

**Association of Waldorf Schools in North America
Delegates Meeting
August 5-7, 2005
Rudolf Steiner High School, Ann Arbor, Michigan**

Participants:

Executive Team

Frances Kane, Leader of Association Administration
Patrice Maynard, Leader of Association Outreach and Development
Connie Daniel-Starzynski, Leader of Association Programs and Activities

Leadership Council

Roland Baril—Mid-Atlantic Region
John Brousseau—Teacher Education Committee
Joan Calderera—Northern California Region
Douglas Gerwin—Council of the Pedagogical Section of North America
Betsy Gimenez—Atlantic/Southeast Region
Sam Glaze—Southern California/Hawai'i
Susan Howard—WECAN (Waldorf Early Childhood Association of North America)
Arthur Pittis—Texas, Mexico, Southwest, Rockies Region
Flora Seul-Jacklein—Great Lakes/Ontario Region
Michael Soule—Northwest Region
Michele Starr—Northeast Region
Mara White—DANA (Development/Administrators Network of the Association)

Board of Trustees

Karen Lohss—President
Val Bertelsen—Treasurer
Larry Cohen
Douglas Garrett
Lynn Kern
Katie Schwerin
Stephen Vdoviak
Virginia Flynn

Delegates

Member Schools

Alan Howard Waldorf School—Arlis Peer
Austin Waldorf School—Rosa Vela Sachs, Fonda Black
Camphill-Beaver Run—Jan Goeschel, absent
Cape Ann Waldorf School—Susan Cassell, Anne Clare DiGiovanni
Cedar Springs Waldorf School—Robin Staub, Tina Rheault
Charlottesville Waldorf School—Linda Kenney, Bethany Craig
Chicago Waldorf School—Colleen Everhart, Barbara Huckabay

Denver Waldorf School—Judy Lucas, Prairie Adams
Detroit Waldorf School—Linda Williams, Melanie Reiser
East Bay Waldorf School—Dale Robinson, Diane Mei
Emerson Waldorf School—Carol Kubik
Eugene Waldorf School—Theresa Orange
Great Barrington Rudolf Steiner School—Christopher Sblendorio
Green Meadow Waldorf School—James Henderson
Haleakala Waldorf School—Sarah Nelson, Lynette McCrary
Halton Waldorf School—Tammi Gerrard
Hartsbrook School—Jan Baudendistel, Roberto Trostli
Hawthorne Valley School—Andree Ward
Highland Hall School—Laura Ferris, Lynn van Schilfgaarde
High Mowing School—Virginia Buhr
Honolulu Waldorf School—Geri Ihara, Beth Allingham
Kimberton Waldorf School—Katinka Kiep
Lake Champlain Waldorf School—Sueanne Campbell, Pam Graham
Lexington Waldorf School—Paula Vanden Broek
Live Oak Waldorf School—Sherry Dorso, Jan Mulder
London Waldorf School—Valerie Kenyon
Marin Waldorf School—Barbara Neuman (Fran Santaguida, absent)
Meadowbrook Waldorf School—Judie Sky
Merriconeag Waldorf School—Robert Thurrell, Ron Richardson
Minnesota Waldorf School—David Maier
Mondadnock Waldorf School—Lisa Mahar
Nelson Waldorf School—absent
Pasadena Waldorf School—absent—Youchi Koshikawa, David Zachary
Pine Hill Waldorf School—Deb Abrahams-Dematte
Portland Waldorf School—Lisa Masterson, Diane Rowley
Rudolf Steiner School of Ann Arbor—Claudia Browne, Daryl Honor
Rudolf Steiner School of New York—Giannina Zlatar, Marisha Plotnik
Sacramento Waldorf School—Liz Beaven, Laura Embry-Stine
San Francisco Waldorf School—Meg Gorman
Santa Cruz Waldorf School—Robin Thiess, Jennipher Lohman
Santa Fe Waldorf School—Barbara Booth, absent
Seattle Waldorf School—absent
Shining Mountain Waldorf School—Robert Schiappacasse, Thom Schaefer
Summerfield Waldorf School—Cynthia Hoffman, absent
Sunrise Waldorf School—Kate Perland
Susquehana Waldorf School—Kevin Harbor-McCombs, Lydia Sadauskas
Toronto Waldorf School—Les Black
Vancouver Waldorf School—Gerard Macintosh, Rea Gill
Waldorf School of Baltimore—Susan Wallendorf, Elizabeth Hall
Waldorf School of Garden City—Bruce Travins, for Reina White
Waldorf School of Mendocino County—Suni Robin Smith
Waldorf School of Orange County—Charlotte Dukich, Elisabeth Beck
Waldorf School of Princeton—Tertia Gale

Waldorf School of the Peninsula—Anna Rainville, Stephanie Rhyas
Waldorf School of Saratoga Springs—Kathleen Morse
Washington Waldorf School—Sarah Smith, Gloria Leon
Whatcom Hills Waldorf School—Curt Pavia

Member Institutes

Center for Anthroposophy—Douglas Gerwin
Rudolf Steiner College – Gayle Davis, Betty Staley
Rudolf Steiner Centre—Diana Hughes
Sunbridge College—Cat Greenstreet
Waldorf Institute of Southern California—Jean Brousseau, Jacqueline Deville

Pedagogical Section Council

Ina Jaehnig
Roberto Trostli
Betty Staley
Frances Vig
Douglas Gerwin
Antje Ghaznavi
James Pewtherer
Susan Howard

DANA (Development and Administrators' Network)

