

Gathering Waters Board Agenda

July 17, 2021 8:30 a.m.

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 (Emily) - Read by Elizabeth, Emily will give her thoughts at next meeting

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.

6. Collaborative Leadership:

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

7. Schools as Learning Communities:

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

In Attendance: Gabrielle, Dan, Janet, Theresa, Eliza, Luke, Anny, Jonny, Holly, Elizabeth, Emily

Non-voting members: Luke Goodwin

Public Attendees: Marcy, Fiona

I. Principle #3 Emily (read by Elizabeth)

II. Approve Minutes from 6/19/2021 meeting Motion to approve: Jonny / Second: Gabrielle/ Vote: Unanimous

III. Updates

- A. **Enrollment** -Fiona - Still have spots in 3,5,6, & 9 (15 spots total), some commitments still pending. Will start advertising and creation of signage to bring community awareness and push enrollment
- B. **Hiring**-Luke - Figuring out part time needs - Filling gaps in teacher schedules / loads - PT positions to be filled - Spanish, Music, Woodworking, Counselor, Dev. Coordinator. Lower Level Floating Teacher withdrew application, will be replaced with PT assistant instead. Kindergarten will have two PT assistants instead of 1 FT, who will also fill in for aftercare-budget neutral. Also looking for additional FT Support Staff position to work with IEPs
- C. **6th Grade Teacher Update** -Luke 6th grade teacher withdrew from position due to challenges with housing and moving from the west coast. Hiring committee will reconnect with her in January of next year, if she will be able to step in to take over as 7th Grade teacher. Solution for this year will be to have Stefan hold the class socially (Morning, lunch, dismissal) with Signa taking over 4-5 class blocks, with upper school teachers and guest teachers filling in remaining blocks. This will potentially lower budget burden this year. Will schedule an early August meeting with 6th grade parents once schedule is finalized.
- D. **Facilities** Fiona - Video walkthrough of 98 S. Lincoln construction - Additional updates on Drive in Business Office Board Report. Fiona will send out survey for possible dates to have Board meet for work day / photo opportunity.
- E. **DEIJ**-Eliza - Still working on figuring out board structure / roles. How to have broad representation on board. How to comply with NH Bill HB455, while still staying true to core principles.
- F. **Development/Fundraising** -Holly \$57k raised so far. Handouts created by marketing committee still being printed, hoping to be available soon. Looking at additional grants and other funding available through various foundations. Start-up funding grant being submitted soon.
- G. **Parent Council**- Sara Norris - 1st Meeting will be on Aug 12th - 6:30 - 8:30 - In person (TBD). Volunteer class reps filled for most grades. Several volunteers for pizza night.
- H. **HR** - Anny - Working with Justin on employee handbook, benefits, on-boarding processes.
- I. **Finance**-Justin - Presented by Luke

- a. SBW Loan terms approval and grant of Justin to sign for school -
Motion to approve: Gabrielle / Second: Jonny / Vote: Unanimous
- b. Certification that our leases at 98 South Lincoln and 31 Washington
were reviewed by our lawyer. - Motion to approve: Gabrielle /
Second: Jonny / Vote: Unanimous

IV. Marketing-Logo (20 min) Elizabeth shared redesigned logo created by Chrissy Lee for board approval w/ understanding the Marketing Committee will make final adjustments to colors, font, etc. - Motion to approve: Jonny / Second: Holly / Vote: Unanimous

V. Parent council rep-vote on whether they should be voting member of the Board (10 min) - Board feels they should be a non-voting member due to the amount of parent representation already present on board. Motion to approve: Janet / Second: Gabrielle / Vote: Unanimous

VI. Response to those with questions about Charter Schools - Emily, Luke & Eliza will work on list to address questions and concerns to assist Board members and teachers to be fully informed and better handle any potential concerns that may arise.

VII. Board Governance

- Term Lengths-need to stagger; who will leave after this year? Next year? -Gabrielle asked members to send her their thoughts on how long they would like their term to be.
- Committee Structures-in process
- Times for committee meetings - Want to have regular meetings so the public can attend if desired.

IX. Faculty Salary Proposal Update -will wait until after year starts to propose any changes

Closing Verse- Read by Luke

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: 2nd Saturday of each month for regular meeting - Gabrielle will send survey to gauge availability/schedule moving forward.

Committees:

Executive

Enrollment and Outreach -combine with Marketing? With Development and Fundraising?

Finance

HR

Diversity Equity and Inclusion

Strategic Planning