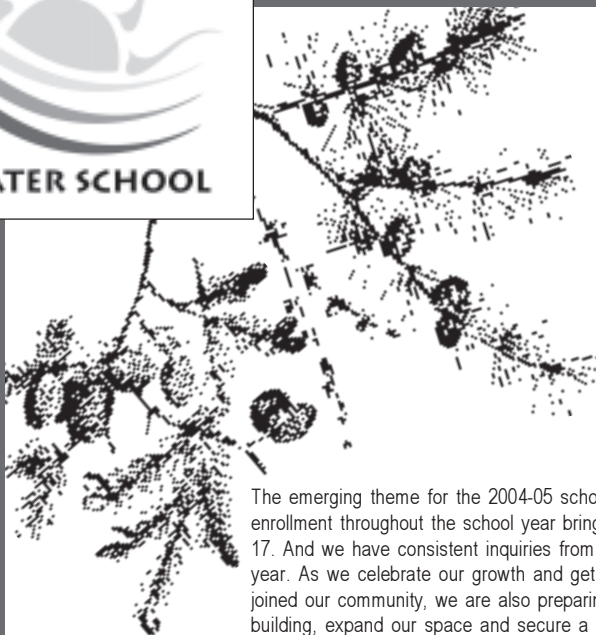




THE CLEARWATER SCHOOL

The Clearwater School is Seattle's Sudbury school. We provide an educational alternative based on **Freedom, Trust and Responsibility** to students aged 4-19.

THE SCHOOL BULL



The emerging theme for the 2004-05 school year is growth. We have had steady enrollment throughout the school year bringing our enrollment to 35 students ages 4-17. And we have consistent inquiries from families interested in enrollment for next year. As we celebrate our growth and get to know the new students who have joined our community, we are also preparing for the future with plans to purchase our building, expand our space and secure a permanent home.

In this newsletter students provide their perspectives on what they like about the school, as well as what they find difficult, challenging or want to change. Anastasia, Shawna and Stephanie discuss the more difficult aspects of being a Clearwater parent.

We hope the artwork and photos will convey some of the excitement that fills each day. A sampling of activities from this year include: hide and seek, enjoying Shakespeare, studying French, playing Capture the Flag, etymology and linguistics, playing Redwall, learning to write in script, ice skating, sleepovers at school, computer and board games, discussing politics with all ages, makeovers, playing and talking in the new Active Room loft, a breakfast club, puzzles, watching and discussing movies, knitting and crocheting, sewing, cooking, fort building, yoga, chess, new constructions on the dirt hill, learning to play a song on the piano, playing with six-month-old Luis, talking, talking, talking and reading, reading, reading.



**FEB
2005**

**TRUST-BASED
PARENTING
CLASSES
AT THE
CLEARWATER SCHOOL
TAUGHT BY
STEPHANIE SARANTOS
MARCH 15, 22, 29
AND APRIL 5
6:30-8:30 PM**

See page 3 for details

*Little creatures by Lucas, age 11,
throughout this issue.*



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Robert, Lucas, Hero, Claire



Josh, Lucas, Hero, Marisela



Aliyah, Kyle, Caitlin

STUDENT VOICES

Clearwater students were asked their views on the following questions:

What do you like about Clearwater? • What do you find challenging or difficult? • Anything you would like to change?

You will find answers from many of our students scattered throughout the newsletter.

Hero, age 11

I wish we had more time that we could be by ourselves or with certain friends by ourselves.

The School Bull FEB, 2005

The *School Bull* is published on an as needed basis. You have something to go in? Let us know. The core team consists of:

Stephanie Sarantos, Martha Hurwitz and Shawna Lee: Writing and editing
 Bob Freeman: Graphics and layout
 Shawna Lee: Photos, except where noted

THE CLEARWATER SCHOOL

(206)306-0060, 11006 34th Avenue N.E., Seattle, WA 98125-6806
 info@clearwaterschool.com
 http://www.clearwaterschool.com

The Clearwater School is Seattle's Sudbury school, offering an educational alternative based on **Freedom, Trust** and **Responsibility**. It is open to students aged 4-19 and welcomes racial, cultural, and religious diversity, and families of every composition. The Clearwater School is a nonprofit, 501(c)(3) organization.

