



In the Mirror of Each Soul

2021/22 Gratitude Report





Director of Pedagogy & Administration

Dear Friends of Emerson Waldorf School,

I hope this message finds you and your loved ones well. Thank you for your ongoing support of Emerson Waldorf School. Despite unprecedented challenges, Emerson has continued to not only survive but thrive, and we'd like to share some of our stories with you.

Between ongoing social, cultural, and climate upheavals in the world and the challenges that the pandemic has given us, we have needed to re-imagine what school and community are in an ever-changing world.

This has been a year of incredible student accomplishments. Despite missing many important keynote events, including overnight trips, field trips, and large gatherings due to pandemic restrictions, our students not only persevered but thrived under incredibly challenging circumstances. From senior projects, 8th-grade projects, many other class projects, and class plays to day-to-day learning, including being outdoors in all kinds of weather, our students have shown remarkable creativity and resiliency.

Our teachers deserve so much appreciation for providing new and innovative ways for our students to learn. Our Early Childhood faculty embraced outdoor education and found many benefits being out in nature. Our Grade School faculty reviewed the needs of our 6th, 7th, and 8th-grade students and created a new Middle School program designed to be implemented in the 2022-23 school year. As our High School is embarking on its 20th Anniversary in 2022-23, the faculty renewed its commitment to a curriculum that is balanced between academics, arts, and practical learning. We look forward to sharing with

you all the ways we will honor and celebrate our high school in 2022-23!

In addition, the whole faculty reviewed our Early Childhood through 12th-grade curriculum, not only in preparation for our 2022-23 AWSNA/SAIS Reaccreditation visit but also in light of our school's commitment to social and environmental justice. The faculty, staff, and board also did a two-year study of AWSNA's Core Principles of Waldorf Education for our reaccreditation self-study. We're very grateful to Jason Child, our reaccreditation coordinator, for leading us through this process.

Our staff also responded in so many resourceful ways. Our facilities team has continued to help us navigate the needs of our outdoor classrooms and growing enrollment. Our enrollment, retention, and marketing team, including our new Enrollment Director, Grayce Curry, our new Marketing and Communications Director, Brad Porter, and our Director of Advancement, Deb Feinberg, created a campaign that contributed to the highest enrollment in the history of our school (with waiting pools in many classes).

Our financial team, led by our Business Director, Mary Deutsch, and our Board Finance Committee, helped us establish a healthy reserve and our first-ever endowment fund. And, we are very proud to be named as a "Best of the Best" in education by our local INDY newspaper!

Our College of Teachers, Leadership Team, and Board of Directors have continued to hold the long-term vision for our school. The joint College/Board Diversity, Equity, and Inclusion Action Plan Steering Committee launched a Diversity, Equity, and Inclusion (DEI) audit

with a local consulting group, biwa / Emergent Equity, that will begin in the 2022-23 school year. In addition, our Board created a Compensation Task Force to begin to address the compensation needs of our faculty and staff. The Board also established an Organizational Review Task Force that will look at our governance structure and make suggested structural changes to our College and Board. The joint College/Board Strategic Planning Committee is planning on incorporating recommendations from our DEI audit, the reaccreditation report, and both task forces into our school's new Strategic Plan.

Our newly formed Parent Teacher Collaborative (PTC) took on many important community-building projects this year. Our faculty and staff is so appreciative of the Wednesday "Tiffin" lunches and the generous birthday and seasonal gifts that were provided by our parents. We also were able to open our campus more and more as we celebrated our Winter and Spring Faires that were hosted by our PTC. Many thanks to all of our PTC Leadership, especially Lorena Martinez and Katie Mentz.

We are very grateful for your commitment to Emerson Waldorf School. We're thankful for your trust and generosity in providing the much needed resources that support our students in their human "becoming." We hope you'll continue to support all of our efforts to continue to make Waldorf education thrive at our school!

With warm regards,

Colleen Everhart
Director of Pedagogy & Administration

Donor Spotlight: The Judy Weinstock Team

In addition to being an award-winning team of Keller Williams realtors, Judy, Jeff (former board member), and Alison Weinstock (alumna, current board member) are consistent supporters of Emerson Waldorf School. While they are experts in everything from buying and selling to investment and relocation, they also excel at understanding clients' needs and creating community.

The Weinstock Team supports Emerson as the sponsor of EWS Connect, the school's alumni network. This online platform allows our alumni to network, find a mentor, and stay connected. The Weinstock's connection to EWS Connect is particularly appropriate as Judy and Jeff were instrumental in founding the High School 20 years ago. Their daughter Allison graduated from the first High School class in 2006.

