognizing the history and ongoing impact of racism and the formative influence of the patriarchal, Eurocentric system on our culture and on educational practice in general. It is our goal to recognize these forces and awaken our awareness of unconscious biases around race, socio-economic status, sex and gender identity, sexual orientation, neurodiversity, age, physical ability, religion, nationality, and any other characteristic that might blind us to the dignity inherent in every individual.

We commit ourselves to a practice of inclusion built upon careful listening, constant learning, and heartfelt understanding of social justice and equity as we work toward a strong, diverse community based on the warmth of human relationship. We reject racism, patriarchy, and all forms of oppression through our work with young people who can bring these values into the future.

We see the future as dependent upon equity, inclusion, and justice, not only as an outcome of the way in which change happens, but more as an inevitable result of a way of being. We strive to emulate such a way of being, one based on love and morality that together manifest in the world as justice.

—ORIGINATED MAY 20, 2020 BY SFWS COLLEGE OF TEACHERS (WITH INPUT FROM SFWS FACULTY AND DEI COMMITTEES); ADOPTED SEPTEMBER 4, 2020



The Bushnell Center Foundation Stone Ceremony

HOUSE BLESSING

May soul be living in this building

May this soul be permeated by the Spirit

Who shall seek in the foundation

Firm will,

That in it may grow

The sense of goodness

In all the building's rooms

And that from above

There may unite

The blessing of the Spirit

And the grace of God

In all who work herein.

—RUDOLF STEINER, PRAYERS AND GRACES
(COLLECTED BY MICHAEL JONES, 1987)

Earlier this fall, a small group of faculty and staff laid the foundation stone of The Bushnell Center for Athletics & Community in a ceremony that remembered everyone's efforts in creating this space for coming together. We are only weeks away from its completion. As attendance was limited, we would like to share highlights from this inspirational moment with everyone.

Dr. Paolo Carini opened the ceremony with a welcoming reflection:

“We are gathered here together as a spiritual community for the dedication of this beautiful center. As I was reflecting about this remarkable achievement, the image of reincarnation came to me. Our entire school, grade school and high school, went through many incarnations from its original home many years ago to now. And we all know that spiritual forces are always directly involved in the formation of the new bodies needed for our development: from the actual hands-on involvement in the construction of the physical building to the financial support that made the construction possible, to the vision in the mind of the architect, all the way to the spiritual intention at the source of the entire project. Let's invite all those friends now to join us in this celebration; the souls of those who have crossed the threshold or that cannot be

here physically today and have contributed to this magnificent new embodiment of our school. Let's welcome all our friends in this circle.”

Laurence Jaquet, a long-time SFWS teacher and wife of talented architect and designer David Bushnell, who the center is named after, remembered her late husband:

“Although he didn't know it at the time, this is the last building he got to design. He poured his heart and soul into it. He would be overjoyed to see it today. Good buildings are designed for a specific place and purpose; they are not transposable. This building belongs in this place, this school, this community. David was a part of this community and knew it intimately; therefore, he knew how to design the right building for it. We joined SFWS 24 years ago when looking for a school for our daughter Léa. We met Monique, Dagmar, and John Bloom and were convinced. The school community became our family as we grew from kindergarten through high school with both our daughters. David designed the high school, the nursery, and the community center as if they were his family's homes. His spirit now shares light and strength and blessings with this building and our school.”

Dr. Joan Calderera drew parallels between this foundation stone and that of the first Waldorf school blessed by Steiner 100 years ago:

Continued on the next page

“Steiner thanked the first person to think of the founding of the school and who supported it since its opening. For us, that would include the Dakins and our dear Monique, who is here today. Steiner addressed the teachers, who dedicate their work to the Waldorf school, like our faculty represented here by the College members who are witnessing this. He also thanked the Waldorf School Association, which we also have as everyone who is part of the school in whatever capacity belongs to our WSA. I will add our Board of Trustees, who volunteer their care, cooperation, and vigilance; all of those dear workers, staff of the school, who make it their task to protect the school; and the parents, children, and pupils without whom we would have no school at all.”