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10TH ANNIVERSARY CELEBRATION PLANS

by Mark Filippone, staff

The Clearwater School is celebrating its 10th anniversary during the 2005-2006 school year. This is huge; it's an enormous feat. Not only has the school built a solid foundation throughout the years but it also has continued to grow. Our school deserves a celebration, and not just one, but a series of events to recognize the accomplishments of the entire Clearwater community.

In order to coordinate the anniversary events, the PR committee is forming a 10th anniversary sub-committee. During the initial planning meeting on January 20th, we covered a lot of ground. Some of the event ideas we discussed were: picnic/BBQ, capture the flag game, silent auction, community dance, movie screening, LAN computer game party. We also hope to hold a larger event for the general public that explores the broader implications of freedom in education and extending rights to children. The goal of these events will be to celebrate, increase student enrollment and name recognition, and introduce the school to the widest possible audience. We would also like these events to support Clearwater's fundraising goal to purchase the school's current building.

At the planning meeting it was also suggested that, along with the events, we gather pictures, stories and reminiscences of Clearwater to document our history. The photos would be added to the school website and any stories could be published in the *School Bull*.

To make all of this happen we're going to need a lot of help. We're still in the initial planning stages, so there are plenty of opportunities to contribute. The preliminary event timeline begins in fall of 2005, so this is the time to get involved. If you would like to help with any of the above events, or you have pictures or stories about Clearwater that you would like to share, please contact the school at 206.306.0060 or info@clearwaterschool.com. And if you have some good ideas that are not listed, please let us know. If you are not familiar with the history of The Clearwater School, you can find a brief article on the school website: (<http://www.clearwaterschool.com/articles/personaltchistory.htm>).



Zendl

Kyle



Charlie



Nici, age 4

What I like about school is playing games and watching movies and bringing my Yu-Gi-Oh cards and looking at them. • What I am most challenged by is the swear words, I don't like them, and I don't like people stealing sugar. • I would like to build a bigger playground at our school for more people to play on. And have the little playground too.



The Breakfast Club

- Marisela
- Mariama
- Hero
- Lucas
- Ethan



- Marisela
- Hero
- Nici
- Robert
- Lucas
- Ethan

TRUST-BASED PARENTING CLASSES

AT THE CLEARWATER SCHOOL

TAUGHT BY STEPHANIE SARANTOS

MARCH 15, 22, 29 AND APRIL 5

6:30-8:30 PM

Childcare available by reservation only

Cost: \$60 per person; sliding scale available

Stephanie will offer a four-week course in Trust-Based Parenting this spring at Clearwater. The classes are of value to parents, parents-to-be and grandparents as well as professionals who work with children.

The intention of Trust-Based Parenting is to provide the space and support our children need to create their own lives and trust themselves. With this approach parents avoid coercion. Communication is responsive and understanding; problems and conflicts are resolved through listening and making agreements. All family members take responsibility for their own behavior.

The central focus of the course is to explore and expand the capacity for trust in family relationships. We work from the inside-out to bring clearer awareness, intention and perception to family interactions. Class content is tailored to the interests and needs of the participants. Discussion, self reflection and homework make this work vital and alive.

Although the specific topics covered in class are likely to change in response to the group, I am especially interested in exploring the following:

- Parenting with agreements (and learning to disagree)
- Deepening understanding of "no"
- Responding with trust when our children are hurt or hurt others
- Expanding our inner space for intensity

The course is appropriate for those new to Trust-Based Parenting as well as people who have already taken an in-depth course. Returning students may attend individual evenings on a space available basis.