Southern California—Lynn van Schilfgaarde
Northern California—Meredith Johanson
Co-Chair, Leadership Council—Mara White
Great Lakes—Valerie Kenyon
Northeast—Lisa Mahar
Southeast—Stacey Alston
Hawai'i - Dale Webster

Accreditation Coordinator—Carol Fulmer

Renewal Editor—Ronald Koetzsch

Publications Office, Fair Oaks—Hallie Wootan

Administrative Assistant Minneapolis Office—Trish Selegman

Bookkeeper – Judy Dunsworth

Accreditation Review Committee – Becky Schmidt

Publications, Boulder Office—David Mitchell

Sponsored Schools

Spring Garden School – Amy Fabre, Carolyn Getson
Oakland Steiner School—Denise McCauley
Prairie Hill Waldorf School—Betty Link, Dawn Imes
Upper Valley Waldorf School—Frederica Graham
Meadowbrook Waldorf School—Judie Sky

Friday Evening, August 5, 2005

Opening:

The Leadership Council opened the meeting with a welcome by Frances Kane who reminded the delegates that the reason we gather together is for the children.

Connie Daniel read the first panel of *The Foundation Stone*.

Review of Agenda and Announcements

Facilitator Val Kenyon

- Morning meeting to begin at 8:15 instead of 8:30 to allow us to sing together.
- Delegates were asked to review the minutes of the last meeting.
- We will try to be punctual about beginning and ending.
- Announcements should be written down and be given to the facilitators.
- The white calendar in the binder should be replaced with the orange sheet.
- Reports are included in the binder – there will be time for clarification questions and some time for discussion.

Introductions:

Meeting participants introduced themselves.

Housekeeping:

Claudia Brown went over details regarding parking, message boards, phones, computers, walking trails, special interest group sign-up, Artemesia performance, water coolers,

CELEBRATORY REVIEW OF THE YEAR

Review of Organizational Change: Purpose: Pillars, Strategies

Flora Seul-Jacklein summarized changes:

The Organizational Development Committee (ODC) was asked to review the mandate of the Association, to work through what worked in the past and to acknowledge the needs of the future. The ODC came up with a renewed vision and organizational form. The new vision was to strengthen and nurture the impulse of Waldorf education so that it can manifest more widely in the world. The form went from a more vertical organizational to a more horizontal organization. The new organization is “our” Association; the schools and institutes, the teachers and administrative staff are the backbone of the Association.

An image of the new Association: a vibrant forest of different kinds of trees & shrubs—a whole ecological system. Recognition that a weak school weakens all of us; a strong school strengthens all of us. Strength and wisdom do not only reside in the older schools—they can be found in newer schools as well. There is a new mood of collaboration & connection.

Activities that live best on the grassroots level: support for individual schools.

Activities that live best on the continental level: publication, research, accreditation, etc.

In the LEADERSHIP COUNCIL meeting, there was a study of the gesture of how the Christ impulse lives in brotherhood and sisterhood.

The organizational form:

Schools—Member, Sponsored, and Developing—are the backbone of the Association, connecting with each other to share resources; to help; to advise; to mentor.

Work on the local level is held by **delegates** of the member schools who are called to have an awareness of what is happening locally.

The work in each region is facilitated by the **Leadership Council member** chosen from the region who meets with the delegates four times per year.

There are now eight regions represented by the **Leadership Council** which consists of a representative from each region, DANA, WECAN, the PSC, and the TEC.

Flora expressed gratitude for the four pillars that the ODC articulated for the work of the Association.

Board of Trustees and the work on the strategic plan:

Stephan Vdoviak spoke about the **Board of Trustees** guiding the strategic planning for the Association to:

1. Cultivate leadership
2. Support initiatives and developing schools
3. Promote Waldorf education in our communities and the greater world
4. Create budget processes that are transparent and inclusive

The Board has begun to look inward at its own processes and to look at how they bring in new members.

Is it working well? What has been discovered as ideas become practice?

Sam Glaze:

In changing from a vertical to a horizontal structure, everyone has had to “step up to the plate.” Some of us have lunged, some have struck out, and some have connected with the ball. The way in which the Association is working is a reflection of how strongly continental and worldwide collegiality lives in our hearts, minds, and wills.

In Sam’s opinion, we have been able to penetrate the Delegates’ Circle, the Leadership Council and Board of Trustees with enthusiasm.

The question is not how is it working, but how are we working with it?

A view of the work

Val Bertelsen, the Treasurer of the Board of Trustees spoke about his view of the work of the Association.

What was the nature of the path on which we set out?

We tried to move a substantial part of the operation.
We brought in new leadership who had to hire new staff.

Many organizations would not have survived these challenges.

One of the challenges was the geographical spread between the offices in Great Barrington, Fair Oaks, Colorado, and Minneapolis. The leaders had previously operated in a school where face-to-face relationships were the norm. They had to get used to working in a virtual world. One advantage was the spread in the time zones. It's still been a major challenge to work together without being able to work face to face.

The Association was supposed to have three leaders, but we ended up with two who had to get used to their jobs and cover the work that was intended for the third leader.

Observations: Process for selecting the leaders was successful. It was thoughtful and more thorough than many major corporations. The positive results are a reflection on the process. Strategy setting task of the Board involving the Leadership Council was also impressive. Val expressed his optimism about the future of the organization. The success of a task is a reflection of the people who are doing it, and the leaders and the Leadership Council are a very capable group of people.

