

## **Spring Garden Waldorf School**

### **Joint Faculty/Board meeting minutes**

**February 10, 2025**

joint Board/Faculty Meeting to discuss the three major priorities from our recent accreditation, to gather information for our one-year report, due in March 2025.

Attendance: Brenda Leighton, Ken Ambler, Jeff Scott, Stephanie Bailey, Amy Hecky, Rocky Lewis, Julie Marchetta, Kelli Wright, Dionne LaRue, Suzie Reich, Bridget Ambrisco, Matt Slater, Dan Kavouras, Michael Gannon, Kyle Strnad, Marie Paul

Absent: Gabrielle Aryeetey, Darrin Griggy

Meeting called to order at 6:30 PM with the reading of the Opening Verse

The Board and Faculty focused on three priorities from our recent accreditation to gather information for our one year follow up report that is due in mid-March.

#### **Priority 1**

Create, approve and implement a 3-5 year strategic plan which includes and is not limited to: governance (leadership), enrollment goals, program/curriculum development, finance management and development, Board development, campus development, human resources, DEI and Community, communication and outreach. Create, approve, and implement a 3-5 year financial budget that is aligned with the approved 3-5 year strategic plan

1. Has been implemented
  2. Is in process
  3. Has not been implemented
- 
1. If 1, who was involved in implementing?
    - a. What worked well?
    - b. What could be improved upon?
  2. If 2, who is involved in the process
    - a. What is working well?
    - b. What could be improved upon?
  3. If 3, why?

#### **Priority 2**

Include the following essential topics in your strategic plan based on the School's assessment and additional observations by the team:

- Human Resources
- Educational Support
- Social/Emotional Learning
- Curriculum and Pedagogical Practice, and DEI in curriculum
- Community and DEI in community
- Decision making
- Alumni Program
- Facilities
- Leadership

Priority 2:

1. Has been implemented
  2. Is in process
  3. Has not been implemented
- 
1. If 1, who was involved in implementing?
    - a. What worked well?
    - b. What could be improved upon?
  2. If 2, who is involved in the process?
    - a. What is working well?
    - b. What could be improved upon?
  3. If 3, why?

**Priority 3-** We will work with this priority using a SWOT analysis to ensure our Operations Plan is organized to address our needs. A SWOT analysis looks at strengths and weaknesses internally and then identifies threats and opportunities which are typically external.

Support for Faculty and Staff, based on the School's assessments and team observations and conversations:

*Mentoring, Professional Development and Assessment:*

In order to strengthen the consistency of the school's teaching program, and to fulfill the guidelines of the new Mentoring policy, the school needs to formalize implementation of mentoring practices (particularly following a schedule of mentor observations and follow-up meetings to support new teachers; formalize expectations with regard to the timeline for training, including decreasing the length of time within which all teachers must begin their formal Waldorf teacher education; and conduct a review of how the new Mentoring Policy is working and living within the school.

Who is involved in the process of addressing this?  
What is working well (strengths)  
What could be improved upon (weaknesses)?  
Potential obstacles (Threats)  
Innovation (Opportunities)

*Recruitment, Hiring, and Orientation:*

Continue to focus on a larger and more diverse pool of applicants by evaluating wording and placement of job postings. Roles and responsibilities of teachers need to be clarified; job descriptions need to include clearly stated extra curricular activities for evening and weekends.

Who is involved in the process of addressing this?  
What is working well (strengths)  
What could be improved upon (weaknesses)?  
Potential obstacles (Threats)  
Innovation (Opportunities)

*Professional Behavior and Expectations, including Communication Protocols:*

Identify, evaluate and strengthen leadership, especially concerning shared agreements and decision making processes. Clarify and articulate expectations and accountability for professional behavior and expectation, such as timeliness. Articulate and make accessible to everyone the School processes and practices that up to now have been held by a few individuals, and understood implicitly by some but not all faculty.

Who is involved in the process of addressing this?  
What is working well (strengths)  
What could be improved upon (weaknesses)?  
Potential obstacles (Threats)  
Innovation (Opportunities)

*Record Keeping Including Confidentiality:*

Record-keeping needs to move online and off paper for easy access and tracking.

Who is involved in the process of addressing this?  
What is working well (strengths)  
What could be improved upon (weaknesses)?  
Potential obstacles (Threats)  
Innovation (Opportunities)

*Dismissal, Grievances, and Conflict Resolution:*

Clarify and articulate accountability processes related to behavior and conflict, in order to minimize conflict between colleagues and the number of resulting grievances.

Who is involved in the process of addressing this?  
What is working well (strengths)  
What could be improved upon (weaknesses)?  
Potential obstacles (Threats)  
Innovation (Opportunities)

The result of our discussion is included in the Accreditation Response report, posted here:

<https://docs.google.com/document/d/1w7fOOo0mmNqwQ6qwKMe6keOHZacBMV0VnPJjvcLJk50/edit?tab=t.0>

Meeting adjourned at 8:33 PM with reading of the Closing Verse.

Ken Ambler  
(he/him)  
Board Secretary

**Next Meeting is Joint Board/Faculty meeting: March 10th, 2025, at SGWS, at 6:30 pm.**