The Weinstock Team's gifts extend to our current students, too. In October 2021, they delighted our students by donating 300 pumpkins to carve. Then, in May 2022, The Weinstock Team arranged for hundreds of beautiful flowers to be delivered to the Spring Faire fundraiser at Emerson's Farm for flower crown crafting. We are so grateful for the generosity of The Weinstock Team and the joy they bring our community!





Message from Peter McKinnis, Board President

Dear Emerson Waldorf School Community,

This year, we were tested again as the pandemic challenged our plans for Emerson's students and our community.

Fortunately, our donors continued to be generous with their gifts, and our volunteers again offered their time and expertise. **We're grateful that our incredible donors helped us deliver a great year of learning and experiences for our students.**

While the students were on their educational journey, our volunteer board members focused on the fiscal well-being of the school in the long term. The 2020-21 school year was historic as **a one million dollar endowment fund was established**, providing a new level of financial security for the school. We were able to create the endowment because of the generosity of our donors and due to the government forgiving the emergency covid "PPP" loans. At the same time, the board also approved an investment policy for the fund.

Thinking about the future, we also want to make sure Emerson maintains our record enrollment and continues to grow the student population in a sustainable way. One of the benchmarks for enrollment and retention is faculty compensation. With this in mind, **the board formed a Compensation Task Force.**

The task force, which includes Colleen Everhart, Business Manager Mary Deutsch, Co-Treasurers Mark

Davis and Cory McIntyre, new board member Kim Paolucci and me, looked into how our faculty and staff are compensated compared to employees at other schools. We also researched faculty and staff's perception of compensation and benefits offered. The Task Force will work to **build a sustainable road map to make changes over time.**

The board has also been working closely with the College to prepare for Emerson's joint **reaccreditation with the Southern Association of Independent Schools (SAIS) and the Association of Waldorf Schools of North America (AWNSA).** Representatives from both groups visited us in the spring and will return this fall.

The board and College also formed a joint **Diversity, Equity, and Inclusion (DEI) Action Plan Steering Committee in preparation for a schoolwide DEI audit and equity training**, which began in June. Thanks to gifts from our donors, Emerson is co-funding the \$36,000 audit with the Parent Teacher Collaborative (PTC).

Finally, the board reviewed and approved draft strategic goals based on our Mission, Vision, and Values work done in 2020-2021. We will hone these high-level goals as we receive feedback from the accreditation process and the DEI audit.

In addition to Kim Paolucci, who joined us as our Early Childhood PTC representative this year, we welcomed Allison Weinstock (EWS Class of 2006) and Henry Chan (EWS Parent) to the board.

I want to recognize the dedication of our departing board members, too. Amy Johnson and Marcos Prieto have made thoughtful, timely, and incredibly helpful contributions to Emerson's governance during their board service, and for that, I am grateful. My time as an Emerson board member is also ending. I'm humbled by all the wonderful folks I've worked with over the years. Thank you for the opportunity to serve.

I appreciate all of our board members' commitment to governance and the expertise they bring to the work.

In honor of our donors, I want to share this thought from a book I'm reading,

"The trees act not as individuals, but somehow as a collective. Exactly how they do this, we don't yet know. But what we see is the power of unity. What happens to one happens to us all. We can starve together or feast together."

— Robin Wall Kimmerer, Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants

Thank you all for continuing to act together.

In community,

Peter McKinnis
Board President, 2021-22 School Year
Emerson Waldorf School
Alumni Parent

Donor Spotlight: Anonymous Donors

Most of our amazing donors like to be recognized when they make a gift. However, some donors prefer not to be named publicly for their contributions. Some are shy and don't want attention because it makes them uncomfortable. Others have religious reasons for anonymity. Whatever their thinking, we are so appreciative of their donations!

Two anonymous donors, in particular, have been long-time supporters of Emerson. For the past six years, one has provided a matching gift of \$25,000 or more on GivingTuesday to encourage our community to donate to the Emerson Fund. Another anonymous donor has consistently given \$15,000 or more annually to support students of color with financial aid.

We respect these donors' privacy but want to acknowledge the impact of their inspirational philanthropic leadership in our community. Thank you!





Message from Robin Olson, College Chair

Dear Friends,

In many ways, the 2021-22 school year felt like a triumph. We began the year with cautious optimism, hoping that though we were prepared to pivot to online learning, we wouldn't have to – and we didn't!

Instead, we were able to focus on our evolving curriculum, not just on

the daily concerns of staying safe and healthy during the pandemic.

The **generosity of our supporters provided us with professional development and assistants in classrooms** which gave us the capacity and time to take on deeper work to **align the curriculum with our Mission, Vision, and Values.**

This work included looking at our Festivals through the lens of Diversity, Equity, and Inclusion (DEI). Our first event of the year was the newly imagined **Fall Festival, which included a greater span of cultural traditions and centered on the feeling of the season.**

This year, the College of Teachers and the board formed a joint



Diversity, Equity, and Inclusion (DEI) Action Plan Steering Committee to select a provider to lead us in a schoolwide DEI audit. We are grateful for the donations from our community that has made this critically important work possible.