Mariama, age 9

I like that you are free to do whatever you want during the day. You can go outside, read a book, you can play on the computer or you could make food even. Or you could just play games all day. • Well it's kind of hard because kids are really mean and stuff and sometimes I just don't feel safe, emotionally. • I really don't like it that people are allowed to swear, because I personally don't like swearing and even little kids run around swearing and I don't like it.

KNIGHTS IN SHINING ARMOR

by Shawna Lee, staff and parent



"Kids are profoundly social. [T]he emotional satisfaction of sharing and doing things together is intense, especially when kids accomplish things together on their own without the aid or direction

of adults. Kids want to gain control of their lives and share that sense of control with each other. In doing so they teach each other how to be social."

We're Friends, Right? Inside Kid's Culture, William A. Corsaro, Ph.D.

The Clearwater School is an excellent place for people to learn and practice social skills—and practice they do, with equal measures of joy and pain. Many people believe that when children are free to be themselves and follow their passions, conflicts will be rare and minor. I harbored similar naiveté during Clearwater's founding. Soon after Clearwater opened that rosy notion crumbled, and I have instead come to appreciate the complexity, diversity and richness of human relationships, as well as the hard work required to maintain them.

Every day, in addition to a wealth of positive encounters, students experience, perpetrate or witness emotional manipulation, slights, exclusion, power struggles, insults, and the feelings of confusion, anger and sadness that follow. Clearwater has effective mechanisms for students and staff to deal with all of these situations. (Especially effective and transforming is a style of mediation we have developed based on Nonviolent Communication.) Yet, the nature and speed of problem solving has everything to do with the personalities and relationships of those involved. Unpleasant interactions at Clearwater are rarely the fault of one person acting against another. Instead they reflect the ongoing evolution of complex relationships.

Stories that our children bring home of "negative" interactions at school are frequently troubling for us as parents. When our children are part of distressing situations and interactions, our own feelings become triggered. We may feel pain, anger and helplessness. Because our own painful childhood experiences haunt us, it is tempting to assume our emotions are a reflection of our children's internal experience.

I have come to understand that the situations I was unable or unwilling to resolve in my childhood elicit the most painful emotions when my son meets with similar difficulties at Clearwater. I find myself wanting to rescue him from suffering. More to the point, my need to rescue him arises from



Claire



Ian, Corey, Charlie



Chloe, age 8

You can do whatever you want everyday, five days a week that you go to school, unless you go to a mandatory School Meeting, JC or Daily Meeting. You're allowed to go outside with your shoes off. There are play structures and a trapeze inside and a play structure outside. • [What I find difficult is] dealing with a person I find annoying and offensive and don't really like. Also walking up to new kids that are older than me and trying to launch a relationship with them.

KNIGHTS IN SHINING ARMOR

Continued from page 3

my desire to avoid resurrecting my own pain. Conversely, when my son encounters problems that I successfully resolved as a child, I experience little distress and confidently support him as he gains his own interpersonal skills.

The truth is that we **cannot** know for certain the exact nature of our children's experience or the shape and depth of their accompanying emotions. Superimposing our experiences and feelings on theirs can tempt us to intervene in our children's emotional challenges, a strategy that is often unwanted, ineffective and counterproductive. If our intervention arises from painful memories of powerlessness and fear, our children are likely to internalize our lack of confidence and believe that they too are powerless and incapable of resolving their problems.

Discerning the difference between children asking for help and simply wanting to be heard can be tricky. We may mistake their tale of an unpleasant experience as a request for rescue, when what they really want is a sympathetic ear, comfort and reassurance that they are creative, strong and capable problem solvers. Our advice may be helpful, but our children will likely forge their own creative solutions that bear no resemblance to anything we suggest. Children want to be their own heroes—their own knights in shining armor—more than to be rescued.

