

Gathering Waters Board Agenda
March 11, 2023 9 a.m - 11 a.m.
Lower School

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 Oswald, Eliza Murphy, Elizabeth Hamshaw

Non Voting Members: Luke Goodwin

Other Attendees: Dallas Welch

Call to order:

I. Welcome

II. Approval of February Meeting Notes

Motion: Jonny / Justin / Unanimous

III. Approval of February Closed Session Meeting Notes

Motion: Justin / Jonny / Unanimous

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

V. Hiring, Governance, and Enrollment Update

a. Budget Update - HB272 (Increased Charter Funding)

Draft budget is based on 295 enrolled students, including additional funding which will potentially be available if HB 272 gets passed. If it does not pass, then we will not have a surplus, but will still have a balanced budget.

Final budget approval will be done in May

b. Vote on 6.5% Salary Boost for Faculty in 2023/2024 Budget, 1% 401K salary match to full time salaried employees, granting principal authority to make new job offers as shown in proposed draft budget

6.5% base increase and 1% 401k match will increase FTE by approx. \$181k. This rate increase will put us even with or just above the average compensation compared to other regional Waldorf schools, but still considerably lower than other traditional public schools.

Motion: Eliza / Jonny / Unanimous

c. **Principal Goals - Self Assessment - Goal #2** (see report below)

VI. **Faculty Report - Presented by Katie** (see attached below)

VII. **Committee Business**

Process for interviews/hiring:

Currently posing on waldorfteacherstoday.com and through word of mouth. May need to advertise for a math teacher opening on indeed.com. Applicants are observed during sample teaching, references are checked, and the PAC, along with additional faculty members are consulted for input.

Dallas or Luke will look into requirement to include job postings on NH Employment Agency Website.

Communication will be increased to spread awareness that students are eligible to take advantage of classes available at local district schools, and Luke would work with them regarding scheduling conflicts.

VIII. **Public Comment**

IX. **Closed Session - Per 91-A:3 Section II(a) - The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted.**

Motion to enter Closed Session: Elizabeth / Katie / Unanimous

a. **Leadership & Governance Review Process; Board Self Evaluation**

Motion to exit Closed Session: Jonny / Justin / Unanimous

Motion to seal Closed Session minutes: Dan / Jonny / 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 April 8, 2022 9-11 - Lower School

School Principal March 2023 BOT Report

March 11, 2023

- Hiring:

We are in our interviewing and hiring season for next year. All new positions are interviewed by a team/individual faculty and School Principal. Full-time recommendations are brought to the Pedagogical Advisory Council (PAC) for input. The following confirmed hires and offers have been brought through the PAC. Current updates include,

i) **HS Humanities Teacher** for continued 11th grade enrollment growth: The position will be offered to Jess Cohen next week (pending final compensation setting at this March BOT meeting). Ms. Cohen served as our guest HS Drama Teacher this winter. She is a trained Waldorf teacher and has taken a class grades 1-8 and has taught HS Humanities and Drama.

ii) **HS Math/Science Teacher** for continued 11th grade enrollment growth:

- No current applicants for this position.

iii) **Full-time Spanish Teacher:** We have made an offer for our full-time Spanish teacher.

iv) **Rising 8th G Class Teacher:** We have interviewed and will make an offer to former MHS High School student Perin Ellsworth-Osanya. Mr. Ellsworth-Osanya is a trained Waldorf teacher, currently teaching a 3rd grade at the Spirit of the Lake Community Waldorf School. His teaching future likely lies in the high school and he will also be helping to form our new **Computer Science & Literacy** program next year. He will be an outstanding addition to our faculty group.

v) **½ time Upper School Student Life Administer:** This is a role that is a job description shift from our previous Upper School Faculty Chair position. We have two strong candidates and plan to make an offer in the coming several weeks.

vi) **Rising 5th Grade Class Teacher:**

- We are interviewing a very strong candidate for this role on Monday, March 13th.

vii) **Rising 7th Grade Class Teacher:** This position is available because Julie Ludvigsen is returning to the Lower School to take the 2nd grade class.

- We are interviewing a very strong candidate for this role on Friday, April 7th.

viii) **Part-time Lower School Gym Teacher** to account for expanded program offering of 11th grade: We have hired Erin Mounce for this ½ time position. Ms. Mounce is

currently a Lower School Assistant Teacher. She will continue with this support role ½ time and begin teaching gym classes to grades 2-5th.

ix) **Part-time Eurythmy Teacher** to account for expanded program offering of 11th grade.

Enrollment:

New 2023-24 lottery process is complete. We are currently projecting enrollment of 297 students (full in every class except 11th grade with 22/25 students). There are currently 85 students on waitlists throughout the grades and high school. We will continue to provide tours and add students to that waitlist in case any of our currently re-enrolled students decide to withdraw their enrollment spots before next September.

Summer Program (Camp):

I am again serving as the Summer Program Director for this year. Our enrollment is very strong (much higher numbers than this time last year). We currently have 53 total weeks registered (we project to break even in revenue at 51 weeks registered, thus projecting strong surplus). Erin Mounce will serve as the Summer Program Lead Teacher and at least one week is enrolled with more than 10 students and will require an assistant teacher to be hired. We will be advertising in the Monadnock Shopper Summer Camp issues in the coming two months and will continue to aggressively enroll this program.

School Principal Yearly Goals:

I have updated my yearly goals document and will begin review with the Leadership Advisory Group on a weekly basis. I continue to welcome any comments or questions from the Board.

Faculty 3/10/23 BOT Report

- **Parent/Teacher Conferences.** They are coming up! Parent council may be supplying treats for us for those days. We are so grateful!
- **Faculty/Board Communication**The Faculty Reps have been working with the Board to offer faculty feedback in these formative years of the school's biography.
- **Assemblies.** We recently had our first Friday Assembly at the LS for 1-5th grades. The theme of these assemblies is a "petal" of the Star Code. The theme for this assembly was diversity. We sang songs, Kelly C told a story, 3rd & 5th grade presented. The next assembly is Friday, March 17th, from 2:15-2:40pm. They are not open to the public or other classes yet. Let me know if you would like to come! I'm happy to ask the LS faculty. I'm sure they would say yes!
- **Student Enrichment**
 - **Spring Sports.** The Gathering Waters Baseball and Track & Field teams had their first meeting last week! The track team in particular was very well-attended, with 30 students signing up!
 - **Guitar Club.** An after-school guitar club began last Thursday, led by guitarist Jason Latham. Jason works with the high school for music electives, and created this club for those who are interested. Eighth grade students are also welcomed to attend.
 - **IDEA Club. (Inclusion, diversity, equity, alliance)**The IDEA student club is made up of a group of students working together to promote inclusion, diversity and equity/equality in the Gather Waters Community through event organization and regular meetings. Students will meet to learn/explore inclusion, diversity and equality, and develop community events around these ideas. The focus for the IDEA group for 2023 is on diverse representation in our schools. The students will be discussing this idea and creating a group art project (mural) starting small this spring and expanding on the idea for the 2023-24 school year inviting the school community and local community to participate in some capacity that promotes diverse representation.
- **Camp Glen Brook Outings.** Class by class, the GW students have been visiting Camp Glen Brook throughout the fall and winter, and now into the spring! Ice skating, hiking, sugaring, and other outdoor activities are bringing the students out of the classroom and into nature. A high ropes course there will hopefully be available for classes later this spring.