Pedagogical Section Council Report

Ina Jaehnig reported:

Members of the PSC were introduced: Ina Jaehnig, Roberto Trostli, Betty Staley, Frances Vig, Douglas Gerwin, Antje Ghaznavi, James Pewtherer, and Susan Howard. The Council was established at the suggestion of Jorgen Smit, who felt it was important to have a group who could hold the consciousness for what was happening in Waldorf education throughout the continent. The PSC meets four times per year, two of the meetings are longer, and two are shorter.

Last January the PSC met with the TEC and worked with representatives from the teacher training courses on the theme of Christianity in the Waldorf School. Then, Betty Staley and Ina Jaehnig brought this theme to over 100 people before the Fair Oaks Conference, Ina to a group of teachers in Eugene, and other PSC members to teachers in their areas.

Another area of the section council work is on the College of Teachers. Roberto just returned from a conference in the Northwest on this theme.

The PSC hopes to eventually to create publications about these themes. Work has begun on a publication on the inner work of the teacher, to be followed by one on the College of Teachers, and a third on Christianity and festivals in the Waldorf schools.

James Pewtherer, Antje Ghaznavi, and Jon McAlice have met with younger colleagues to deepen their work; the PSC feels that it is important that the education movement develop its younger members. The PSC has worked intensively with *The Study of Man*.

The PSC also tries to develop a sense of where colleagues are in their schools. Visits have been few because most of the PSC members are busy with their work in the classroom, however, James Pewtherer is going to serve as the new Chair of the Section Council, and he will be available to do more traveling.

Ina was thanked for her work as Chair of the Section Council.

James spoke about the need for people in each school to work intensively with basic pedagogical questions and then to meet to share with other colleagues. James hopes to make contact with many schools and colleagues in schools who would like to develop the deepening side of our work so that it will have a practical application.

Research Institute Report

Douglas Gerwin reported.

Douglas mentioned previous directors of the Research Institute: Douglas Sloan, Roberto Trostli and Susan Howard.

The Research Institute has a new web site for the Research Institute, www.waldorfresearchinstitute.org which will include articles from the *Research Bulletin*, reports on projects, etc. This is different from the online Waldorf library. The Research Institute will also have a new form of the Research Bulletin. Douglas Sloan was thanked for his work as the previous editor. The new editor will be Stephen Sagarin.

Another service that has been inaugurated is to have Research Fellows who offer commentary on different timely areas of interest to Waldorf teachers such as television, play, diet, etc.

Douglas also mentioned that the first cycle of “Teaching Sensible Science Program” for training teachers in 6, 7, and 8 is almost finished, and the results are very positive. A second cycle will begin next spring.

Remembering those who have passed over the threshold

Singing

Led by Claudia Browne

Saturday, August 6, 2005

Singing

Announcements & review of agenda

Facilitator: Valerie Kenyon

Foundation Stone: Frances Kane

Executive Team

Leader of Association Program & Activities

Connie Daniel-Starzynski reflected on the Association in terms of old/new, vertical/horizontal. From her perspective as part of the old Association and now part of the new, Connie views the new form of the Association as a reframing of the organization rather than something entirely new. She acknowledged the work of those individuals who worked in previous coordinating committees: Dave Alsop, Betty Staley, Ann Wilcutt, Carol Fulmer, James Pewtherer, Agaf Dancy, Scott Olmsted, Virginia Flynn, Ann Matthews, Donald Bufano. These people laid a foundation that allowed the Organization Development Committee (ODC) to review what had been done and what needs to be done.

Connie is looking forward to working with the Leadership Council, Accreditation Committee, the Summer Conference Committee and other Association committees.

Leader of Association Development & Outreach

Patrice spoke about her year as a 'road warrior.' She feels privileged to have visited 19 schools. One of the biggest treasures we have is the capital of good will that lives in our movement in abundance. This capital is in danger of being swept aside by a kind of brute force. She spoke about speaking with the architect who designed the Ann Arbor High School's renovation. She was impressed by his attention to details, which he cared about because of how they might affect an individual child. Likewise, everything that we do as teachers has its effects, even if it is not revealed for many years.

From her contact with Waldorf graduates, she feels that they are proof of our success. They are substantial people. We have a host of visionaries in this room. We believe that together we can do more than a group of individuals working alone. Patrice acknowledged the Board of Trustees and the members of the Development Committee, all of whom are also visionaries. Patrice suggested that we use the tools of anthroposophy to help us through these stressful times, for they will pass. As our striving is developed, our lower selves are also revealed.

Patrice acknowledged David Mitchell and Hallie Wootan's fine work in publications. The publications work serves as a great support for Patrice's work. She also acknowledged Lynn Kern for her work with the Effective Practices.

The partnering work with various other groups such as CAPE, NCPSA continues. Patrice has made a proposal to the NAIS for a presentation at their conference next year because they are

interested in moral education through stories. She will be meeting people from UNESCO about sports as a tool for world peace.

Fundraising is a difficult part of the job, but we met our annual fundraising goals for the year. Annual fund met its goal and grants exceeded their goals. Three major donors have pledged \$20,000 as a challenge grant for next year's fundraising. Badger Products and Karen Lohss have pledged a total of \$5,500 towards the challenge grant.

Leader of Association Administration

Frances Kane emphasized Patrice's point about working with good will. During the course of this year she has been able to get a sense of what is living in the schools. She has seen how the various challenges in the schools have been met with strength and good will. In the Leadership Council there has also been a willingness to practice ways of meeting, speaking and working with one another that has been very inspiring.

The Executive Team meets once a week by phone and about once a month in person. There is a huge difference between remote communication and working face to face. The ET has tried to be conscious of the different modes of communication and what each is best for.