The Bushnell Center foundation stone was built by Aimee Golant, the high school's former metal arts teacher, and made to emulate the original Steiner foundation stone. The original was a double pentagon dodecahedron made of copper which was laid into the ground for the first Goetheanum building in Dornach, Switzerland. Ten years later, a tragic fire destroyed the nearly completed building. In 1923, at the Christmas Foundation meeting, Rudolf Steiner presented the ‘Dodecahedron of Man,’ as he called it, to the members of the newly-formed General Anthroposophical Society.

Dr. Caldera finished the ceremony with gratitude and read the verse laid within The Bushnell Center dodecahedron:

“With thankful hearts, we lay the foundation stone for this new building, which has come into existence through the combined efforts of so many people. As we now, according to time-honored custom, lay this foundation stone into the earth, we will give it the following words, written on this document:”

May there reign here spirit-
strength in love;

May there work here spirit-
light in goodness;

Born from certainty of heart,
And from steadfastness of
soul,

So that we may bring to young
human beings

Bodily strength for work,
inwardness of soul and clarity
of spirit.

May this place be consecrated
to such a task;

May young minds and hearts
here find Servers of the light,
endowed with strength,

Who will guard and cherish
them.

Those who here lay the stone
as a sign

Will think in their hearts of the
spirit

That should reign in this
place,

So that the foundation may be
firm

Upon which there shall live
and weave and work:

