

DRAFT Gathering Waters Board Minutes
October 9, 2021 9 a.m.-11 a.m. 31 Washington Street

The mission of Gathering Waters Chartered Public School is to offer students in the Monadnock region an education that enables them to discover their interests and capabilities; explore the surrounding world; and cultivate a lifelong love of learning, a sense of community responsibility and understanding of environmental sustainability. We carry out this mission by providing a rich and engaging curriculum that integrates the arts, meaningful practical work, outdoor education and service to the larger community.

Our vision is an inclusive school culture of compassion and respect where deep interest in others goes hand in hand with individual growth. The educational environment enables students to develop self-confidence, self-knowledge, intellectual flexibility, and the capacity for creative problem solving that supports ethical action in their local and global communities.

Core Principles of Public Waldorf Education

1. Image of the Human Being:

Public Waldorf education is founded on a coherent image of the developing human Being.

Each human being is a unique individual who brings specific gifts, creative potential, and intentions to this life. Public Waldorf education addresses multiple aspects of the developing child including the physical, emotional, intellectual, social, cultural, moral, and spiritual. Through this, each child is helped to integrate into a maturing whole, able to determine a unique path through life.

Rudolf Steiner's educational insights are seen as a primary, but not exclusive, source of guidance for an understanding of the image of the human being.

2. Child Development:

An understanding of child development guides all aspects of the educational program, to the greatest extent possible within established legal mandates.

Human development proceeds in approximate 7-year phases. Each phase has characteristic physical, emotional, and cognitive dimensions and a primary learning orientation.

The Public Waldorf educational program, including the curriculum, teaching methodologies, and assessment methods, work with this understanding of human development to address the needs of the individual and the class in order to support comprehensive learning and healthy, balanced development. Our developmental perspective informs how state and federal mandates, including curriculum sequence, standardized testing, and college and career readiness, are met.

3. Social Change Through Education

Public Waldorf education exists to serve both the individual and society.

Public Waldorf education seeks to offer the most supportive conditions possible for the development of each student's unique capacities and for engendering the following qualities to work towards positive social change:

- A harmonious relationship between thinking, feeling, and willing;
 - Self-awareness and social competence;
 - Developmentally appropriate, academically informed, independent thinking;
 - The initiative and confidence necessary to transform intentions into realities; and
 - An interest in the world, with active respect and a feeling of responsibility for oneself, one's community, and the environment.
- Such individuals will be able to participate meaningfully in society.

4. Human Relationships:

Public Waldorf Schools foster a culture of healthy relationships.

Enduring relationships — and the time needed to develop them — are central to Public Waldorf education. The teacher works with each student and class as a whole to support relationship-based learning.

Healthy working relationships with parents, colleagues, and all stakeholders are essential to the well being of the student, class, and school community. Everyone benefits from a community life that includes festivals, events, adult education, study, and volunteer activities.

Public Waldorf education encourages collaboration in schools, within the Alliance for Public Waldorf Education, among all schools working out of a developmental approach, in conjunction with the broader field of education.

5. Access and Diversity:

Public Waldorf Schools work to increase diversity and access to all sectors of society.

Public Waldorf schools respond to unique demands and cultures in a wide range of locations in order to provide maximum access to a diverse range of students. Schools work towards ensuring that students do not experience discrimination in admission, retention, or participation.

Public Waldorf schools and teachers have the responsibility to creatively address the developmental needs of the students with the most inclusive possible approaches for all learners.

The Public Waldorf program and curriculum is developed by the school to reflect its student population.

6. Collaborative Leadership:

School leadership is conducted through shared responsibilities within established legal Structures.

Faculty, staff, administration and boards of a Public Waldorf school collaborate to guide and lead the school with input from stakeholder groups. To the greatest extent possible, decisions related to the educational program are the responsibility of those faculty and staff with knowledge and experience of Rudolf Steiner's educational insights.