Emerson's **reaccreditation with the Southern Association of Independent Schools (SAIS) and the Association of Waldorf Schools of North America (AWSNA)** has also been part of our work with the board. Throughout the school, each section (Early Childhood, Grades, High School, Administration, Board, and College) has reviewed AWSNA's Seven Principles in preparation for reaccreditation. These principles are what makes Waldorf Waldorf. They're the most important values that inform the policies and practices of Waldorf schools in North America. They are:

1. **The image of the human being as a spiritual being informs every aspect of the school.**
2. **Waldorf schools foster social renewal by cultivating human capacities in service to the individual and society.**
3. **Anthroposophical understanding of child development guides the educational program.**
4. **Waldorf schools support freedom in teaching within the context of the school's shared agreements.**
5. **The conscious development of human relationships fosters individual and community health.**
6. **Spiritual development in support of professional growth is an ongoing activity for the faculty, staff, and board.**
7. **Collaboration and shared responsibility provide the foundations of school leadership and governance.**

As we explore these principles, we ask ourselves these questions:

1. How is the principle living in the College (or Early Childhood, Grades, High School, Administration, Board)?
2. How has each section innovated in the past several years related to this principle?
3. What challenges does each section face related to this principle?
4. What are ideas about how to address the challenges?

This profound level of introspection and analysis is how Emerson's teachers create an environment and experiential curriculum to serve our **mission of inspiring "our students to become independent and creative thinkers who are collaborative leaders in social and environmental justice."**

This year, we were joined in this work by wonderful new colleagues. **Radha McNamara** gracefully stepped into the role of First Grade Assistant. She joined **Benjamin Trueblood**, who circled from Eighth Grade to take his second First Grade class. (Though it's Benjamin's second First Grade class, it is his third loop through the Grades, marking his 16th year teaching!) Also in the Grades, **Christopher Coffey** became the Seventh Grade's Class Teacher.

William Davis joined us to teach Spoken Word and Humanities in the middle and high schools. We were pleased to welcome back Diana Stoycheva to the Honeybee Nursery.

Some of our other work included creating a **Eurythmy Task Force** to review Emerson's future needs. We also looked at the curriculum to understand how students have **benefited from outdoor learning experiences** during the pandemic.

At the end of the year, we said goodbye to two beloved members of our faculty who are entering semi-retirement, **Peter Moyers** and **Mark Eichinger-Wiese**. I say, "semi-retirement," as both will continue to mentor their replacement, **Bill Ogonowski**, who will teach woodwork, metal smithing, and dramaturgy.

I want to share the verse we say at the beginning of our College meetings. This is by Rudolf Steiner,

"A healthy social life is found only when, in the mirror of each soul, the whole community finds its reflection, and when, in the whole community, the virtue of each one is living."

The great virtue our donors have provided us is the financial support and trust in our mission, vision, and core values to do the work I've described. Thank you.

In community,

Robin Olson
Chair
Emerson Waldorf School
College of Teachers
Alumni Parent





Diversity, Equity, and Inclusion

Diversity, Equity, and Inclusion is a priority in Emerson’s Strategic Plan. Though we haven’t yet asked donors to contribute specifically to fund work in this area, **your generosity in unrestricted giving allows us to improve how we serve and support all community members.**

Emerson is committed to providing every student with a safe and nurturing educational environment. **Students feel safer in school when they learn in a diverse setting** and classroom discussion is rich with multi-cultural perspectives.

Thank you for giving us the means to help to raise the consciousness of our teachers and staff and to challenge our preconceptions. Training and introspection support our diversity work, which includes a regular review of our curriculum to see how we can incorporate stories, paintings, music, and texts from various cultures. We also work to attract students from underrepresented communities and economically disadvantaged families who we can support with financial aid.

“I learnt that the only way to get a thing done is to start to do it, then keep on doing it, and finally you’ll finish it, even if in the beginning you think you can’t do it at all.”
– Langston Hughes, The Big Sea

This assertion in Langston Hughes’ autobiography refers to a lesson from his High School art teacher though it probably applies to most of us at some point in our journeys.

Emerson’s faculty and staff have been on a journey, deepening our work with Diversity, Equity, and Inclusion. “In the

beginning,” it often felt like we couldn’t do it at all. Now, though we know there is no “finishing” to “keep on doing,” **we needed a consulting partner to guide us in our next steps.**

In the summer of 2021, the Equity Planning Committee, composed of faculty members Adrienne Patrick, Catherine Reyes, and Gareth Dicker, began searching for an equity consulting firm. They wanted a group that was

- Local, with ties to racial equity and justice work within Durham and Chapel Hill, and
- Relationship-based, with the ability to work on campus.

