

Gathering Waters Board Agenda

July 8, 2023 9 a.m - 11 a.m.

Google Meet

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, Janet, Elizabeth, Jonny, Katie, Eliza, Justin, Mark, Jessie

Non Voting Members: Luke Goodwin

Other Attendees: Dallas Welsh

Call to order:

I. 9:00 Welcome (5)

II. Approval of June Meeting Notes

Motion: Janet / Justin / Unanimous

III. Approval of May and June Closed Session Meeting Notes

Motion: Justin / Eliza / Unanimous

IV. 9:10 Update on Board leadership recruitment and new Board candidates

Jan Lyndes submitted application to join the Board. A parent (Genevieve?) is planning to submit an app. Elizabeth touched based with Whitney (parent) as a possible candidate. Eliza met with two other parents that have interest in Board work with experience in Fundraising and HR. Other possible new/returning members include Anny, Gabrielle, Sandy Hunt. Justin is chatting with Katie Schwerin.

Governance committee will update the Board on this ongoing process and collect input.

V. 9:15 Principal Report - Luke (10)

Luke gave brief hiring update for 3rd and 5th grade class teachers, college counselor, and assistant teachers.

Summer camp going well with strong enrollment (4 or 5 times last year)

Enrollment for fall is projected at 296-298 with only classes not having waiting lists being 10th and 11th (some exiting students cited wanting a larger school experience)

VI. 9:25 Faculty Report - Jessie / Katie (10) - See attached below

VII. Committee Reports:

a. 9:35 Finance Committee Report - Justin (30)

HB272 approved, increasing per student income to \$9500

Jessie asked if PAC has reviewed budget. Concerned that there has been a lack of conversation in regards to pedagogical input. Luke felt they had ample opportunity to ask questions if necessary. Dallas will go to the next PAC meeting to give further info on budget, and there is flexibility to change this budget if needed. The Governance Committee needs to lay out steps to have more transparency of PAC in regards to role & expectations & decision making. Also would be very helpful to have a faculty member join the Finance Committee.

Admin boosts included in new budget to be approved as part of budget vote. Also noted that current Waldorf certification does not warrant a boost, but may be re-looked at in the future.

No separate line item for HR, but CPA line item can be redirected to HR purposes if required

i. Approval of Final Budget

Vote: Dan / Eliza / Unanimous with two Abstentions (Katie & Jessie)

ii. Approval of Line of Credit with Savings Bank of Walpole

Vote:

To approve Dallas to obtain a line of credit up to \$300k to cover cash flow deficit due to delays in grant reimbursements and special ed. Payments. She notes that many schools have Revenue Anticipation

Notes (RAN) to account for these disparities. She will also provide a cash flow report once available.

Motion: Eliza / Mark / Unanimous

Vote to authorize Luke as a signer on the line of credit:

Motion: Dan / Jonny / Unanimous

- b. **10:00 Governance Committee** - Janet (5)
 - i. Update on Summer Subcommittee meetings

Much info came out of Board / Faculty Retreats

Sub-committees will concentrate on the following:

- > Governance: Processes / Reviewing C/harter / Strategic Plan
- > Educational Support
- > Spiritual Holding of the School

- ii. Second reading - draft *faculty board member job description* (10)
Move to edits and Final Copy - Postponed

- c. **10:20 Other committee reports**
 - i. Facilities - **Postponed**
 - ii. DEIJ - **Postponed**

Additional notes:

Admin has not met with the former Parent Council to discuss how best to move forward effectively, but plans to soon

The faculty shared that the work of the Parent Council was doing is invaluable to the health of the school.

VIII. 10:20 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.

10:25 Motion to enter Closed Session: Justin / Katie / Unanimous

- a. Update from Evaluation Subcommittee on Level Chair Performance Review and Recommendations**

Motion to exit Closed Session: Justin / Dan / Unanimous

Motion to seal Closed Session minutes: Justin / Mark / Unanimous

10:50 Executive Closed Session (20)

- a. Follow up on 5/17/23 executive closed session**
- b. Status update and action items**
- c. HR committee formation update**

Motion to enter Executive Closed Session: Mark / Jonny / Unanimous

Motion to exit Executive Closed Session: Jonny / Justin / Unanimous

Motion to seal Executive Closed Session minutes: Jonny / Justin /

Unanimous

**** Next Board Meeting: August 12, 2023 on Google Meet ****

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.

Faculty BOT report 7/8/23

High School Welcome

- As a fun welcome, the high schoolers crafted an afternoon of events for the 8th graders. They "borrowed" Ellis before the eighth graders got there without them knowing, then told the class that they

Rose Ceremony

- bookend to the year with community gathering at RHP with each class presenting songs, poetry, musical offerings. At the beginning of the year, each eighth grader presented a rose as a gesture of welcome to their first grade buddy as they began their grade school journey. At the end of the year, each first grader presented their eighth grade buddy with a rose to send them off into high school. New this year was a high school welcome for the 8th graders. They formed an S shape with two lines facing each other, then sang and welcomed each eighth grader individually to join their line.

Otter Brook all Community Potluck

8th Grade Promotion ceremony

Faculty work week

- dedications to faculty who are departing: Kelly Corson, Walid Pearson, Jan Lyndes, Jennifer Butler, and Amanda Vaine. All led by a different faculty member. Really took the time to honor their work and appreciate them as people. Important to the mission of our school.
- News of Parent Council very concerning to faculty

Reports

- teachers finished report writing last week
- Moved classrooms

Professional Development has begun

Summer Program kicking off