At Clearwater students consistently engage with each other to establish and nurture healthy relationships, developing life-long skills in the process. From the youngest to the oldest, students gain the ability to establish and communicate clear boundaries, curb objectionable behavior and stick with solving a problem, no matter how difficult or time consuming. In the process students also acquire the self-confidence to courageously reveal their sadness and anger, consider varied perspectives, understand how their behavior impacts others and be truthful rather than defensive.

Learning anything new, especially how to maintain healthy relationships, involves making mistakes. We hide, lash out, and try out good or bad ideas; people will be sad, angry or hurt. Ultimately we gain more understanding of ourselves and the impact we have on others. Watching my son smack into a hard problem and confront his own despair and insecurity can be agonizing. I strive to contain my own painful reaction, and then hold in my mind a picture of my son as the resourceful, able person he truly is. His unflinching ability to come out the other side with more confidence and skill continues to inspire me.

Protecting our children from tackling life's challenges, including their own painful emotions, robs them of the opportunity to acquire the skills and tools they need to develop, thrive and be full citizens of the world. People who believe they are incapable of solving their own problems lose hope and accept defeat. People who believe they can solve any problem have choices; they develop resources and consistently work toward harmony with themselves and others. They develop confidence in their ability to recover from hurt and hardship. The stories we tell ourselves about our children powerfully affect their stories about themselves. Our challenge as parents is to tell ourselves the true story that our children are strong and capable with an innate and infinite capacity to creatively solve problems.



Chloe
Mario
Leo
William
Thad
Samantha
Robert

Gregory, age 7

It's a really fun school because you can eat whenever you like. You can play computers for two hours. • [What I'd like to change is] being able to dribble a ball in the active room.

FUNDRAISING FOR CLEARWATER

Tom Campbell, President of the Board.

Thank you to all that contributed in 2004. We have been able to raise \$12,000 — an excellent start to help The Clearwater School buy our building. What a ten-year-anniversary present to have a permanent location for the school! To be successful we will have to pursue a wide number of strategies: sustaining commitments from Assembly members, families and friends; writing grant applications to local foundations and high-wealth individuals; and, of course, organizing the proverbial fundraisers.

We have a huge goal of \$200,000. We have approximately \$50,000 in reserves for the building fund. We have a \$50,000 matching grant already; so we have to raise another \$100,000. This is doable. If you can donate now please do and make a commitment over the next three years. If you have local prospects or contacts, please let me know. If you'd like to volunteer for the fundraising committee, you are welcome. Contact me at 206.364.9711 or tomcampbell108@comcast.net.



*A Normal Day At School
Parts 1 & 2*

*Comics by Gabriel Klein,
age 7*

*"In the first comic,
basically all that happens
is a video game comes to
life."*

JOIN US FOR A PLAY DAY FEB. 11, MARCH 11, 25, APRIL 8, 22, MAY 6, 20, JUNE 3

Play Days is a very popular program that allows three- and four-year-old children and their parents to learn more about The Clearwater School, by spending a morning playing at school. Many of our youngest students began attending Clearwater after participating in this program. Families can attend just one Play Day, or sign up for a series of four so that children can gain familiarity with the school prior to enrollment. Children get to know some of the older students, become familiar with the rules and enjoy playing inside and out. In addition to having fun, parents can talk with staff members about questions and concerns. Play Days is so popular with participants that each year we continue the program at local parks during the summer. Play Days are by reservation only. Call or email Clearwater to sign up.



*"In the second comic,
a police drone arrives.
Then the kids
defeated some
robbers, and then one
kid defeats a whole
group."*

Kyle, age 8

I like that you can go outside every day whenever you want to.

Sam, age 6

Like we don't have to wait for recess like at regular schools.

FOOD

by Anastasia Samuelsen, parent

Going to Clearwater is my five-year-old son's first school experience. His three days a week at the school mark the first time that he has been away from me or my husband for extended periods of time. He is doing well; he seems happy and I am happy.