Association Finances: The goal is to have clear, transparent, inclusive financial communication. Final reconciliation for '04-05 is coming out well; it has come out in the black. We are having a full audit rather than just a financial review. This already has revealed some things that need to be accounted for and reported differently. This will require much more work than in the past. In the next month the '05-06 budget will be developed.

Teacher Training Grant Program: This hasn't been given the staff hours it requires to track the recipients. Over 400 letters have been sent out this year to gather information.

Survey: This didn't go out this year for a variety of reasons. There is a need to standardize the reporting, especially in terms of financial information. The Administrative Office is creating an electronic version which will make it easier to extract information and to generate reports. The new version is being completed and will be tested by DANA representatives, refined, and then circulated to the schools.

Projects: The Association has been trying to work out a health plan that would save schools money. This has been challenging because the schools are all independent organizations and states have different requirements. One way to work with this is to join a union. There were many questions about how this would affect a Waldorf school. The Executive Team's conclusion is that there are too many aspects of the union option that are incongruent with the way we work in our schools. A great deal of work has been done on the health care issue, and options will continue to be explored. This is not something that can be done in short order, and the Association will inform schools in a timely way.

Frances expressed her gratitude for all of the work that was done before, in many areas. It was thorough and carefully done.

Leadership Council

Michael Soule introduced the members of the Leadership Council and reported on their work during the past year. In the past year the Council has discovered how to work together and what each individual on the Council has to contribute to the whole. The Leadership Council has been getting a sense of the multi-faceted dimensions of their work. They have been 'field-testing' the organizational model and refining it.

They studied, worked on the Strategic Plan, Steps to Membership, Delegates' job description, the relationship of WECAN and AWSNA, and the work in Mexico.

Among the things they learned:

- promising structure
- each region is unique in its needs & resources
- more support is needed
- there are more forms for engaging member schools than non-member schools

They are planning in the next year to work on the shared principles, path to membership, building the infrastructure, difference between mentorship and evaluation, clarifying relationships between DANA and the Leadership Council, WECAN and AWSNA, and the trademark.

Michael expressed the Leadership Council's gratitude for the opportunity to do this work and for the support they have received.

Hague Circle Report

James Pewtherer reported.

Report on the visit to South Africa is included in the folders.

James spoke about the Ssekem School in Egypt, where the government has very stringent requirements of all schools, and about South Africa, where there are many obstacles but tremendous hope.

Issues that The Hague Circle has tried to address

- How Waldorf education can forever be renewed through our individual and collegial work;
- What does it mean to prepare our students for the world and for their future? Does this merit considering the possibility of having two different diplomas: academic and artistic/practical/service?

In May there was a Waldorf education conference in Taiwan that was attended by teachers from many Asian countries. The westerners who attended noted the differences between their approach to life and the approach of the eastern teachers.

Pedagogical Advisory Colloquium (PAC)

Virginia Flynn reported.

A brief overview of the Pedagogical Advisory Colloquium's history was given. Virginia mentioned the work of Else Gottens, who was invited by Ann Matthews to do some mentoring workshops. James, Ann, Virginia, and Torin went to Holland to meet with other pedagogical advisors.

With funding from the Association, a colloquium was created. Sixteen teachers attended workshops during the course of 3 years. They will finish this fall and will compile their findings. The people who have taken this course are committed to sharing this work with the rest of the movement. Experienced teachers who do mentoring/evaluation will be invited to take part in regional seminars for 2 meetings per year for 3 years. There will also be workshops bringing together teachers of the same grade or same subjects. Names of people who have been part of the PAC are listed in the ASWSNA directory.

Virginia also mentioned the work going on in Mexico and introduced the two Mexican delegates.

Announcements

Facilitator: Sueanne Cambell

- Suni Robin Smith is organizing the spring visiting schedule for Leo Klein, Else Gottgen; please contact Suni if interested.
- Read Steps to Membership

Development and Administrators Network (DANA)

Mara White reported:

DANA was founded in 1993 and included 10 regions. The purpose was to bring together administrative personnel, board members, and teachers doing administrative work.

DANA coordinators meet 2 times a year to determine how to best support the schools. DANA coordinators were introduced. DANA met before delegates meeting.

Reminder to read Effective Practices brochure. 2 modules are there now. 2 new modules added in the fall, one is enrollment, more to come. These include practices in administration that are effective, but not prescriptive. Schools are interviewed that have good practices, information from interviews put together from Lynn Kern, and brought forth as Effective Practices.

DANA regions will more closely match the AWSNA LC regions. LC/DANA met to discuss co-working in regions, encouraging services between the schools. The group discussed the unique needs of mature schools, workshops and focus of regional DANA meetings. There is the question of affordability of Waldorf Education. How do we strengthen regional meetings and the relationship between schools? Please contact regional rep and encourage someone from your school to attend the meeting.

DANA isn't only about professional development, but also spiritual development.

Administration work in the school is spiritual work, requires inner development, artistic

development. Administration works with adults in the community as teachers work with the children. Administration allows incarnating spiritual being of school to work within the organization.

Organizations have phases of development; we must understand them. The work is about keeping things moving. The three-fold imagination, the archetype of the human being has a reflection in the institution. DANA is working to enliven the administrative work in the schools.

Waldorf Early Childhood Association (WECAN)

Susan Howard reported:

In the 70's there was a desire in the Kindergarten teachers for a collegial support association – created a kindergarten association, has been sister organization to AWSNA since. Kindergarten Association is now WECAN. Diverse work includes parent/child, nursery, childcare, family life center, preschool, working with at risk young children.

