

Gathering Waters Board Agenda
September 16, 2023 9:00-11:00 am
Gathering Waters Upper School
31 Washington St, Keene

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: Jan, Tiffany, Eliza, Justin, Katie, Jonnie, Janet, Elizabeth, Mark, Dan

Non Voting Members: Luke

Other Attendees: Jed, Dallas, Kirsten

Note:

Call to order:

I. 9:00 Welcome (5)

II. Approval of Consent Agenda (5):

a. July and August Board Meeting Minutes

☰ DRAFT - 8.12.23 Board Meeting Notes

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

b. ☰ DRAFT - 7.8.23 Board Meeting Notes

Motion to approve: Mark / Second: Janet / Vote: Unanimous

c. ☰ DRAFT - 8.26.23 Board Meeting Notes

Motion to approve: Justin / Second: Mark / Vote: Unanimous

d. July Closed Session Meeting Minutes

Motion to approve: Mark / Second: Janet / Vote: Unanimous

III. 9:10 Introduction of Board Members - Current and New- Janet (20)

a. Intros (10)

b. Spatial activity with Jan (10)

IV. 9:30 Principal Report - Luke (10)

a. Report ☰ School Principal 9.16.23 BOT Report

Additional hiring needs: Title 1 teacher, Full time floating sub, and HS Assistant Teacher. Luke noted that the Full time sub position is not currently posted on Indeed.

Eliza questioned what next steps are in addressing HS Attrition. Luke noted that a HS Planning Task Force will be created to work in conjunction with MOE committee.

Janet asked if resources in the LS is sufficient to support the full Special Ed program. Luke noted that Jed is currently able to fill in part time where needed, but if the case load increases, a new hire will be needed.

Dallas noted that we are federally required to provide resources for 504 students, but these are not able to be reimbursed like IEP students.

Elizabeth noted that we could invest in advertising. Dallas has been brainstorming with Kelly Barker on how to get our name out there into the community for the US, including events like Pumpkin Fest. Signage at the US would help as well.

b. Principal Goals [Principal Goals 2023-2024 v.2.docx](#)

V. 9:40 Faculty Report - Katie (10) [Faculty Report](#)

VI. 9:50 Board of Trustees Overview and Updates - Eliza (20)

- a. Board Faculty Rep Job Description
 - [Faculty Board Representation - DRAFT](#)
 - i. VOTE: Motion: Justin / Mark / Unanimous
- b. Committee Report Template [Draft Committee Report Template f](#)
Dan put out a request to Committee Chairs to do some housekeeping / organization in the Drive folders to make transitions easier for new members.
- c. Board Self-Assessment Questionnaire
 - [Board Self-Assessment Questionnaire2023.pdf](#)
 - Eliza will send out a Google Forms link in the next week or two with this questionnaire

Jan asked if the charter is available on the website. Luke noted that the updated Charter is going to be put up on the website soon.

d. Board Leadership Transitions - Janet

An interim Leadership model is in the works with Elizabeth stepping away from the role of Acting Chair, Eliza stepping off the Board, and Janet wanting to reduce her role in

Leadership. Mark and Dan will work as a Leadership Group, until permanent Chair / Vice Chair positions can be filled. The Secretary position needs to be filled to take Dan's place. A more detailed proposal will be presented prior to the next Board meeting to receive a vote.

VII. Committee Reports:

- a. 10:10 Finance Committee Report - Justin and Dallas/Luke (15)**
 - i. Compensation Task Force Committee Update - To be brought to the HR Committee once formed. Needs to take priority as this has been a standing item since February. Important for teacher retention. Elizabeth noted that there are some outside professional resources available to assist with this process.
 - ii. Updated budget financials - Based on opening day enrollment, there is a net deficit of approx. \$30k. Dallas will review at the end of the second quarter to evaluate individual budget lines.

Dallas presented that the 31 Washington St. property manager asked about our interest in leasing the full wing of the building. Will be looked at by the Facilities Committee.

- b. 10:25 Governance Committee Report - Elizabeth (20)**
 - i. Summer Subcommittee update- Elizabeth Identified that additional work needs to be done due to summer scheduling issues, along with miscommunications and misconceptions among those involved. Further discussion will take place to review the past and future processes moving forward. It was suggested that a joint letter from the Board and Lead Admin go out to the full faculty to resolve any outstanding issues and miscommunication.
 - ii. 2023/24 Principal Review process - Eliza - Will occur in mid-Fall. May form a Principal review subcommittee along with the HR Committee.

A request was put forward to review the Admin Review process with the potential to closer align with the teacher evaluations which bring in an outside 3rd party resources, which would then be reviewed by the Board

Upcoming meetings - date/time and facilitation - Janet

- c. **10:45 Other committee reports (5)**
 - i. **Setting standing meetings & chairs**
 - 1. Marketing Outreach and Enrollment
 - 2. HR
 - 3. Fundraising and Development

VIII. 10:45 Public Comment

Kirsten Archibald spoke on potential changes of Faculty Chair and Student Life positions. She requested that a timeline be set up, where they can work with a current job description, but also be aware when a new job description will be available and put in place.

She requested further communication related to Special Ed work as it relates to the summer work. Confusion regarding who is / should be involved.

She asked that when the Board reviews the processes of the summer sub-committee work, she requested that there be an emphasis on accountability.

11:00 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.**

IX. Motion to End Meeting: Jonny / Justin / Unanimous