

**EUGENE WALDORF SCHOOL
DRAFT-BOARD OF TRUSTEES OPEN MEETING MINUTES**

Monday, 10 February, 2020

4:00 P.M.-6:00 P.M.
Eugene Waldorf School

Present: Peggy Blake, *Chair*, Ann Gahr, *Vice-Chair*; Ann Kneeland, Cameron Stearns, *Treasurer*; Ian Stearns, *College Representative*; Ellen Mahoney, *Administrator*, Morgan Vierheller, *Faculty Chair*

Absent: Max Schwanekamp

Notetaker: Ann Gahr

Quorum: Seven of eight board members present with College of Teachers' representative, and Faculty Chair present. (Quorum minimum two-thirds of members including one College of Teachers' representative).

Minutes: Minutes of February 3, 2020, were approved.

CIC Committee Proposal by Ian

A letter from the CIC to the College and Board (Attachment A) and accompanying Equity and Inclusion Work Plan (Attachment B) set out the proposal. The CIC is seeking approval for the plan and hoping to receive budget for implementation of the work plan, as set out. The CIC has funding approved last year for work plan phase 1. About \$1,100 remains for this work. CIC has applied for an RSF grant, about \$5,000, to support phase 2. Phase 3 funding request is \$13,000.

Discussion centered concerning how to support the process and plan while facing so much budgetary uncertainty for the school as a whole. There was also the need to hear from the College as this is a joint Board-College request, and the College has not yet had the opportunity to review the proposal.

Further discussion and Board action were deferred until the College has met and reported back. Peggy will draft a response for consideration. Board will renew the discussion at our regularly scheduled next Board meeting on February 24, 2020.

ATTACHMENT A-10 February 2020

Dear College and Board members,

What follows is the majority of a draft Equity and Inclusion Assessment process. There are a few items that the CIC needs to converse more about when we return from break (we note these items at the end of this letter), but since the majority of the draft is finished, we are giving it to you so that the CIC has a good chance of moving forward on this work in March.

Included in this draft is this introductory letter and an Equity and Inclusion Assessment Work Plan created by Christina Moses/John Lenssen in December 2019.

The Board and College mandated the CIC to create a proposal for a diversity audit (which we refer to in this proposal as an "equity and inclusion assessment" or "EIA").

The purpose of the EIA is to gain a snapshot of EWS practices and policies as they relate to equity, diversity, and inclusion, based on the expertise of Christine Moses with potential assistance from John Lenssen. The EIA would culminate in a report identifying areas where EWS is doing well and areas where EWS could improve in terms of equity, diversity, and inclusion. As described in this proposal, the EIA's focus would be organization-wide, from administration to curriculum to community inclusiveness. The report would include recommendations, references to resources, and descriptions of best practices. Following the completion of the EIA, the Community Inclusion Committee would propose actions to the College, Faculty, Board, and Parent Council based on a review of the EIA and its findings.

As a starting point, members of the CIC have made a draft assessment process where we secure enough grant funds to supplement funds from the EWS annual budget that Christine can do the majority of the assessment. We have been nominated and applied for a grant with a Rudolf Steiner Finance giving circle. We feel optimistic that we might secure at least \$5,000. We plan to seek and apply for more grants this school year. We will know the outcome of the RSC grant this spring, and if we secure this grant, propose employing Christine to use a significant part of these funds this school year. We are waiting to hear how much the board will budget for assessment work in the 2020/2021 school year.

Timing & Funding Proposal:

We have divided the work into three phases:

Phase 1: approx. \$1,100: Restorative Circle, Leadership/CIC Meetings to lay groundwork for Phase 2

Timeline: February-March

We are able to formally contract with Christine now for this. We have the budget.

Phase 2: approx. \$5,700: Surveys and Focus Groups, Report

Timeline: March - June 2020

We would formally contract with Christine for this after we know the status of RSF funding.

Phase 3 approx. \$13,000: Document Review, Curriculum Review, Observations, Final Report

Timeline: July- December 2020

Note: Phase 3 would be dependent on funding from a) EWS 2020-2021 budget, additional RSF funds beyond those for Phase 1, and any additional grant funding. Again, we would wait to contract for this after we have some knowledge of funds availability.

Items to come in March

At the end of our meeting, we were still in conversation about the exact topics that Christine will bring during her meetings with the leadership bodies. We were also conversing about whether there might be a few more check points along the way. We plan to communicate the conclusion of these questions after our next CIC meeting.

We ask for approval of this draft by March, so that when we return from Spring Break the CIC may move forward with this work.

Thank you for considering this, and please direct questions to the CIC members in your circle.

ATTACHMENT B-10 February 2020 EWS Board Minutes
 Eugene Waldorf School
 Equity and Inclusion Assessment Work Plan
 by Christina Moses/John Lenssen
 December 30, 2019

Draft edited by CIC 2-05-20

After meeting with the CIC on December 17, 2019, Christine Moses was tasked with providing the rationale and estimated time for completing an equity assessment/audit. Hours to the right are estimated amounts of time to complete the work. This encompasses the 18 hours contracted with Buffalo Cloud Consulting, and it reflects the estimated amount of time to complete the work with or without a consultant.

Please note that next to the estimated hours is a breakdown of the amount of the work done by Buffalo Cloud Consulting and the amount done by EWS for that step of the process. So, for example, 75% / 25% means 75% of the work for that step we estimate to be done by the consultant and 25% by members of the EWS community (CIC or specific individuals or groups).