Susan expressed gratitude that WECAN is included in Leadership Council. This allows us to take deeper steps toward the association. Being separate allows specialized work for early childhood. Susan was glad to see early childhood teachers as delegates. In other countries, early childhood is very separate.

Working on relationship between early childhood and all schools. WECAN accepts charter non-independent schools as member. As we merge into the independent school movement, there is a need for much discussion. Discussion of parent/child teachers, after care teachers, daycare teachers, how are they now part of a school community? Can these questions be fruitfully worked with?

A questionnaire was sent to all schools for early childhood work. We have worked with mentoring of new initiatives. We are working to reestablish networking in the schools and supporting regional reps in their work in the schools.

The WECAN Board members, serving as a sense organ for needs of early childhood work, are also members of international Kindergarten organization. The Board includes: Cynthia Aldinger, Norman OK (Secretary); Nancy Blanning, Denver, CO; Louise deForest, Spring Valley, NY; Andrea Gambardella, Spring Valley, NY; Annie Gross, Salt Spring Island, BC; Susan Howard, Amherst, MA (Chair); Ruth Ker, Duncan, BC; Steve Spitalny, Santa Cruz, CA (Treasurer); Rena Osmer, Fair Oaks, CA (on leave for 05-06). The role of the Board is to look at how to deepen and improve the relationships and communication that are there.

Teacher Education Committee (TEC)

John Brousseau reported.

The mission of TEC is to increase number and quality of teachers in the Waldorf movement. The TEC meets two times a year and are working on Steps to Membership, accreditation, EC, mentoring, health and well being of institutions and more. There are five members of the TEC: Betty Staley, Cat Greenstreet, Diana Hughes, Douglas Gerwin and John Brousseau. The TEC is grateful for work from Scott Olmstead for his mentoring and communications to schools.

Last fall, the TEC collaborated with PSC on Christ impulse colloquium. Learning how to speak of Christ impulse regardless of religious affiliations. The TEC works to connect more strongly with the teacher training institutes.

In February, the TEC looked at the teacher loan and grant program and undertook study of teachers' background (more than 30 schools filled out form, 2/3 of schools did not respond to survey). Through work with the Executive Team, we are pursuing subject of credentialing for WE teachers: teachers who have graduated from training, have worked well with students and colleagues. We want teachers to receive mentoring and outside evaluation. The credentialing program will provide support and increase professional development and encourage schools to develop. The program is dependent on participation from schools. Please reply to contacts from TEC regarding this program.

Accreditation

Carol Fulmer reported:

In the winter of 1996, delegates at the meeting at Rudolf Steiner School in New York, including Antje Ghaznavi described problems of government intrusion in Canadian schools. They wanted an accreditation process that would be accepted by government. Schools were accredited by other organizations, but wanted Waldorf Education accreditation. In June, a task force formed. Carol did research with other accrediting organizations. Frances Vig was part of the original group as were three teachers at Toronto. A "Shared Principles" document was created and sent to all schools for feedback. At the delegates meeting we broke into small groups and there was lots of discussion. The Shared Principles was sent out for review, looked at seriously again. *Guide for Self Study* was created for accreditation process.

The process is: A school applies to enter the accreditation process (Sept/feb deadlines); Carol comes to visit and describes the process to the school. The Self-Study takes 14-16 months. A team comes in to see if Self-Study is accurate and helps to prioritize challenges for future work. The Accreditation Review Committee then meets twice a year, looks at self-study, looks at team reports, and decides what steps to take.

AWSNA works with 16 other groups to co-accredit schools when applicable. CICI new co-accreditor. NCPSA accredits accreditation groups, this process is now on-going.

Why become accredited? The process of self study is valuable, it is a guided, structured school improvement program – helps with development, fundraising, parents feel school is more accountable, more responsible for quality of education, stave off some government interference, helps with college admissions.

Currently 39 schools are in process. Twenty-three are accredited -- 33 full member, 6 sponsored schools. Carol is running workshops for those interested in being part of visiting teams, workshop on Monday. Ten teams going out next winter.

Leadership Council Steps to Membership work

Joan Calderera reported.

The Steps to Membership owes much credit to the accreditation process. At the January delegates meeting, we looked at old steps to membership and considered what questions arose. The Leadership Council Task Force on Membership (Arthur Pittis, Joan Calderera and Betsy Gimenez) set to work last August to re-imagine steps. What was missing from the old *Steps to Membership*? What needed to be added? The task force met in February and reflected on the schools' ability to work with the four pillars. The task force considered using accreditation as part of the process. A draft *Steps to Membership* was created and discussed in February. In April, we worked with old document again. Then we worked on a new document--the new draft is in our binders. We look at it as a membership *path*, not steps, similar to path of child development, suggests forward movement. There is no initiative status; schools enter directly into development status. Early Childhood programs are members of WECAN until they are ready for developing school status.

There is a desire to foster self-study practice in schools and have organizations create a 3-year development plan. The path would be viewed by LC as guide for 3-year development plan. This document is now a working draft presented for delegate review. The member question is one of the most important presented to delegates. Candidate schools will undertake self-study as well as sponsored schools. Other processes may be possible, please consider alternative forms. There must be self-study, followed by peer review, followed by accreditation. A self-study every 7 years part of full membership. Bring Shared Principles to schools and create conversation.

Membership path: Three year development plan, implementation plan for current schools (suggested paths), mentoring visit guidelines for schools and institutes, distinction between mentoring and evaluation. Please look carefully at packet, the spirit and direction. Bring to school, and bring to regional meeting in October. Leadership Council will work in November to create final document, to be ratified in January. Same process for acceptance of shared principles and 3-year development plan. This is working document, relying on delegates work to complete process.

