

**Morrison Academy Board of Trustees**  
**Minutes Appendix: Summary of Oral Reports**  
**March 7, 2006**

**Kaohsiung Campus**

Bob Walter shared a recent e-mail from Albert Yang, a former student at MAK and MCA. In it, Albert expressed his thanks and appreciation for the quality of instruction, the people who work at Morrison, and the “strict” structure (*ethos*) of our schools. He also thanked teachers at both campuses for their caring commitment and for “holding him accountable” for his learning and commitment to God.

While Albert is not an MK, he illustrates the reality that teachers at Morrison who share the “Good News” need not sacrifice their commitment to the “Mission “of Morrison Academy while responding the “Great Commission” of reaching out to those who are not MKs, but need the Gospel. And, Mr. Choi (new principal of MAK) played a key role in reaching out to Albert and his whole family.

In response to a question by Mr. McGill, Mr. Walter stated that recent developments (i.e. the 20% MK enrollment criteria) could make it difficult for an inexperienced Principal (Mr. Choi) to respond to the ever changing numbers of MKs, staff kids, and Christian Workers each semester. In addition, staff morale would be in constant flux as teachers would be worrying about whether or not their jobs would be at risk should staff numbers be reduced due to declining enrollment. Moreover, student enrollment might also take a severe dip as parents may perceive the declining enrollment as a “sinking ship.”

Therefore, Mr. Walter praised Mr. McGill and the Board for their sensitivity in establishing a five year minimum enrollment of 180, while attempting to measure and assure the “ethos” of all our schools.

**Curriculum and Professional Development**

Last year we moved from the Stanford writing assessment to an internal 6 Traits writing assessment. This was discussed and recommended by the Language Arts taskforce and affirmed by recommendation to continue by the Assessment Taskforce. The biggest advantage of moving towards the internal writing assessment is that it gives our students (and system) immediate and clear results about our writing program. It also provides the students with a “system assessment” that is similar to their regular classroom environment, and provides an excellent opportunity for them to learn from their results.

Our March 2<sup>nd</sup> Moodle training went OK and we knew that there would be a slower response from the computers. During that time we saw that the biggest problem was hardware related, so I will be working with Larry Dilley in purchasing faster servers with more processing power to continue to prepare for a pandemic. Our March 3<sup>rd</sup> system PD time together went well and the teachers seemed to enjoy being together and discussing issues. Many thanks to Candy, Paul, and the Bethany staff for their extra effort in making this successful.

## **LEADERSHIP DEVELOPMENT COMMITTEE**

The MCA trustee Leadership Development Committee met to discuss several items.

The result of the missionary survey taken to assess the effectiveness of the school in meeting its mission was studied. The survey results were shared with the Board of Trustees at their next meeting. It was observed that the results of this survey would imply that MCA was following closely the goals of its mission statement.

Plans were made for completing the trustee self –evaluation and the superintendent’s evaluation before the May board meeting. Recommendations for new associate trustees and the new board chairman were also discussed. Plans are progressing for the teacher appreciation banquets and senior dinner.