Wisdom that bestows
freedom,

Strengthening spirit-power,

All-revealing spirit-life

This we wish to affirm

In service to the Spiritual
World

With pure intent

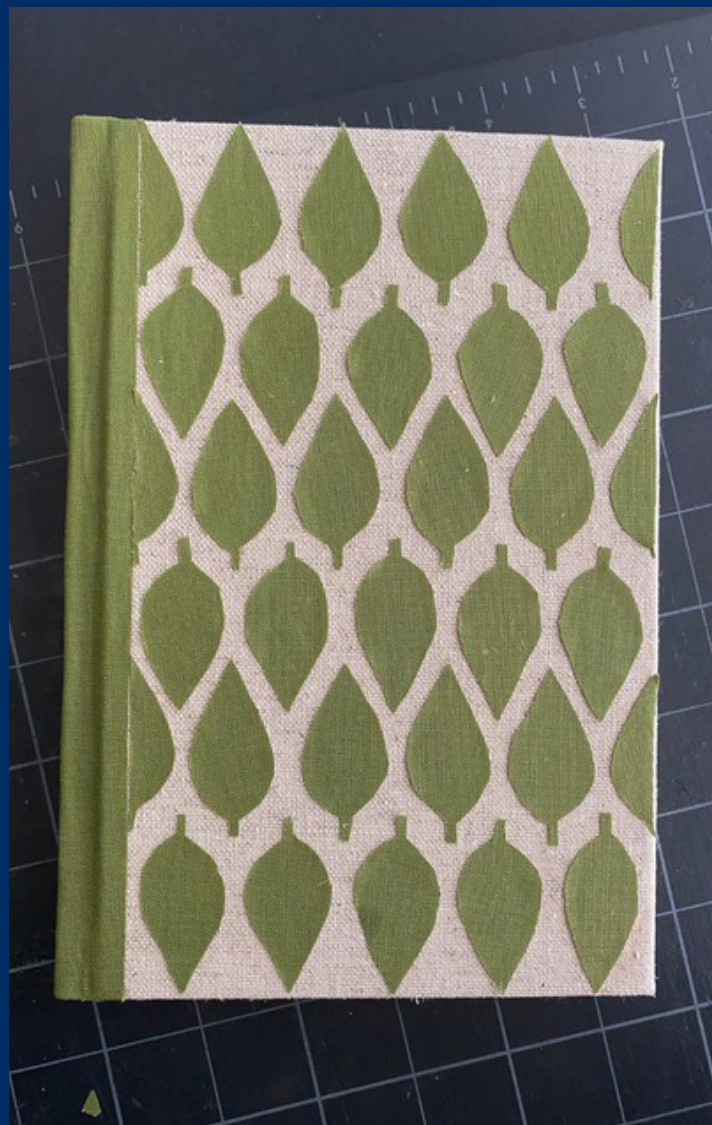
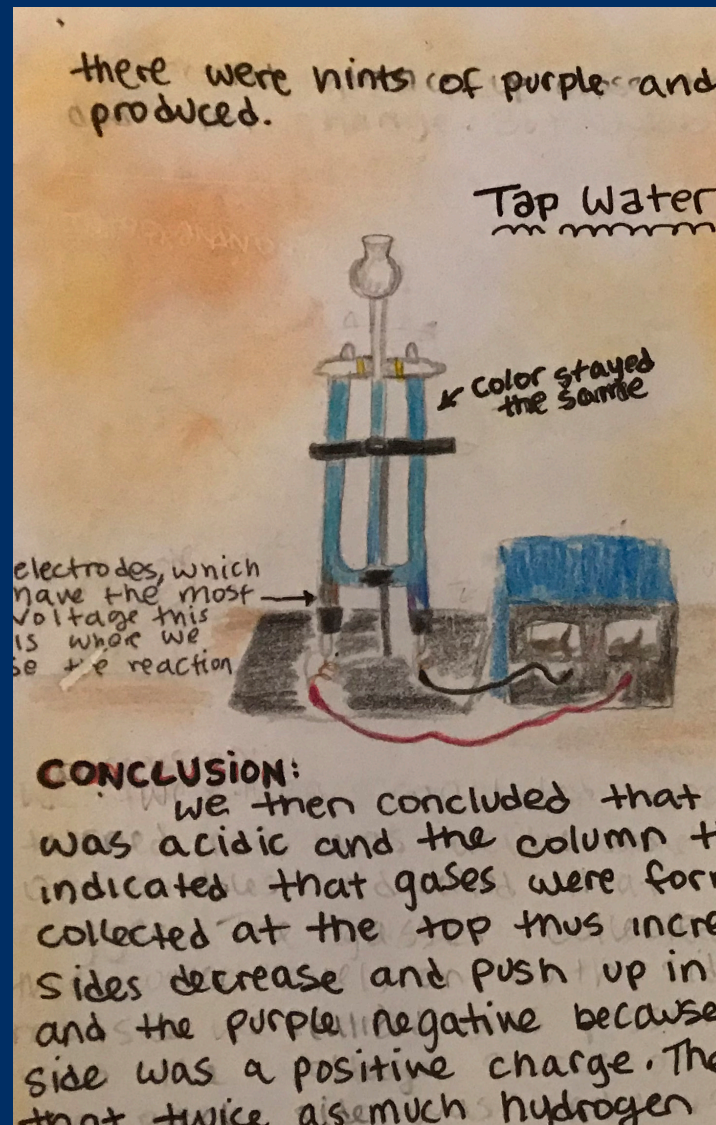
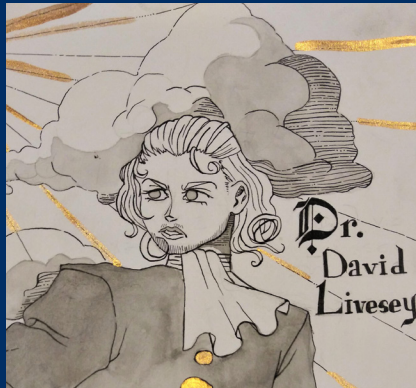
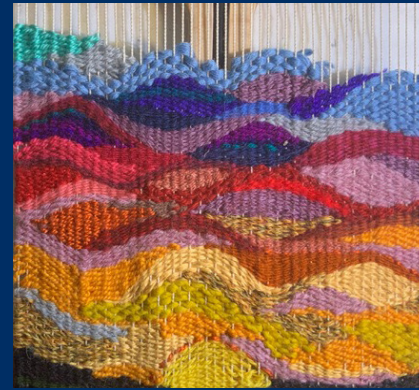
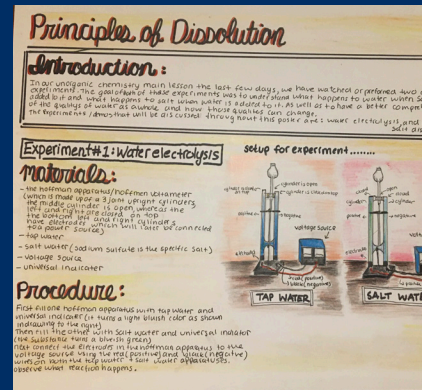
And with good will.