The consulting firm also needed to be able to

- Focus on organizational culture,
- Address all four levels in which racism exists - personal, interpersonal, institutional, and structural,
- Examine formal and informal leadership and decision-making structures,
- Provide training and workshops that are experiential and responsive to our needs,
- Use caucusing to uncover implicit dynamics of white culture and privilege and internalized and interpersonal racism,
- Provide auditing and assessment,
- Provide ongoing support and coaching, and
- Address pay equity.

Finally, they had to have experience working with schools.

Emerson’s Equity Planning Committee wanted a partner experienced

in the specific issues of race and economic and land justice in the Triangle Area. This would allow for a more tailored and responsive partnership and ensure that the work would be grounded in place and history. The Committee found their **partner in Durham-based biwa | Emergent Equity.**

In June, biwa | Emergent Equity began working with faculty and staff. We intend to start with small changes and gradually increase the work towards our **goal of creating a campus culture of racial equity and justice.**

The words of writer, activist, and developer of the “Emergent Strategy” approach, adrienne maree brown, describes our plan: **“how we intentionally change in ways that grow our capacity to embody the just and liberated worlds we long for.”** It is a strategy inspired by how natural systems change and evolve and is based on small-scale solutions that propagate outward to impact the whole environment.

In the beginning, when we started our DEI work, we often felt overwhelmed with such an enormous task. But, as Mr. Hughes said, we “keep on doing” because of the importance of it.

Benjamin Trueblood
Chair, EWS Faculty Diversity, Equity, and Inclusion Committee



Donor Spotlight:

John Whitley

Often a donor is moved to make a gift in honor of someone. This is the case with John Whitley, who has donated \$50,000 for the past three years to recognize his sister, Eve Olive. Many in our community appreciate Ms. Olive as one of the founders of Emerson, but our alumni and some faculty know her as our founding Eurythmy teacher.

Mr. Whitley's annual contributions support Emerson's Eurythmy program, one of the hallmarks of Waldorf Education. For those new to Eurythmy, it is a hybrid of expressive art and movement originated by Rudolf Steiner in the early 20th century. Primarily a performance art, it is also an educational tool to explore academic learning experiences physically.

Eurythmy translates the creative elements in music and speech into physical movements. Participating in and experiencing Eurythmy strengthens one's connection to their body, challenges balance, increases concentration, and develops social awareness, which is why Waldorf athletic teams always work so well together! Thank you, Mr. Whitley, for your generosity!



Faculty Tributes

Peter Moyers



In Peter's almost 30 years at Emerson, he has become a fixture here, a pillar of support, as much a part of the woodwork himself as his many wooden creations around campus. Laura Guinan, his colleague of 15 years, describes Peter as "The original Yes We Can Man. He's a cauldron of fresh thinking and innovative ideas. The OG collaborator. Incredible." Laura goes on to say Peter is "a deep listener, great storyteller, fascinated with human beings and their stories, really compassionate, a doer, wise and supportive. Peter has been extraordinarily important in helping the High School grow into what it is today."

Mark Eichinger-Wiese calls Peter "a magnificent person and joy to work with," saying "he does anything he can for the students." As partners in woodworking, metalworking, and the technical and promotional aspects of the high school plays,

Mark and Peter formed a close working relationship as well as a friendship. "Peter has a pure and perfect work ethic. He's one of the most sincere, straightforward people I've ever been around. From him, I learned infinite patience for the students."

We are grateful for all the gifts Peter shares; his social consciousness, dexterous communication skills, ability to make people feel heard, and awareness around regularly checking in. He is known for keeping things lively and infusing group work with energy. Peter's students develop great respect for him, which is why you'll always spot a group of alumni at High School play performances.

As Peter adjourns to life full-time at Blue Skies at Mapleview, we know he won't be put out to pasture! We'll look forward to seeing him around campus as he mentors new Woodworking, Metalworking, and High School Dramaturgy teacher, Bill Ogonowski!

Mark Eichinger-Wiese



According to Peter Moyers, Emerson would not have the metalwork program we have now without Mark. Over the course of Mark's eight years as a volunteer and "Artist in Residence" at Emerson, he figured out how to fund much of the program by offering adult blacksmithing classes in the evenings during the cooler months of the year.

During his tenure, Mark and Peter mounted five high school productions together. Says Peter, "Mark is loyal, hard-working, and smart. He would do anything for anybody. He works until he drops. Whenever we had a technical issue, I'd say to him, 'Wouldn't it be cool if we could have the whole of the

Brown Wing ceiling covered in cloth? The next morning I'd come in, and he would have invented a special jig for bending pipe so we could hang fabric. I figured out all I had to do was say was I wonder how we could do something, and the next day he'd have it done. He loves problem-solving. He's very smart about problem-solving."