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| 1. Meet with key leadership teams | 2-4 hrs. | 100% / 0% |
| a. College/Faculty | | |
| b. Board | | |
| c. Parent Council/EDI | | |
| 2. Convene CIC for the equity assessment process | 2-4 hrs. | 100% |
| / 0% | | |

The CIC will drive the equity assessment process. As a group, the CIC will ensure engagement throughout the process, solicit input when necessary, and ensure that the process and outcomes are communicated to the entire community regularly.

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| 3. Restorative Circle with Parents and Faculty Members | 3 hrs. | 100% / 0% |
| a. Create a healing opportunity to address last year's issues | | |
| <i>Addressing the hurt feelings that are still present is imperative to moving forward with the work. Possible outcome: a beginning dialogue on power-sharing between faculty and parents on issues with the curriculum</i> | | |

4. Develop confidential surveys for students, staff, and families 4 hrs. 100% / 0%

Faculty Check-In Point:

Grades Teachers will approve any student surveys.

- a. Student survey(s) – age appropriate and disaggregated
 - b. Family survey – administered at times when families are engaged with other activities
 - c. Staff survey – will include options to write more, give examples, and communicate needs
 - d. Surveys will explore engagement in learning, relevance, school culture, issues of respect/disrespect, inclusion and communication, barriers
- Parent and student voices are critical to living in an inclusive and equitable education community. Without their voices, true equity cannot be achieved. An audit identifies barriers, practices, and policies that lead to community members feeling excluded.*

Students in grades 5 and up will be asked to take a survey (paper and pencil, or via SurveyMonkey) to solicit their input. Hand inputting the data can be very time consuming and will be part of the cost of doing the assessment. Parents will have their own survey to fill in via SurveyMonkey. Sample surveys are available.

5. Design focus group questions and processes for students, staff and families 3 hrs. 100% / 0%

Faculty Check-In Point:

Grades Teachers will approve any questions for student focus groups.

- a. Some focus groups will be general and representative
- b. Some focus groups will be for specific demographics
- c. Focus group questions will be designed to reveal context and possibilities for change

d. Perspectives surfaced in focus groups will be recorded and confidential in the sense that no person's name will be attached to any perspective
To truly unearth equity issues, focus groups should be conducted with an outside consultant. This is an opportunity for parents and students to provide feedback on topics like discipline, culture, belonging, and power sharing.

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| 6. | Conduct surveys and focus groups via zoom or in person
100% / 0% | 10 hrs. | |
| 7. | Compile focus group and survey results into one report
100% / 0% | 30-40 hrs. | |
| 8. | Document Review
/ 0% | 25-40 hrs. | 100% |
| | <ul style="list-style-type: none"> a. Policies, practices, Core principles, etc. b. These may include: <ul style="list-style-type: none"> i. Diversity Statement ii. Mission, Vision, Strategic Plan iii. Hiring/recruitment/retention process iv. Complaint Processes v. Discipline and School Culture Processes vi. Communications to and between parents vii. Enrollment viii. Marketing ix. Decision-Making x. Community Outreach xi. Unwritten behavioral expectations (teachers know more than parents) | | |

Culture lives in practices with the outcomes being either inclusive or exclusive. It is important to examine all aspects of how culture is delivered and reinforced. Cultural norms are both written and unwritten expectations. All of these must be examined.

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| 9. | Review curriculum and samples of lesson plans
50% | 40 hrs. | 50% / |
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Core Group of Teachers work with Christine

- a. Look for diversity and equity issues (Genesis and other origin stories)
- b. Review pedagogy in practice (identify intersections with Restorative Justice, culturally responsive teaching, PBIS, SEL, etc.)
- c. Examine the degrees of cultural responsive practices and environment
- d. Look for student and family voice
- e. Prioritize areas for growth in Diversity, Equity and Inclusion
- f. **Curriculum review will be co-constructed and educators will be involved in all phases**

10. Observe in classrooms

Core Group of Teachers work with Christine

- a. Develop observation tools based on priorities 3 hrs. 100%
/ 0%
- b. Develop observation protocol including pre-meeting, classroom engagement, and feedback 4 hrs.
100% / 0%
- c. Set up system for teachers to observe each other 1 hr per class
0% / 100%

- 11. Observe teacher collaboration 3 hrs. 100%
/ 0%
 - a. In formal meetings
 - b. In informal communication

- 12. Recommendations and reports 100%
/ 0%
 - a. Progress reports 1 hr. each
 - b. Summary of findings from each component of the assessment 10-15 hrs. ea.
 - c. Final report with recommendations 40 hrs.
Reports should be created for the student survey results, family survey results, faculty survey results, curriculum review, document review, classroom observations, and the a final report addressing areas of potential improvement, rationale, and recommendations for moving forward.

- 13. Review accreditation themes and align equity audit with relevant themes. 4 hrs.
25% / 75%

Intersections may include:

- a. Curriculum/Pedagogy
- b. Assessment
- c. Collaboration

14. Level-set definition and introduce equity to faculty 4 hrs. 100% / 0%

This is ongoing work beginning with the community and the faculty in February.

Every person in the community must understand the community definitions for equity, inclusion, diversity, and equality. At the initial event, it was evident that community members have several definitions for specific terms. Time must be spent on ensuring the board, college, faculty, and parents all have the same working definitions.

15. Provide updates, dialogue facilitation, and professional development as needed

TBD

100% / 0%