Governance and internal administration are implemented in a manner that cultivates active collaboration, supportive relationships, effective leadership, consequential action, and accountability. A Public Waldorf school is committed to studying and deepening its understanding of best practices of governance appropriate to its stage of organizational development.

7. Schools as Learning Communities:

Public Waldorf schools cultivate a love of lifelong learning and self-knowledge.

Public Waldorf education emphasizes continuous engagement in learning and self-reflective practices that support ongoing improvement. At the individual and classroom level, teachers reflect regularly on their observations of the students and of the educational process. Essential aspects of school-wide work and professional development include self-reflection, peer review, faculty and individual study, artistic activity, and research.

Rudolf Steiner is a primary, but not exclusive, source of guidance for developing an active inner, meditative life and an understanding of the dynamics within society.

Public Waldorf schools encourage all community members to engage in active and ongoing ways to enhance their capacities as human beings through self reflection and conscious social engagement.

In Attendance:

Board Members: **Gabrielle, Dan, Janet, Eliza, Jonny, Elizabeth, Emily, Holly, Anny**

Non Voting Members: **Luke Goodwin, Jed Hart, Justin Somma**

Other Attendees: **Shana Kirschner (parent council rep), Jeronima Vaca, Keith Hetman**

I. Principle #7 (Postponed until next meeting)

II. Reading of Mission and Vision- Anny

III. Comments from Parents-Elizabeth

IV. Approve Minutes from 9/11/2021 meeting and Emergency Meeting 9/27/2021

Motion to approve: Jonny / Second: Anny / Vote: Unanimous

V. Updates- Discussion 1 hour.

A. Academic Support-Jed

Academic support is currently working with students and faculty in all eleven classes, and are learning to weave into the form of Waldorf pedagogy and curriculum. We are working with teachers on creative ways to develop smaller groups within the classroom. These include splitting classes during handwork and special class times, and developing reading groups using reading inventories. Grades 2-4 have been assessed on their reading skills by our special

education teacher with the assistance of the lower school academic support teacher. It has been an incredibly busy month of observation, implementation, and reflection. The following is a brief quantitative picture of academic support.

Academic support by the numbers:

- *Current Enrollment at Gathering Waters:* 239 Students
- *Students currently receiving services through an IEP:*
 - 22 + 1 pending district meetings
 - *Students receiving services through an IEP Enrolled on 09/08/2021:* 15
- *Students currently with a Section 504 Plan:* 5 + 1 currently in the enrollment process
- *Certified K-12 special education teachers:* 2
- *Academic support teachers:* 2
- *Paraprofessionals (classroom support, paid hourly):* 2 + 2 afternoon K/aftercare
- *School Counselor:* 1 (50% position)
- *Districts served by Academic Support following IEPs:* 8
- *Meetings with Districts since 1 July:* 34
- *Related service providers we're working with (Speech and Language, OT, PT, Vision, school psychologist):* 11
- *Amount billed to districts for our services 09/08-10/01:* \$8357.65

B. Lead Admin -Luke

- Hiring:
 - Hired two Kindergarten Assistants/ Aftercare Teachers and third aftercare teacher.
 - Hired Marketing & Communications Manager:

- Faculty/Staff In-Service, October 12:

The faculty and staff will spend our In-Service (and student day off of school) examining working with Transgender and Gender Questioning Students. We have three study documents as “pre-reads” and will be discussing our observations, experiences, and insights in working with this diverse group of students at our school. For the Board's information, I share the preview that I sent to the Faculty/Staff for this meeting,

- Faculty/Staff Committee Structure:

The Faculty & Staff have completed draft mandates for our committees and are now filling those committee roles with membership. These include,

- Building & Grounds
 - Festivals (in collaboration with Parent Council)
 - Faculty Study
 - Curriculum
 - DEIJ (in collaboration with the Board DEIJ Committee)
 - Faculty Leadership Task Force
- Partnership with the Center for Anthroposophy

This long weekend, Gathering Waters is hosting the Center for Anthroposophy Administration and Leadership Training Cohort at the Lower School. The CfA cohort will utilize the auditorium and classrooms for keynote lectures, eurythmy, and artistic classes.