Delegate's Job Description

Flora Seul-Jacklein reported.

The delegates need a tool/guideline about 'what it is to be a delegate.' Flora created "to do" list for her region and turned it into delegate job description, now included in packet. Some things are expected, some things suggested. A delegate must attend meetings and connect with other schools. Please go to faculty to explain what the delegate's role is, discuss in regional meetings, review with colleagues, bring it back to regional meeting and give feedback.

Discussion with Joan, Arthur, Betsy – Questions from delegates.

Q. While working with new steps, what is happening in moment?

A. We are following the old steps until new steps are ratified. If accepted in January, there will be a transition to the new process. Caution schools that there is a change in process. Inform them of expected peer review process -- further elaboration needed. This process was left open purposely. Alternative processes will have same integrity and will be looked at colleagues and fellow schools as seriously as accreditation.

Q. How to move from this process into accreditation?

A. *Path to Membership* founded on self-study moving to maturity, recognized by peers, ready for candidacy for full membership. Full member schools affirm association through self-study and peer review.

Q. Will there be time to review document before discussion group?

A. Review of process described by Joan (review now, take back to schools etc.).

Q. What is responsibility of member institutes?

A. We are counting on member institutes to be involved.

Q. Can Institutes work outside of the region?

A. Yes.

Q. Should this go through the regional rep?

A. Yes. Maybe in a category called friends?

Q. What about schools who have not chosen association?

A. If schools choose to not take development path, they can be supporting school.

Intention is that if you want to be a "WALDORF" school, you will need to follow steps.

Q. Why are no schools up for change of status?

A. Those changes are low at this time, we are lucky.

Patrice: Accountability is of utmost importance right now, how can we best meet this challenge. Striving to be responsive in the moment.

Q. Is it addressed in the document that sponsorship is more regional and less working with one school?

A. Developing schools are held in the regions, but do not have a specific relationship with one school. Sponsored school will not be specifically linked with one school. Sponsorship category suffered from mixing of mentoring and evaluation. Now split with Developing and Candidacy. School states it wishes to undertake a membership path, mentoring begins, ask school to create development plan as in *Young Schools Guide*. Development plan will change over time within a school. Want to support quality and integrity of pillars through mentoring and evaluation. Region, as peers of maturing school, will recognize growth, and school has "candidacy status". Candidate school will have the choice to choose school with which to work.

Candidacy is 3-year period. We will be accountable to each other, and stand for each other out of knowledge, not just out of goodwill.

Q. Are accredited schools different from member process?

A. Accreditation is legal process, different from member process. They are different, but equal in respect.

Regional Reports

Southern California/Hawaii Region---Sam Glaze reported

- Delegates from Pasadena were absent.
- Got through
- Delegates—job description---task need to be delegated by delegate
- Time and money budget recommendation for schools by Executive Team to help promote association.
- West Side Waldorf School---currently in a pre-sponsorship state
- October regional meeting---50th anniversary of the Highland Hall School

Northeast/Quebec Region—Michele Starr reported

- 4 Leadership Council members are in the region
- 3 Pedagogical Section Council members are in the region
- 10 member schools; 5 are in accreditation process; 1 school not sure they would ever go through accreditation.
- Developing school visits...people are connecting.

Great Lakes Region—Flora Seul-Jacklein reported

- 40 schools in region
- Divided into sub regions...
- 5 sponsored schools: City of Lakes, Prairie Hill, Oakland Steiner, Pleasant Ridge, Spring Garden
- Two new sponsored schools: Aurora, Four Winds
- DANA person and teacher connecting in each sub region.
- Newsletter will be generated in the region WASO will take this on.
- Shared Principles
- Delegates Job Description: --communicate to the developing school and take responsibility; delegate choice needs to be skilled based.

Tex, Mex, So, Rocks—Arthur Pittis reported

- From Calgary down to Cancun.
- Spent a great deal of time speaking with Mexico colleagues; What are appropriate levels of working together? Most of the work has until now been carried by Virginia Flynn.
- Spent lots of time peppering Connie: re budget for regional work.
- How can we work in a way that can support our work? We would like to get to a place where we can talk about how member schools see the AWSNA work as their own.
- How do we recognize and work appropriately with developing schools that are in a dying process?

Northern Cal—Joan Calderara reported

- Smallest geographic region, also upbeat.
- Also polarity within the region...group of mature schools: 10 full members, 1 institute; 4 developing schools, 1 institute; other energy has gone into charter schools.
- We have developed mature school questions: restructuring in administration, bringing up questions of governance.
- Personnel questions; board questions
- While there were new delegates, we were able to speak heart to heart in the questions.

Mid-Atlantic—Roland Baril reported

- Region that is slower to change due to the number of older schools; taken a year to move into the new organization
- Casting their gaze inward, tendency to be self-sufficient
- 10 full member schools; two recent sponsored schools
- 2 developing schools, one sponsored school, plus two recently sponsored schools
- Committee to provide enumerated steps in steps to membership.
- Question of currently sponsored schools: can they maintain current status while implementation is taking place?

Southeast/Atlantic—Betsy Gimenez reported

- Very forward thinking group.
- Upbeat; new attempts being made to bring WE to the region.
- Emerson, Atlanta, Baltimore, Washington.
- Visits to Developing Schools; read Young Schools Guide...

Northwest – Michael Soule reported

- Welcome new delegates
- Two schools were not present: Seattle; big governance shift.
- 7 member schools; 17 developing schools, bunch of initiatives.
- 3 people were able to visit developing schools that were not connected to a school.
- School in Alaska needs a 5th grade school teacher.