—FOUNDATION STONE VERSE FOR THE
ADDITIONAL BUILDING OF THE WALDORF
SCHOOL IN STUTTGART, 1921 (STEINER'S
NOTEBOOK; TRANSLATION: E.M. HUTCHINS)



Behind the Screens...

Share your work
@sfwaldorf
#sfwaldorf2020



SAN FRANCISCO WALDORF SCHOOL

MORE WAYS TO COME TOGETHER

The school relies on your gifts each year to cover the difference between income from tuition and overall expenses. The Community Fund supports all the things that create educational excellence, from professional development for faculty to technological needs to high quality art supplies—it is our Margin of Excellence.

While giving has been strong over the past several years, this year is particularly important as the school community faces unprecedented challenges. From increased tuition assistance needs to greater demand for equipment, software, and professional development, the school needs your support to remain strong and emerge from the current environment in a transformative way.

No matter the size, your gift matters. Companies, foundations, and outside philanthropic individuals look at giving by parents as a key indicator of the strength of the community. We had a strong showing last year (over 92%), and this year is one where 100% participation will make all the difference!

There are many [ways to give](#), with the most popular being a credit card gift online.

Please consider [making your gift](#) today!

Book Fair in collaboration with Books Inc.



We are excited to announce an upcoming Book Fair in collaboration with Books Inc.

Shop at [Booksinc.net](https://booksinc.net) or at their [Laurel Village store](#) from **November 25 through December 2**, and check off your holiday gift list!

A portion of all sales is donated to the school. Be on the lookout for an update in the bulletins. Our grade school librarian Liz Perry is compiling special recommended reading lists and a wish list for the school around a theme:

Inclusivity, Diversity, and Kindness

Books Inc. Laurel Village
3515 California Street
SF, CA 94118

booksinc.net

Positive Change in the Upper Grades Curriculum with Diversity, Equity, and Inclusion Work

BY KARMIN GUZDER, GARDENING AND GRADES TEACHER

It was an honor to be asked by the school to create the Middle School Diversity, Equity, and Inclusion (DEI) curriculum. Over the summer months, I worked with our grade school faculty chair, our middle school class teachers, and members of the Grade School Inclusion, Diversity, Equity, Awareness, and Leadership (GS IDEAL) committee to create a plan for this new initiative. The task was to create a supplemental curriculum that supported our already rich Waldorf curriculum. Using the Pollyanna Racial Literacy Curriculum as a guide, our new integrated curriculum would focus on DEI topics, such as race and equality, while also addressing the unique social and emotional needs of middle schoolers through topics such as puberty, body image, and social etiquette. We also wanted to integrate Cyber Civics, a digital literacy curriculum, which focuses on topics such as digital literacy, ethical thinking, identity, citizenship and more. It was a challenging task but one that was meaningful and needed for our students and a proactive response to our times.