C. Finance-Justin

Just received first tuition payment. Lease aid received. Budget submitted to State for Start-Up Funding Reimbursement. Justin in the process of reconfiguring budget to satisfy state reporting requirements and make it user friendly for our needs-will present revised budget at November meeting.

D. Fundraising and Development-Holly

No meeting this month.

E. Marketing, Outreach and Enrollment-Elizabeth

- Just beginning work with our new Marketing & Communications Manager to implement more regular social media posts and will be working with Luke on communications strategies for the coming year.
- A new page has been created on our website that displays all past board meetings with board minutes, as well as the schedule for upcoming meetings with agendas posted.
- Current Gathering Waters ads are printed in current issues of Parent Express and AtHome magazine. We are considering placing a few print ads later this fall to promote our open enrollment period.
- We are just about complete with the branding package, which includes our logo files, social media mock-ups, newsletter template, and alternate logo design for sports teams.
- Hoping to order school apparel shortly through Gemini Graphics in Keene.
- Planning for our Crafts Fair, taking place on November 20-21, is ongoing led by Marcy Schepker and several parent volunteers.

F. HR-Anny

Will be working on revisions to Employee Handbook to present at next Board Meeting.

G. Governance-Gabrielle

See votes below.

H. DEIJ-Eliza

Advisory committee met one time. Still forming scope.

I. Parent Council-Shana

Oakiwear order completed. Meeting next week.

J. Strategic Planning-Emily

Upcoming meeting

VI. Votes

- A. Proposal to add 2 K assistants, PT handwork teacher, office manager for Upper School. Motion to approve: Gabrielle / Second: Jonny / Vote: Unanimous**
- B. Non-Discrimination Policy Motion to approve: Eliza / Second: Emily / Vote: Unanimous**
- C. Attendance and Enrollment Policy Motion to approve: Janet / Second: Elizabeth / Vote: Unanimous**
- D. Re-enrollment and Lottery timing Postponed until next meeting**
- E. Board Member Job Description Motion to approve: Jonny / Second: Anny / Vote: Unanimous**
- F. Board Member Application Motion to approve: Emily / Second: Elizabeth / Vote: Unanimous**
- G. Board Committee Descriptions Motion to approve: Jonny / Second: Elizabeth / Vote: Unanimous**
- H. Board Governance and Operation Policies Postponed until next meeting - pending lawyer review**
- I. Board By-Laws Amendments Postponed until next meeting - pending lawyer review**
- J. Please familiarize yourself with the information about Public Meetings and NH RSA 91-A the Right to Know Act (in particular non-public sessions).**
- K. Requirements for committees-post meeting times, take notes**
- L. Board Mission**

M. Clarification on Medical Advisory Group

- The Medical Advisory group is not a board committee, nor a committee that advises the board;
- The Medical Advisory group does not craft policy or policy recommendations for the school;
- The Medical Advisory group is a school nurse, a physician, and our Board Chair, who is a family nurse practitioner;

- Together or separately, these individuals are informal volunteer resources available to Luke to answer his questions, and act as a sounding board as he navigates the myriad issues associated with the Pandemic.

VII. Public Comment Period

Community Member - Keith Hetman spoke to concerns with K-1 outdoor masking policy as set forth in GW Covid Plan.

Closing Verse-Holly

You have been joined by fate together
To unfold the powers
Which are to serve a good creative work.
Wisdom itself will teach you as you walk on the soul's path
That greatest things can be achieved
When souls who give to each other spirit certainty
Unite and work towards the healing of the world in faithfulness.

- Rudolf Steiner (From Benedictus, a character in the Mystery Dramas or also called the Portal of Initiation-thank you to Janet for bringing this)

Next Meeting: Saturday November 13 2021 9 a.m. in person Auditorium 98 South Lincoln. All future meetings will be held at South Lincoln .