Sunday, August 7, 2005

Singing

Foundation Stone: Patrice Maynard

Corrections to the Text of January, 05 minutes

The Meadowbrook Waldorf School is not a member School, but a sponsored school.

Board of Trustees

Karen Lohss reported

Board members were introduced: Val Bertelsen III, Connie Daniel, Virginia Flynn, Doug Garrett, Frances Kane, Lynn Kern, Karen Lohss, Patrice Maynard, Katie Schwerin, Stephan Vdoviak.

Purpose of AWSNA is to strengthen and nurture the impulse of Waldorf Education so that it manifests widely in the world

The four pillars: 1) quality and integrity, 2) strength and resourcefulness, 3) leadership and followership, and 4) community and relationships.

Activities: Develop resources, pedagogical/organizational advising, accreditation, professional development, advocacy, teacher preparation and research.

Responsibilities: Accountability, establishing broad policies, set limitations

Recommendation: Larry Cohen becomes a board member.

The delegates approve the recommendation of the Board of Trustees that Larry Cohen becomes a board member.

All approve

No stand aside

No blocks

Recommendation: Lynn Kern continues her term as a board member.

The delegates approve the recommendation of the Board of Trustees that Lynn Kern continues her term as a board member.

All approve

No stand aside

No blocks

Recommendation: The slate of Board officers to include: Karen Lohss, President, Lynn Kern, Secretary, Val Bertelsen III, Treasurer.

The delegates approve the slate of Board officers, Karen Lohss, President, Lynn Kern, Secretary, Val Bertelsen III, Treasurer.

All approve

No stand aside

No stand in the way

Thanks to Patrice for exceeding expectations, meeting budget for annual giving.

Projects that the Board has been working on include Broad Policies (created admission and recommit process for board members, established statement of intent for artistic study and biography work) and the strategic planning process which was introduced by Lynn Kern.

The projects that the Board will take on in 05-06 includes development work--training for a phone-a-thon (under Patrice's leadership) in April, more active in bringing in funds, and more interaction with schools. The Board will also work on the meaning of governance.

Q. Geographic meetings of Board? Where do they meet and travel?

A. Four face-to-face meetings per year, each time delegates come together and 2 times separately, plus conference calls.

Accreditation

Reported by Carol Fulmer

Accreditation Team for Sante Fe: Prairie, David, David Mitchell, Susan Kreuger, Dr. Charles Ray Griffith, Sue Demanett, Carol Fulmer. **The delegates affirm the decision of the Accreditation Review Committee to hold final approval until January, when a condition is to be met.**

All approve

No stand aside

No stand in the way

Accreditation team for Marin Waldorf School: Doug Garrett, Jane Mulder, Susan Glendemming, Dale Robinson, Diane Rowley. **The delegates affirm the decision of the Accreditation Review Committee to award the Marin Waldorf School a 7-year AWSNA accreditation with conditions; they are to be revisited in one year from time of last visit (March 06)**

All approve

No stand aside

No stand in the way

Thanks from Barbara Neumann for review team visit and the encouragement of others.

Accreditation team for Kimberton: Becky Schmidt, Steve Huff, Mark Eurich, Charlotte Landgraf, Amy Cohen, and three team members from Middle States Association of Colleges and Schools. **The delegates affirm the decision of the Accreditation team to award Kimberton Waldorf School a 7-year AWSNA accreditation with conditions. They will receive dual accreditation with Mid-Atlantic States.**

All approve

No stand aside

No stand in the way

Kathinka Kiep offers thanks for the very positive experience

Q. Some schools stay in developing status because of financial issues. Is there a safety net?

A. Arthur: We want to not be discriminatory to schools that are small because of geographic location. schools will describe themselves as small, not compared to large schools, hold pillar of quality and integrity.

Q. Concern of dues structure for small schools?

A. Betsy: dues put into place for costs of increasing mentoring, and reflection of school's viability, gradual increments in path to membership, developing school dues don't currently support they level of support that the schools need. Dues are now only suggested.

Q. How to address a school that cannot have individual grades (combined grades)? Can schools have combined classes 1st/2nd? 1st/2nd/3rd? What can WE be due to changed circumstances? Consensus in region that there is confusion about accreditation or self-study? Can we sort through this now to take back to our schools?

Michele Starr – bringing up regional issues – want to bring up and discuss self-study process, what does it mean? What does it cost? What are the resources required? Schools are grateful to not be forced into accreditation. Positive picture of accreditation, but how do we know that objectively. Going through self-study in region to highlight process of accreditation. Are we recreating the accreditation process but just doing it differently because we can't make it mandatory? Self-study and peer review are essential and valuable, but how can we make it best of the schools.

Meg Gorman – glad for the process to keep the bar high. This process will help us together to get to the place we want to be, there are different paths there. How do we create structure?

Sharon Dorso – Dual process? What cost is that to the institution in resources?

Some schools “adamantly” opposed to accreditation; we want schools to be able to come to this independently, want schools to have freedom and independence.

Q. Timeline? Bringing it back to schools and regional meeting, and then bringing it to January to vote? Can we delay process if needed? Jan. is soon, not enough chance to have group discussion? Flexibility in timeline? Are we legislating an unfunded mandate? Dues \$\$ used in the accreditation process? Can we carry this out? Do we have the resource to carry this through time?