Mark has also used his problem-solving skills to support his wife, Andrea, in Emerson's bee-keeping efforts on the farm. Together, with support from Farmer Kristin McGee, they re-established a thriving apiary! We look forward to seeing Mark around campus next year, on the farm, and assisting in mentoring our new faculty member, Bill Ogonowski!

Class of 2022 College Acceptances

NORTH CAROLINA STATE UNIVERSITY / *UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL / *UNIVERSITY OF NORTH CAROLINA ASHEVILLE* / *APPALACHIAN STATE*
UNIVERSITY / **GUILFORD UNIVERSITY* / **DURHAM TECHNICAL COMMUNITY*
COLLEGE / *HOWARD UNIVERSITY* / **THE GEORGE WASHINGTON UNIVERSITY* /
MEREDITH COLLEGE / **SALEM COLLEGE* / **QUEENS COLLEGE OF CHARLOTTE* /
COLLEGE OF THE ATLANTIC / *UNIVERSITY OF MONTANA* / *ECKERD UNIVERSITY*
 / **WAYNESBURG UNIVERSITY* / **GAP YEAR/GAP YEAR PROGRAM* / **WORCESTER*
POLYTECHNIC INSTITUTE UNIVERSITY / *FLORIDA TECHNICAL COLLEGE*

* INDICATES WHERE STUDENTS COMMITTED



Alumni Spotlight



Emma Armstrong-Carter
EWS: 1999-2007

Undergrad: UNC-Chapel Hill, Psychology & Neuroscience & Geographic Information Sciences

Current Status: Emma is a Developmental Psychologist

and earned her PhD from Stanford University. She researches children's and adolescents' experiences helping and caregiving for family - and how these experiences relate to their school success. Read more about her work here:

armstrong-carter.com

On Waldorf: Waldorf taught me to think creatively of new ideas and be bold to explore and test them. This is particularly important in research! Waldorf gave me an immense curiosity for understanding children's development and growth over time. I watched my peers and younger brother Denis develop across so many different settings at Waldorf- on the playground climbing trees, knitting, sewing, playing music...today I study many of these same processes as creativity, motor skills, emotion regulation, and learning. Waldorf has given me the confidence to pursue goals and ideas even when I'm not sure they will succeed - but to do my best and make them happen. Waldorf has also enabled me to live a balanced life - even today, I use art techniques, sewing, and love for music and nature to relax and enjoy time outside my research work.

(photo credit: Ashley Jane Photography)



Mark Koch
EWS Class of 2007

Undergrad: Embry-Riddle Aeronautical University; Aeronautical Science (Professional Pilot Program)

Current Status: First Officer at Spirit Airlines, recently hired

as an instructor on the Airbus A320

On Waldorf: Above all, Waldorf taught me to think critically. I learned how to be a better person, not just a smarter person. It showed me a side of the world you just don't get in public school.



Noah Hubbell
EWS Class of 2016

Undergrad: Berklee College of Music; Composition Major, Orchestral Conducting Minor

Current Status: Music programmer, engineer, and film score editor at a music

production/post-production house in Burbank. Freelance engineer and producer. Noah's credits include the winner of the 2021 Academy Award for Best Picture, *Coda*, *Suicide Squad*, and the soon-to-be-released films *Babylon* and the musical adaptation of *The Color Purple*. He'll also be working on the newly announced *Joker: Folie à Deux* with Lady Gaga slated for a 2024 release.

On Waldorf: One of the most important things Waldorf taught me was to be malleable and to think on my feet using the tools and knowledge I already have. There are a lot of people that are incredibly talented but lack the skill of being able to utilize the tools they have. I didn't grasp the importance of that before Waldorf, and I was encouraged and pushed to use that skill in everything I did. Above all, Waldorf taught me that collaboration and kindness are your biggest assets in anything you do. That was one of the most essential values Waldorf practiced, and I would lend my entire career so far to that.



Elena Ringeisen
EWS Class of 2006 (first High School graduating class!)

Current Status: CEO of Modern Market, multi-passionate & mother of four.

On Waldorf: Shortly after

graduating, I started my business and entered the exciting world of entrepreneurship. Over the years, I've built multiple successful businesses and even had one of my companies acquired recently. Looking back on my Waldorf education and being part of the leading high school class, I realize how much that experience prepared me to pursue my dreams and life goals. The courage to go after something new and forge a path into the unknown.

There are a million positive things I could write about my Waldorf education. As a mother of 4 wonderful children, I see firsthand what a difference education makes and how important it is to allow children to explore and learn using their hands, hearts, and minds. The power of learning how to think independently and dive deep into an interest not just to pass a test but to spark even more curiosity in life.