Our morning time before school is nothing out of the ordinary—one of my jobs is to pack a lunch for my son. I enjoy this. Feeding my child has been a central part of my life since he was born. This may sound a little over-the-top to seasoned parents with more than one child, I know, but it is true for me. I am the person in our home who is in charge of food purchasing and preparation, and it is one way I nurture my family.

One thing I did not anticipate was what would happen with my son's lunch once I left the school. Nor did I foresee how strong my emotions around it would be.

During the first few weeks of school my son was tired when I picked him up. I thought this was understandable. He was also super-grouchy. This was a little odd—he is pretty even-tempered unless, of course, he is coming down with something, short on sleep or...hungry. So I found myself feeling his forehead for fever (none), calculating last night's bedtime and wake-up (9+ hours), and looking in his lunchbox. His lunch was full of empty containers and wrappers, a water bottle half full and a dirty spoon. Okay, I thought, on to Plan B. This pattern repeated itself a few times until I asked him one day how his lunch was and he told me that "the guys ate it." This, to put it mildly, enraged me. I surprised myself with my reaction—it was so strong. Further communication revealed that "the guys" had been eating his food on a regular basis. I immediately began to tell my son that his lunch was his and pointed out how crummy he had been feeling at 4:00 due to no lunch and that he could fix that and blah blah blah. Later, when I had cooled down I started up again—albeit in a calmer fashion—and tried to role play some scenarios to "help" him contain his food for his own consumption. I continued down this path when, days later, I offered to pack more things so that he could share—I even found myself asking him who liked to eat what!

As you can imagine, none of this felt very good. I was completely missing the mark. I didn't even know what I was aiming for—I was shooting in the dark. Asleep at the wheel with a leaden foot. Being aimless with a large amount of energy is not my favorite place to be, and I was there.

Only when I stopped and took a step back did I realize how deeply the groove I was in ran. I remembered something simple and central: I am an animal and my son is my baby animal and I am driven by urges overwhelmingly complex to keep him alive. Enter: Food. When my son was born at home he was an excellent breast feeder an hour or so later. I nursed him for years. That bond was only the beginning of my providing nourishment for him. When I considered these things the issues at hand became more clear; my rage at "the guys" for eating his lunch was of primal origin. And, most importantly, my son had his own situation around it that he needed to experience.



Josh, age 6,181 days (at time of interview)

What I find most challenging is the lack of structure in here so that it is harder to motivate myself so that I can learn. • What I like is that it allows for a cool gaming environment so that I can chat with my friends and be social without too much structure. • What I would change is to up the age minimum because it is so annoying to have screaming kids everywhere.

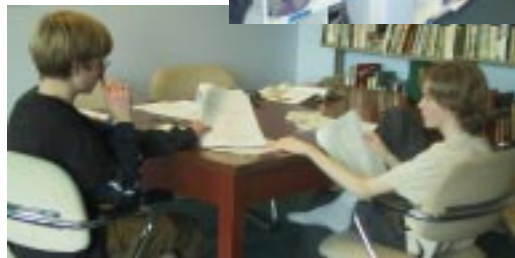
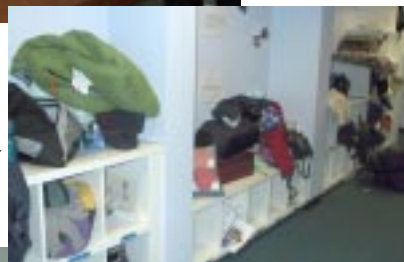
When I had originally jumped to the conclusion that "the guys" were taking my son's food (child as vulture) I hadn't considered the possibility that my son was willingly giving it to others. I hadn't thought about my son sharing food as an extension of friendship or nurturing. My mind's eye was stuck on replaying how miserable he was in the car at 4:00, low on protein and sugar. I had forgotten how powerful food is in relationship and I had, sadly, overlooked the obvious fact that my son was in the middle of forming new relationships and food was playing a role. I was, at the worst, doubting my child's ability to learn to regulate his generosity through his own experience.