A. Arthur – In new model with LC and regions, LC belief that we can put together a document that reflects the will of this group by using the regional meetings and LC meetings. In Jan, issue was brought up, discussed in regional meetings, LC took all questions and recommendations, took up the work, taskforce took 1st draft to LC, LC spent day and half going over document, identifying what was positives/negative, sifting through it again, communicated with regional group, produced document that we have now. By taking it to faculty group, bring further refinements, look at it again, LC will review again, will be ready for administrative forms and be able to put in place. Concern is not for member schools for rapid timeline. We need to mentor developing school in clear and consistent manner. We will have to make calls that we are reluctant to make, in past, calls made out of goodwill, but

arbitrary. Need concrete process. We wanted this process for upcoming year, but not ready yet. We want to keep to an expeditious timeline.

The delegates affirm the decision of the Great Lakes Region that the Aurora Waldorf School becomes a sponsored school with the Toronto Waldorf School as its sponsor.

All approve

No stand aside

No stand in the way

The delegates affirm the decision of the Great Lakes Region that the Four Winds School becomes a sponsored school with the Chicago Waldorf School as its sponsor.

All approve

No stand aside

No stand in the way

The delegates affirm the decision of the Mid-Atlantic that the River Valley School becomes a sponsored school with the Susquehanna Waldorf School as its sponsor.

All approve

No stand aside

No stand in the way

Jan Baudendistal – There is an accreditation process, but no alternative. Self Study review portion, category but no content. Need full discussion in faculty – do we want to commit to self-study and review for full membership? Accreditation process is accepted from the outside, seen as exemplary. Does this process meet the inside needs of the schools? Does the accreditation process meet the needs of the schools? If it does, does the accreditation process provide the needs of requirements of full membership? Can we imagine, or are we already doing, in our schools, an alternative to the accreditation self study process? If there is not an alternative to the accreditation process, then is accreditation THE process for membership?

Announcements

Douglas Gerwin: Please fill out publications questionnaire. Also, the TEC Survey is of utmost importance. AWSNA needs to know who teachers are, and what is their training. Three letters will be sent to schools: the first is a thank-you to schools that fully responded, the second will go out to schools that have done the survey, but not completely, the third will go to schools that have not responded. This is of utmost importance.

Lynn Kern reported on Effective Practices: On Tuesday during special interest group time, Lynn and Meredith will be available to show delegates how to access the Effective Practices information on the secure portion of the AWSNA website. Final work is being done on two sections which will be available in the fall: Enrollment (retention, re-enrollment, and transitions—kindergarten to lower school, and lower school to high school) and Planning. Beginning this fall, research will be conducted in two additional areas working with parents and report writing. Thank you to the eighteen schools that have already been research partners for this project:

Enrollment—Haleakala, Highland Hall, Orange County, Washington and San Francisco

Development—High Mowing, Green Meadow, Baltimore, Chicago and Seattle

Human Resources—Lake Champlain, Lexington, Princeton and San Francisco

Planning—Chicago, Live Oak, Peninsula, Honolulu, Shining Mountain

James Pewtherer: In the past, schools have received *Towards the Deepening of Waldorf Education*. The distribution of this book will change. This book includes how do teachers work with self-development, how do we govern ourselves, how do we work with the verses, and other topics. The book was previously only available to the College Chair to lend to teachers as needed, and then the book was to be given back. The book will now will be given more freely. It will also include sections on how to work with Karma, how do I cultivate an inner life, how do I carry that with my colleagues, and possibly a new introduction. Book will be ready for printing in the next month or two. James will need to know who will need this book. An introduction will be available as a pamphlet.

Roberto Trostli reported on the on-line Waldorf Library. Marianne Alsop is librarian. It includes a listing of all books that are currently published and available regarding Waldorf Education. Each book has short descriptions and a link to publisher. Please use this resource. PDF versions of journals and reprints are available on website. Back issues of *Education as Art, Research Bulletin, Paidea* are available as are stories, poetry, and school plays. Please use this resource and give feedback. A list of extractions of Language Arts lectures from Steiner is now available. Is there interest in this resource? Please give feedback to Douglas Gerwin, David Mitchell, or Roberto Trostli. www.waldorflibrary.org

Review

Recommendations for improvements

- Print nametags in a larger font.
- Include singing or movement before each session.
- In January, we met in smaller groups to discuss Christianity. We missed the opportunity to discuss such things further with delegates from other regions. Include small group discussions led by the PSC.
- It would be helpful if people introduced themselves when they speak.
- A request was made to the PSC for more information on research being done.
- It would be good to use real dishes creating less waste with paper dishes.
- More information on the history of the hosting school and local area would be helpful.

What went well?

- The level of reporting has gone up, very professional.
- There was a good amount of time allotted to agenda items.
- Our speakers were worthy of imitation, very impressed.
- The site was appreciated – it is beautiful, reflects a more adult atmosphere because of high school (chairs), and there was lots of light and AC.
- There is a palpable power in using Foundation Stone.
- Thank-you to the Executive Team for change of Agenda, and the work of the Leadership Council to make this meeting come to fruition.
- Words like organization, money, integrity, and institution are not seen as bad.
- Thank you for printed copy of school reports.
- Tremendous gratitude to Board, LC and ET.
- Thank-you to the facilitators and minute takers.

Frances Kane – Thanks to Claudia and whole school for hosting our meetings, and the Conference. The location of next AWSNA conference will be announced by the end of the Conference.

Patrice Maynard – Thank-you for your generosity for the matching grant. Thanks to each of you. Good administration is an invisible art, and great thanks to the administrative staff and the ODC, and the delegates. Thank you for the lively work that keeps us in service to children.

Respectfully submitted,

Connie Daniel-Starzynski

Notes taken by Trish Lynne and Roberto Trostli; edited by Virginia Buhr

