

Gathering Waters Board Agenda
October 8, 2022 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:

I. Welcome

9:04 begin

Present: JG; AH, JS, LG, MS, EM, KO, JN, DW

Not present: DK, EH, JM, GS, ES

II. Welcome to Bobbie

a. Welcome and Introductions

- i. Email from bobbie expressing being unsure of ability to sit on the board; will stay in dialog to find ways for her to stay involved in development
- ii. Request for BOT members to recruit community members who can contribute to committees and board. Law and/or development experience a plus.
 1. KO proposes a parent form her class
 2. Justin mentions Jeronima
 3. Anny has a lead on a lawyer

III. Board Approval of minutes from 9.10.2022 meeting

- a. Amendment to minutes: Anny hamshaw not chairing HR
APPROVED

Motion: Justin/Second: Anny/ vote: unanimous

IV. Principal Update see attached

a. Enrollment

b. Strategic Plan - First Reading & Committee Goals

- i. Next steps: approval, strategize, activate
- ii. Discussion of goals 1 & 4

c. Family Survey

- i. Presented by Janet
Results will be uploaded to the drive
Response to families will tie survey to strategic plan in upcoming newsletter.

JM joins 9:44am

V. Finance Committee

Budget Update

DW

- In process : updating budget to meet state requirements
- State payment came in (a month early)
- Audit process beginning - technically have until march; planning to complete by december - may need this acceleration in relation to facilities work

JG:

- DOE Audit will come in December : audit preview at nov board meeting

VI. DEIJ Committee

a. Revised Statement on HB2

- i. Further edits and discussion of statement and related topics
 1. HR perspective: liability will lie with evaluating “ what did the employer do?” 'Did they do their due diligence?' e.g. training, responses ...
 2. DW suggests Support committee for teachers, LG explains that this group is forming
 3. Missing piece is the protocol to be coupled with the policy.
 - a. “Internal review and investigation” protocol to be developed asap
 4. Statement needs a few more edits.

Approval Vote is pushed to a special meeting upcoming

VII. Election of Officers via ballot. Transition overview

- a. VOTE: Officer slate as presented is ACCEPTED unanimously
 - i. Interim Co-Chairs: EM, JG, EM (Elizabeth as Chair)

- ii. Treasurer: JN
- iii. Secretary: DK

VIII. Public Comment Period

Vote to go into non public session: JN/ second: anny/ vote: unanimous

IX. Non-public session

Vote to go into non public session:

Motion: JN/ Second: anny/ Vote: unanimous

a. Facilities Update

i. Presented by LG

ii. Follow up next board meeting / special meeting

b. Thank you to Gabrielle (December meeting)

Vote to seal Non public session minutes

Motion: Mark Second: Anny Vote: Unanimous

Vote to end non public session

Motion: Justin Second: Jonny Vote: unanimous

Vote to adjourn

Motion: Justin Second:Katie Vote: unanimous

11:03 end

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 November 12, 2022 9-11

School Principal October 2022 BOT Report

October 8, 2022

- Hiring:

Our hiring search continues for four very important and needed Assistant Teacher positions. We are still searching for,

- 1st Grade 1:1 Student Assistant
- 2nd Grade Assistant
- Upper School Assistant
- Aftercare Assistant

Interviews are ongoing, admin and faculty are stepping in to support, and we continue to examine our assistant teacher structures. Those new assistants that we have hired are *excellent* and a great asset to the 2nd, 3rd, 5th, and Middle School grades.

- DEIJ Training:

I am very excited to announce that we are launching a Diversity, Equity, Inclusion and Justice Training at our upcoming In-Service Day. Through this school year we will be working with the educational consulting group called [Alma Partners](#). I have had the opportunity to work with Alma Partners in my previous AWSNA work and they are outstanding. Many of the facilitators are current or former Waldorf school teachers, board members and parents that bring a deep understanding of the challenges and opportunities faced in both public and independent schools.

This year long-training will consist of seven 2-hour workshops that develop an arc of DEIJ concepts through eventual Gathering Waters curriculum mapping and development. These workshop sessions will be conducted on-line via Zoom. The arc of study will include,

- Creating Relationships that Transform Culture
- Key Concepts in DEIJ
- Racial Identity Development (two workshops, parts 1 & 2)
- Building Antiracist Community / Understanding Anti-bias Education
- Contextualizing Curriculum (two workshops, parts 1 & 2)

Next Tuesday, October 11 we will hold the first two workshops of the seven arc series, Creating Relationships that Transform Culture and Key Concepts in DEIJ.

- Pedagogical Development:

As reported last month we have begun a faculty/staff Professional Development program designed and guided by Lower School Faculty Chair, Karen Atkinson (both Upper and Lower School Faculty are involved). Summative reviews are beginning for two faculty this month and will continue with three more faculty in the winter. Related to our Strategic Plan Goal #4 Faculty & Staff, Recruitment, Retention and Development, we are actively supporting all faculty and in doing so, actively responding to topics identified as strategic challenges (both self-identified by faculty and by parents in the end-of-year parent survey).

The Upper School Faculty and I have begun a High School Programming Task Force. This group consists of academic and specialty teachers from the high school and has been meeting twice monthly after school. Our focus has been two-fold, i) developing high school programming for this year, including special topics in tech skills (keyboarding and the Cyber Civics program), health education, and substance related topics, ii) longer-term curriculum planning i.e. 11th and 12th grade block rotations, academic class credit allocations, full scope & sequence development.

- Facilities:

Will provide an update on Upper School facilities search verbally at the BOT meeting.

- Strategic Planning:

The DRAFT Strategic Plan Vision Statement & Goals are included in the BOT folder for this meeting. We will review this document and prepare for voting at the November BOT meeting.