One of the greatest strengths of the Waldorf curriculum is that it meets the child at each stage of development. It became clear early on that if we were to have long term success with a DEI curriculum, it would need to be integrated into what we were already teaching, and teaching well. The DEI curriculum would need to be flexible so that class teachers, who would be implementing the curriculum, could choose when to integrate specific lessons. Given that there is so much growth and development during the middle school years, the DEI curriculum would need to be specific and oriented towards the unique developmental needs of each grade.

The Waldorf curriculum as a whole is designed purposefully to be an outline, allowing the teacher the freedom to have his or her own artistry and interpretation shine through. Similarly, the DEI curriculum takes our shared understanding of child development, links it to main lesson blocks, and offers teachers a list of suggestions and supporting materials to choose from, topics that are the most meaningful and relevant to them and their lessons. No two class teachers teach exactly the same main lesson content in any given grade. Similarly, the DEI curriculum will look different for each grade year to year. This gives the school the opportunity to grow and address current events as they arise.

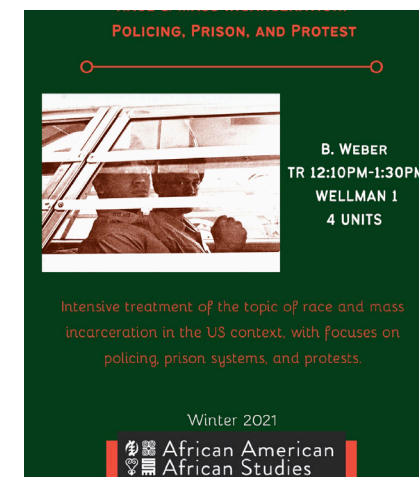
We have specifically written the DEI curriculum as a shared document that is open to editing by teachers. Our goal is to keep it living, to expand and contract year to year with notes, links, and connections that our entire faculty can access for their teaching, and also contribute to.

Continued on page 12: Curriculum

Structural Change

Continued from page 4

M4BL demanded that schools, colleges, and universities cut ties with police in order to imagine a better, safer world. This is a youth-led movement and has been for a long time. Building on fifty years of struggle to get police out of schools in Oakland, for instance, the Black Organizing Project is right now celebrating the disbanding of the Oakland School Police ([MotherJones](#)). They have set the example in public secondary education, and now the UC system has the opportunity to set the example for public higher education.



Weber course offering at UC Davis

Over the summer, UC Davis faculty members—as with the other UC campuses—called on the administration to disband the police ([California Aggie](#)). The UCLA Divest/Invest Faculty Collective, together with students and alumni, demanded that UCLA stop collaborating with LAPD after they used Jackie Robinson Stadium to detain protesters last June ([Daily Bruin](#)). The UC-wide collective organizing to get “[Cops off Campus](#)” by September 2021 has launched a

year-long campaign to carry forward the hard work of anti-carceral movement-building and to imagine what a police-free campus could and should be.

There is a growing demand for accessible materials to think, dream, and mobilize as more and more people begin to imagine what a world without policing and prisons might look like. The longtime abolitionist organization Critical Resistance continues to meet the call by putting out guides and [toolkits](#). The African American Intellectual History Society (AAIHS) has provided open syllabi, like the [#PrisonAbolitionSyllabus](#), and there are many great online reading [lists](#). Among the readings my students will be digging into this year is the [Abolition for the People](#) series produced by Kaepernick Publishing and LEVEL.

Crises produce ruptures in established ways of doing things. They open possibilities for transformation. The local and worldwide rebellions against entrenched and ruthlessly inequitable systems of anti-Black criminalization, policing, prisons, and punishment are rooted in long histories of anti-carceral movement building. It is amazing to witness how quickly and widely people are awakening to the urgent need to care for one another in completely new ways as we summon the courage to dream big. As renowned abolitionist scholar-activist Ruth Wilson Gilmore—who just [might change your mind](#) about the necessity of prisons — puts it in her forthcoming book, the exciting imperative before us is nothing less than to “[Change Everything](#).” ~

Benjamin D. Weber is an Assistant Professor of African American & African Studies at the University of California, Davis. He is at work on his first book, [American Purgatory: Race, Empire, and the Carceral State](#), under contract with The New Press.