The beauty of these uncomfortable realizations is that as soon as they surface you have the option of moving beyond them, lessons appreciated and learned. Four o'clock is usually a very pleasant time now.



Aslin
Princess Caitlin
Arlo
Nici
Mariama

Ready for the
school sleepover



Corey
Ian

Thad, age 6 ½

What I like about the school is that you don't have to do homework, you can play video and computer games and you don't have grades. • Challenging and difficult are kind of hard to think about...going outside or in the active room if you run, and that's all.



THE WAY OF THE CLUB

by Stephanie Sarantos, staff and parent

"The Tao that can be spoken is not the ultimate Tao."

As soon as you begin to believe in something, you can no longer see anything else. The truth you believe in and cling to makes you unable to hear anything new. . . It's also quite easy to attack those who disagree.

Pema Chodron

Each day as a parent and Clearwater staff I have many opportunities to see how many beliefs I cling to and practice letting them go.

The other day at Clearwater I heard my son, Nici, crying. When I found him on the platform of the active room loft, he couldn't speak.

A boy in the room told me, "Nici is sad because his friend won't let him come to his house."

That friend said, "That is not the reason; it is because I won't let Nici be in my CLUB."

By then I had Nici in my arms. He was crying and I did not know what to do. When I asked whether he wanted to stay there or go to another room, he managed to point to the door. I left without a word.

I dared not speak because my inner dialogue towards Nici's friend was intense, emotional and confused: This isn't right. Why can't you just let him on the team? He's just a little boy. Why do you want him to be unhappy? I know you have the right to choose who to play with, but Nici was playing happily with his other friends until you started the CLUB and stole the friends away. You did not break rules, but you are wrong.

I held Nici as he cried and cried. When I walked into the multi-purpose room, Shawna (staff) was shelving library books. I told her that Nici could not be in his friend's CLUB, expecting her to share my outrage at the injustice of this act. She simply said, "Ohhhh, that's too bad."

None of my indignation—at the lack of fairness, the incredible cruelty, and the problems that such exclusion creates—was present in her response, just regard for Nici's hurt feelings. I had been comforting Nici with all I had to give, but hearing Shawna's calm response, I got it. "That is too bad." This situation was very sad for Nici. My beliefs, about fairness, right, and wrong, were preventing me from seeing his friend's situation clearly.

The truth of that moment was that one kid needed to exclude another from his CLUB. I don't know why he needed to exclude, when others had room for everyone. But I know what happened inside me when I stopped clinging to my idea that he was wrong. I could understand that having a club without Nici was important to his friend that morning. I remembered the value of extending compassion and seeking understanding without passing judgment. I realized that I could offer Nici support and regard for his feelings.

With other students, it is easier for me to witness the pain they experience when friendships are hard, when they are taken advantage of, or hurt. When students seek my assistance, I think I am helpful. We talk about their problems as much as they want, as I would with any friend who is having trouble with relationships. I want to know what happened and how it feels. I offer support, tell stories, gossip and help think up possible approaches to very difficult situations. Sometimes students take my advice, other times

Claire, age 13

I like that I am able to work through my own issues without being forced to look over them. I also like that I am able to be Claire (my own person) without being squashed by a popularity status. • I think that all the things I find challenging about Clearwater, are not about Clearwater, they have more to do with me. • The things I would like to change about Clearwater are all technical and the system works fine for me.

they just want to talk, and other times they don't want to talk at all. I respect that. With my own children, it is far more difficult to understand and accept the pain that comes with their friendships.

As parent and staff, I empathize when parents express their concerns about "CLUB membership" and other more complex social dynamics that cause so much sorrow for their children. The magnitude of their child's pain is amplified because parents may only hear about the hard parts of school. It doesn't much matter that a child spends most of the day intensely and happily engaged in multiple activities, if even ten minutes are spent in intense conflict. When a friend gets mad or you get kicked out of the CLUB—the whole day is ruined, completely. When asked, "How was your day?" the answer is, "Bad".