We've been homeschooling for over six years, and I have used so much of what I learned at school in our lessons. We love following a Waldorf-based curriculum because it values art, critical thinking, and creativity while building a beautiful connection between all subjects. I had no idea how my schooling would prepare me to educate my children. I couldn't be more thankful for the amazing teachers I had growing up.

If you have the chance to send your children to the Emerson Waldorf School, I hope you'll consider it. As a former student and mother, I can't say enough good things about this beautiful school and form of education.



Allison Weinstock
EWS Class of 2006 (first High School graduating class!)

Undergrad: UNC-Asheville
Current Status: Keller-Williams Real Estate Broker & Member Emerson Waldorf

School Board of Directors

On Waldorf: My experience at Waldorf instilled the importance of personal growth and self-improvement while being fully engaged with the world and with others. As a student with ADD, my teachers' willingness to not just accommodate but nurture various learning styles helped me to thrive. I continue to benefit from the emphasis on genuine human connection and creative thinking that was fostered in me at the Waldorf school.





Reimagination of the Music Program

Jason Child, the parent of three alumni and current parent of a 10th grader, has been Emerson's music teacher for 17 years. The pandemic provided him the opportunity to take a sabbatical during the 2020-21 school year. He returned to teaching with a reimagined music program with a new sense of place, purpose, and practicality. We are grateful to him and our supporters for creating the space for this renewal.

A wise eighth grader explained to me that everyone has different musical tastes because music works directly on our feelings, and everyone's feelings are different. "Your feelings are unique to you; that's why some people like one kind of music while others don't." She also explained that this is part of why hearing music one doesn't like is so distasteful. Having an unattractive picture on the wall or sculpture in the corner doesn't affect your feelings half as much as having unpleasant or annoying music playing in a room. In her musings, this student touched on something unique to teaching music. Music is more than just a subject that can be studied, practiced, and learned. By its very nature, it affects you while you study it, practice it, and learn it. **Music works on your feelings.** Because of this, it is a subject that the student must like to succeed.

Over the years, Emerson has grown a successful music program. This has been helped by the fact that our students like music. In fact, most of our students are wildly enthusiastic about one type of music or another. As music teachers, we're lucky in that way. It's likely safe to guess that more students are wildly enthusiastic about some type of music than are wildly enthusiastic about some branch of



mathematics, for example. So, our educational playing field is not level; most of our students come with goodwill and interest. Over the years, though, we've watched some of that goodwill erode. This happens when we've had to say "no" too many times. "No, we don't teach piano in middle school," "no, we don't have a way for you to play guitar in the orchestra," "no, fifth graders don't play drums at our school."

Traditionally, we've started the children on orchestral string instruments in the fourth grade, and they are always so excited to begin. The ten-year-olds fall in love with their instruments as soon as they set eyes on them. Once they set their hands on them, the task ahead slowly becomes clear. These instruments are difficult. They take hundreds of hours of practice at home and, realistically, a private teacher to support that work. Families must invest substantial time, money, and effort to support learning an orchestral instrument. This is frequently not possible, and somewhere along the way, **many students fall out of love with their instrument** and our school program.

It's no wonder that our students and

their families struggle with learning these instruments. The modern orchestra has grown out of centuries of European aristocratic wealth. It is a highly refined art form grown from a long history of musicians and composers who had the privilege of being fully supported by the church or aristocracy so that they could dedicate their entire lives to the one task of developing the refined art of playing one instrument in a very particular way. It's a rich tradition that has yielded many thrilling masterworks. This is the musical pathway we've expected our students to enter.

Dedicating that amount of time and energy is a stretch within the rest of our school's program. At Emerson, we also ask every student to be a scholar, athlete, skilled craftsman, engaged community member, and more. **Honing the instrumental skills necessary to play in a classical orchestra is not realistic for every student** within that context. Further, not every student will develop the burning passion for their instrument required by this kind of playing. Students who commit the time and resources to their instrument are also often frustrated within our ensembles

because they find a wide skills gap between themselves and the rest of the group. Despite the challenges, we have nursed this program through a lot of encouragement, cajoling, and sometimes nagging.

Although many Emerson students become disillusioned with their instruments, they don't lose their love of music. We regularly have alums pursuing music after EWS, whether as avid hobbyists or by matriculating into conservatories such as Berklee, Frost, Peabody, Cleveland, Manhattan, or Oberlin, to name a few. Those eager young adults seldom continue with what we offer at school. They've gone their own way with music, making the most out of the musical capacities and skills we developed in the early days of our program.

Waldorf alums have the reputation of being able to do anything. They're scholars; they know how to make books, sculpt, act, sing, rock climb, grow their own food, draw, and the list goes on.

