



Apple Blossom Waldorf School Diversity Statement

Apple Blossom Waldorf School is committed to an ongoing process of learning, listening and deepening our understanding of diversity, equity and inclusion. Our faculty, staff and board are committed to our community and all that we bring to one another. Our school and family center is a place where each individual is welcomed and respected. We value the virtues of families, faculty and staff from a diverse range of human experiences. We do not discriminate on the basis of race, ethnicity, class, religion, gender, gender identity, socio-economic background, age, physical abilities, political beliefs, country of origin, or culture in the administration of our educational or admissions programs and policies. We consider racism and any form of discrimination unacceptable.

As a WECAN accredited Waldorf School, we stand behind this WECAN statement:

In our work with young children from pre-birth to age seven, WECAN is committed to the ideals upon which Waldorf/Steiner education was founded. These include respect for the dignity of each individual child and family in honoring diverse race, culture, religion, national origin, socioeconomic situation, gender identity and sexual orientation, family composition, and individual ability which form the backgrounds of their lives. Waldorf early childhood education is committed to supporting diversity, equity, and inclusion as a pathway to social justice and to rectify the explicit and implicit biases that undermine creation of healthy social life in our society. Waldorf education was founded in 1919 upon the insights of Rudolf Steiner, whose indications provide the foundations for a truly humanized education that

recognizes the individuality of each person and the universal spirit living within every human being. WECAN affirms this educational and social truth. Any statements attributed to Rudolf Steiner which imply or suggest discrimination or judgment toward any race, ethnicity, religion, gender or sexuality, or socio-economic group, are rejected. Such attitudes are contradictory and undermine the goals of this education. Working toward these goals requires committed inner work from the adults who care for our children. Teacher preparation and professional deepening call for each educator to engage in self-reflection that will ennoble inner attitudes to support diversity, inclusion, and equity. Recognizing and celebrating the differences that make us uniquely individual fosters healing and creation of new social life. We strive to create conscious, collaborative communities of parents, teachers, and children which strengthen the children in our care to meet future challenges with optimism, confidence, resilience, and tolerance and experience their lives as filled with purpose and meaning.