I imagine that my response to parents' questions about what is being done to solve their children's problems may not convey the extent of my empathy. I usually answer: "Your child must decide if he/she wants to solve the problem." Be it an experience of helplessness, anger, or conflict, it is each child's responsibility to figure out how (and when) he/she wants to solve the problem.

This truth can be excruciating for parents. It was for me in the active room. If I could have "solved" that problem I would gladly have passed a rule that Nici gets to be in every CLUB, anytime! But Nici did not ask me to solve his problem, he asked me to hold him.

I lacked the resources to help Nici solve his problem about the CLUB—something needed to get worked out between Nici and his friend to resolve their problem. The way I helped Nici was by holding him and reading a book until he was ready to play again. The way I helped myself was to realize that my beliefs about fairness, kindness and the nature of friendships were not important or relevant to this situation.

Later in the day, Nici came to me and said something I could not quite understand about his friend. I responded, "Are you still feeling sad about not being in the CLUB?" Nici said, "NO! Now I am in the CLUB."



Jonathan and Guy building the play structure Guy designed.



Ethan
Caitlin
Arlo

Leo, age 8

I like that in a way you can do everything you want but there are rules. • I don't know what I find difficult. Nothing is really difficult, nothing I want to change.

Aslin, age 8

I just kind of feel like I'm free, like no grades and stuff. • I would like to change the running rule [so you could run anywhere]. • I find one person at school difficult.

THAILAND BUDDHIST SCHOOLS VISIT THE CLEARWATER SCHOOL

Last fall Clearwater was honored to host a visit by 14 representatives from Thawsi School and Nue-Noy Kindergarten, Buddhist-style schools, in Bangkok, Thailand. For many years the vast majority of Thai schools have trained students through rote learning. In recent years many parents have begun to reject that education style, sending their children to international and foreign boarding schools emphasizing Western educational models.

Uncomfortable with Western schools' emphasis on competition and intellect at the expense of nurturing the whole person, founders of Thawsi and Nue-Noy are in the vanguard of a new schooling movement in Thailand. They have returned to Thailand's 2,500-year-old roots by incorporating Buddhist philosophies of human development and education into their programs. One of the individuals attending was a long-standing forest monk – Ajahn Jayasaro who has been interested in integrating the Buddhist principles into education. The Thai delegation selected Clearwater because of its alignment with the Buddhist philosophy of freedom and responsibility.

During their visit the Thawsi and Nue-Noy visitors were able to observe a lively and thoughtful School Meeting attended by the entire school. After School Meeting ended the visitors stayed for another very enjoyable hour to compare notes, ask and answer questions.

The Thailand visitors expressed their admiration of Clearwater's students' skills not only in ably debating a complex and controversial issue, but also in listening and honoring each other's different perspectives. Because Clearwater and these two Thai schools offer environments where children have time and space to acquire self-confidence and wisdom as well as intellectual learning, we felt great kinship and accord with our visitors. We greatly appreciated the opportunity to meet the people from Thawsi and Nue-Noy and be introduced to their culture and educational philosophy.



EASE THE GRIEF TSUNAMI BENEFIT SHOW "CHILDREN GIVING TO CHILDREN"

**FEBRUARY 15, 2005, 7 PM
EL CORAZON, 109 EASTLAKE AVE E,
\$10 AT THE DOOR**

Organized by Marisela Hernandez, a student at Clearwater, and her friend from Summit School, this benefit concert features local bands The Retros, El Loco, Lucky for Nothing, Truce and Missing Link with Dynamik. All proceeds go directly to the children through UNICEF. For more information see www.easethegrief.bravehost.com. Presented by Summit School.

Ian, age 13

I like seeing people who I don't see otherwise. • I don't really have access to a lot of the things I do at home. I don't have access to a lot of my projects. • I would want to change that I don't have access to my projects, but that would require a computer. Then I wonder how much I would actually use a computer here, because it seems kind of antisocial to work on all my projects all the time. A lot of what I do at school is social.