Our students are also musicians. Saying "no" to musical interests did not align with our values as a school. **In the spirit of keeping students' skills diverse and open-ended, the music department redesigned its program.** In early childhood, we'll continue to focus on growing musical sensibility and literacy through moving, singing, and playing simple instruments. But rather than orienting students strongly toward one instrument starting in fourth grade, the students now learn a variety of instruments right through eighth grade. While playing stringed instruments is still central to the program, students now practice and learn other instruments in addition to the violin family, such as the ukulele. They also learn percussion, keyboard, wind instruments, and, of course, continue to sing in a variety of styles.

Another addition is that **during the grade school years, music instruction will have a place-based, cultural competence focus.** This means we will delve into the music of our own time and place, taking a "folkways" approach in which the **cultures of our local region inform the content**, allowing the



students to explore cross-cultural connections. For example, string instruments will include traditional instruments of North Carolina, such as the guitar, banjo, or Appalachian dulcimer. Wind instruments may include the tin whistle or the Chinese hulusi. The balafon of West Africa, the marimba of southern Mexico and Central America, and concert snare techniques developed in Europe and the United States could inspire percussion work. Our study will allow us to explore the music of the people who make up this region. More importantly, this approach allows us to focus on what Emerson has always done best in its music program, plant and nurture musical seeds.

These “musical seeds” often grow outside of the classroom. Over the years, Emerson students have almost always had side gigs going. One who played violin in the school orchestra sang with a local band in the evenings. A cellist was the lead singer for the after-school rock band, which played more often and to larger crowds than our orchestra. Other students wrote and produced their own music, performed with local jazz bands, or traveled to give shows with their groups. The school ensembles always played second fiddle to these students’ own musical endeavors, where they followed their feelings. **A more diverse music program hopes to find a musical endeavor that speaks to each student.** Lots of exploring at a younger age will allow students to find their passion earlier. In high school, we hope that we can make what have always been side gigs into the stars of our music program. Through a more flexible approach, we can develop changing ensembles in collaboration with our students, supporting their inspirations.

The new music program seeks to empower students by better developing basic proficiencies and literacy. It provides a more relaxed and balanced approach that allows grade school and middle school students to make music at school with school-provided instruments. **They only need to get and practice instruments at home when they are inspired and decide to do it out of their initiative.** In high school, the faculty

is ready to help and support the students to pursue their inspirations and push them to the next level with their passions.

This is the next logical evolution of our music program in a school that prides itself on being child-centered and developmentally appropriate. Our past has produced many inspired musicians; our future will further open the musical field and provide solid foundations for even more stars in the years to come.

Although it’s still early days for the new program, indicators are encouraging so far. Another eighth grader is our model again. This particular student had struggled all year with the music literacy work we’d done, struggled with each instrument we’d

played, and struggled to connect with music class in general. “I’m just bad at music,” she explained. Toward the end of the year, as we prepared for the May celebration, we began working on melodicas. These are essentially mouth-blown keyboards, like an accordion without a bellows. Suddenly, this student perked up. Her struggles with reading music and with playing instruments did not matter anymore. Somehow, she learned the complicated jig we were practicing faster and better than many of her classmates. Playing the keyboard was her thing; it spoke to her feelings and activated her ability to learn music. As the music program continues to grow in its new direction, **the goal is that every student at Emerson finds those things that tickle their feelings and ignite music learning.**



2021-22 Farm Highlights

Emerson Waldorf School's Farm continues to grow and flourish under the care of Kristin McGee, who became a full-time farm manager and teacher this year.

Your contributions helped us live into our Vision of supporting social and environmental justice and providing opportunities for deeper connections within our school and wider communities.

This summer, a group from Transplanting Traditions visited Emerson's Farm to learn how we teach and encourage children to be stewards of the land. This non-profit supports food sovereignty in the refugee community and opportunities for refugee farmers to address community food insecurity and the barriers they face in reaching their dreams of farming.

The Farm is also where Emerson's Core Values are developed. At Farmer Kristin's suggestion, the sixth graders worked together to become Schoolyard Habitat Wildlife Certified through the National Wildlife Federation. The students made sure the school garden provided wildlife sources of food, water, cover, and places to raise their young. They also used sustainable practices, including composting, drip irrigation, mulching, and planting cover crops and native pollinators.



Emerson Waldorf Schools Core Values

Holistic Education

We honor, protect and nurture the physical, emotional, intellectual and spiritual development of each student. We cultivate critical thinking as a path to self-reliance by developing authenticity in feeling, and intentionality of action.

Social Justice

We work together to promote equity and inclusion for all community members. We respect and revere the natural world and embrace our responsibility as stewards of the earth.