Fall Gardening

Second graders collaborate to clear dry vines on campus and prepare for the winter season.



Curriculum

Continued from page 10

Examples from the DEI Curriculum

DEI curriculum themes for 6th grade include puberty, body image, laws and rules, and communication. We want students in 6th grade to focus on building a language for their work ahead. What is race? Implicit bias? Privilege? What are rules that we can all abide by in the social realm?

“What is race? Implicit bias? Privilege? What are rules that we can all abide by in the social realm?”

The Roman History block offers the class teacher a chance to merge lessons on Roman laws and governance with several DEI themes. The Astronomy block builds the students sense of self within an interconnected universe. DEI lessons that run parallel to Astronomy support the student in expanding his or her sense of self through an experience of “the other”. What are other people’s life experiences, especially people who are less privileged than myself? What are some of the experiences of other people who are of a different race, culture, or nationality than myself? One specific suggestion from the DEI curriculum includes listening to stories from StoryCorp, including that of a Mexican immigrant, an African American son and mother, a transgender youth, and a blind person. We have aimed to include as many examples and resources that speak directly to a student’s feeling life, as we do with all our lessons at the grade school level. Once in high school, the student can enter into

critical thought regarding complex issues presented in DEI work, with the compassion and empathy built and nurtured during their grade school years.

The 7th grade curriculum is vast, with a particular focus on the history of developing nations and their politics, trade and economy, scientific discoveries and cultural practices. It is a year that must be taught with sensitivity and awareness of potential pitfalls. For example, as a theme “The Explorers” main lesson block divides history into those who were the Explorers and those who were Explored. We have instead shifted our lens to “Discovery” (often, this block is titled “The Age of Discovery”) and encouraged teachers to be conscious of the language used when teaching the block. We ask such questions as How can you discover a place that already existed? and for what purposes were discoverers sent away from their homes and into the greater world? We also switched the block rotation during the course of the year so that students would have their African and South American Cultural Geography blocks prior to learning about the discoverers, in order to first build a beautiful picture of this part of the world before colonization by the West. The DEI curriculum for 7th grade students addresses age-appropriate lessons on topics of race, gender, modern social movements, and sexuality. Our teachers already discuss current events, and the DEI curriculum offers resources and discussion questions for scaffolding.

The 8th grade curriculum in its essence is a DEI curriculum taught through the biographies of historical figures. The 8th grade teacher is constantly weaving current events into his or her lessons. The DEI curriculum supports this work by offering myriad suggestions. For

example, a DEI lesson, which runs parallel to the Revolutions main lesson block, suggests a look at Janius Brutus Stearns’ painting titled “George Washington as Farmer on Mount Vernon”.



source: vmfa.museum

What does this painting say about racial hierarchies? What does it say about leadership? This lesson opens up an opportunity to offer students a more truthful picture of great American heroes such as Washington and Jefferson with biographies of African-Americans who were also revolutionaries during the Civil War. The 8th grade DEI curriculum cites paragraphs from Howard Zinn’s “The Young People’s Guide to American History” and the “New York Times 1619 Project” in an effort to share a broader version of American History, one that includes stories of those who have been historically marginalized. Using age-appropriate pedagogy, eighth grade teachers are encouraged to embrace discussions during our weekly Current Events class of the major topics of our time: the #MeToo movement, the Covid-19 pandemic and its relationship to race, the dangers of social media, and voter suppression.

As teachers, we are constantly striving for our lessons to be relevant so that we can teach the students we have before us in these particular times. I very much look forward to continuing to co-create this curriculum with my colleagues, not only for middle school students but for all. ~