

Gathering Waters Board Agenda
December 10, 2022 9 a.m.-11 a.m.
98 S. Lincoln 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: Dan Kurz, Jonny Norris, Janet Gordon, Justin Somma, Katie Osawald, Eliza Murphy, Elizabeth Hamshaw, Mark Stehlik, Jessie Morin

Non Voting Members: Luke Goodwin

Other Attendees: Dallas Welch, Fiona Laurie

Call to order:

I. Welcome

II. Approval of November Meeting and Emergency Meeting Notes

Motion: Janet / Jonny / Unanimous

III. Faculty & Staff - Holiday Appreciation and Board Social? Donuts and coffee from Brewbakers was well received last year, and the plan is to do this again. Also looking into logo mugs filled with sweets. Admin is working on separate gifts for faculty/staff. Parent Council is also working on teacher gifts. Talked about having an appreciation gathering after the holidays when things settle down in January to break up the bleak, cold month.

IV. Principal Report - Presented by Luke (see attached report below)

a. Enrollment - Enrollment opened on Dec. 1st with Feb. 15th re-enrollment deadline. Lottery to take place at the end of February. Currently only seeing openings in 1st and 10th grades. Anticipating full or close to full enrollment at the start of the next school year.

Working on how to have families fully commit in advance, rather than waiting til the last minute (follow ups, materials fee, etc.)

b. Annual Fund

1. **Update** - Nora Rozell will be joining the Development Committee to help with fundraising efforts. There is a lot of work to reach the \$80k goal (per line item in budget) even if the anticipated large donation comes in. We are currently only at \$4900. Craft fair expected to have raised approx. \$15k, which exceeded the expected amount.
2. **Pledge Form** - Asking for full board participation to convey support within the community

V. Committee Business Presented by Dallas

a. Finance Committee Report

- i. **Faculty Compensation** Due to some positions not being filled this year, there is a \$32k surplus in the budget. Assistant teachers already had a wage increase this year.

Vote to approve a one time stipend for full time faculty & staff dividing the \$32k surplus evenly (works out to approx. \$1000 for each full tile lead teacher - part tile lead teachers will receive pro-rated compensation)

Motion: Eliza / Justin / Unanimous

Current plan is to approve a \$2,000 base increase for each of the next two years. Will be finalized in January, and the staff will be notified at that time. Notification letter will include all board members names - draft of this letter will be sent to the Board by Luke for review.

VI. Faculty Report - - See attached below

Katie reports that student morale in the upper school is good with a sense of calm and reverence. Jesse reports that the lower school is full of excitement. The spiral walk was a great success, and the lead teachers are working with specials teachers to fine tune the transitions between classes.

- VII. **Fiona's project** - Fiona is working to start a non-profit organization hoping to rehab the Kingsbury facility with the goal of turning it into a community / teen center. She is working with the NBRC to write grants to support the effort. Also looking into federal funding for environmental cleanup. Has potential for future GW use.

VIII. Non-public session

Motion to enter non public session: Elizabeth / Jonny / Unanimous

Motion to exit closed session: Jonny / Jessie / Unanimous

a. Facilities Update & Discussion

Motion to seal closed session minutes: Jonny / Elizabeth / Unanimous

Closing Verse

**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 January 14, 2022 9-11

School Principal December 2022 BOT Report

December 10, 2022

- Hiring:

We are currently still interviewing for our final Upper School Assistant position. In effort to provide greater support to our 1st and 2nd Grade teachers we have also added Afternoon Park Assistants. These part-time positions are for 12-15 hours/week. We have hired the 1st Grade Park Assistant and are currently searching for the 2nd Grade Park Assistant.

Next week our Statement of Intent letters and forms for next school year will be distributed to Faculty and Staff. We ask the faculty and staff to consider their intentions for next school year during the Holy Nights of December and early January. This will give a clear picture of hiring needs for next school year. We are anticipating the need to hire, i) new HS Humanities teacher for continued 11th grade enrollment growth , ii) new HS Math/Science teacher for continued 11th grade enrollment growth, iii) ½ time Upper School Level Chari (could combine with one of the HS academic positions, iv) potentially one Class Teacher.

- Facilities:

Luke Goodwin will present an Upper School Facilities Report at the meeting.

- Enrollment:

Current 2022-23 Enrollment continues to roll forward. There are 10 total open spots in the school due to open spots and mid-year transfers (three 10th grade, two 8th grade, two 7th grade, one 6th grade, two 1st grade spots). All openings have students in the enrollment pipeline to enroll in January except for the two 1st grade spots.

New 2023-24 re-enrollment and new applications opened on December 1st. To date we have received 56 new student applications (16 of those siblings of current students) through all grade levels.

- Annual Fund:

We successfully launched the Annual Fund on November 22. There have been weekly emails and social media posts, which will continue until the end of the calendar year. To date we have raised \$4,900. This total comes from 25 donors with gifts between \$2,000

and \$10. It is our goal to raise \$80,000 for the AF by June. Operationally, I write all content and Kelly Barker supports visuals and social media. Database management through Little Green Light will be completed by Eliza Komisar, Upper School Office Manager. She received training from Gabrielle.

- Department of Education 1st Year Audit:

I completed and submitted the DoE 1st Year Audit. This report contains updates from all areas of the school including, Academic Progress, Programmatic Progress, Financial Status, and Organizational Progress. The on-site visit is scheduled for December 14th.

Governance Meeting 12/6/22. 4:00pm
Eliza, Elizabeth and Janet attended

Board Meeting Review
Focus on Facilities, fully informing the Board and allowing time for discussion.
Leaving with next steps

Pledge form check in and reminder of the need for 100% participation

Question about zoom for the Board mtg to insure more participation. Let Board members know how important this meeting is!

Faculty and Staff Holiday appreciation gift from the Board. Eliza will check with Sara and find out if we can include something from the Board in their gift baskets. Other suggestion was coffee and donuts brought to both campuses. A repeat of last year.

Question about communicating with faculty about salary increase. Some communication before the holiday break to show that it is being worked on. Either in person at a meeting or a letter from us on behalf of the Board.

Question about Board social gathering to acknowledge and celebrate our work together into the new year..

Board and Committee activity

Nora Rozell will take on some leadership responsibilities with the Development committee. She is open to joining the Board.

Gretchen Snow, grandparent of Trinity grade 4 will join the finance committee, bringing expertise. Her children went to MWS, long time parent at MWS.

Melissa Langhil, new parent of a 6th grader requested a conversation about Board work but we haven't heard back. Elizabeth and Janet have both written to her.

Holiday Board social gathering?

Committees Follow up. How is it going? Reports?
Eliza sent reminder and a link.

Janet Gordon

Faculty December 2022 BOT Report

FESTIVALS, EVENTS

- Both campuses are observing the Festival of Light and are holding Spiral Walks for each grade to participate in. There is a mood of reverence and anticipation throughout both campuses, with assemblies, recitation, singing, and artistic work.
- The 8th, 9th, and 10th grade is hosting a Coffee House at Brewbakers Cafe next Wednesday, where students sign up to perform original poetry, songs, skits, and more.

FACULTY WORK

- Many faculty members have been sick lately, which has begged the question of how to find qualified substitutes.
- All faculty and staff participated in the second Alma Partners workshop of the year last week. The focus was largely biography work as it pertains to DEIJ.
- Both campuses have been working with the fine details of transitions between classes to ensure that the timing is reliable.
- Faculty members have approached Board Reps with questions regarding salary and inflation, which were reported and discussed at the last board meeting.