Community & Collaboration

We rely on a commitment from all members of the community to work together to build strong, collaborative relationships.

Regular fundraisers like Farm Fridays and the annual Spring Plant Sale gave our donors an opportunity to make so many amazing things happen at the Farm, including



36

pounds of Leicester Longwool sent for cleaning, carding, and spinning



20

Swallowtail butterflies overwintered, hatched, and released



315

farming classes held



5

plants foraged and used in cooking: persimmon, redbud, purple dead nettle, plantain, chickweed



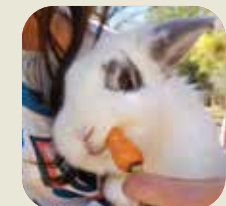
45

families volunteered for animal care or a work day



6

beehive colonies with natural queens

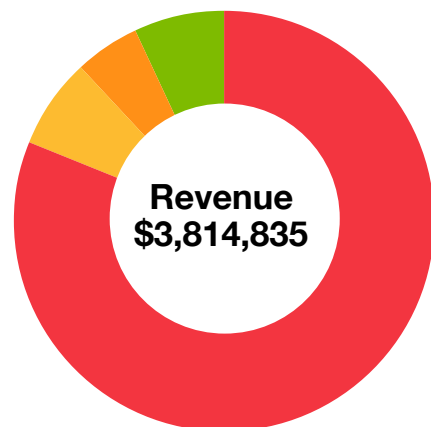


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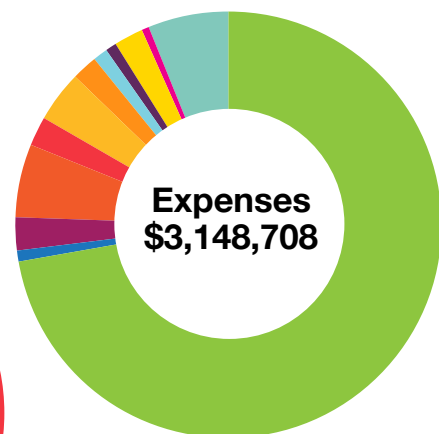
new rabbit joined the farm team

Financials

Unaudited
Income Statement
2021/2022



- Revenue**
- Net Tuition: **\$3,133,950**
 - Net Development Income: **\$254,013**
 - Other Student Revenue: **\$178,086**
 - Other Revenue: **\$248,786**



- Expenses**
- Salaries, Benefits & Payroll Taxes: **\$2,269,992**
 - Contract Labor-Educational: **\$38,695**
 - Outside Services: **\$78,850**
 - Repairs, Maintenance & Facility Exp.: **\$172,568**
 - Teaching Supplies: **\$56,149**
 - Depreciation: **\$132,828**
 - Utilities: **\$67,853**
 - Marketing: **\$31,007**
 - Insurance: **\$40,628**
 - Loan Interest (Mortgage & Bus): **\$51,010**
 - Professional Development: **\$20,117**
 - All other expenses: **\$189,011**
- Net Surplus: **\$666,127**



- Gifts**
- Annual Fund: **\$107,613**
 - Winter Faire: **\$9,142 (gross)**
 - Other Donations & Fundraising: **\$16,462**

- Restricted Donations**
- Eurythmy Fund: **\$50,200**
 - Diversity Scholarships: **\$38,900**
 - Alumni Fund: **\$12,000**
 - Misc. Restricted Donations Total: **\$4,696**

Total Net Assets
\$3,239,318

Balance Sheet - June 30, 2022

Assets

Total Current Assets: **\$2,597,713**

Net Property & Equipment: **\$2,817,082**

Total Assets: **\$5,414,794**

Liabilities

Total Current Liabilities: **\$1,005,481**

Long Term Liabilities (Mortgage, EIDL Loan): **\$1,169,995**

Total Liabilities: **\$2,175,476**

Donors

Emerson Waldorf School is grateful for our generous donors, listed here. We depend on our partnership with the community to enable us to meet our goals. Gifts of all sizes directly impact the lives of our children. They promote the development of our students as scholars and as human beings of character. Thank you!

KEY

P	Parent
AL	Alumnus/a
AP	Alumni Parent
G	Grandparent
F	Faculty
S	Student
B	Board
A	Administration

You will find your name if you contributed between July 1, 2021 and June 30, 2022.

We also have the honor of recognizing donors' many years of dedication and consistent giving. Donors who have made gifts over the past five consecutive years are printed in **bold**.

While we make every effort to correctly list everyone, we do occasionally make mistakes. Please contact the Development Office at 919-967-1858 ext. 117 to alert us to any error or omission.

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“Cultivate the habit of being grateful for every good thing that comes to you, and to give thanks continuously. And because all things have contributed to your advancement, you should include all things in your gratitude.” –Ralph Waldo Emerson