THANK YOU

The Clearwater School appreciates all the donations of time, materials and money that our friends generously give. As we increase our fund-raising efforts to be able to purchase a permanent home we wish to acknowledge all who donated funds during 2004.

Tom Campbell & Stephanie Sarantos	Alex Kochis & Shanti Volkmann
Gus Cardoso	Javier Larrinaga & Joanne Lane
Bev Crocker	Arnold & Marilea Lee
Evie & Earl Dolven	Microsoft
Holly & Richard Eckert	Dallas & Ann Pasley
Bob Freeman & Shawna Lee	PCC Natural Markets
Sam & Helen Freeman	Guy & Elizabeth Peckham
Julia Henry	Woody & Candace Pidcock
Ernie & Kaveri Hurwitz	Thomas & Anastasia Samuelsen
Martha Hurwitz	Peter Shirley
Masa Ishida	United Way
Denise Klein & David Soper	Washington Mutual
Stephen & Carol Klein	Kris Wheeler
Darryl & Kathleen Klippsten	WRQ



Aslin and
Luis



Mariama
and Luis



Samantha
and Luis

Everyone loves to hold Luis (Angel's new little guy)

Robert, age 10

I like it that there are teachers who don't boss you around.

Lily, age 5

What I like about the school is I like to read books, I like the books here. I like the board games. I have a lot of friends. • What's hard for me is when my mama leaves. • Anything you want to change? No



WISH LIST

Money toward the \$5000 goal the Computer Committee is raising for new high-end gaming computers.

Low-standing TV stand

Three-prong extension cord

Volunteer to help with computer network maintenance

Volunteer accountant consultation



THE CLEARWATER SCHOOL

<http://www.clearwaterschool.com>

info@clearwaterschool.com

206-306-0060

EBULL

You can help us reduce our paper consumption and postage costs by receiving the Bull in electronic format. Please email the school at info@clearwaterschool.com. You will get an email message from the school when the newsletter is ready.



Now the ebull features color pictures! You don't get that in the paper version!

EVENTS

Play Days, Feb 11, Mar 11, 25, Apr 8, 22, May6,20, June 3

Trust Based Parenting Class, March 15,22,29 and April 5. See Page 3.

Information Night, Thursday, March 24, 6:30-8:30 pm

Information Night, Wednesday, May 4, 6:30-8:30 pm

THE CLEARWATER SCHOOL 2003-2004 SCHEDULE

Mid Winter Break - February 21-25, 2005

Spring Break - April 11-15, 2005

Memorial Day Holiday - Monday, May 30, 2005

Last Day of School - Wednesday, June 15, 2005



CLEARWATER'S MAILING LIST

If you no longer wish to receive the School Bull or other Clearwater mailings, please let us know by phone (206-306-0060) or email (info@clearwaterschool.com) and we will cheerfully remove your name from our mailing list. Be assured that we never share your email or postal address with anyone else.

FUNDRAISE WHILE YOU SHOP



The Clearwater School participates in PCC Natural Markets' Scrip program.

Clearwater purchases scrip coupons that can be used as a gift certificate at all PCC stores. Clearwater buys scrip at a 5% discount and sells it to you at the full face value. Scrip comes in \$5, \$10, \$20 and \$50 denominations, and any change from a purchase is returned as regular currency. Call or email the school if you'd like to buy scrip.

RENT THE CLEARWATER SCHOOL

The Clearwater School is available for rental during evenings, weekends and the summer months. The space is perfect for small events and retreats. All or part of the school is available for rent at reasonable rates. Take a virtual tour on Clearwater's website: www.clearwaterschool.com/basics.htm. To comply with IRS regulations, the school rents only to nonprofit or religious organizations. Contact Shawna Lee or Stephanie Sarantos at the school for further information.

The Clearwater School
11006 34th Avenue N.E.
Seattle, WA 98125-6806

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